



2018 MASTER PLAN

FOR ENGLISH LEARNERS AND
STANDARD ENGLISH LEARNERS



LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF INSTRUCTION
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT



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Hilda Maldonado

Message from Board President, Mónica García

Dear L.A. Unified Staff, Students and Families,

It is with great pride and hope that we introduce to you the English Learner/Standard English Learner Master Plan for 2018. In 1968, courageous students and families in L.A. Unified walked out to demand improved education outcomes and services especially for Mexican American, Latino students. This new plan reflects the shift in Los Angeles and California to lead our nation in recognizing and valuing the contributions of our students and families. When we demand and dream that our diversity is valued we all achieve.

Mónica García
Board of Education, President
Los Angeles Unified School District

Message from Superintendent, Austin Beutner

Dear L.A. Unified Family,

I am proud to present the new Master Plan for English Learners and Standard English Learners. This plan values children's home language while helping them become fluent in new languages.

Multilingualism is essential in today's global economy.

Sincerely,

Austin Beutner
Superintendent

Acknowledgments

We thank the more than 1,500 students, parents, guardians, teachers, Dual Language Program lead teachers, National Board certified teachers, school administrators, Dual Language Program administrators, English learner (EL) designees, EL coordinators, standard English learner (SEL) coordinators, academic counselors, charter school representatives, United Teachers Los Angeles partners, Associated Administrators of Los Angeles representatives, California School Employees Association partners, District English Learner Advisory Committee, Parent Advisory Committee, Parent and Community Services (PCS), Translations Unit, and community-based organization representatives who took the time to share with us their expertise and ideas for the *2018 Master Plan for English Learners and Standard English Learners*.

We would also like to thank all of the Los Angeles Unified School District stakeholders and staff who engaged in the *2018 Master Plan for ELs and SELs Analysis Day*, during which they pored over every piece of information provided during stakeholder outreach meetings, with the objective of understanding stakeholder concerns and goals. Many of these participants were also members of the Master Plan Ad Hoc Working Group, to whom we are grateful for the time and assistance they provided.

We also extend our gratitude to the L.A. Unified Board and their staff for their guidance and expertise, Dr. Frances Gipson and the Division of Instruction, with special thanks to Dr. Rosalinda Lugo from PCS and Lorena Franco from the Student Involvement, Development, and Empowerment unit. We would also like to thank the Center for Applied Linguistics, SupportEd, and Engage Language.

Finally, we thank the Central and local district staff of the L.A. Unified Multilingual and Multicultural Education Department, including Lydia Acosta-Stephens, Mara Bommarito, Dr. Rafael Escamilla, Carla Gutierrez, Dr. Jina Kim-Qvale, Helen Yu, and Dr. Alberto Alvarez, as well as members of the Access, Equity, and Acceleration Department, including Dr. Jamila Gillenwaters, Kandice McLurkin-Hasani, and Dr. Robert Whitman, all of whom worked tirelessly to provide expertise, advice, and documentation.

On behalf of students and families, with gratitude,

Hilda Maldonado
Executive Director
Multilingual and Multicultural Education Department

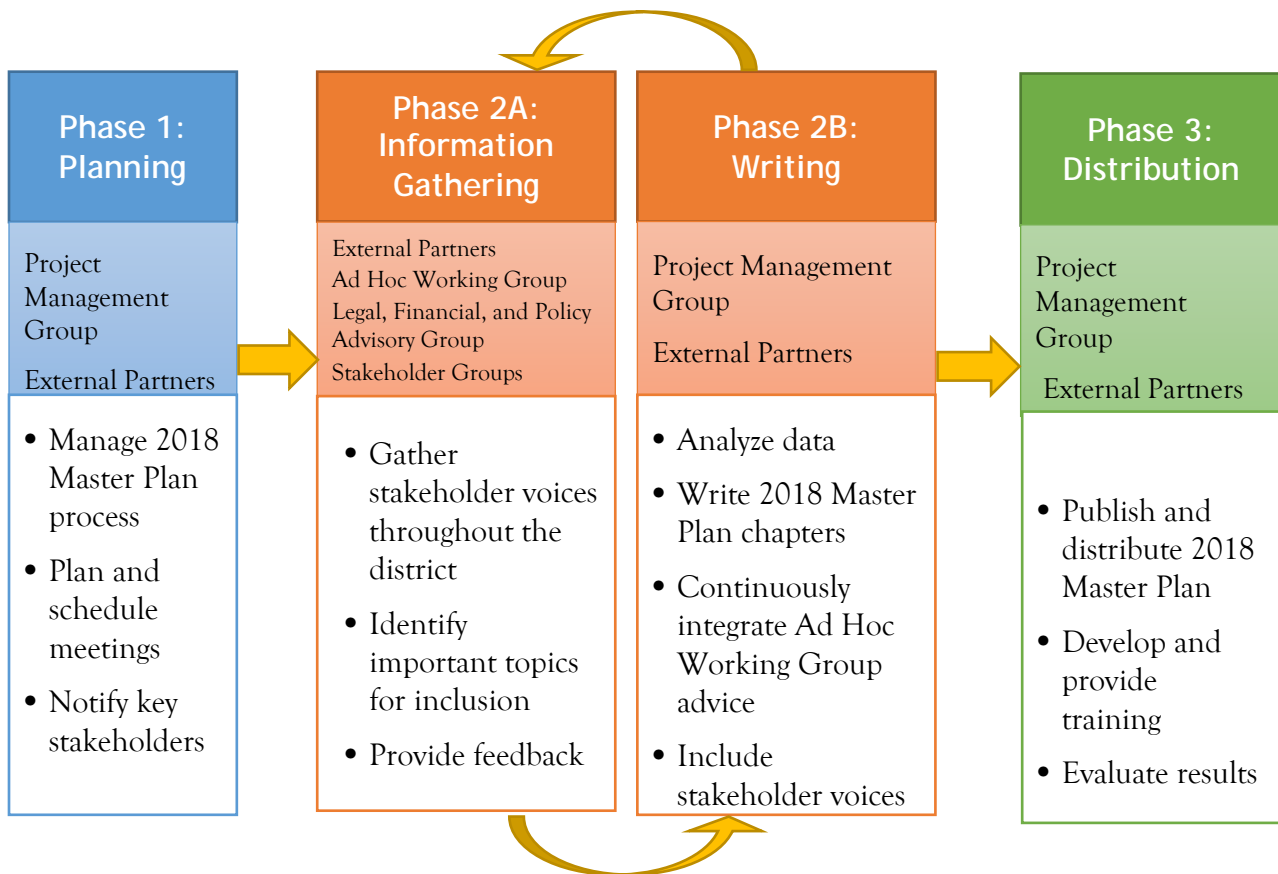
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Master Plan Development Process

The process of the 2018 Master Plan for English Learners (ELs) and Standard English Learners (SELs) rewrite was developed to incorporate stakeholder voices and allow for time to revise the draft based on stakeholder input over a series of drafts (Figure 1). The Planning Phase (Phase 1) of the 2018 Master Plan for ELs and SELs began in November 2017. Phase 2A (Information Gathering) began in January 2018 with the first meeting of the Master Plan Ad Hoc Working Group taking place on January 12, 2018. The rewrite plan was presented to the L.A. Unified Board of Education on January 16, 2018. Over a three-week period in Phase 2A, 35 in-person outreach sessions were conducted with 740 adult L.A. Unified stakeholders, and 150 surveys were collected from L.A. Unified students (Grades 9–12) in all six local districts. Stakeholder outreach themes and findings can be found in [Appendix D](#). Please see [Appendix G](#) for more information about the Master Plan rewrite process, stakeholder outreach, and the feedback sessions which included parents, UTLA, and our AALA partners.

Figure 1: Master Plan Rewrite Phases



The 2018 Master Plan for ELs and SELs is designed to be the overall strategic plan for the education of diverse learners in L.A. Unified. While it highlights the programs and instructional strategies to be utilized, the development of an implementation plan will follow the publishing of the Master Plan. The Implementation Plan will include more details for effectively putting the Master Plan into practice day-to-day. We begin the Master Plan with a discussion of the assets-based instructional programs offered to the District’s ELs and SELs.

Executive Summary

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

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

Guiding Principles for Educating English Learners and Standard English Learners

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

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



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



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

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

Chapters and Content

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

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

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

- ★ Who Are English Learners?

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

Chapter 2: Identification, Reclassification, Graduation, and Beyond

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

Key sections include:

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



Chapter 3: Family and Community Engagement and Connections

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

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

Chapter 4: Effective Instruction for English Learners

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

- ★ The Role of Language in Instruction
- ★ Guiding Questions for Providing Effective English Learner Instruction
- ★ Classroom Composition for English Learner Students
- ★ Flexibly Grouping Students for Instruction

- ★ Key Components of a Comprehensive English Language Development Program
- ★ Key Components of a Dual Language Program
- ★ Differentiating Instruction for English Learners Using Formative Assessments

Chapter 5: Effective Instruction and Assessment for Standard English Learners

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



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

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

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

Chapter 6: Professional Learning and Leadership Development

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

- ★ Growth and Development for Teachers
- ★ Opportunities for Teachers' Professional Learning
- ★ Growth and Development for School Leaders
- ★ Opportunities for School Leaders' Professional Learning
- ★ Pathways for Professional Growth

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

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

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

Chapter 8: Meeting Legal and Compliance Requirements

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

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



Diversity is our strength

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Introduction

Mission

Embracing our diversity to educate L.A.'s youth, ensure academic achievement, and empower tomorrow's leaders. We are L.A. Unified.

Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

The Mission and Vision for Language Education in L.A. Unified

L.A. Unified is proud to provide the 2018 *Master Plan for English Learners (ELs) and Standard English Learners (SELs)*. L.A. Unified is committed to increasing personalized learning experiences that begin with students' linguistic and cultural strengths. Through the expansion of school pathways, up to and including dual language education (DLE) and academic English Mastery Program Accelerated Academies, students acquire the academic language necessary to be college and career ready.

This plan lays out the District's vision and mission for educating our culturally and linguistically diverse students, including increasing DLE programming to provide opportunities for all students in the District to become bilingual and biliterate. Although this document is focused on the education of ELs and SELs, the vision for language education in the District is that *all* students will graduate from L.A. Unified as bilingual and biliterate.

Join us in envisioning and imagining that every single student feels as though their language matters, their culture matters, that *they* matter. Picture a future where L.A. students are prepared for 21st century jobs, where *our* students lead the way because they have an impressive suite of skills and knowledge, excellent academic achievement across the spectrum of coursework, and full bilingualism and biliteracy. L.A. Unified graduates who receive the Seal of Biliteracy exemplify this future. In the current context, we can't afford to envision any other future.



Guiding Principles for Educating ELs and SELs

These guiding principles were created as a collaborative effort by the Multilingual and Multicultural Education Department (MMED), Access, Equity and Acceleration, and members of the Master Plan Ad Hoc Working Group, with input from additional stakeholders.

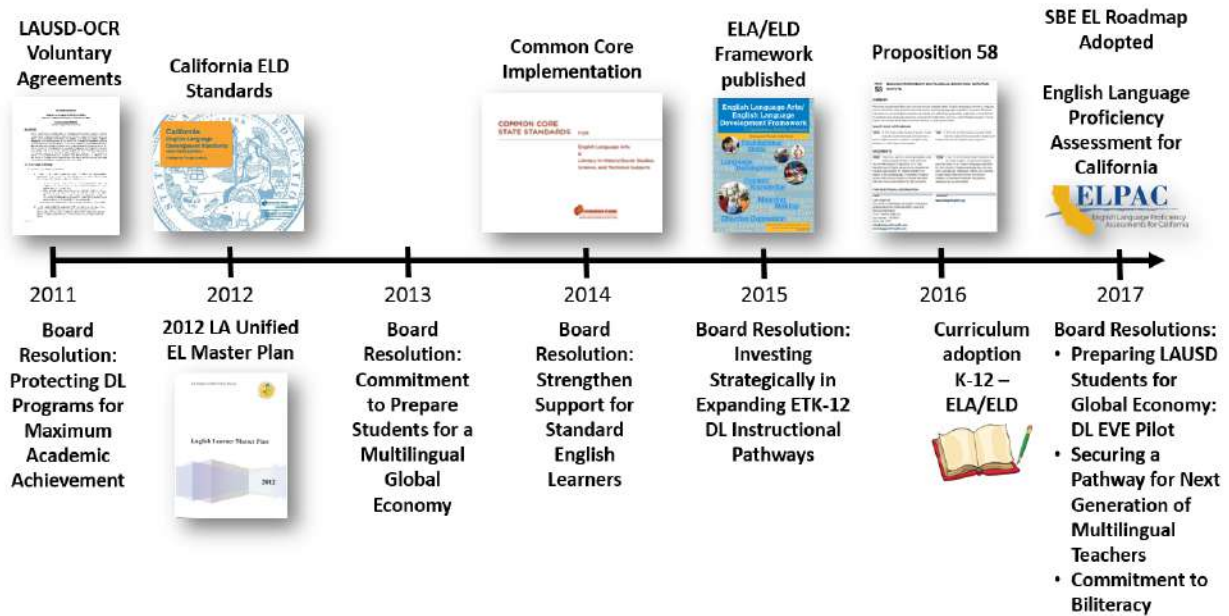
1. **Assets-based Education:** Educators foster an assets-oriented mindset by knowing, valuing, and affirming their own, students', and families' cultures and languages, empowering students' voices, and cultivating a joy of learning.
2. **Bilingualism and Biliteracy:** Students have opportunities to learn language skills in two or more languages, including speaking, writing, reading, and listening. Educators promote students' metacognitive skills, allowing them to make the appropriate language choices based on situational awareness. These skills support future language development, content learning, and postsecondary success to benefit their community and society.
3. **Sociocultural Competence:** There is an affirming classroom and school culture where staff, students, and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.
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6. **Systemic Support:** Leaders and educators across all levels of the school system are provided integrated professional development. They share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure fiscal investments are equity-oriented and research-based.



Why a Rewrite of the Master Plan for English Language Learners and Standard English Language Learners?

There have been many significant shifts in federal, state, and L.A. Unified policy and practice since the publication of the last *English Learner Master Plan* in 2012. Figure 2 summarizes these shifts.

Figure 2: Timeline of Key Updates



In 2010-2011, L.A. Unified entered into a set of voluntary agreements with the Office for Civil Rights (OCR): one for ELs and one involving African-American students' academic language proficiency. Both the 2012 Master Plan and the 2018 update address the state of L.A. Unified education concerning this OCR Agreement.

This 2018 Master Plan addresses implementation of the additional policy developments including:

- The adoption of California's English Language Development (ELD) Standards in 2012
- The implementation of the California State Standards (CSS), including the adoption of the English Language Arts/English Language Development (ELA/ELD) state framework and primary instructional materials fully aligned to the CSS
- The passing of Proposition 58 in California (November 2016), which opened the door for bilingual education, support for ELs through the use of and instruction in their home languages, and opportunities for all students to develop bilingualism and biliteracy
- The adoption of the State Board of Education (SBE) English Learner Roadmap and the English Language Proficiency Assessment for California (ELPAC) in 2017
- The expansion of L.A. Unified's use of the Language Acquisition Scales (LAS) Links language assessment as a universal screening tool for SELs as part of the implementation of the OCR Agreement
- The passing of a 2014 Board Resolution "Strengthen Support for Standard English Learners"

- The passing of five L.A. Unified Board Resolutions in 2011, 2013 and 2015 and two in 2017, with implications for the establishment of dual language education programs for ELs, and indeed all students, across L.A. Unified

The time is right to ensure our District Master Plan for ELs and SELs is responsive to these changes and provides the best plan for ensuring equitable education for all learners.

Data Informing Current Approach and Drafting of the Master Plan

Student outcome data collected in 2017-18 (see Figure 3) show progress in reclassification rates and ELs making progress on the annual English language proficiency exam (prior to 2017-18, the exam used was the California English Language Development Test [CELDT]; in 2017-18, the ELPAC was introduced as the proficiency exam). These data support the District’s current approach and planned enhancement

Figure 3: Reclassification Rate and Progress on English Language Proficiency Exam

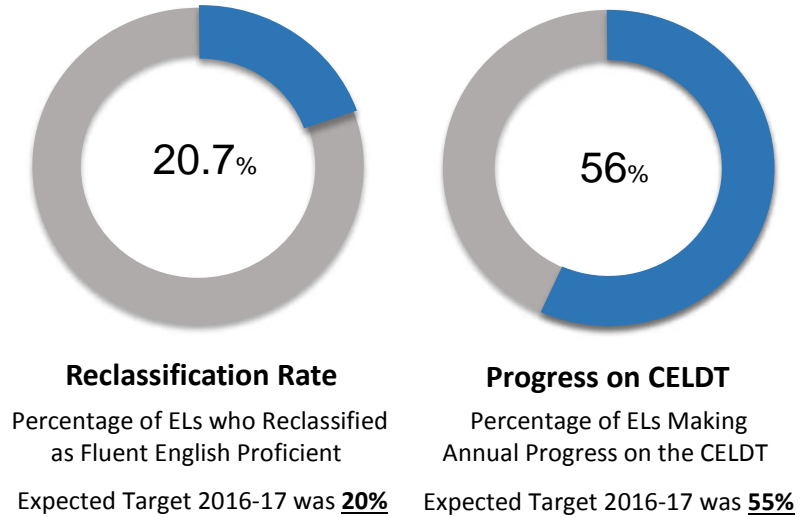
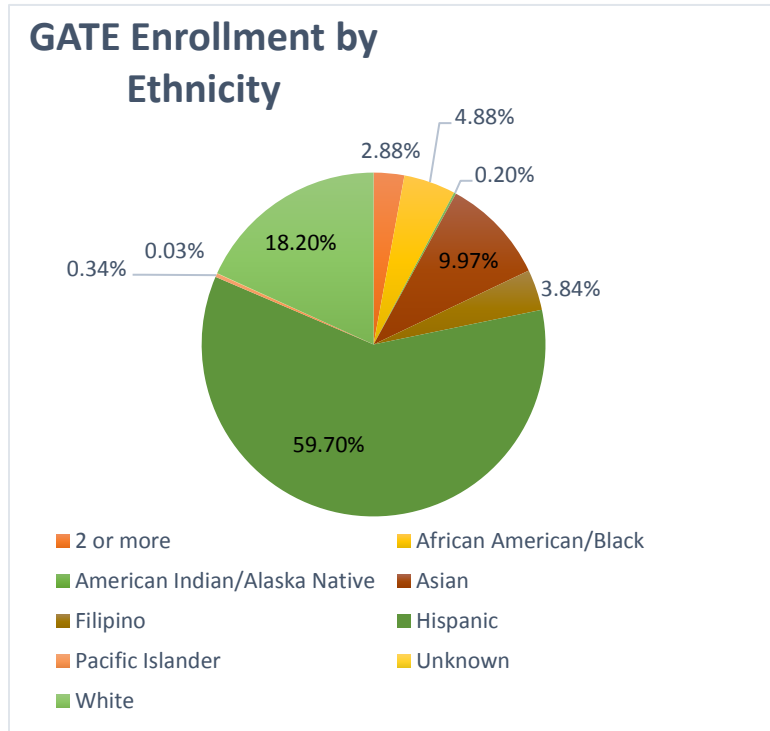


Figure 4: Gifted and Talented Enrollment by Ethnicity



of programs to serve ELs, including the expansion of DLE, which is reflected here in the 2018 Master Plan for ELs and SELs.

L.A. Unified’s goal is to continue both growth in reclassification rates and progress on the English language proficiency exam. An additional goal is to increase the representation of both ELs and SELs in Gifted and Talented Education (GATE) programs (see Figure 4 for GATE enrollment by ethnicity).

As depicted in Figure 5, as of March 2018, ELs made up roughly 0.46 percent of GATE students and Reclassified Fluent English Proficient (RFEP) students made up roughly 36 percent of GATE students. ELs represented roughly 3 percent of students enrolled in Advanced Placement (AP) courses, while RFEPs represented roughly 50 percent of all students enrolled in AP courses. The District aims to provide services that support EL growth toward reclassification and access to GATE programs and AP courses. For more information regarding the language classifications and typologies of ELs, please see Chapter 1.

Who We Serve

L.A. Unified is the second-largest school district in the nation, serving students from a variety of cultural and linguistic backgrounds.

Figure 5: Gifted and Talented Enrollment by Language

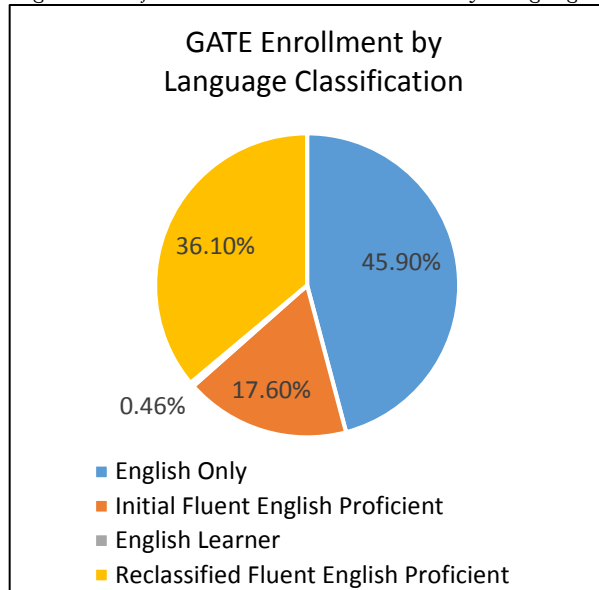
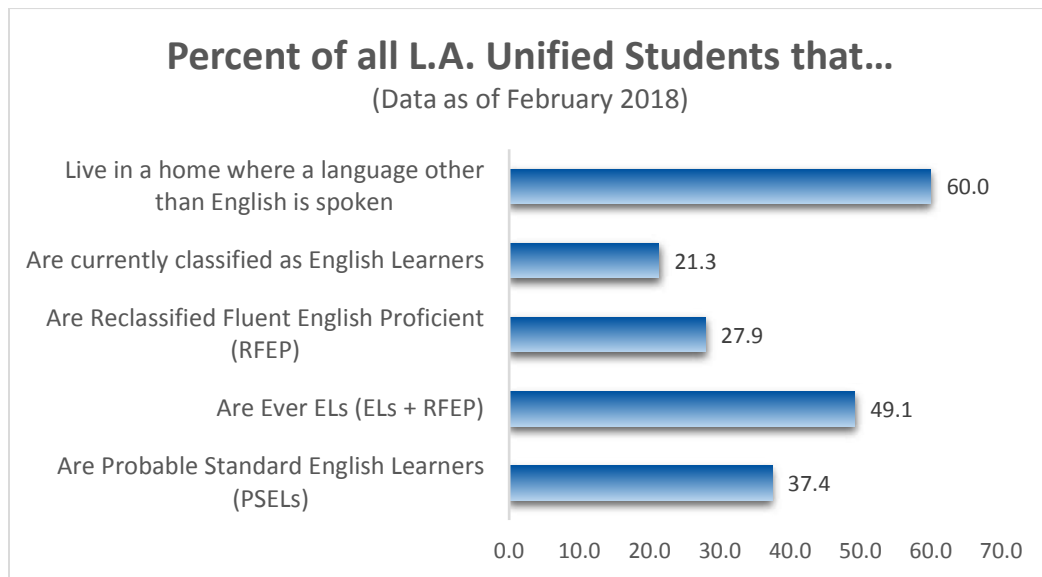


Figure 6: Language Characteristics of L.A. Unified Students



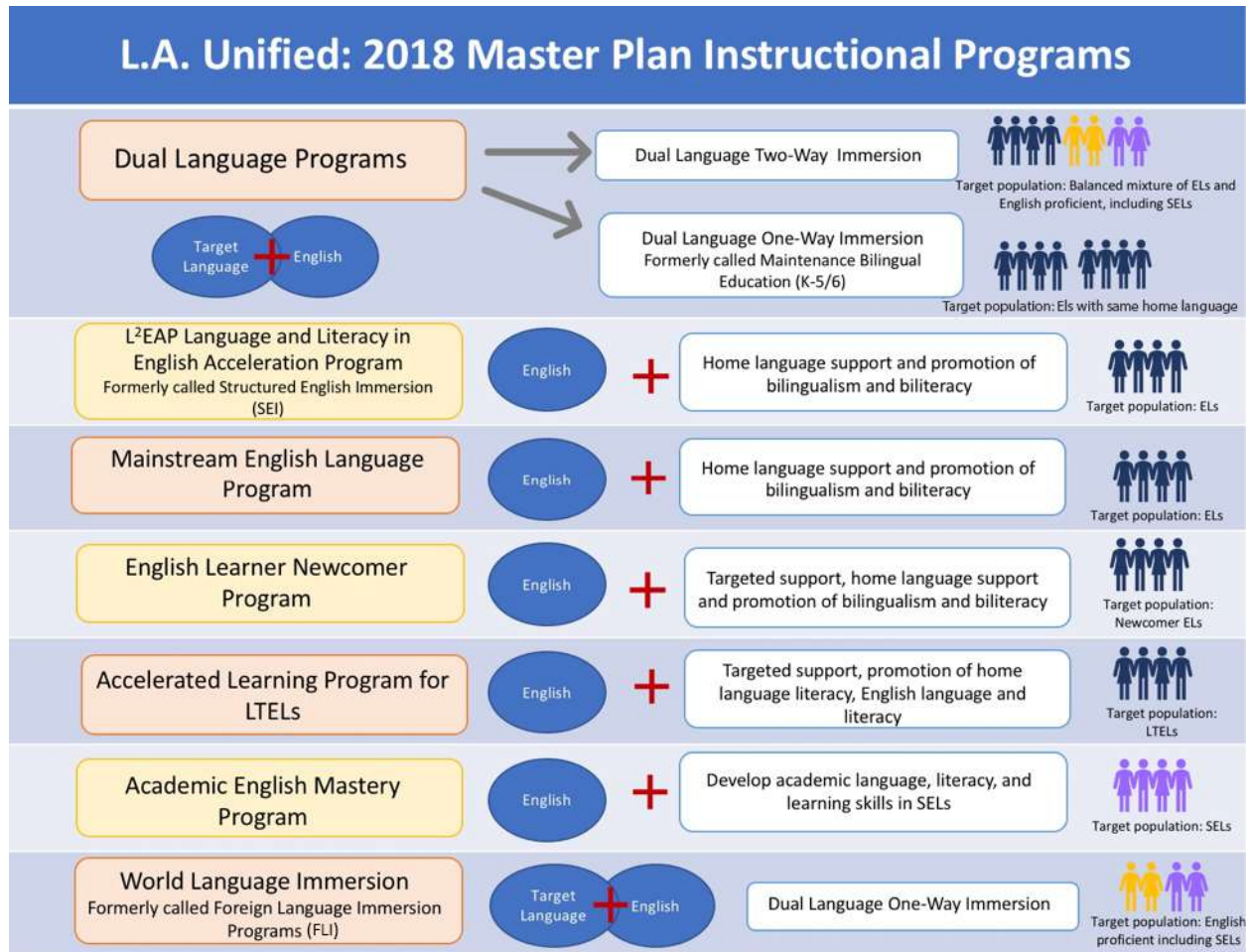
Programs to Serve our Diverse English Learners and Standard English Learners

In order to be responsive to the needs of our diverse student population, L.A. Unified offers several programs for ELs and SELs, and it is also outlining a vision for what these programs will look like in the future. Figure 7 summarizes new and existing programs the District will implement to promote assets-based education, as well as bilingualism and biliteracy for all students.

L.A. Unified will move toward achieving its vision for increased emphasis on programs that promote bilingualism and biliteracy, as follows:

- ✦ Transitional Bilingual Education will be phased out
- ✦ Structured English Immersion will be renamed Language and Literacy in English Acceleration Program, or L²EAP
- ✦ The umbrella term DLE will be used to identify three distinct programs:
 - Dual Language Two-way Immersion
 - Dual Language One-way Immersion
 - World Language Immersion

Figure 7: L.A. Unified: 2018 Master Plan Instructional Programs



In alignment with Proposition 58 and District policy, the specific decisions regarding the establishment of programs at schools will be based on a variety of factors and made in consultation with L.A. Unified teachers and administrators, as well as other community stakeholders. Feasibility of program implementation also considers the following:

- ✦ Availability of qualified staff
- ✦ Availability of curriculum (e.g., Spanish materials for DLE)
- ✦ Availability of space
- ✦ Interest from parents and community
- ✦ Professional development to implement

Research to Support English Learner and Standard English Learner Students: An Assets-based Approach

What does research tell us about educating ELs and SELs? When children enter a classroom, they bring with them all of who they are—their lived experiences and rich, diverse backgrounds. A fundamental part of their identity and a vital asset is the language they speak, which connects them to family and culture.¹ English learners in English-only settings are much more likely to miss out on vitally important core content learning because they are focusing so much attention on understanding the *language*, rather



than learning about math, science, social studies, language arts, and other subject areas. Moreover, compromised home language fluency impedes the process of overall language development.²

As noted in the California ELA/ELD Framework, “Simply immersing students in standard English and ignoring differences between standard English and the [varieties] of English that SELs use...is ineffective and not conducive to a positive and productive learning environment.”³ When

In an assets-based environment...

- ★ Students’ languages and cultures are valued, supported, encouraged, and enhanced.
- ★ Schools serve as mechanisms for honoring and reaffirming students’ home languages through prioritizing not only bilingualism and multilingualism, but also lifelong biliteracy.

educators recognize students’ linguistic behaviors and the use of the rules of home languages as positives and not deficits, they can then begin to validate and affirm the students’ languages.⁴

Helping students maintain their heritage languages is crucial—use of the home language in various settings is associated with the development of a healthy ethnic identity in early childhood.⁵ Heritage language maintenance also diminishes the potentially negative psychological effects of losing one’s home language, which may result in weakened relationships with parents,

family, and community members.⁶ So, when we look to the future, we can’t afford to undervalue the vast linguistic capital students bring with them to the classroom. Transformative change is necessary to ensure schools serve as mechanisms for honoring and re-affirming students’ native languages through prioritizing, not only bilingualism and multilingualism, but also lifelong biliteracy.

What Is an Assets-based Approach?

Assets-based Approach to Teaching Language Learners

Adopting an assets-based mindset means valuing students' home languages and cultures and viewing them as foundations for classroom learning—for both language and content.⁷ Educators with an assets-based mindset recognize, respect, and integrate into classroom instruction the assets that students bring to the classroom, including a variety of language skills, diverse cultural backgrounds, and existing skills and knowledge acquired both inside and outside of school. Further, an assets-based approach recognizes the sometimes-overlooked ways in which parents of ELs help their children and are critically involved in their children's education.⁸

An assets-based perspective honors students' cultural and linguistic backgrounds and incorporates what students already know into teaching. To envision what an assets-based perspective looks like in the classroom, review the concepts presented in the following chart.

| Assets-based Approach Learning Environments* | |
|--|--|
| Educators and school staff | <ul style="list-style-type: none"> ★ Use culturally responsive teaching and acknowledge that translanguaging practices demonstrate highly operational cognitive abilities extending beyond those areas of the brain engaged by monolingual speakers ★ Incorporate cultural, historic, and linguistic information about the students' culture into instruction ★ Are aware of each student's interests and challenges outside of the classroom ★ Show awareness and sensitivity to students' names and identities ★ Put supports in place to help students overcome obstacles that may get in the way of their learning (e.g., snacks for students who may not have had breakfast, systems for catching up on missed work, and written agendas for ELs and SELs to follow) |
| For ELs | <ul style="list-style-type: none"> ★ Show interest in ELs' home languages by learning at least a few words or phrases ★ Use instruction of home language cognates to reinforce vocabulary comprehension ★ Use multiple means of communicating with EL families (e.g., translated notes, telephone calls, and use of an interpreter) ★ Seek professional development opportunities to learn research-based practices for ELs |
| For SELs | <ul style="list-style-type: none"> ★ Show interest in SELs' home languages by learning that SEL languages are not slang but rule-governed languages that differ—in a few places—from standard English ★ Use tiered vocabulary instructional strategies that help SELs connect academic vocabulary words to the vocabulary words they have conceptual understanding of ★ Use multiple means of communicating with SEL families |

* Adapted from: Staehr Fenner, D. & Snyder, S. (2017). *Unlocking English learners' potential: Strategies for making content accessible*. Thousand Oaks, CA: Corwin.

Cultivating a Culturally Responsive Environment

A culturally and linguistically responsive (CLR) classroom environment is the key to understanding the environmental-behavior relationship that enables teachers to organize and equip the classroom so that situationally appropriate behaviors are likely to occur.⁹ The authors of the *Guiding Principles for Dual Language Education* describe a culturally sensitive environment as follows:

Research on effective schools has consistently shown that students are more successful when they are engaged in a positive school that is orderly and safe, has a warm and caring community, and facilitates learning. Students and teachers benefit when the school (and each classroom) is a caring community, particularly in schools with a large number of ELs, ethnic minorities, or students who live in poverty.^{10†}

The following chart highlights elements of a culturally responsive environment and is derived from current research on this topic.

| Culturally Responsive Learning Environments ¹¹ | |
|---|--|
| ★ | There is equity among all groups; that is, all participants are treated with justice and fairness. |
| ★ | Equity must be incorporated at many different levels—district, school, and classroom—and with respect to students, families, and teachers. |
| ★ | Equitable treatment requires a clear understanding of the needs of culturally, linguistically, and socioeconomically diverse students. |
| ★ | There is integration of multicultural themes into instruction. |
| ★ | Equity is crucial in the dual language program model with emphasis on integrating students of different ethnic, linguistic, and socioeconomic backgrounds. |
| ★ | Effective schools have teachers and staff who are committed to equity. |
| ★ | Educators and staff demonstrate awareness of the diverse needs of students. |
| ★ | Educators and staff are trained in sociocultural understanding. |
| ★ | Educators and staff use multiethnic curricular materials and integrate students' cultural values into the classroom. |
| ★ | Educators and staff celebrate and encourage the use of all home language varieties. |
| ★ | Educators and staff invite students to think critically and engage in learning activities that promote social justice, and, perhaps most important, believe that all children can learn. |

The L.A. Unified Teaching and Learning Framework also reminds us of the need to create school-wide and systematic environments that promote inclusion, empathy, and support for all students. In particular, Standard 2a: *Creating an Environment of Respect and Rapport* and Standard 2b: *Establishing a Culture for Learning* both speak to the need for the classroom environment to reflect

[†] Excerpted from Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding Principle for Dual Language Education* (3rd ed.). Washington, DC: Center for Applied Linguistics.

the experiences of all students, including ELs and SELs. The classroom environment includes aspects such as the design and setup of the classroom, visuals hanging on the walls, as well as the books, materials, and examples used in the curriculum.

For more resources on implementing an assets-based approach and a culturally sensitive and welcoming environment in your school or classroom, please see the [Master Plan Toolkit](#).

Incorporating Culturally and Linguistically Responsive Education

Educators who implement CLR instruction focus on numerous and varied opportunities for student-centered, collaborative learning that reflects students' backgrounds, assets, and strengths, and genuinely and consistently connects with students' families and communities. CLR education is an essential component of L.A. Unified's strategy for serving SELs (see Chapter 5). For both SELs and ELs, this type of instruction heralds that linguistic resources be prized, maintained, and nurtured; for example, one practical way for districts and schools to express the validity and value of multilingualism is by offering Seals of Biliteracy upon high school graduation. For further reading, please see the list of resources in the [Master Plan Toolkit](#). In particular, please review the [Sociocultural Competence School Checklist and Goal Setting form](#), which includes things to look for and four specific guidelines: (1) Culturally responsive teaching is assets-based; (2) Culturally responsive teaching places students at the center of the learning; (3) Culturally responsive teaching values students' languages, cultures, and backgrounds; and (4) Culturally responsive teaching simultaneously challenges and supports students.

Leveraging Partnerships

L.A. Unified is committed to partnerships in alignment with the adoption of the State Board Education EL Roadmap. Key partnerships are outlined below:

Loyola Marymount University - The Center for Equity for English Learners

The Center for Equity for English Learners (CEEL) enriches and supports the work of schools, school systems, educational/community partners, and policymakers. CEEL is responsive to the unique academic, social, and linguistic needs of linguistically and culturally diverse students in California and throughout the nation. In partnership with L.A. Unified's MMED and other local district leaders and partners, CEEL has led and facilitated systems-level and site-level work focused on advancing policy, programs, and practice for ELs.

One such partnership has included the oversight and implementation of a National Professional Development grant funded by the U.S. Department of Education - Project ROYAL: *Rigorous Opportunities for Young-children to Accelerate Language and Literacy: Effects of the Sobrato Early Academic Language (SEAL) Model (2016-2021)*. As the lead agency in consortium with L.A. Unified and partnering with the Sobrato Family Foundation, the developer of the SEAL Model, CEEL's leadership team oversees, manages, and coordinates all aspects of the project with the partners, provides support to district and site leaders, and conducts classroom observations to study teacher development. Project ROYAL's purpose is to provide professional development to improve

learning environments and classroom instruction for ELs in primary grades in four L.A. Unified schools—assisting educational personnel working with ELs to meet high professional standards.

University of California Davis - Resourcing Excellence in Education

In 2014, Resourcing Excellence in Education (REEd) at University of California Davis entered into a research practice partnership with L.A. Unified, specifically MMED, to use the Strategic Observation and Reflection (SOAR) frames to support implementation of CSS and the CA ELA/ELD Framework and improve outcomes for ELs. The SOAR teaching frames and resources were designed to offer a lens through which teachers can plan, teach, reflect, and improve teaching practices, especially those practices that improve outcomes for ELs.

The partnership with L.A. Unified has been funded through three federal grants, secured by REEd. Through a series of institutes and fellowships, over 100 administrators, 200 Title III coaches, and 48 elementary and secondary teams from Local District East and Central have participated in professional learning sessions that support educators in focusing on the role of language in learning.

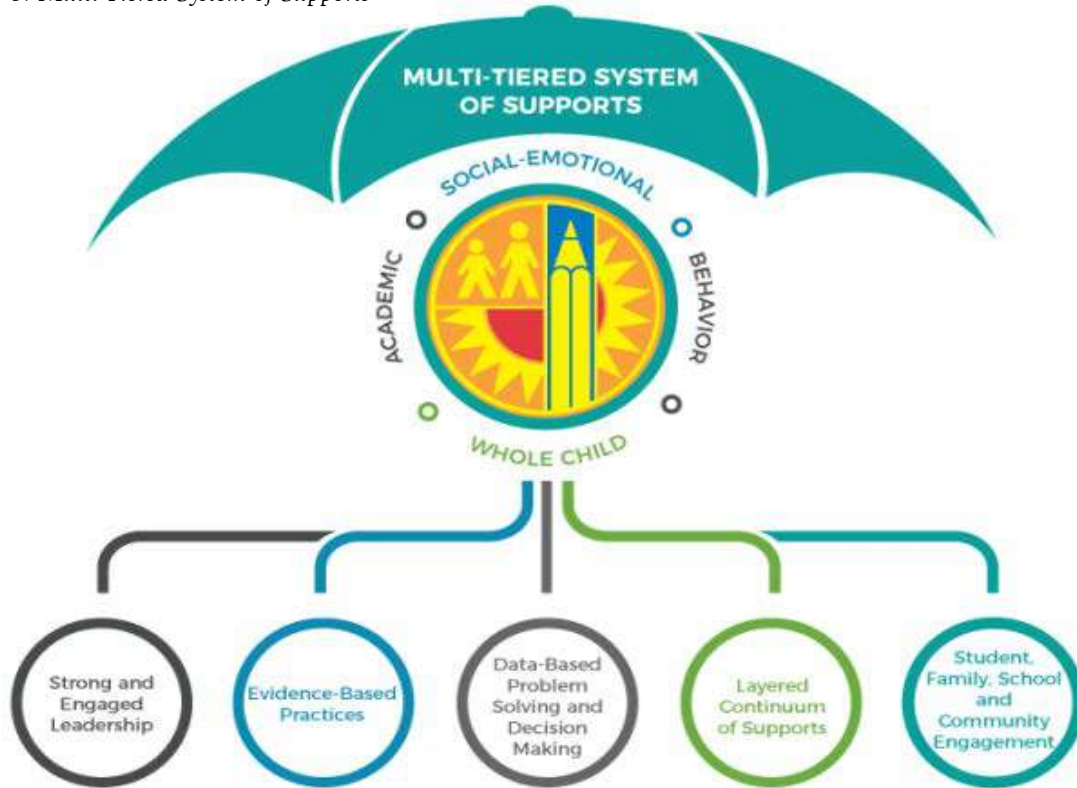
Multi-Tiered System of Supports and the Student Support and Progress Team

L.A. Unified commits to an approach of transformative education that acknowledges and challenges the injustices faced by our students and community members, including ELs and SELs. L.A. Unified imagines a future where L.A. students are supported through a PreK-college/postsecondary continuum to reach their full academic potential, prepare for 21st century jobs, and lead the way. The Multi-Tiered System of Supports (MTSS) vision is: Every Student, Every School, Every Day, All Means All. The visual representation in Figure 8 encompasses the MTSS vision and the approach to achieving this vision.

MTSS addresses the needs of all student subgroups, including ELs, SELs, RFEP students, Students With Disabilities (SWD), expelled students, students in foster care and/or experiencing homelessness, socio-economically disadvantaged students, and GATE students. MTSS aligns the entire school-wide system of initiatives, supports, and resources, and it implements continuous improvement processes at all levels of the system (e.g., school-wide, classroom, and with individual students). Please see the [Master Plan Toolkit](#): MTSS Student Support and Progress Team Standard English Learner Monitoring form.

Throughout the Master Plan, there is reference to MTSS and SSPT. All schools, including Early Education Centers, are required to use MTSS for the early identification of and provision of supports to students who are struggling academically, linguistically, and/or behaviorally in the general education setting.

Figure 8: Multi-Tiered System of Supports

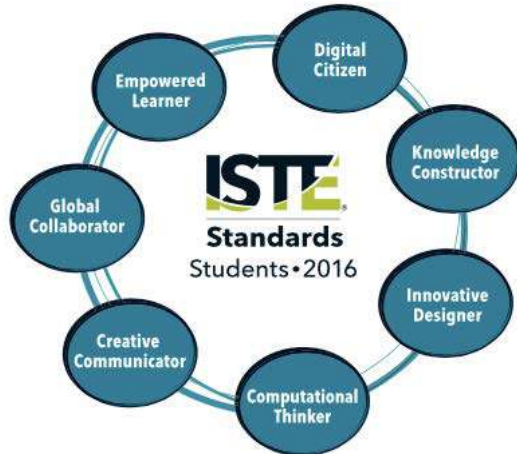


The purpose of the SSPT is to ensure students' cultural, cognitive, and social-emotional needs are addressed and provide a method to evaluate the effectiveness of school-wide Tier I systems and practices, including instruction and Positive Behavior Intervention Supports (PBIS). Please see [BUL-6231.0 Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support](#) for more information about the PBIS policy. This approach involves a problem-solving process, data-driven decision making, implementation of targeted interventions that include CLR instructional practices, and ongoing progress monitoring. The SSPT process emphasizes that early intervention for underachieving and struggling students is a function of the general education program. Resources found within the MTSS Toolkit are available on the [AEA website](#).

Please refer to The District Bulletin [BUL-6730.1 A Multi-Tiered System of Support Framework for the Student Support and Progress Team](#), [BUL-6269.1 Multi-Tiered System of Behavior Support for Students with Disabilities](#), and the [SSPT Handbook](#) for more information.

Instructional Technology for English Learners and Standard English Learners

Figure 9: ISTE Standards for Students



Instructional technology for ELs and SELs at L.A. Unified is grounded in the foundations of:

- [Prosci ADKAR Change Management Model](#)
- [International Society for Technology in Education \(ISTE\)](#)
- [Common Sense Education](#)
- [K-12 Computer Science Framework](#)
- [California English Language Development Standards](#)

([Instructional Technology Initiative Leading with Instruction, March 2018, pg. 8](#))

A central tenet guiding use of instructional technology is to lead with instruction; this means schools first develop an instructional plan and identify goals. The plan and goals then guide teachers' decisions regarding what digital tools will best enhance and personalize the learning experience for students. Technology is not a replacement for teaching; therefore, integrating instructional technology should not lead with the tool itself. ([Instructional Technology Initiative Leading with Instruction, March 2018, pg. 6](#))

Currently, EL and SEL students in L.A. Unified leverage digital tools and resources to produce oral and written presentations to convey their understanding of language and content, while meeting the demands of the ELD and ISTE standards (Figure 9 depicts the ISTE standards). Some examples may include, but are not limited to, using Google Suite, Microsoft Office, and Schoology. EL and SEL students are also being taught digital citizenship and privacy to ensure students are participating online in respectful, responsible, and appropriate ways that support their college/career success. A resource made available is the [ITI Exemplars Model](#). The purpose of the ITI Exemplars Model is to curate exemplary instructional practices that demonstrate a personalized learning environment that leverages digital tools and resources.

Chapters

The *2018 Master Plan for ELs and SELs* has been developed with the mission, vision and guiding principles in mind, and with the goal of providing effective programming for our diverse learners. Additionally, the Voluntary Resolution Agreement between L.A. Unified and the OCR provides a legal basis for increased efforts to address the educational services provided to the historically underserved student populations of the District. The *2018 Master Plan for ELs and SELs* includes eight chapters and supporting information in the Appendices and Toolkit:

- ★ **Chapter 1:** Assets-Based Instructional Programs for English Learners and Standard English Learners
- ★ **Chapter 2:** Identification, Reclassification, Graduation, and Beyond
- ★ **Chapter 3:** Family and Community Engagement and Connections

- ★ **Chapter 4:** Effective Instruction for English Learners
- ★ **Chapter 5:** Effective Instruction and Assessment for Standard English Learners
- ★ **Chapter 6:** Professional Learning and Leadership Development
- ★ **Chapter 7:** Ensuring Effective Practices: Program Evaluation, Monitoring, and Accountability
- ★ **Chapter 8:** Meeting Legal and Compliance Requirements

Each chapter begins with a chapter overview, including a call-out box with a list of major content sections within the chapter. Next, we describe the mindsets behind the chapter—the underlying values and beliefs that support the content described. Then, we describe how the chapter relates to the six *2018 Master Plan for ELs and SELs* Guiding Principles, listed previously.

Tips for Navigating the *2018 Master Plan for English Learners and Standard English Learners*

The following tips will help you navigate the plan:

- ★ **Commonly Used Abbreviations**—see [Appendix A](#)
- ★ **Glossary of Key Terms**—see [Appendix B](#)
- ★ **Icons Note Key Guiding Principles for Educating ELs and SELs** within chapters
- ★ **Chapter Overview**—a list of major content sections within the chapter
- ★ **Mindsets**—the underlying values and beliefs that support the content described in that chapter

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

Chapter Overview

L.A. Unified’s vision is to provide assets-based instructional opportunities that promote high levels of linguistic proficiency, academic language, and academic achievement across the curriculum. This chapter begins with an overview of the typologies of English learners (ELs) and standard English learners (SELs), then reviews the research base for promoting bilingualism and biliteracy, and outlines the instructional programs available that value and affirm students’ cultures and languages, empower students’ voices, and cultivate a joy of learning.

What You’ll Find in This Chapter...

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

Mindsets

It is imperative that the design and implementation of language programs for ELs and SELs is centered on an assets-based approach, as described in the [Introduction](#). To provide the most effective services to all our students, we must value the extensive linguistic and cultural assets students bring from their communities and families to the classroom. Families, communities, language, culture, and traditions provide the foundation for building assets that our students bring daily.

Guiding Principles

| | | | |
|---|--|---|---|
|  <p>1: Assets-based Education</p> |  <p>2: Bilingualism and Biliteracy</p> |  <p>3: Sociocultural Competence</p> |  <p>4: Rigorous Academics for All</p> |
|---|--|---|---|

Who Are English Learners?

According to federal law governing Elementary and Secondary Education, the Every Student Succeeds Act (2015), an EL is an individual:

- Aged 3 to 21
- Enrolled in (or preparing to enroll in) an elementary or secondary school
- Who was not born in the U.S. and whose native language(s) is a language(s) other than English

- Who was born in the U.S. and whose native language(s) is a language(s) other than English
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet challenging state academic standards; the ability to successfully achieve in classroom where the language of instruction is English; or the opportunity to participate fully in society. (ESEA Section 8101[20])

In California, a student is classified as an EL if their overall performance level on the initial English Language Proficiency Assessment for California (ELPAC) is Novice EL or Intermediate EL.

Figure 10: Enrollment by Language Classification

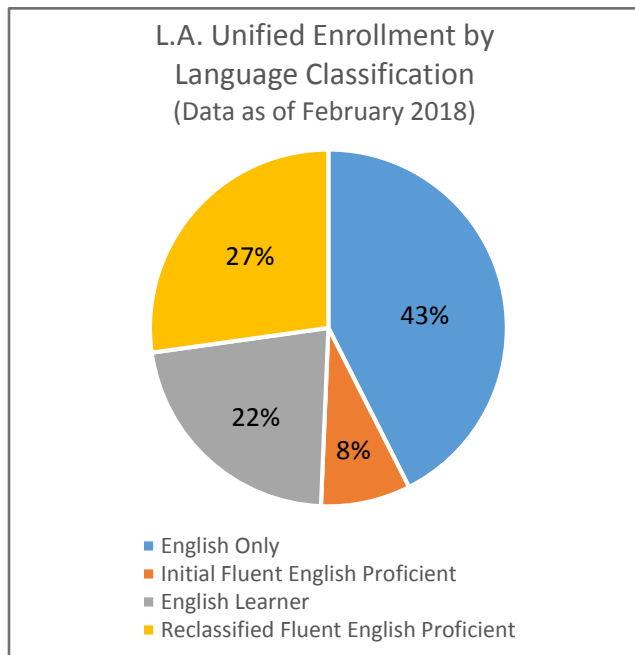


Figure 10 shows L.A. Unified student enrollment by language classification. Currently 22 percent of L.A. Unified students are classified as ELs. Among the most common misconceptions related to ELs is that they are immigrants; on the contrary, researchers estimate that about 85 percent of ELs in grades preK-5 and 62 percent in grades 6 through 12 were born in the U.S.¹

A note about the myth of the “non-non” student

Given the many benefits of bilingualism, L.A. Unified welcomes and supports students who speak a home language other than what the District has defined as mainstream English. This includes students who speak nonstandard varieties of English and students who are exposed to multiple languages at home and are

therefore on a unique (and not well-understood) language learning trajectory.² We recognize that available primary-language assessment instruments are not validated for these situations. We also acknowledge that in the absence of a true disability, no child will be “semilingual”. A large body of linguistic research confirms that all normally-developing children fully acquire the language of their speech community by the time they reach school age.^{3‡}

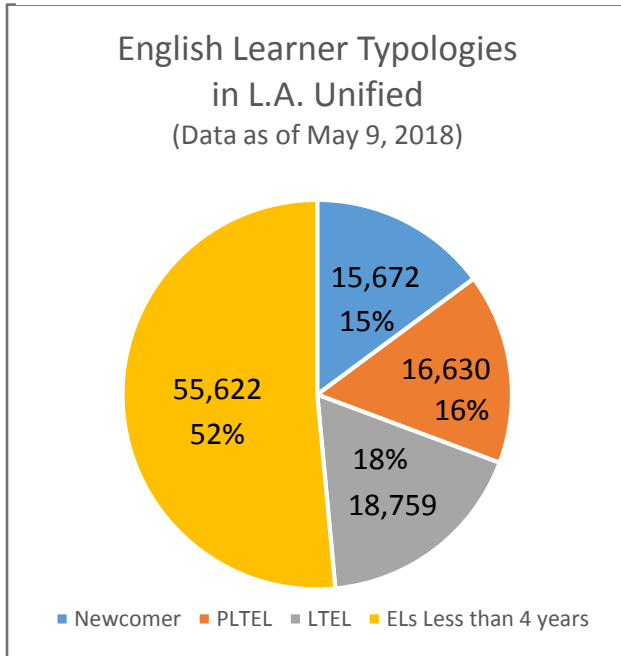
Therefore, L.A. Unified staff shall not use the terms “non-non” or “semilingual” to describe students because these terms have no basis in fact. Instead, these labels needlessly harm children by ascribing a deficit status to their home or community language and further reinforce the stigmatization of “nonprestigious” language varieties.⁴

[‡] All human languages are complex and rule-governed. In bilingual communities, code-switching is also rule-governed, even when the speakers are not explicitly aware of the rules (Fricke, Kroll, & Dussias, 2016).

Typologies of English Learners

Figure 11 provides information on typologies of ELs.

Figure 11: EL Typologies



The definitions of the categories demonstrated in this chart are as follows:

Newcomer: Foreign-born English learner enrolled in U.S. schools for less than 2 years. This definition will be updated to align with the federal definition, which uses 3 years.

Potential Long-term English Learner (PLTEL): ELs with 4 to 5.9 years as an English learner in grades 3 to 12.

Long-term English Learner (LTEL): ELs in 6th through 12th grade who have been enrolled in a U.S. school for six or more years.

ELs on Track: U.S.-born ELs who have been enrolled in U.S. schools for less than 4 years.

Newcomers

Newcomers are foreign-born ELs enrolled in U.S. schools for less than three years. These students' educational needs are different from those of other ELs. For example, they may need basic literacy support.

Students with Limited or Interrupted Formal Education

Some newcomers may also be Students with Limited or Interrupted Formal Education (SLIFE). These students have additional experiences that make their educational assets and needs unique; they may be unfamiliar with the culture of schooling.⁵ The content-related knowledge and skills they bring may derive from their school-based experiences, even if these are limited, but may also come from other life experiences with relevance to classroom content. SLIFEs are less likely than other newcomers to have well-developed literacy skills in their primary language or English. However, even with limited literacy, students' oral language skills can be an important foundation for building literacy and academic language in both their first language and English. SLIFEs are often refugees who may have suffered, experienced trauma, or witnessed disturbing events. It is important for educators to be sensitive to the impact of these experiences on students and consider their socioemotional development in addition to their academic and linguistic development.

English Learners on Track

ELs who have been enrolled in U.S. schools for less than 4 years and are meeting minimum progress expectations.

Potential Long-term English Learners

Potential long-term ELs (PLTELEs) are defined by L.A. Unified as EL students who have been in third through 12th grade for four to 5.9 years.

Long-term English Learners

Typical Characteristics of LTELs

LTELs typically...

- ★ Function well socially in English and the home language
- ★ Lack oral and literacy skills needed for academic success, particularly as they progress through secondary school
- ★ Read and write below grade level
- ★ Struggle with academic language
- ★ Lack understanding of academic genres and display weak English syntax, grammar, and vocabulary
- ★ Struggle in content areas that require literacy

Sources: Menken & Kleyn, 2009; Menken, Kleyn, & Chae, 2012; Olsen, 2014, Spaulding, Carolino, & Amen, 2004

L.A. Unified defines long-term ELs (LTELs) as those EL students in 6th through 12th grade who have completed six full years in U.S. schools (i.e., beginning their seventh year and beyond) without meeting the criteria for reclassification. As of February 2018, 19 percent of all ELs in L.A. Unified were identified as LTELs.

Defining a group of students as “long-term” ELs presupposes that these students are spending more time than is typical in reaching proficiency. Studies which vary across a variety of dimensions, including the population of students sampled, the ages of the children considered, and measures of “proficiency” have, in general, converged on estimates of time to proficiency within the four to seven-year range (though some researchers suggest that up to 10 years may be expected to reach proficiency).

English Learners with Disabilities

ELs who are eligible for special education are identified as students who are ELs with disabilities (EL SWDs). EL SWDs are students who have been identified as ELs and have a current Individualized Education Program (IEP) that is specifically designed to meet their educational needs. In accordance with their IEPs, EL SWDs need special education services, supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient. (see Chapters 2 and 3). As of February 2018, about 22 percent of all ELs in L.A. Unified were identified as EL SWDs.

Appropriate instructional strategies—those that focus on language acquisition, scaffolding techniques, and proven methodology effective with ELs, including those with disabilities—promote academic success for all.⁷

EL SWDs benefit from...

- ★ Linguistically appropriate, individualized differentiated instruction to meet their unique language and learning needs
- ★ Evidence-based instructional strategies, instructional materials and curricula that accelerate acquisition of academic English proficiency
- ★ Appropriate accommodations to ensure access to grade-level content
- ★ Use of Universal Design for Learning principles in inclusive learning environments

English Learners Identified as Gifted and Talented

In accordance with California state requirements, L.A. Unified identifies gifted/talented students and offers a range of program options to meet their needs. L.A. Unified strives to identify all gifted and talented students, including our culturally and linguistically diverse ELs and SELs. To that end, Gifted and Talented Education (GATE) programs, Advanced Learning Options, identifies students as gifted/talented in seven categories using measures that do not rely on culturally- or linguistically-based concepts. As of April 2018, of all L.A. Unified ELs, including RFEPs, 9.4 percent were identified as gifted in at least one gifted/talented identification category. Of all gifted/talented learners in L.A. Unified, 37 percent were ELs, including RFEPs. It is the District's position that all students have the right to learn in an educational environment where their potential can be fully realized and must have access to rigorous coursework that helps prepare them for success in college and careers.

Reclassified Fluent English Proficient Students

Once ELs meet specific criteria required to demonstrate proficiency in English, they are identified as reclassified fluent English proficient (RFEP) students. Subsequent sections in this chapter provide further information regarding reclassifying ELs. As of February 2018, 27 percent of all students in L.A. Unified were RFEP students.

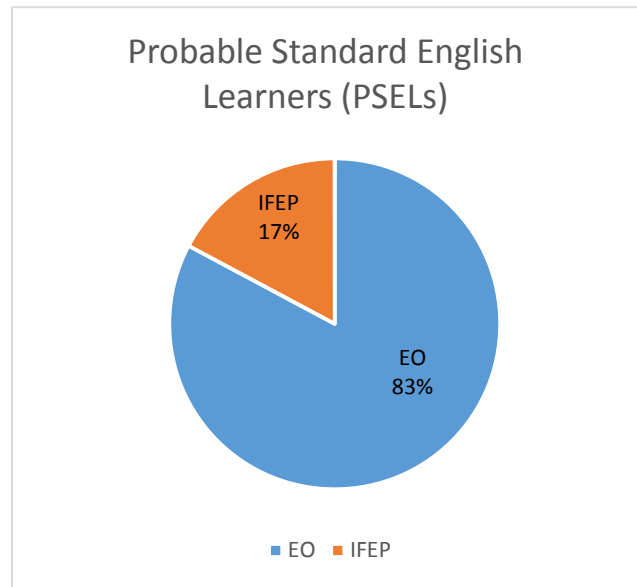
Ever English Learners

The California Department of Education defines ever English learners (Ever-ELs) as students currently classified as ELs, as well as RFEP students. The purpose of combining EL and RFEP student subgroups is to better understand the educational trajectories of ELs overall.

Who Are Standard English Learners?

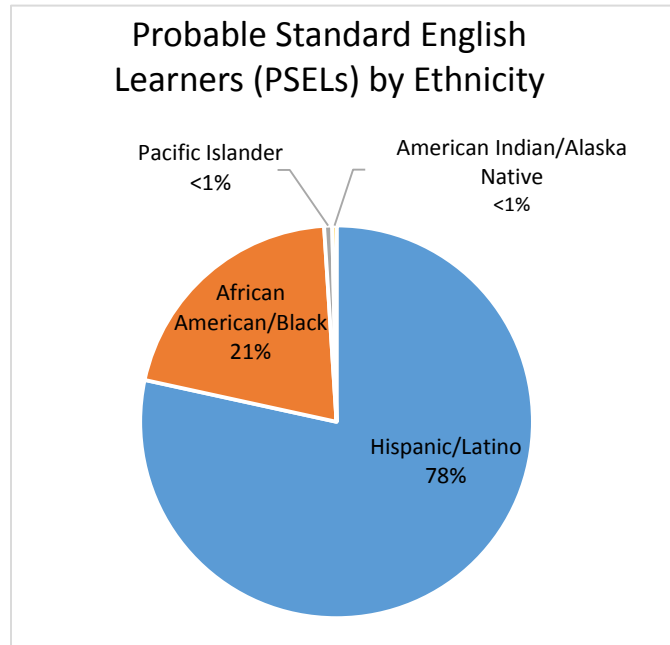
SELs are students who speak a variety of English different from the variety often identified as ‘standard’, which L.A. Unified refers to as mainstream English (noting that the term “mainstream” may derive from particular ideologies that elevate one variety over another, which L.A. Unified does not support). Although SELs speak grammatical, rule-governed varieties of English, the language of schooling mismatches with their home languages. These students therefore, may bring certain morphological, syntactic, and discourse-based linguistic experiences that vary from the District’s definition of mainstream English. The purpose of identifying SELs is to leverage their home language experiences to provide targeted language supports, with the goal of ensuring equitable access to instruction and schooling. The pool of Probable SELs (PSELs) in the District comes from Initial Fluent English Proficient and English-only (EO) students (Figure 12).

Figure 12: Probable SELs



Historically, systems of schooling have neglected the rich linguistic resources SELs bring to the classroom and have misunderstood nonschool-based varieties of language as wrong or incorrect. In the past, therefore, educators may have urged these students to shift their speech styles to the

Figure 13: Probable SELs by Ethnicity



“school language” without appropriate instructional supports. L.A. Unified firmly rejects this approach; it will not be tolerated in any classroom.

Of particular concern to L.A. Unified is the persistence of low academic achievement rates among significant numbers of students in Southern California who are African-American speakers of African-American Language (AAL), Mexican-American speakers of Mexican-American Language (MxAL), Hawaiian-American speakers of Hawaiian-American Language (HAL), or American Indian speakers of Native American Language (NAL). Please see Figure 13 for the breakdown of PSELs by ethnicity.

Language Instruction for Standard English Learners

When we think about identifying SELs, it is important that the focus of screening and services is based on language, not ethnicity. As educators, we must take care to avoid implicit bias. [Chapter 5](#) provides further information regarding the identification of SELs, their linguistic resources, and potential pitfalls to avoid when providing them support.

Mainstream, or standard English, can be defined as the language variety most often used in education, media, government, and business. Standard English is “the language that is used by teachers and students for the purpose of acquiring new knowledge and skills...imparting new information, describing abstract ideas, and developing students’ conceptual understanding.”⁸ SELs are students who speak a variety of English that is different in structure and form than academic English. SELs often struggle academically due to lack of proficiency in standard English, and they often go unnoticed as ELs because educators assume that because they speak English, they are fluent in standard English when they enter school.⁹

Varieties of English that SELs use should not be viewed as improper or incorrect. Instead, teachers should acknowledge them as valid and valuable. The language varieties spoken by L.A. Unified SELs are rule-governed, with aspects of syntactic and pragmatic complexity that are not present in mainstream English. SELs therefore bring critical linguistic knowledge to schools, which should be acknowledged, supported, and further developed.

L.A. Unified recognizes that SELs may bring knowledge, skills, and aptitude for language development and learning that are not immediately apparent to educators who may not be equipped with the appropriate understanding of linguistics.

Like the varieties of English spoken by SELs, what L.A. Unified refers to as “mainstream English” is not a single, monolithic language. We quote Alison Bailey and Rachel Zwass, researchers at UCLA’s Center X who have conducted extensive research regarding SELs and the District’s SEL programs, commissioned by L.A. Unified:

We wish to stress here that there is no *single* dominant variety of English used in the U.S. and it is something of a fiction that we label this notional variety standard English or Mainstream American English (MAE) because it is a ‘social judgment’ not an objective linguistic characterization that MAE is privileged as the ‘right way’ to speak;¹⁰ in addition to ethnolinguistic varieties of English (e.g., those included on the SEL Linguistic Screener), English spoken in the U.S. differs by geographic region as well as by socioeconomic status including educational background, and of course, American English is just one of several national varieties of English spoken worldwide.¹¹ Please see the [Master Plan Toolkit](#): Summary of the research conducted by UCLA Center X.

In terms of language instruction informed by an assets-based approach, Table 1 appears in Chapter 9 of California’s ELA/ELD Framework and illustrates new ways of talking about language, with examples for educators. The column outlined in red represents outdated, deficit ideas about instruction for SELs. The column outlined in green represents current, assets-based approaches.

Table 1: New Ways of Talking About Language

| Instead of ... | Try this... |
|---|---|
| <p><i>Thinking in terms of</i></p> <ul style="list-style-type: none"> • Proper or improper <p>Good or bad</p> | <p><i>Seeing language as</i></p> <ul style="list-style-type: none"> • Appropriate or inappropriate <p>Effective or ineffective in a specific setting</p> |
| <p><i>Talking about grammar as</i></p> <ul style="list-style-type: none"> • Right or wrong <p>Correct or incorrect</p> | <p><i>Talking about grammar as</i></p> <ul style="list-style-type: none"> • Patterns <p>How language varies by setting and situation</p> |
| <p><i>Thinking that students</i></p> <ul style="list-style-type: none"> • Make mistakes or errors • Have problems with plurals, possessives, tense, etc. <p>“left off” as -s, -‘s, -ed</p> | <p><i>Seeing students as</i></p> <ul style="list-style-type: none"> • Following the language patterns of their home language or home varieties of English <p>Using grammatical patterns or vocabulary that is different from standard English</p> |
| <p><i>Saying to students</i></p> <p>“should be,” “are supposed to,” “need to correct”</p> | <p><i>Inviting students</i></p> <p>To code-switch (choose the type of language appropriate for the setting and situation)</p> |
| <p><i>Red notes in the margin</i></p> <p>Correcting students’ language</p> | <p><i>Leading students to</i></p> <ul style="list-style-type: none"> • Compare and contrast examples • Build on existing knowledge and add new language (standard English) • Understand how to code switch appropriately |

Typologies of Standard English Learners

Because varieties of English share features of “mainstream English”, they might be subject to linguistic camouflaging. This is a situation in which similar-sounding vocabulary and structures are assumed to be identical to the “mainstream” variety when, in fact, these features carry distinct syntactic, semantic, or pragmatic meanings.¹² The three varieties of English represented in the SEL Linguistic Screener are described in Table 2, along with Native American and Alaska Native speakers of English (although other varieties and subvarieties may be present); educators are encouraged to become familiar with these varieties using the District’s resources described in [Chapter 5](#). We stress the need to avoid confusing ethnicity with language background, despite the prior requirement that L.A. Unified provide supports to groups using these prescribed labels.

Table 2: Speech Communities

| Speech Community | Percent of L.A. Unified Students | Description of Community, Home Languages, and Linguistic Features |
|---|----------------------------------|---|
| African-American speech communities | Just under 10% | For those students who are African-American speakers of AAL, a prominent difference from mainstream English is its complex tense-aspect markers, including those indicating habitual, future habitual, habitual resultant, and states initiated in the remote past. Although these aspects can be communicated in mainstream English, they are not encoded grammatically. Other important differences include absence of present tense forms of the copula (“be”; similar to Russian), multiple negation (also called negative concord; similar to French), and negative auxiliary inversion. ¹³ |
| English spoken by Americans of Mexican origin | 73% | These students come to school with backgrounds that include familial immigration from a range of North, Central, South American, European, and other countries, not only Mexico. Latino students are not always Spanish-only speaking, but may speak an indigenous language as their first language, or in the common case of multigenerational immigration contexts, be Mexican-American speakers of MxAL. Prominent features of MxAL that differ from standard English varieties include regularization of irregular verbs, variable absence of past-tense marking, use of zero direct objects and zero subject pronouns, and multiple negation. ¹⁴ |
| Hawai’ian-American speakers of English | Less than 0.5% | Members of this community may be Hawai’ian-American speakers of Hawai’ian-American Language. HAL features aspect markers to indicate habitual past, null copula, multiple negation, and pronoun and topicalization systems that differ from mainstream English. ¹⁵ |
| Native American and Alaska Native speakers of English | Less than 0.5% | These students’ home language may be one of the over 100 unique Native American and Alaska Native languages spoken in the U.S. (e.g., Diné Bizaad [Navajo], Chukchansi, Luiseño, Yup’ik, Cherokee). However, most of these languages are endangered, with few remaining speakers, so it is increasingly rare for students to speak them at home. ¹⁶ Students may also be speakers of a variety of English that L.A. Unified calls NAL. This variety is characterized by phonological differences from mainstream English vowels, variable absence of plural and possessive marking, passive constructions using “get” (rather than “be”), and null copula. ¹⁷ |

Language Programming in L.A. Unified

Existing Programs to Future Programs: How to Get from Here to There

L.A. Unified currently provides several programs for ELs and SELs and is also outlining a vision for what these programs will look like in the future. The Introduction summarizes key changes the district will make to promote assets-based education, bilingualism, and biliteracy for all students.

Over time, L.A. Unified will move toward achieving its vision of increasing programs that promote bilingualism and biliteracy, such as dual language education (DLE) programs. Decisions about beginning DLE programs will be made based on a variety of factors and through consultation with L.A. Unified teachers and administrators, as well as other community stakeholders. Both practical considerations (e.g. availability of bilingual educators) and ideological considerations (e.g., the desire of the local community for students to participate in a DLE program) will be examined as decisions are made in a collaborative, thoughtful process. This process will also involve PreK-college vertical articulation, ensuring that programming is aligned and coherent across grade levels and prepares students for college and careers in the 21st century.

Benefits of Academic Language Development, Bilingualism, Biliteracy, and Multilingualism

The goal of providing research-based options for the diverse learners of L.A. Unified is to allow them opportunities to benefit from academic language development, as well as learning in two languages. Bilingualism, biliteracy, and multilingualism represent distinct, yet overlapping, concepts related to individuals' linguistic repertoires. Bilingualism, simply put, is the ability to communicate in two languages. Determining whether someone is bilingual, however, can be difficult because people develop linguistic skills over time and in a variety of contexts. However, we would consider someone to be bilingual if they can communicate effectively (i.e., understand

Key Definitions

- ★ **Bilingualism:** the ability to communicate in two languages, i.e., can understand others and can be understood by others
- ★ **Biliteracy:** the ability to read and write in two languages

others and be understood by others) in two languages within the everyday contexts of interaction. We consider multilingualism to function under the same definition, but with more than two languages represented in the individual's repertoire. Biliteracy, simply put, is the ability to read and write in two or more languages. Similarly, however, determining whether someone has achieved biliteracy can be

tricky, as reading and writing skills also develop over time and in different contexts. So, someone may be able to read and write a simple narrative but not yet be able to fully comprehend or compose a complex academic text. However, as with bilingualism, we would consider someone to be biliterate if they can read and write effectively (i.e., comprehend texts and write comprehensibly) in two languages within the everyday contexts they encounter in which texts are used and produced. Just as with first language skills, developing second (or third or fourth) language skills in speaking, listening, reading, and writing is complex; individuals can effectively communicate in a language, while also continuing to develop new skills and repertoires in that language.

Cognitive Benefits of Multilingualism

According to research in cognitive science and neuroscience, bilinguals have certain cognitive advantages, such as divergent thinking, creativity, metalinguistic awareness, mental flexibility, and control of attention.¹⁸ One researcher characterizes this mental flexibility as the ability to adapt to ongoing changes and process information efficiently and adaptively.¹⁹ Bilinguals may have stronger symbolic representation and abstract reasoning skills, as well as better learning strategies.²⁰ The process of learning two languages and simultaneously managing those languages allows bilinguals to develop skills that extend into other domains, including math and logic.²¹ There may even be cognitive health advantages, including delays in development of Alzheimer's symptoms among bilingual individuals.²²

Cognitive Benefits

- ★ Divergent thinking
- ★ Creativity
- ★ Metalinguistic awareness
- ★ Mental flexibility
- ★ Abstract reasoning
- ★ Control of attention
- ★ Delays in cognitive health problems such as Alzheimer's

Academic Benefits of Multilingualism

Research indicates that supporting the primary languages of ELs in addition to English promotes high levels of achievement in English.²³ It is not just in language that students benefit; there is a growing body of research suggesting that knowledge of two languages gives students an advantage in acquiring skills in mathematics.²⁴

With support, language learners can achieve academic greatness. One researcher notes that in 2009, five of the nine Nobel Prize winners in science were foreign-born Americans, and in 2013, four of the eight Nobel Prize winners in science were foreign-born Americans.²⁵

Academic Benefits

- ★ Promotes higher levels of English
- ★ Advantages in acquiring mathematic skills
- ★ Can support achieving academic greatness

Social-Emotional Benefits of Multilingualism

Social-Emotional Benefits

- ★ Shows students that we value their language, cultures and communities
- ★ Leads to students' more positive self-concept

One important, but often overlooked function of language, is to both form and demonstrate our interpersonal identities.²⁶ In other words, the language we use with someone shows them who we are and where we come from; it serves as a symbol of our community and identity.²⁷ As such, when we show students that we value their home languages, we are showing them that we value their communities and identities. We are creating a welcoming and inclusive environment in which students do not feel that academic success will come at the expense of their home identity.²⁸ Students who speak more than one language have the advantage of being able to move more easily between their home and school communities, leading to enhanced community-oriented identities and a more positive sense of self.²⁹ It is important that all students feel a sense of belonging in school.

Economic Benefits of Multilingualism

Students who are literate in more than one language have greater individual economic opportunities in an increasingly global society;³⁰ research indicates that they can expect both increased occupational status and income.³¹ A study reviewing responses to the American Community Survey showed that those who speak more than one language are better employed and earn higher salaries than their monolingual counterparts.³² L.A. Unified promotes all students' learning of standardized language variety whenever possible (e.g., Spanish for Spanish speakers and AP Spanish classes). L.A. Unified recognizes the inherent value of home languages and will not privileged economic considerations in communications about bilingual and dual language education programs.³³

Economic Benefits

- ★ Higher occupational status
- ★ Increased income

Best Practices for Program Models Serving English Learners

In recent years, findings from studies addressing the effectiveness of various instructional models for ELs have determined that bilingual approaches generally show better outcomes for ELs than English as a Second Language (ESL) or English-only instruction.³⁴

Researchers are generally in agreement on design and implementation factors that are critical to the success of program models for ELs.

Factors Critical to Successful Program Models for English Learners

- ★ Specialized instruction that recognizes learners' unique needs as language learners, whether the instruction is content- or language acquisition-focused
- ★ Specific focus on literacy development
- ★ Specific focus on oral language development
- ★ Any teachers with ELs, including and especially general education or mainstream content teachers, need to be prepared with the specific instructional techniques necessary to best serve these students
- ★ Teachers should be educated on, and prepared to serve, ELs as a population, as individuals, and as language learners
- ★ Respectful and welcoming school culture
- ★ Positive, accepting cultural atmospheres
- ★ Robust parent/guardian and community involvement
- ★ Enacting equitable procedures to identify EL students and monitor their progress
- ★ Promoting a school-wide focus on English language development and standards-based instruction

Academic Excellence and Equity for English Learners

For educators seeking to implement high-quality programs for ELs, there is a growing research base from which to draw. Findings have demonstrated the importance of early and explicit instruction in phonological awareness and phonics, extensive and varied vocabulary instruction, and opportunities for students to engage in structured academic talk, among other guidance.³⁵ Yet large

challenges exist in ensuring that ELs gain the English reading comprehension skills they need to succeed academically.³⁶ The use of students' primary languages can help to build literacy and reading comprehension.³⁷ Other findings address the structure of learning activities, for example: daily, intensive, small-group reading interventions; use of structured peer-assisted learning activities;³⁸ and structured and purposeful independent reading of appropriate texts are recommended for improving the language and literacy performance of ELs.³⁹

Key Elements of High-Quality Programs for English Learners

- ✦ Explicit instruction in phonological awareness and phonics
- ✦ Extensive and varied vocabulary instruction
- ✦ Structured academic talk
- ✦ Use of students' primary languages can help to build literacy and reading comprehension
- ✦ Daily intensive, small-group reading interventions
- ✦ Structured peer-assisted learning activities
- ✦ Independent reading of appropriate texts

Overview of Programs

There are a variety of program options available to EL students at both the elementary and secondary levels. Tables 3 and 4 show these options for elementary and secondary students, respectively. The following sections provide details about each program option, including goals, students served, staffing, and minimum progress expectations. See Chapter 2 for more information about how students are placed in programs, including the role of communication with parents/guardians regarding program options and selection of programs. L.A. Unified is committed to expanding opportunities for all students' enrollment in dual language education programs.

Table 3: Elementary Instructional Program Options for ELs. *ELD levels reflect current CELDT levels. They will be adjusted once the policy on ELPAC levels is published.

| Elementary Instructional Programs (Grades K-5/6) | Target/Eligible Student Population | | | | | Program Goals | Key Instructional Services | | | |
|---|------------------------------------|-----------|------|------|----|--|----------------------------|------|------------|----------------|
| | EL (1-3)* | EL (4-5)* | RFEF | IFEP | EO | | dELD | iELD | L1 Support | L1 Instruction |
| Dual Language Two-way Immersion | X | X | X | X | X | Bilingualism and Biliteracy Academic Achievement Sociocultural Competency | Target Lang. Dev. for EOs | X | X | X |
| Transitional Bilingual Education** (K-3 only) | X | | | | | English Proficiency **Phasing Out by 2019 | X | | X | |
| Dual Language One-way Program (formerly MBE program) | X | X | X | | | Bilingualism and Biliteracy Academic Achievement Sociocultural Competency | X | X | X | X |
| World Language Immersion Program (formerly FLI) | | | | X | X | Bilingualism and Biliteracy Academic Achievement Sociocultural Competency | Target Lang. Dev. for EOs | | | X |
| L ² EAP = Language and Literacy in English Acceleration Program (formerly SEI) | 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 | | X | X | X | X | Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports. | X | X | X | |

Table 4: Secondary Instructional Program Options for ELs. *ELD levels reflect current CELDT levels. They will be adjusted once the policy on ELPAC levels is published.

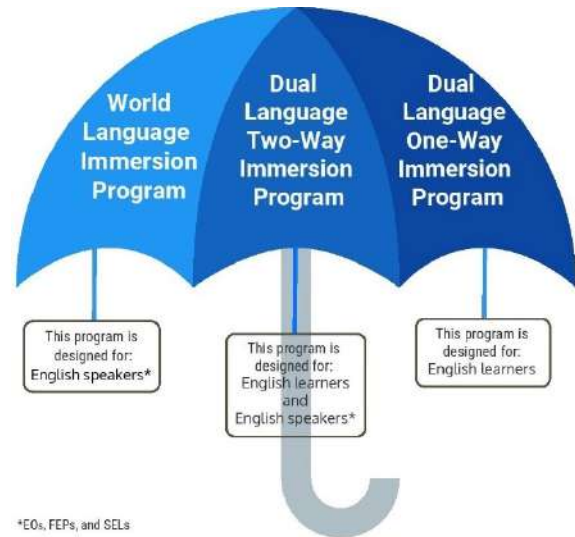
| Secondary Instructional Program Options (Grades 6-12) | Target/Eligible Student Population | | | | | Program Goals | Key Instructional Services | | | |
|---|------------------------------------|-----------|------|------|----|--|--------------------------------|------|------------|----------------|
| | EL (1-3)* | EL (4-5)* | RFEF | IFEP | EO | | oELD | iELD | L1 Support | L1 Instruction |
| Dual Language Two-way Immersion | X | X | X | X | X | Bilingualism and Biliteracy Academic Achievement Sociocultural Competency | X Target Lang. Dev. for EOs | X | X | X |
| Dual Language One-way Immersion (formerly MBE program) | X | X | | | | Bilingualism and Biliteracy Academic Achievement Sociocultural Competency | X | X | X | X |
| World Language Immersion Program (formerly FLI) | | | | | X | | X | | | X |
| L ² EAP = Language and Literacy in English Acceleration Program (formerly SEI) | 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 | | X | X | X | X | Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports. | X | X | X | |
| EL Newcomer Program | X | | | | | Rapid acquisition of academic English and acculturation to school in the U.S. | X | X | X | X |
| Accelerated Program for Long-term ELs | X | X | | | | Accelerated academic English and content mastery for ELs in CA schools 6+ years without meeting RFEF criteria | X | X | | |

Dual Language Education Programs

Overview and Definitions

Dual Language Education (see Figure 14) refers to programs that provide grade-level content and literacy instruction to all students through two languages—in the U.S., this means in English and a target language. In one-way dual language education programs, all of the students in the class share the same language background; for example, all native speakers of English, or all native speakers of Spanish. In two-way programs, approximately half of students are native speakers of the partner language and the other half are native speakers of English. Dual language programs provide a minimum of six years of instruction, begin in kindergarten, and have the goals of promoting bilingualism and biliteracy, high levels of academic achievement, and sociocultural competence. For ELs, dual language education programs offer a

Figure 14: Dual Language Education Programs



positive alternative to monolingual English instruction (in some cases known as structured English immersion [SEI]), ESL pull-out or push-in approaches, or transitional bilingual education.⁴⁰ EL participation in dual language education is associated with improved academic,⁴¹ linguistic, and emotional outcomes.⁴² In addition to closing the achievement gap for ELs,⁴³ dual language education provides opportunities for all students to gain valuable multilingual and sociocultural skills that prepare them to thrive in today's global world.

Key Features of Effective Dual Language Education Programs

- ★ Literacy instruction in the target language and in English (once introduced) for the duration of the program
- ★ Content instruction in both program languages over the course of the program
- ★ Instruction in the target language for a minimum of 50 percent of instructional time; curriculum and instructional materials in the target language that are linguistically and culturally appropriate; professional development for administrators, teachers, and family and community members specific to DLE
- ★ Separation of languages for instruction
- ★ Explicit teaching for transfer between the two languages

For more information about district policies for DLE programs, please consult:

- [REF-3451.1: Implementing Policy for New and Existing Dual Language Education Programs](#)

- [MEM-6425.3: Establishing a New Dual Language Education Program \(K-12\) for the 2018-2019 School Year](#)

Research Base for Dual Language Education Programs

Title VI of the Higher Education Act emphasizes that proficiency in world languages is critical to the national interests of the U.S. (Title VI, IEP, Sec. 601 (a)). Fluent speakers of world languages who are knowledgeable about other cultures promote the security, stability, and economic vitality of the U.S.⁴⁴ DLE provides students with the opportunity to acquire, not only high levels of oral fluency in a world language, but also biliteracy. In addition to the academic, cognitive and sociocultural benefits of bilingualism and biliteracy, individuals with high levels of command in more than one language have an economic advantage. Latino individuals who speak more than one language earn 5 to 20 percent more than monolingual speakers, are more likely to be employed, and are better prepared for the global workforce.⁴⁵ Studies of the brain clearly indicate the cognitive advantages of bilingualism and multilingualism.⁴⁶ Students in DLE programs are also more likely to complete high school, take Advanced Placement courses, and have more positive attitudes toward school than their peers in mainstream programs.⁴⁷

Long-term Outcomes for Dual Language Versus English-only Education

There is a well-established and rapidly increasing body of literature, including five meta-analyses,⁴⁸ that demonstrate the effectiveness of bilingual versus English-only approaches for the instruction of ELs. Robert Slavin and Alan Cheung conducted synthesis of available, reliable research regarding bilingual versus SEI programs, which involved review of 16 studies.⁴⁹ They concluded that evidence demonstrates more favorable outcomes for EL students in bilingual, rather than English-only settings. In addition, other researchers have determined that bilingual programs are more successful for educating ELs than English-only approaches.⁵⁰ There is additional research that clearly further illustrates the beneficial effects of instruction in two (or more) languages on academic achievement in particular programs whose goal is the attainment of bilingualism and biliteracy.⁵¹

Studies examining outcomes in Spanish/English media of instruction have found that the benefits of DLE extend to all native language speakers. Both groups perform as well or better than their

peers in mainstream (non-DLE) programs on assessments of achievement in English⁵² and Spanish.⁵³

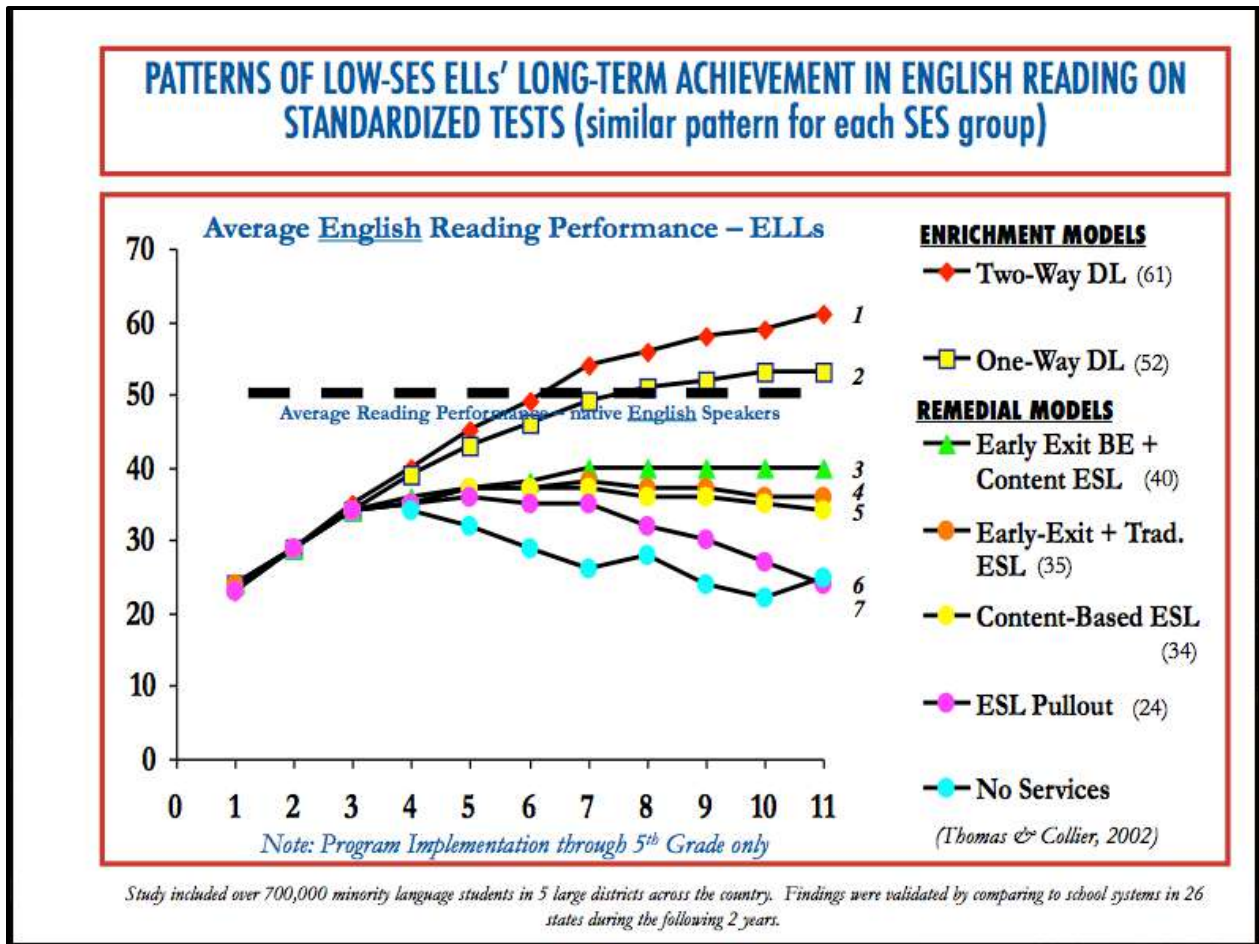
| Dual Language Education Programs... |
|---|
| <ul style="list-style-type: none"> ★ Are more effective than English-only approaches ★ Have the added benefit of bilingualism and biliteracy ★ Benefits extend to all language groups ★ Provide access to academic content while ELs are learning English |

A recently published study in which authors “empirically evaluated three models for educating ELs...with a focus on the role of language factors in explaining achievement differences among ELs”⁵⁴ showed findings that “Spanish literacy together with English language proficiency are substantially predictive of academic achievement in English.”⁵⁵ Ultimately, evidence demonstrates that “bilingual education contributes to children’s success at school

because it provides them with access to content area knowledge so they can keep up academically during the time it takes them to learn English.”⁵⁶

Figure 15 shows the outcomes of Low Social-Economic Status (SES) ELs in different program models in research by Wayne Thomas and Virginia Collier.⁵⁷

Figure 15: Long-term Achievement Patterns



- Program 1: Two-way Dual Language
- Program 2: One-way Dual Language
- Program 3: Early Exit Bilingual Education + ESL taught through academic content
- Program 4: Content-based ESL instruction
- Program 5: Early Exit Bilingual Education + ESL taught traditionally
- Program 6: ESL pullout (taught separately)
- Program 7: English learners who did not receive services

Dual Language Preschool

Early Childhood Education Pilot

The Early Childhood Education (ECE) Dual Language pilot is currently in development and has been offered at 10 schools. It is anticipated that it will include:

- Expanded transitional kindergarten
- Early education centers

- State preschools

According to Board Resolution: Preparing L.A. Unified Students for the Global Economy: Building a Dual Language Immersion Pilot in Early Childhood Education (Res 076-16/17):

- ★ Prepare early learners to align with K-12 system (Building a solid foundation for early learners is an objective in L.A. Unified's 2016-19 Strategic Plan in order to meet the District's goal of 100 percent graduation).
- ★ Participation in high-quality early childhood education programs enhances school readiness and minimizes the need for costlier interventions later in life, and has been shown to make the biggest impacts on historically underserved student populations such as ELs and low-income students.
- ★ Children who begin learning language in early childhood are more likely to develop native fluency.
- ★ Neuroscience research shows that young children are capable of successfully learning multiple languages, that the brain is most receptive to language learning in the earliest years of life, and that home language is central to socio-emotional development, an evolving sense of self, and overall academic achievement.

Elementary Instructional Programs in L.A. Unified Dual Language Two-way Immersion Program, Grades K-5/6

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 in initial grades. The three program models are:

1. 90/10 = 90 percent instruction in the target language and 10 percent instruction in English in kindergarten. Each year more English is added until 50 percent target language and 50 percent English instruction is reached by fourth grade.
2. 70/30 = 70 percent instruction in the target language, 30 percent instruction in English in kindergarten. Each year more English is added until 50 percent target language and 50 percent English is reached by fourth grade.
3. 50/50 = 50 percent instruction in the target language and 50 percent instruction in English. English and the target language are used equally for instruction beginning in kindergarten.

ELs participating in the program are required to receive designated English language development (dELD). Students are expected to meet grade level content standards in both languages. Students typically continue in this program option after attaining proficiency in English. Students enter this program option in kindergarten and continue through grade 5/6. They have the option to continue to grade 12 (see below) with the goal of attaining biliteracy and earning the California and District Seals of Biliteracy.

Transitional Bilingual Education, Grades K-3

In the 2012 *English Learner Master Plan*, Transitional Bilingual Education (TBE) was a program option, but it will no longer be an option going forward from this 2018 Master Plan. As part of the emphasis on an assets-based approach to language learners, the District is moving toward additive bilingual programs—programs that honor, value, and offer opportunities for students to develop their home languages. A TBE model could be considered a subtractive model, one that focuses on the acquisition of English, and not continued development and sustained progress in the home language. Additionally, TBE models are not considered a part of the DLE umbrella of programs that will lead to outcomes of bilingualism and biliteracy.

Dual Language One-way Immersion Program, Grades K-5/6 (formerly Maintenance Bilingual Education Program)

The goal of the Dual Language One-way Immersion Program (formerly known as Maintenance Bilingual Education [MBE] Program) is the acquisition of language proficiency and academic achievement in two languages: the students' primary language and English. Instruction is delivered in the primary language and English. There are two different program models that vary by proportion of each language used in initial grades. The aim is to promote high levels of academic achievement in all curricular areas and full proficiency in both languages for academic purposes. Students are expected to meet grade level content standards in both languages. Currently, students enter this program option in kindergarten or first grade and continue through grade 5/6, and then may elect to continue to grade 12 in the Secondary Dual Language Two-way Immersion program. The District is moving toward transitioning the MBE program into a Dual Language One-way Immersion program that would run from K-12.

Language and Literacy in English Acceleration Program (Formerly SEI), Grades K-5/6

The goal of Language and Literacy in English Acceleration Program (L²EAP), formerly known as Structured English Immersion (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. In addition to dELD, students are provided grade-level core content instruction that is appropriately differentiated and scaffolded in English. Newcomer structures could be established to ensure that Newcomer students are clustered for primary language and differentiated instructional support. Primary language support can also be used for *clarification* throughout the day. Monolingual English-speaking teachers or teachers who do not speak the home languages of all of their students can still effectively incorporate their students' home languages into the classroom,⁵⁸ for example: by allowing students to do prewriting in the home language; setting up a bilingual lending library; or having students use or create bilingual glossaries and dictionaries. The focus of the L²EAP is to accelerate English language instruction 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 L²EAP program, unless another instructional program option is requested by the parent/guardian.

Mainstream English Instructional Program, Grades K-5

The goal of the Mainstream English Instructional program is to ensure that EL students that have transitioned from L²EAP (or have opted into the mainstream program via a parental request) continue to progress linguistically and academically to meet grade-level ELD and content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program option also meets the needs of recently reclassified students to ensure that their linguistic and academic skills are sufficient to be on par with the performance of their English-proficient peers.

Secondary Instructional Programs in L.A. Unified

The goals of all dual language education programs are bilingualism and biliteracy, academic achievement in two languages, and sociocultural competence, with the outcome of receiving the California Seal of Biliteracy Award upon graduation.

Dual Language Two-way Immersion Program, Grades 6-12

Students enter this program option from an elementary dual language two-way immersion program or an elementary dual language one-way program and proceed through grade 12. ELs participating in the offerings are required to receive dELD.

Dual Language One-way Immersion Program, Grades 6-12

Students enter this program option from an elementary one-way immersion program and proceed through grade 12. ELs participating in the program are required to receive dELD.

World Language Immersion, Grades 6-12

Students enter this program option from an elementary World Language immersion program and proceed through grade 12.

World Languages Course Offerings, Grades 6-12

The district offers a variety of World Language courses in secondary schools. All high schools offer World Language courses to support students in fulfilling the “e” requirement of the a-g graduation requirements.

Language and Literacy in English Acceleration Program, Grades 6-12

The goal of L²EAP is acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. This program option is designed to ensure that ELs meet grade level ELD standards through high-quality ELD instruction. Students are provided grade-level core content that is appropriately differentiated and scaffolded in English, with primary language support for clarification (but not instruction) throughout the day. Because mastery of grade-level content delivered to students who are not yet proficient in English is challenging, interventions 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.

L²EAP is designated for ELs who are “less than reasonably fluent” (i.e., below the early advanced level on ELPAC). Research evidence suggests that children learning new content taught in a

second language that they are also learning often experience delays in mastering such content. Interventions supporting core subject instruction will therefore be provided to students not making expected progress toward content mastery.

Mainstream English Instructional Program, Grades 6-12

The goal of the Mainstream English Instructional program is to ensure that secondary EL students that have transitioned from L²EAP (or have been opted into the mainstream program via a parental withdrawal request) continue to progress linguistically and academically to meet grade and proficiency level ELD standards and grade level content standards. These students receive appropriately differentiated ELD instruction, including dELD, and scaffolded academic content instruction and support, and have access to a-g course requirements to be college and career ready. This program option also meets the needs of recently reclassified students to ensure that their linguistic and academic skills are comparable with the performance of their English-proficient peers.

Accelerated Program for Long-term English Learners, Grades 6-12

The goals of the Accelerated Program for LTELs are to accelerate both the academic ELD and attain academic proficiency in core content subjects for ELs who have been in the District’s school system for more than six years* (i.e., beginning their seventh 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 English-speaking peers, meet a-g graduation requirements, and increase the attainment of college- and career-readiness.

English Learner Newcomer Program with Primary Language Instruction, Grades 6-12

Newcomer students, or students who have arrived in the U.S. within the past three years**, exhibit a spectrum of instructional needs. Table 5 provides an overview of newcomer types and needs.⁵⁹The Newcomer Program with Primary Language Instruction is designed to provide academic content instruction in the student’s primary language during Newcomer’s first year of U.S. schooling.

Table 5: Newcomer Student Types, Knowledge, and Needs

| Prior Educational Experience | First Language Literacy | Grade-Level Content Knowledge and Gaps | Supports Needed |
|------------------------------|---------------------------|--|----------------------------------|
| Full Schooling | Student is fully literate | Student is at or above grade-level | ELD course 1 or 2; may need some |

* Middle school ELs with five years or more in program or ELs who have completed the ELD 1-4 course sequence may participate in the Accelerated Program for Long-term English Learners.

** This definition has been updated from less than two years to align with the federal definition, which uses less than three years.

| | | | |
|------------------------|--|--|--|
| | | | support to address topic-area gaps |
| Partial Schooling | Literacy may be at a lower grade-level | Content-area knowledge may be at a lower grade level | Newcomer program support to bring student to grade level |
| Little or No Schooling | Student is not literate | Student lacks basic literacy and numeracy skills | Extensive newcomer program support |

The EL Newcomer Program is for newcomers who are SLIFE, or recent immigrants who arrive with limited primary language (L1) literacy and formal schooling (at least two years below grade level). The goal of the program is for these students to acquire early intermediate/intermediate academic English language proficiency while simultaneously developing core academic skills and knowledge. The Newcomer Program ensures that newcomers are better prepared to participate, with support, in sheltered L²EAP and mainstream English language classrooms. This model also supports acculturation to new school routines and communities. Students participate in this intensive, specialized program model for one year.

It is essential to examine each newcomer's educational background and determine what types and levels of instructional supports they need. If possible, look at students' prior school transcripts and ask what topics were covered in their most recent classes. Ask students for a home language writing sample and work with a speaker of their home language to determine its approximate level.

Newcomer Program Models

There are three general types of Newcomer program models, depending on the number and age of newcomer students who are SLIFE. Primary language may be used for some core academic subject instruction in any of these models, when resources are available in the student's primary language. Class size should not exceed 20 students in any of the program models in order to support intensive skill development. Teachers in these programs should have bilingual authorization, expertise in second language acquisition, and experience in teaching basic literacy and numeracy. Special education identification and services must be available as in all programs.

Type 1: Within-School Programs

Schools with few newcomer students may develop a within-school program, in which students participate in special courses focused on increasing literacy and numeracy skills. These courses may need to be truly foundational (e.g., letter knowledge, decoding, basic arithmetic operations) or more advanced depending on students' needs and prior education. Students enrolled in these courses should also have opportunities to participate in mainstream noncore subjects such as art, music and physical education.

Type 2: Self-Contained Programs

Schools with large numbers of newcomers may develop a self-contained newcomer program. Such a program might also be shared among multiple schools within the same geographical area. A self-contained program is a dedicated center with teachers from multiple subject areas who have

bilingual authorization and experience teaching foundational skills. If the self-contained program is not at the same site as students' regular school, students should participate in the program for the full day (i.e., they should not be transported to a second site for non-SLIFE courses). However, they should have opportunities to visit their regular school and interact with students there.⁶⁰

Type 3: Adult Education Programs

Newcomer SLIFEs who are 18–21 years old often have very different strengths and needs than younger students but are nonetheless entitled to free educational services. It is recommended that schools or groups of schools offer separate programs for adults, especially evening programs for working adults. Programs should help students build a foundation of literacy and numeracy skills; students may then transfer to an alternative high school program to finish their degree. Note that a General Equivalency Diploma program may not be an appropriate option for students who do not have sufficient prior schooling to succeed at the test.

Instructional Guidelines for SLIFE Newcomers

It is essential to recognize and capitalize on the strengths newcomers bring to school.⁶¹ Even students with limited prior education can bring important knowledge, experiences, and a global perspective that, if cultivated, can contribute to school-wide achievement of Global Competencies.⁶² Instruction should focus on students' *goals*, not their perceived deficits, and should give students opportunities to apply their prior knowledge in a variety of ways as a bridge to acquiring new academic skills.

In order to build on students' strengths and give them opportunities to acquire skills across multiple disciplines, consider the principles outlined in Table 6 for curriculum and lesson development.⁶³

Table 6: Principles of Lesson Development for Newcomers (SLIFEs)

| Principle | Explanation or Example |
|--|---|
| Integrate topics of both <i>local</i> and <i>global</i> importance | Leverages students' prior knowledge and assets as they explore topics of importance in their new home. Example: a science lesson about air pollution, including types of sources of air contaminants, health effects, and how local sources of air pollution affect the global community |
| Incorporate multiple academic disciplines | Provides students an efficient opportunity to gain a foundation in multiple academic areas. Example: a lesson about air pollution that incorporates elements of <ul style="list-style-type: none"> • Chemistry: pollutant chemicals, gas distribution and flow • Biology: effects on living systems • Geography: pollution distribution, atmospheric distribution • Economics: the role of economic systems in causing and mitigating pollution • Social studies: effects of pollution in different socio-economic strata, the role of government in causing and mitigating pollution |
| Include opportunities for experiential learning | Motivates students and allows them to explore different modes of learning. Example: a lesson about air pollution might include lab experiments to understand gas distribution or effects of pollutants on plants |
| Incorporate multiple language domains | Allows students to practice essential language skills in reading, writing, listening, and speaking while learning content area knowledge. |
| Integrate both homogenous and heterogeneous student grouping | Homogenous groups allow teachers to determine students' instructional needs, while heterogeneous groups provide students with lower proficiency peer models and support. |
| Include language scaffolding | Allows students to engage in meaningful content instruction as they learn English. Examples: visuals and realia, glossaries, sentence starters, graphic organizers, structured roles for academic dialogue |
| Offer multiple modes of formative and summative assessment | Allows students to demonstrate their content knowledge in an accessible mode. Examples: a presentation to the class, a video or podcast, a description of an interview with an expert, a dramatic interpretation |

Other Considerations for Newcomers

Newcomer students may also require social services. Some may have experienced traumatic events in their home country, such as war, genocide, famine, etc. Other students may be unaccompanied

Newcomer students and their families may benefit from social services.

minors, requiring family reunification counseling or support.

Regardless of the program model, schools and local districts should seek out partnerships with community agencies to ensure social support for students who require it.⁶⁴ Work with the community agency to establish open communication channels, learn what their services and referral processes are, and educate them about the

school newcomer program. Please see the [Master Plan Toolkit](#) for a list of additional resources.

English Learners and Standard English Learners Identified as Gifted/Talented

L.A. Unified strives to identify all gifted and talented students, including our culturally and linguistically diverse ELs and SELs. To that end, GATE Programs, Advanced Learning Options, identifies students as gifted/talented in seven categories and increasingly uses measures that minimize the need for cultural and linguistic background knowledge (culture-fair and language-neutral measures), and solicits referrals for identification from multiple sources, e.g., parents/guardians, staff, community and self, and methods, including universal screening, e.g., 2nd grade OLSAT-8 administration.

Gifted Identification

L.A. Unified identifies **students as gifted/talented in seven ability categories**: Intellectual, High Achievement, Specific Academic, Leadership, Creative, Visual Arts and Performing Arts. So as to not exclude any potentially gifted/talented student, each identification category has a fair and equitable referral process, a distinct set of qualifying criteria, a broad array of assessment measures, and a comprehensive review process (e.g., Intellectual Ability testing by designated GATE psychologists, demonstration/portfolio review for Visual Arts Ability, audition for Performing Arts Ability, etc.).

In accordance with the Office for Civil Rights Agreement to address African-American and Latino disproportionate gifted/talented identification rates, L.A. Unified has created policies, streamlined procedures, and strengthened program initiatives to support the identification of underrepresented gifted/talented African-American and Latino learners (see the [Master Plan Toolkit](#) for additional information).

One gifted/talented initiative intentionally designed to address gifted disproportionality rates is the **Targeted Identification Program (TIP)**. Select District schools with disproportionate gifted identification rates receive intensive support from designated GATE psychologists and programs staff. TIP has proven to be an effective tool for the screening and identification of students from low-referring and low-identifying schools and invaluable at identifying underrepresented gifted/talented learners. Please see the [Master Plan Toolkit: Supporting ELs and SEL's participating GATE Programs](#).

English Learners with Disabilities

EL students with disabilities (EL SWDs) must have the same access to the current ELD instruction and supports at school sites as their nondisabled peers. The District provides services to EL SWDs that are mandated by federal and state laws. These include ELD instruction and any necessary special education supports to provide EL SWDs with access to the core curriculum. To ensure that ELs are provided access to standards-based instruction and ELD instruction, schools should follow the procedures described in [REF-5994: Scheduling Appropriate ELD Instruction for Secondary ELs with](#)

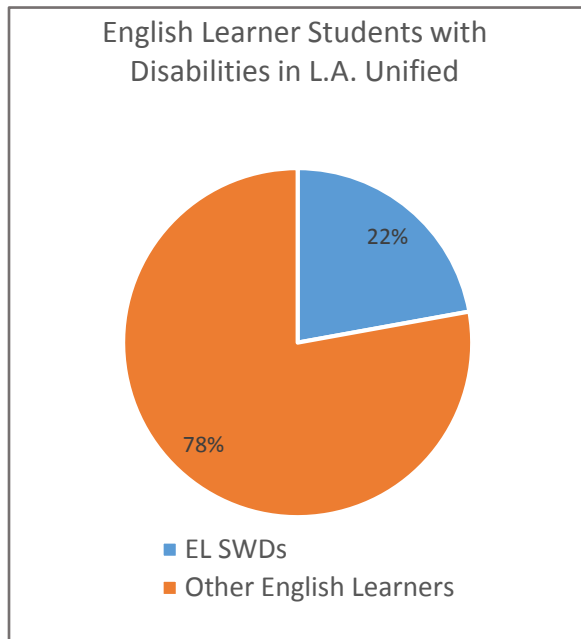
EL SWDs Considerations

- ★ It is important to distinguish language acquisition needs from learning needs.
- ★ Two concerns: underidentification and overidentification

[Disabilities](#), and in the annual memos on placement, scheduling, and staffing for secondary ELs published by MMED.

It is important for educators to understand the language acquisition needs of ELs and when it is appropriate to consider and to implement additional targeted interventions prior to referral for special education. In some cases, ELs might be underidentified as eligible for special education services. In other cases, ELs may be overidentified as eligible for special education services when compared to non-ELs.⁶⁵ For the 2017-18 school year, about 22 percent of ELs in L.A. Unified have been identified as ELs SWDs (see Figure 16).

Figure 16: EL Students with Disabilities



Researchers have identified four potential factors that may contribute to the misidentification of special education needs and learning disabilities among students who are ELs: (1) the evaluating professional's lack of knowledge of second language development and disabilities; (2) poor instructional practices; (3) weak intervention strategies; and (4) inappropriate assessment tools.⁶⁶

When an EL student is determined to be a child with a disability, the student's EL *and* disability-related educational needs must be met. For EL students, it is essential that the IEP team include participants who have knowledge of the student's language needs, e.g., EL experts, Title III coaches, EL designees.

A student's participation in either the general education curriculum or the alternate curriculum is a decision made by the IEP team after discussion

about how the student's disability/disabilities impact his/her ability to access the general education curriculum. Please see [REF-5994: Scheduling Appropriate ELD Instruction for Secondary ELs with Disabilities](#) for additional information.

For more information regarding the District's policies for ELs SWDs please see:

- [REF-5994: Scheduling Appropriate ELD Instruction for Secondary ELs with Disabilities](#)
- [BUL-6269.1 Multi-Tiered System \(MTSS\) of Behavior Support for Students with Disabilities](#)

Standard English Learner Instruction

Alison Bailey and Rachel Zwass note that SELs, because they speak languages that are in many ways similar to mainstream English (e.g., a largely overlapping vocabulary), may be able to pass through school, but then encounter serious difficulties when they reach college, where the level of academic English is even more complex. They argue:

Probable Standard English Learners (PSELs)...

Include students who come to school using rule-governed languages that differ in structure and form from Standard and academic variations of English

- ★ EO
- ★ IFEP
- ★ African-American
- ★ Mexican-American
- ★ Hawaiian-American
- ★ American Indian

Language screening is conducted to identify SELs for targeted language support from this pool of students

Unlike with EL students, however, there have typically been fewer established assessment practices to identify this population of students and provide assistance with development of the kinds of English proficiency needed to meet school language demands. This is no doubt because, as Murray stresses, the assumption most often is that these students “come equipped” by virtue of being native-speakers of English.⁶⁷

This situation is alarming because L.A. Unified is committed to graduating *college- and career-ready* students; it is not sufficient that they merely pass through, but that they be prepared for what comes after high school. These students may face difficulties beyond understanding content. They are more likely to be misidentified as having a language disability or delay. Additionally, they are more likely to be referred for disciplinary action due to linguistic and cultural misunderstandings with teachers. Over time, this may affect the quality of their relationships with teachers and peers, as well as achievement, motivation and attitudes.⁶⁸ For these reasons, it is critical to identify SELs and provide them effective, research-based instruction.

Academic English Mastery Program (AEMP) for SELs

L.A. Unified’s Academic Mastery Program (AEMP) is a leader in educator training and resource development for SEL teaching and learning.⁶⁹ AEMP is a comprehensive, research-based program designed to address the language, literacy, and learning needs of students who speak a variety of English that is different in structure and form than academic English. The primary goal of AEMP is to increase students’ access to core standards-based curricula and to increase academic achievement. The program incorporates into the curriculum instructional strategies that facilitate the acquisition of standard and academic English in classroom environments that simultaneously validate, value, and build upon the language and culture of the students.

The mission of the program is to assure that students will have equal access to CSS-based content curriculum and post-secondary career opportunities.

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

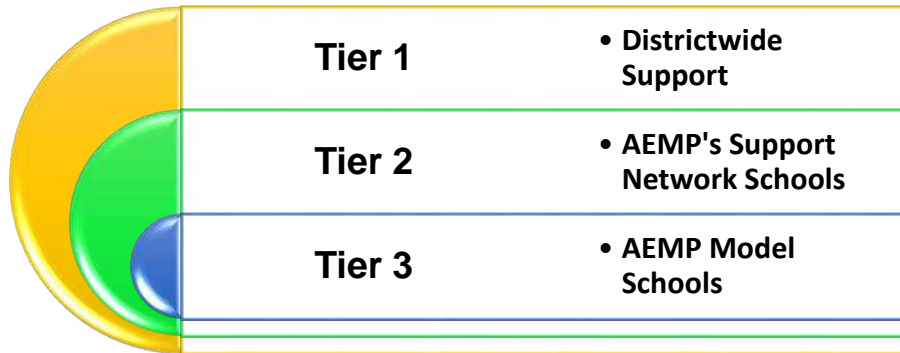
2. Integrating linguistic knowledge about nonstandard varieties into instructional practice
3. Building on the observed learning styles or practices of SELs to design learning environments that support the acquisition of school language and literacy
4. Utilizing a balanced approach to literacy instruction 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, L.A. Unified 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.

Academic English Mastery Program Delivery Model

AEMP delivers differentiated support to educators and administrators throughout the district using a tiered system of support. The AEMP delivery model is depicted below in Figure 17; instructional practices are discussed in more detail in [Chapter 5](#).

Figure 17: AEMP Delivery Model



Chapter 2: Identification, Reclassification, Graduation, and Beyond

Chapter Overview




As is noted in the California English Language Arts/English Language Development (ELA/ELD) Framework,¹ it is critical that all of today’s students be prepared for tomorrow’s expanding demands, especially through leveraging the wealth of linguistic and cultural capital in our schools and communities. This chapter describes the District’s processes for identifying the diverse populations of English learners (ELs) and standard English learners (SELs), reclassifying ELs and determining when SELs no longer need specific language support, and supporting ELs and SELs on pathways to college and career success. L.A. Unified is committed to ensuring language learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, starting in early childhood, through reclassification and graduation, and in preparation for college and careers in the 21st century.

| What You’ll Find in This Chapter... |
|--|
| <ul style="list-style-type: none"> ★ The Enrollment Process ★ Reclassification of English Learners ★ Identifying Standard English Learners ★ Mastery of Academic Language Proficiency for Standard English Learners ★ College and Career Pathways ★ Graduation |

Mindsets

When we think about identifying ELs and SELs, it is critical to explicitly ensure that identification and services are based entirely on linguistics and students’ language backgrounds, not their ethnicity. As educators, we must take care to be conscious of and avoid implicit bias based on incorrect presumptions about language and culture, which undermine and neglect the rich backgrounds, skill sets, and linguistic aptitude that students bring to school.

Guiding Principles

| | | |
|---|--|--|
|  <p>1: Assets-based Education</p> |  <p>2: Bilingualism and Biliteracy</p> |  <p>5: Alignment and Articulation</p> |
|---|--|--|

The Enrollment Process

The enrollment process begins when a parent or guardian takes their child to an L.A. Unified school and completes the enrollment packet. A key component of the enrollment process is the Home Language Survey (HLS) (see Figure 18). The HLS is a questionnaire used to determine the student’s primary language and whether the student will be required to take an assessment for

English language proficiency. The results of the English language proficiency assessment will determine the appropriate instructional services a student will need to meet their full academic potential.

California *Education Code* (EC), Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. Please see the [California Department of Education website](#) for more information.

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?

A home language determination is required only once. The information provided by the parent/guardian on the initial HLS takes precedence over any information provided on subsequent surveys. Parents/guardians are to receive an explanation regarding the purpose of the HLS, as well as the possibility that their child may be given an assessment to determine their level of English language proficiency. The explanation should be given:

- Orally during enrollment
- During an initial consultation on programs for ELs
- Through the initial parent/guardian notification letter

Schools should reassure parents/guardians that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

Reasonable Doubt

If the parent's/guardian'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 EL designee/administrator must research the student's home language background using the following indicators, as well as conduct consultation with the student's parent/guardian:

- The parent/guardian requires an interpreter to communicate in English.
- The 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. inglés).
- The student initiates interaction with his or her 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.
- The 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 English Language

Proficiency Assessments for California (ELPAC). The parent/guardian 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 the administration of the Initial ELPAC.

Amending the Home Language Survey

The parent/guardian has the right to amend the HLS at any time. However, any changes to the HLS will need to be made by the parent/guardian prior to the ELPAC Summative Assessment window. If the parent/guardian amends the HLS prior to ELPAC Summative administration, the school must honor the changes made while continuing to take reasonable doubt into consideration. If there is no reasonable doubt as to the student's English language proficiency, the school must initiate the Language Classification Correction process.

Parent/Guardian Notification Requirements

Research shows that strong family-school relationships are an indicator of student success.² Schools have an obligation to ensure meaningful communication with parents/guardians in a language they can understand and to adequately notify parents/guardians of information about language instructional programs and services. When 15 percent or more of the student population speaks a single primary language other than English, as determined from the preceding year's Census data submitted to the Department of Education, the school is required to send all correspondence to parents/guardians in English and the primary language (California EC 48985).

Communication with parents/guardians must be in a language they can understand.

Title I [*Elementary and Secondary Elementary Act*, Section 1112 (g)(1)(A)] requires schools to inform parents/guardians of initially identified ELs within 30 days after the beginning of the school year/track (or, if during the school year, within two weeks of the child being placed in a program).

After the student completes the initial English language proficiency assessment, parents/guardians must receive in a timely manner information about the student's English Language Proficiency (ELP), instructional program options, and of their right to opt out of an EL instructional program. Translating this information into the family's home language is critical, and if a written translation is not provided, an oral interpretation should be made available whenever needed.

Parent/Guardian Notification of Instructional Program Options

To inform parents/guardians of the instructional program options, schools must provide a copy of the *Initial Notification of Enrollment in Instructional Programs for English Learners* and *Instructional Program for English Learners Parent Brochure*, as well as an opportunity to view the *Instructional Programs for English Learners* video/DVD and the Reclassification criteria. The *Instructional Programs for English Learners Parent Brochure* is 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 [Multilingual and](#)

[Multicultural Education Department website](#). Parents/guardians will be given the choice to select from the instructional program options available in the district for their children’s education.

Instructional Program Options: Withdrawn by Parent/Guardian Request

Any parent/guardian whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt his or her child out of the EL programs being offered. The District is committed to providing guidance in a language parents/guardians can understand to ensure that parents/guardians understand their child’s rights, the range of EL services that their child could receive, and the benefits of such services. One approach that local districts and schools can consider taking is to share with parents/guardians the data on students who refuse services compared to students receiving full support. If parents/guardians are able to see the long-term outcomes of ELs not receiving services, they will be able to make a more informed decision. The District’s goal is to provide ELs with a strong foundation through effective ELD instruction to ensure academic success. Without sufficient ELD support setting their foundation, ELs’ academic growth may be stunted.

If a parent/guardian decides to opt his or her child out of an approved EL program, the student still retains his or her status as an EL and continues to receive designated and integrated ELD. ELs who opt out of an approved Master Plan Program will be assessed yearly with the ELPAC until they reclassify. If an EL who has been placed in a mainstream class is struggling, the District should take appropriate steps to assist the student. These steps may include, but are not limited to:

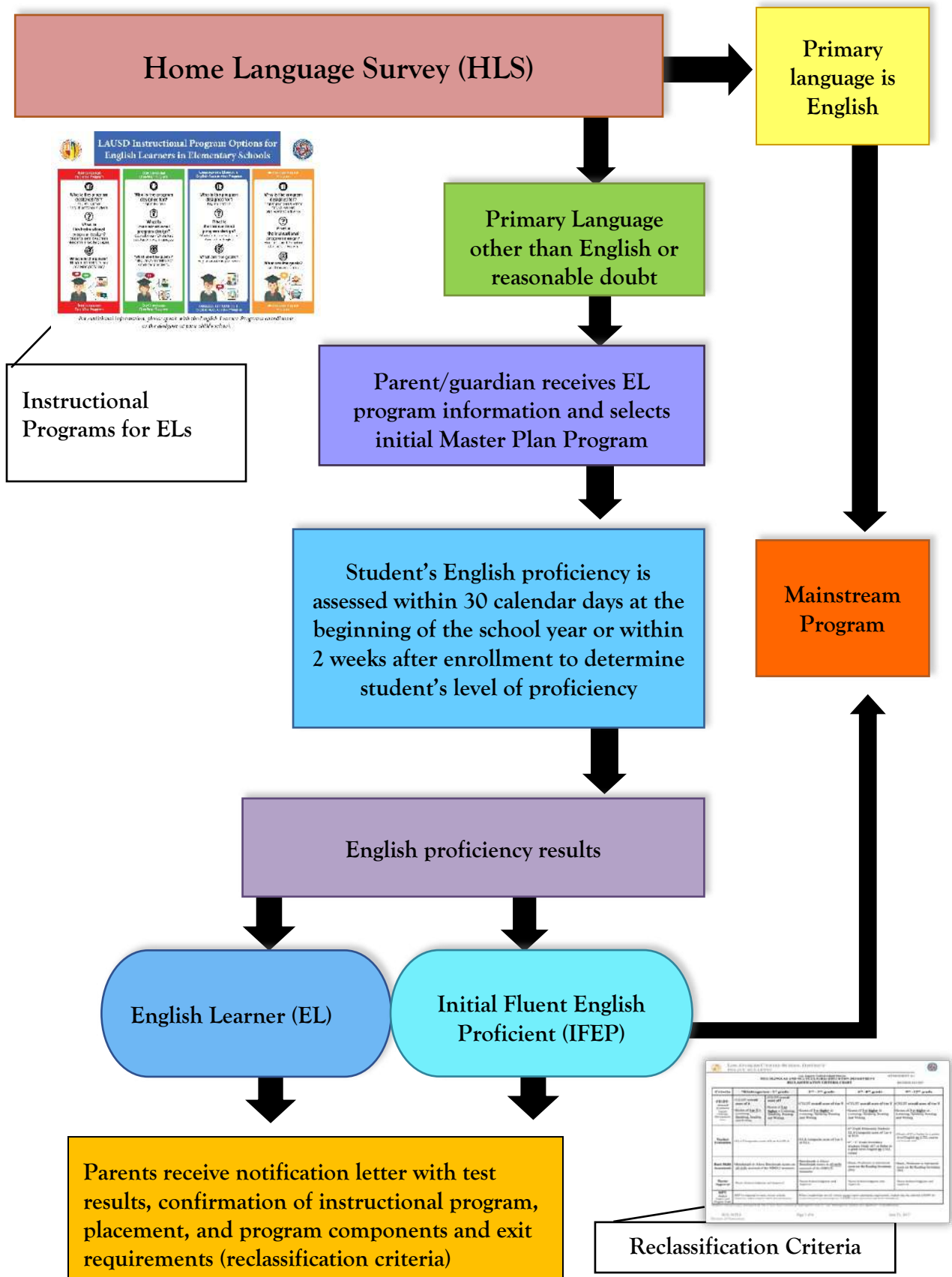
- Further assessing the student’s ELP
- Notifying the student’s parent/guardian about his or her child’s lack of progress
- Encouraging him or her to opt the child into an appropriate EL program
- Providing supports for the student’s language acquisition, such as offering professional development in Integrated ELD to the student’s core curriculum³

Students Withdrawn from EL Services...

- ★ Retain EL status
- ★ Must participate in annual ELP assessment
- ★ Must be provided ELD support

Please see the [Master Plan Toolkit](#) for a Checklist from the [U.S. Department of Education EL Toolkit](#) that provides suggested questions intended to assist with developing processes and support for ELs who parents/guardians choose to opt them out of services.

Figure 18: Initial Identification Flow Chart



Kindergarten Orientation and Enrollment

It is important for families of potential ELs to understand the various program options available for their children. To support these efforts, elementary schools are to hold three orientation meetings for families of newly enrolling kindergarten students prior to the start of the school year. Elementary schools are to provide a variety of times and dates for the orientation meetings, based on the needs of the community. The purpose of these orientation meetings is to provide parents/guardians with information to assist them in making meaningful decisions about instructional program placement for their child. Translation/Interpretation should be provided. The orientation meetings are to be held at different times of the day, in order to accommodate parents'/guardians' various work schedules. These meetings provide an opportunity for families to receive parent/guardian-friendly brochures and view information that describes instructional program options, the minimum progress expectations benchmarks, reclassification criteria, and the curricular materials used in each program.

Because this information is essential for parents/guardians to make informed choices for their children, each local district will also offer a minimum of one orientation meeting to allow parents/guardians another opportunity to receive the information.

€ [REF4380, Initial Notification Requirements for Parents of English Learners \(ETK-12\)](#)

English Language Proficiency Assessments for California

State and federal law require that local educational agencies administer a state test of English language proficiency to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as “transitional kindergarten”) through grade 12. The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT) and assesses the four required domains: Listening, Speaking, Reading, and Writing.

The ELPAC is aligned with California’s 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

1. Initial Assessment—Use for the initial identification of students as ELs. The ELPAC Initial Assessment will be administered as an operational test starting in the 2018-19 school year.
2. Summative Assessment—an annual summative assessment to measure an EL’s progress in learning English and to identify the student's English language proficient level. The ELPAC Summative Assessment will be operational starting in the spring of 2018.

English Language Proficiency Assessments for California - Initial Assessment

In the state of California, school districts assess potential ELs with an ELPAC Initial Assessment. Students will take the Initial Assessment if:

- The student has a primary language other than English (or there is reasonable doubt)
- The student has not taken the CELDT or ELPAC before
- The student has not been classified before as an EL

The ELPAC Initial Assessment is used to identify students as either an EL who needs instructional support to learn English or as IFEP. Students are given the ELPAC Initial Assessment within 30

calendar days of enrollment at the beginning of the school year (or, if during the school year, within two weeks of the child being placed in a program). Identifying students who need additional supports and services for learning English is important for ensuring access to the core curriculum and ultimately, academic success. Each year, students who are ELs will take the ELPAC Summative Assessment to measure their progress in learning English.

[English Language Proficiency Assessments for California - Summative Assessment](#)

The ELPAC Summative Assessment is administered annually to students who are identified as an EL on the ELPAC Initial Assessment. The Summative Assessment is used to annually measure the language skills of ELs. The results will inform the teacher, school, or district if the student has achieved sufficient English proficiency to be reclassified as English proficient. Students who are ELs are given the ELPAC Summative Assessment every spring between February and May to measure their progress in English until they are reclassified as English proficient.

[English Language Proficiency Assessments for English Learners with Disabilities](#)

ELs with disabilities must be assessed with the ELPAC Initial Assessment or the ELPAC Summative Assessment. ELs with disabilities are assessed annually with the ELPAC Summative Assessment using the accessibility resources that address visual, auditory, and physical access barriers as designated in Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California issued by the California Department of Education and [REF-044782 L.A. Unified Accessibility and Accommodations Guidelines for English Language Proficiency Assessments for California Assessments](#). The IEP team must document any appropriate designated supports and/or accommodations in Section K of the student's IEP. For ELs with disabilities with a Section 504 Plan, these accommodations resources must be documented on the Section 504 Plan. There is no option for ELs with disabilities to take ELPAC assessments with modifications or for students to take an assessment that has been specifically modified.

ELs with disabilities who are on the alternate curriculum may need to be assessed with an alternate language proficiency assessment. For more information, please refer to [BUL-048496.0 Annual Alternative Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternative Curriculum](#). ELs with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate language proficiency assessment as identified by IEP teams using the *Participation Criteria Checklist for Alternate Assessments, 2016-17*.

[Primary Language Assessment](#)

Primary language assessments are no longer required or monitored by the state since the authority for them is no longer applicable. Although [20 United States Code USC 6312\[g\]](#) is no longer applicable, the administration of a primary language assessment might be necessary under some circumstances—the student is receiving primary language instruction, the student has limited or no comprehensible language output at the time of the administration of Initial ELPAC, or the teacher or an IEP team requests a primary language assessment.

Parental Notification of Annual Assessment Results and Program Placement

Parents/guardians of EL students who are administered the ELPAC Summative Assessment or an alternate language proficiency assessment must receive official notification, within 30 days after the beginning of the school year/track (or, if during the school year, within two weeks of the child being placed in a program), informing them of their child's:

- € Annual English language proficiency level and how it was assessed
- € Language classification
- € Instructional program placement

Parents/guardians of EL 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. See [BUL4872 Annual Notification Requirements for Parents of English Learners \(K-12\)](#) for additional information and guidance.

Reclassification of English Learners

Els are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the [State Board of Education recommendations](#):

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
3. Parent/guardian opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

The goal of EL supplemental instructional services is to support students in attaining proficiency in English to succeed academically. Without a proper foundation in ELD, ELs may experience difficulties in the core content areas. Although often students may reach the necessary level of English proficiency in four years or fewer, research indicates that language acquisition may take as many as seven years,⁴ depending on language aptitude, motivation, and other highly complex and interrelated aspects of individual students' mindsets and personalities,⁵ educational context, and myriad other factors. It is the job of the SSPT to ensure that students who have been identified in need of continued support for English learning are provided with services. It is the school's responsibility to ensure that the services students receive are of high quality and contribute to continued progress toward English proficiency and graduation.

The academic progress of reclassified fluent English proficient students must be monitored regularly for a minimum of four years.

Once students are reclassified, they retain the reclassified fluent English proficient (RFEP) status for the remainder of the time they are enrolled as a student in a Local Education Agency (school district). The academic progress of RFEP students must be monitored regularly for a minimum of four years, as required by state and

federal guidelines, and interventions are provided to ensure that these students reach and maintain grade level English proficiency and academic achievement.

For more information, please see [BUL-5619 Reclassification of ELs, K-12](#).

Reclassifying English Learners with Disabilities

Reclassifying English Learners with Disabilities Participating in the General Education Curriculum

Students with disabilities are provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

EL kindergarteners in L.A. Unified are not usually considered for reclassification.

In accordance with federal and state law, the IEP team may address the individual needs of ELs with disabilities using multiple criteria in concert with the four reclassification criteria in the California Education Code listed in the previous section. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student.

There are two student profiles for which it is appropriate for IEP teams to gather pertinent information in following a comprehensive approach to make decisions about program supports and reclassification. These two profiles are described in the following two sections.

A. Elementary English Learners with Disabilities and Basic Literacy Skills Assessment - Grades 1-5/6

All EL students with disabilities participating in the general education curriculum must participate in the Basic Literacy Skills Assessment for their grade level. The only exception is for EL students with low incidence disabilities who cannot access Dynamic Indicators of Basic Early Literacy Skills (DIBELS) due to disability.

Any designated support or accommodation listed on a student's IEP must be available to the student for the Basic Literacy Skills Assessment (e.g., DIBELS). However, altered content or expectations of the assessment items will invalidate the score on the basic literacy skills assessment. Examples of accommodations include but are not limited to: read aloud/text-to-speech for reading passages, use of a dictionary, and use of a scribe or speech-to-text for composing extended writing tasks. Another example is the DIBELS Oral Reading Fluency measure, a timed, one-minute reading fluency assessment. Extended time as an accommodation cannot be allowed when giving a timed assessment because doing so alters the test construct.

For ELs who did not reach the established criteria score or for students with disabilities who could not participate in a valid administration of DIBELS, such as students with low incidence disabilities, the IEP team can use results from another valid and reliable assessment for comparing the basic skills of ELs with disabilities to native speakers of English with similar disabilities of the same grade level. This comparison supports determining whether the student has achieved sufficient mastery of the basic skills for reclassification.

B. Secondary Long-term English Learners with Disabilities in Grades 6-12

When students in grades 6-12 who have had the benefit of at least six or more years of ELD support do not meet the four criteria of reclassification, as established by L.A. Unified, it is possible for the IEP team to consider reclassification based on alternate means to examine the impact of his/her disabilities on English language development. Please refer to [Guidelines for IEP Teams on the Reclassification Procedures for Secondary LTELs with Disabilities in Grades 6-12](#) for further information.

Reclassifying English Learners with Disabilities Participating in the Alternate Curriculum

Due to the severity and impact of the disabilities of students who participate in the alternate curriculum, it is likely that many of these students will need considerably longer periods of time to receive ELD instruction and work toward the criteria for reclassification.

Elementary and secondary students on the alternate curriculum can be reclassified if they meet the criteria identified in the policy for students on the alternate curriculum. Students with disabilities on the alternate curriculum must participate in the basic skills assessment for reclassification if they meet one or both of the following criteria:

- ☒ The student was administered the ELPAC Summative Assessment.
- ☒ The IEP team is considering moving the student to the general education curriculum.

Students with disabilities on the alternate curriculum who do not meet any of these criteria are not required to participate in the basic skills assessment for reclassification, as they are not yet demonstrating the skills needed for reclassification. Secondary students on the alternate curriculum in grades 6-12 who have had the benefit of six years or more of ELD support and are identified as LTELs can be reclassified using guidelines that account for the impact of his/her disability on English language proficiency. Please refer to [Guidelines for IEP Teams on the Reclassification Procedures for Secondary LTELs with Disabilities in Grades 6-12](#) for further information.

Student Support and Progress Team shall review the progress of ELs and LTELs at least four times per year.

Function of Student Support and Progress Team for Reclassification of English Learners

The Student Support and Progress Team (SSPT) plays many roles for many students. For ELs and long-term ELs (LTELs), they review progress at least quarterly (i.e., four times per year) to determine supports needed and readiness for reclassification. In the event that an EL in grades 1-12 meets the ELPAC and basic skills criteria, but does not meet the Teacher Evaluation criteria, the student must be referred to the SSPT for review and possible reclassification recommendation. Based on analysis of student data, the SSPT will either recommend the student for reclassification or develop an instructional/intervention action plan. A potential long-term (PTEL) or an LTEL student, with the support of the parent/guardian, teacher, and LTEL designee, could then set targeted instructional goals within his/her Individual Reclassification Plan to meet the reclassification criteria.

The goal of the SSPT is to ensure students' needs are addressed and minimized. All SSPTs must include an EL designee to ensure that ELs' and LTELs' linguistic progress is monitored appropriately. The SSPT review of LTELs' progress and should also include an Administrator, LTEL Designee, Targeted Student Advisor/EL Designee, the classroom teacher, discipline review team member, referring person, instructional coach and parent/guardian. The SSPT should also carefully consider the contextual factors that play a role in students' learning, especially when a student's progress has been slow; research shows that contextual factors (e.g., type or quality of instruction) can outweigh motivational factors in determining language acquisition progress.⁶ Please see the [Master Plan Toolkit](#) to view Individual Reclassification Plan forms for PTEs and LTELs.

Identifying Standard English Learners

Please see Chapter 1 for a discussion of the definition of SEL students and various SEL typologies.

Screening

Probable Standard English Learners who have one or more At-Risk Data Warnings (see Table 13 in Chapter 5) should be given the Language Assessment Scales (LAS Links) screening to identify their academic English Language Proficiency Level.

LAS Links administration should take place at the beginning of the year and in the middle of the year to assist educators in making instructional decisions, and subsequently monitoring the academic language proficiency for SELs. The administration of LAS Links follows the pattern depicted in Figure 19 below.

Figure 19: LAS Links Administration



The SSPT is responsible for identifying and monitoring the progress of all SEL students in grades K-12, using Literacy assessments (e.g., DIBELS Next/TRC, LAS Links, and Reading Inventory-RI), and the SEL Dashboard.

Mastery of Academic Language Proficiency for Standard English Learners

LAS Links provides essential data that assists educators in making instructional decisions and monitoring students' progress toward academic English proficiency by providing an overall score and specific data in the areas of Speaking, Listening, Reading, and Writing. For students to be considered proficient in academic English, they must achieve a score of four or above. LAS Links administration is conducted at the beginning and in the middle of the year.

Academic English Proficiency Targets

There are five levels of Academic English proficiency. Level 4 is considered proficient, and Level 5 is considered exceeding. After reaching an academic English proficiency level of 5, students no longer need Tier II Academic Language Development (ALD) support. They can participate in ALD and/or enrichment Mainstream English Language Development.

Figure 20 includes information about the LAS Links proficiency levels.

Figure 20: LAS Links 2nd Ed. – Proficiency Level Definitions

| | |
|-------------------------------------|--|
| <p>5 Above Proficient</p> | <p>Level 5 students communicate effectively in English, with few if any errors, across a wide range of grade-level appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, make sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning. They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.</p> |
| <p>4 Proficient</p> | <p>Level 4 students communicate effectively in English, but with some errors, across a range of grade-level appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 4 students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.</p> |
| <p>3 Intermediate</p> | <p>Level 3 students communicate in English across a range of grade-level appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.</p> |
| <p>2 Early Intermediate</p> | <p>Level 2 students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging. Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They make simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.</p> |
| <p>1 Beginning</p> | <p>Level 1 students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.</p> |

One of the functions of the SSPT is to monitor the academic achievement and linguistic development of L.A. Unified's SEL student groups identified in an effort to implement the Office for Civil Rights resolution as: African-American, Mexican-American or Chicano, American Indian, and Hawaiian-American to ensure culturally and linguistically relevant practices are in place within Tier I instruction.

Graduation Pathways for English Learners

L.A. Unified provides opportunities for all students to have pathways to graduation. Successful scheduling of ELs requires that ELD and LTEL courses be integrated into the regular contract day. English language development and LTEL courses are to be prioritized on the Master Schedule ([MEM 6866.0, Placement, Scheduling, and Staffing of English Learners in Middle School for 2017-18, p. 9](#) and [MEM 6909.0, Placement, Scheduling, and Staffing of English Learners in High School for 2017-18, p. 9](#)). L.A. Unified strongly discourages assignment of EL courses as auxiliary periods. ELs may be enrolled in credit recovery courses during a 0 or 7th period, permitting that all other students are offered the same courses.

Sixth grade students and students new to L.A. Unified 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.

English Learners in Middle Schools

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 LTEL courses.

Newcomer students may or may not have had formal instruction in the English language prior to their arrival at L.A. Unified, but they may have had appropriate grade-level content instruction. If so, this prior knowledge is an asset that supports their access to core content. Prior instruction in language arts in other languages facilitates their acquisition of English (Chapter 1, L.A. Unified *2018 Master Plan for ELs and SELs*). Therefore, they may have enough English proficiency to begin at higher ELD levels, based on their initial English assessment.

English Learners in High Schools

L.A. Unified places among its highest priorities ensuring that ELs are afforded the opportunity to meet graduation requirements in four years, to the greatest extent possible.

ELs may remain in high school until requirements are met or through the age of 21, as long as satisfactory progress is maintained (Attendance Manual Policies and Procedures, June, 2012). The purpose of this provision is to assure that ELs and LTELs are provided sufficient time to meet L.A. Unified graduation criteria and the a-g course sequence (refer to [BUL-6566.2 Graduation Requirements for the Classes of 2016- 2019](#), [BUL-6778 Graduation Requirements for the Class of 2020](#), and [MMED Policies webpage](#)). ELs and LTELs may continue on to a fifth year of schooling as needed, to meet all graduation requirements.

The goal of newcomer student programming in high school is to maximize opportunities to earn [a-g course credits](#) in the most optimal learning environment, one in which language and content development are both supported (Chapter 1, L.A. Unified *2018 Master Plan for ELs and SELs*).

Newcomer students may bring sufficient levels of English proficiency to begin at higher ELD levels, based on their initial English assessment.

Individualized Graduation Plan

To ensure that all students, including students with disabilities, ELs, foster youth, students identified as homeless, students on probation, and SELs, have access to a rigorous curriculum and opportunities to support, enrich, and challenge their educational experiences, all students are provided with an Individualized Graduation Plan (IGP). See [MMED Policies webpage](#).

The IGP provides an opportunity for improved communication, collaboration, and accountability among students, parents/guardians, counselors, and school staff. Each participant assumes a role in assisting students through the planning process, developing educational and career goals, completing the graduation requirements, completing a-g requirements, and meeting the middle school promotion and culmination requirements. Every secondary student will develop an IGP with their parent/guardian and counselor and revise, as necessary, at least annually. Individualized Graduation Plans are completed during the first semester of each school year for all students in grades 6 through 12. A copy of the IGP is given to the student and parent/guardian and the original is maintained as part of the student's counseling records. For ELs, the IGP is one of several progress monitoring tools and opportunities to support their growth in meeting the challenges of a-g credit completion and successful achievement of high school course requirements.

Graduation

The 2016-2019 L.A. Unified Strategic Plan goal is 100 percent graduation, which will be ensured through building a foundation for early learners.

The District remains committed to providing a quality education for every student in a safe, caring environment and providing pathways to ensure students graduate college and career ready. L.A. Unified has set the graduation requirements for the Class of 2017-2021 to include the: a-g course sequence that aligns with the minimum a-g course sequence requirements for California State Universities, the California Department of Education course requirements, and other L.A. Unified course and noncourse requirements.

Please refer to bulletins [BUL-6566.2 Graduation Requirements for Classes 2016-2019](#) and [BUL-6778 Graduation Requirements for the Class of 2020](#) for details of noncourse requirements.

Beyond

L.A. Unified provides numerous pathways to ensure all students are able to graduate.

The Educational Options Program is a dropout-prevention program offering personalized pathways to graduation for students and provides alternatives to the traditional school setting. For more information on this program, see the [Educational Options Programs website](#).

L.A. Unified also offers a variety of options for EL and SEL students and students with disabilities. These include the option to receive a Certificate of Completion, rather than a diploma, as well as enrollment in a number of different types of schools tailored to students' particular needs. For more information on pathways to graduation for students with disabilities, see the Special Education Department Brochure, [Pathways to Completing High School](#).

Chapter 3: Family and Community Engagement and Connections

Chapter Overview

L.A. Unified is committed to establishing and maintaining strong, collaborative relationships with families. L.A. Unified believes that families, as the child’s first teachers, are essential partners and assets in the overall educational achievement of their children. The active involvement of family and community members in the work of the schools is essential to high achievement for all students, especially English learners (ELs) and standard English learners (SELs).

What You’ll Find in This Chapter...

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

This chapter provides background, key information, and demonstrates the District’s commitment to fostering in-depth, resilient home and family school connections for all students, and in particular, ELs and SELs. Though information regarding the basic level of parent/guardian participation is outlined in the California *Education Code*, the value of family involvement in the work of L.A. Unified schools goes far beyond these compliance requirements. For this reason, Chapter 3 is devoted to a more complete description of how families’ involvement is addressed by L.A. Unified.

Mindsets

The families of all of our students, especially those of our ELs and SELs, are valuable resources that should be viewed as assets and celebrated in the education of students. Their languages, cultures, talents, and lived experiences are critical resources unique to each school community. L.A. Unified rejects deficits-oriented ideas about the diverse families it supports. Misconceptions often impede parent/guardian and family connections with their children’s schools.

Common misconceptions:

- Parents/guardians who don’t visit school don’t care about their child’s education.
- Good parental involvement “looks” a certain way.
- All parents/guardians respond to the same strategies.
- Parents/guardians who are struggling financially cannot support the school.
- All parents/guardians have the same goals for their children.

At L.A. Unified, we strive to be aware of these misconceptions and challenge them at the school, local district, and central district levels. There is consistent, positive, and clear evidence that families have a major influence on their children’s achievement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

L.A. Unified values related to family, community, and school connections include the following:

- Families and communities are key partners in the learning process.
- Families and parents/guardians, their languages, cultures, talents, and lived experiences are critical resources and assets.
- Family members should be promoted as leaders, influencing the educational experiences and capacity of students, schools, and communities.
- A commitment must be made to continuous improvement and ongoing reflection of parent/guardian and family engagement practices.
- Families should be engaged in linguistic and culturally responsive ways.
- A commitment to equity, respect, and transformative reflection around family and community involvement in and around schools is critical.
- A welcoming environment in all schools and offices is fundamentally important.
- Training on multiculturalism should be ongoing.
- Parent/guardian training at varied different levels, for the purpose of promoting parents/guardians as leaders, should be ongoing.

Guiding Principles



Communication with Parents/Guardians and Families

Family Engagement Framework: District Principles

With the help of parents/guardians, educators, and community partners, the California Department of Education developed a [Family Engagement Framework](#). The Framework is intended to help district, school, family, and community leaders plan activities that involve families in education, and in turn, support student learning and success. The Framework includes principles that describe requirements and activities for districts’ use in supporting schools’ efforts toward working with families and providing family members with opportunities to actively support their children’s education. Figure 21 is a summary of the District Principles.

Figure 21: Family Engagement Framework District Principles



Source: Family Engagement Framework, A Tool for California School Districts, California Department of Education, 2014, p 9.

Strategies for Communicating with Parents/Guardians and Families

Implementing services to parents/guardians and families means moving away from an approach involving checklists of discrete activities; rather, it means shifting toward comprehensive family engagement programs that create open communication and strong collaboration among schools, families, teachers, and local districts to increase student achievement. A common understanding of the guiding principles, goals, and strategies for family engagement supports effective

communication and collaboration among all parties. Strategies for engaging parents/guardians and families include:

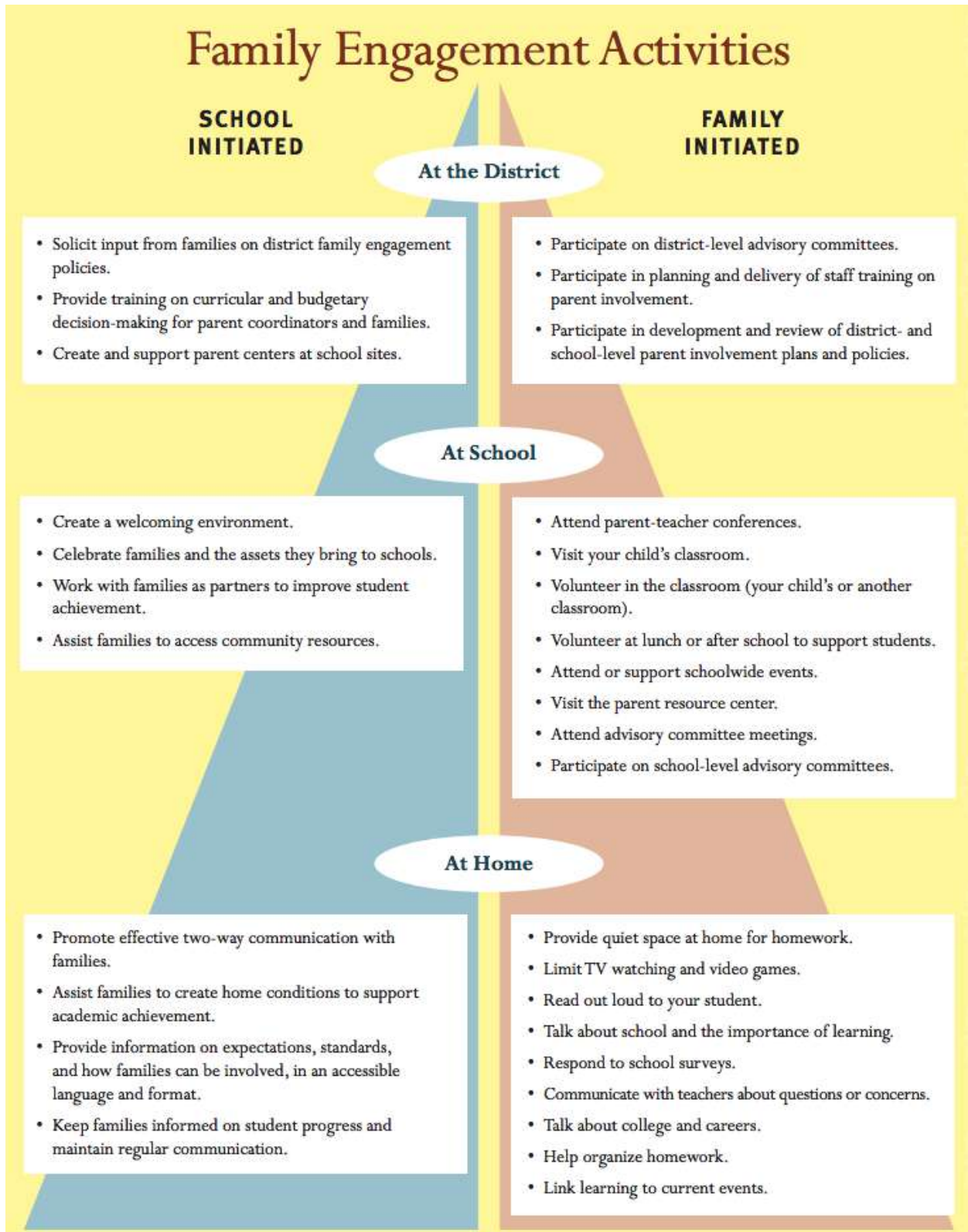
- Set the tone that communication with families is key.
- Welcome families to your school:
 - Arrange tours of the school.
 - Host events in languages other than English, especially if there is a large population of families who speak the same home language.
 - Create a welcome video in multiple languages to share with families.
- Recruit volunteers: if parents/guardians are interested in volunteering, find out their interests and skills.
- Elicit ideas from parents/guardians as to what they'd like to see in the school community and what they'd like to contribute.
- Provide opportunities for families and parents/guardians to help shape the activities and programs that help their students.
- Share information about adult learning opportunities with parents/guardians.
- Put families in touch with bilingual staff.
- Consider home and community visits.
- Offer information sessions or trainings to inform parents/guardians about the curriculum, standards, benchmarks, and assessments that will be used with their children.
- Use multiple methods and structures to communicate: letters home, classroom newsletters, information on the website, phone calls, and text messaging.
- Be mindful of overwhelming parents/guardians with the same message or automated calls multiple times during one or two days.

When interacting with parents/guardians and families with diverse linguistic and cultural backgrounds, educators should assume good will, treat them as equals, be open to other ways of doing things, and respect parents'/guardians' and families' cultures. Communication styles (verbal and nonverbal) may sometimes vary among cultures and it is important for schools to understand, recognize, and value these differences. For example, the meanings of gestures and eye contact may be different than what is commonly experienced by someone accustomed to different interactional norms in the U.S.

What Is Family Engagement?

For families, family engagement is communicating and doing activities with your student, your student's teacher, or your student's school to support your student's learning and success. The L.A. Unified policy, *Reaffirming Our Commitment to High-Quality Parent Engagement at Every School*, parents, family members, and other caregivers can be involved in a student's education in many ways. Figure 22 illustrates family engagement activities at the district, at the school, and at the home.

Figure 22: Family Engagement Activities¹



The Stages of Immigrant Involvement

Understanding an immigrant family’s background and motivations for coming to the U.S. can help schools and educators be better positioned to help them transition into a new school and community culture. Han and Love (2015) developed a model of four stages of parent/guardian involvement that they believe immigrant families move through: cultural survivor, cultural learner, cultural connection, and cultural leader. Figure 23 depicts the four stages.

Figure 23: Han’s Four Stages of Immigrant Involvement²



As described in the Newcomer Tool Kit, the four stages can involve the following:

- **Cultural survivors** may be recently arrived immigrants. Many will be concerned about securing food and shelter and may not have much time to learn about and navigate the U.S. school system.
- **Cultural learners** may feel somewhat at ease with the school and want to learn more about what is taught, the school culture, and other aspects of the school. Han and Love contend that cultural learners are more comfortable than cultural survivors with the new school culture and the U.S. education system. “With the help of qualified and trained interpreters and translated documents, parents communicate with schools and learn to navigate the U.S. school system. They feel more comfortable attending workshops in their native language and are likely to participate in parent-teacher conferences with language support” (Han & Love, 2015).
- **Cultural connectors** become familiar with educational terminology, policies, and procedures. They may wish to work with cultural survivors and cultural learners, to encourage them, and to help them understand and engage in school programs and activities that support children and parents.
- **Cultural leaders** often become the “voice” of their ethnic and language community and advocate for parents in the other stages. They may become leaders and participate in trainings.³

Strategies for Supporting Families of Secondary Newcomers

Secondary newcomer students and their families bring unique experiences and may require additional support for first time enrollment in school. The U.S. Department of Education recommends a set of processes and strategies to help schools facilitate engagement for

parents/guardians of secondary newcomer students.⁴ Table 7, below depicts these recommendations.

Table 7: Strategies for Supporting Families of Newcomers

| Processes | Strategies |
|----------------------|--|
| Collaboration | <ul style="list-style-type: none"> ✦ Examine assumptions and cultural biases, recognize and employ newcomer families' assets, bring parent/guardian voices into planning for their child and the school's success, craft multimodal informational resources on everything families need to know and do. ✦ Bring newcomer families and staff together to co-construct meaningful communications and resources for families and to collaborate in the delivery of learning and support activities for families (Patrikakou et al., 2005). ✦ Encourage and help parents/guardians develop leadership skills to participate in decision making throughout the school and the community. ✦ Enlist newcomer parents/guardians to design and conduct parent/guardian learning opportunities on parenting across cultures, promoting child development, supporting learning, and planning for college and careers. |
| Capacity Development | <ul style="list-style-type: none"> ✦ Build newcomers' and staff members' capacity to effectively carry out multiple roles (advocate, supporter, encourager, decision maker, etc.) ✦ Build staff capacity to challenge deficit mindsets related to the traditional expectations for newcomers and encourage an asset orientation (Arias & Morillo-Campbell, 2008). ✦ Create parent/guardian and family welcome kits with information about the school. Include parent/guardian rights and responsibilities, school schedules, phone numbers, procedures, and any other information that will help parents/guardians feel welcome, informed, and integrated into the school. ✦ Sponsor and encourage parents/guardians to attend family literacy events where parents/guardians or students can read books together. |
| Assets Orientation | <ul style="list-style-type: none"> ✦ Establish opportunities for listening to parents/guardians, and strive to meet high expectations, aspirations, and hopes by drawing on newcomers' cultures, language, knowledge, and skills. ✦ Incorporate the cultural strengths of families and the community into the school curriculum and activities. ✦ Ensure that newcomer families are represented in the school's decision-making bodies (Arias & Morillo-Campbell, 2008). |

| Processes | Strategies |
|---|---|
| Multimodal Communications and Language Supports | <ul style="list-style-type: none"> ★ Use multiple methods (newsletters translated in the languages represented in the school, telephone trees, school website, parent/guardian outreach workers) and structures to communicate. ★ Conduct newcomer focus groups and/or newcomer advisory committees to get input on decision-making structures, concerns, questions, and recommendations. ★ Ensure that language supports are available for all educational communications and activities. |
| Continuous Improvement | <ul style="list-style-type: none"> ★ Identify strategies so that newcomer families can enrich the school community’s culture by sharing their personal and cultural assets (Arias & Morillo-Campbell, 2008; Mapp & Kuttner, 2013). ★ Continuously improve family engagement by examining multiple data sources to assess the impact of policies and practices on the newcomers. ★ Include newcomer families’ values and perspectives to promote cross-cultural understanding and strengthen their 21st century skills through volunteer experiences. |

Translators and Interpreters

Communication with all families of ELs in their primary language is essential to foster parent/guardian support, involvement, and engagement. Translation and interpretation services are provided by staff from the Multilingual and Multicultural Education Department (MMED), the Division of Special Education, Parent and Community Services (PCS), Translations Unit, and individual school sites.

Under state law, schools must provide **written communication** in the primary language of the parent/guardian when 15 percent or more of the students speak a language other than English, as indicated on the Language Census Report (R-30). A school must ensure that all parents/guardians, including those who speak low-incidence languages, receive meaningful access to important information. Important written information, such as Individualized Education Plans (IEPs), must be translated even when less than 10 percent of the student population speaks the language of a parent/guardian or family member.

L.A. Unified mandates that schools provide translated communication when 10 percent or more of the student population speaks a language other than English.

Oral communication with families must be provided in the parents'/guardians' or families' primary language.

In cases in which families lack literacy, **oral communication with families** must be provided in the parents'/guardians' or families' primary language. Oral interpretation by trained interpreters is provided at all school and district meetings. The Division of Special Education and MMED provide specialized training for interpreters and translators. Every local district should have at least one translator/interpreter on staff.

Required Parent/Guardian Notifications

Please see the [section in Chapter 2](#) regarding required parent/guardian notifications for details about communication with families regarding ELs' identification, program placement, and progress.

Parent Advisory Committees

L.A. Unified recognizes that effective parent/guardian engagement and involvement is a critical component to the successful education of children. As part of the District's effort to systematically involve families of ELs in the education of their children, L.A. Unified has established policies and procedures for School Site Councils (SSCs), whose responsibilities involve oversight of programs supporting all students, including ELs. In addition, the English Learner Advisory Committees at the school sites directly address the needs of ELs, and the SEL parent/guardian representatives at select Academic English Mastery Program (AEMP) schools address the needs of SELs. At each committee level, families of ELs and SELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services, and provide recommendations. Please see the [Master Plan Toolkit](#) for charts that summarize the parent advisory councils.

School Site Councils

The SSC's function is to ensure that all federal parental involvement mandates are met, specifically:

- The development and approval of the school-level Title I Parent and Family Engagement Policy
- The development and approval of the Title I School-Parent Compact
- The development and approval of the Title I parental involvement budget

Please see [BUL-6745.0 Guidelines for Required English Learner Advisory Committees and School Site Councils](#) for more information about the SSCs.

English Learner Advisory Committee

Schools with 21 or more ELs, not including reclassified fluent English proficient students, are required to establish an English Learner Advisory Committee (ELAC). All parents/guardians whose students attend a school with an ELAC are eligible and encouraged to participate in the ELAC. The ELAC's functions and responsibilities include, but are not limited to the following:

- Providing written recommendations to the SSC regarding programs and services for EL students

- Assisting in the development of the school’s language census
- Assessing achievement gaps of the EL student population
- Development and evaluation of the school’s programs and services for EL students
- Advising on efforts to inform parents/guardians about the importance of regular school attendance
- Reviewing the school’s student attendance data and the District’s student attendance policy

Please visit the [Parent and Community Services website](#) to obtain the most current guidelines for the English Learner Advisory Committee and School Site Councils. Parent/guardians of ELs must constitute at least 51% of the ELAC membership. If the percentage of ELs at the school constitutes more than 51% of the total number of students at the school, the percentage of parents of ELs in ELAC must equal or exceed the percentage of ELs at the school site (EC Section 52176). Parents of reclassified EL students may participate in ELAC.

District English Learner Advisory Committee

Each district with 51 or more ELs must establish a functioning District English Learner Advisory Committee (DELAC). The DELAC’s mission is to:

- Provide an opportunity for authentic parent/guardian voice.
- Review and generate recommendations on matters pertinent to EL programs to the L.A. Unified Board of Education and Superintendent.
- Review and generate recommendations and comment on the District’s Local Control and Accountability Plan (“L.A. Unified LCAP”) to reflect the input of District parents/guardians, a key stakeholder group.

The committee must elect representatives and alternates to participate in the DELAC.

At each local district, parents/guardians of ELs select eight representatives and two alternates.

The DELAC is to meet regularly with the leadership of PCS and MMED to identify training topics needed to assist committee members in carrying out their legal responsibilities.

Trainings

The district provides DELAC members with appropriate training materials and training to assist in carrying out required advisory responsibilities. Training is planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training, to include the costs associated with attendance of the members at training sessions.

For more information, please see the Parent and Community Engagement (PACE) administrator and PACE coaches at your local district, and the [Parent and Community Services website](#).

Standard English Learners Parent and Community Representatives

Approximately half of the AEMP schools have SEL parent and community representatives who meet regularly to provide parent/guardian development in the school’s Parent Center. The trainings by SEL parent/guardian representatives provide parents/guardians with knowledge about the culturally and linguistically relevant instructional strategies being used in the classroom, SEL languages, and how teachers use knowledge of students’ SEL languages to help them acquire academic English. For more information, please see the [AEMP website](#).

School Parent Center Support

In AEMP schools that have a SEL parent representative, s/he informs, educates, and empowers parents/guardians as partners in educating their children and in creating a “College-Going Culture” in the home and school. The Parent Center hosts workshops for parents/guardians to increase their knowledge of the District’s plan to support the language development of all students through AEMP and aligning instruction to the California State Standards, including strategies to enhance students’ homework productivity, which fosters academic achievement and, in turn, assists in ensuring that their children have a successful school year.

For more information, please see the [AEMP website](#).

Access, Equity and Acceleration’s Advisory Committee for African American/Black Students

The Access, Equity and Acceleration’s (AEA) Advisory Committee for African American/Black Students is a coalition of community members, educators, parents/guardians, and students at L.A. Unified. The purpose of the advisory committee is to:

1. Examine the extent to which current L.A. Unified policies and practices linked to the following meet the cultural, linguistic, and academic needs of the African-American/black students within the district:
 - Curriculum and instruction
 - Assessment and accountability
 - Professional development
 - Student, parent/guardian, and community engagement
2. Provide recommendations to District leadership for shaping changes to district policy and practices for African-American/black students.

Please see AEA’s website for more information about the Advisory Committee for African American/Black Students: <https://achieve.lausd.net/Page/14015>.

School, Family, and Parent and Community Services

Parent and Community Services

Beyond the state required ELAC and DELAC committees described previously, Parent and Community Services (PCS) provides opportunities for parent/guardian education workshops and activities. PCS is dedicated to expanding and deepening parent/guardian engagement throughout L.A. Unified. Its primary function is to provide technical and strategic support to local districts and school sites to ensure they have the resources necessary to authentically engage and empower families in supporting their children's academic success.

The work of PCS is grounded in 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/guardians are the first and lifelong teachers of their children.

- Parents/guardians are knowledgeable and critical advocates for their children.

- Parents/guardians 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/guardians are inseparable from the academic success of their children.
- Parents/guardians are equally accountable for educational outcomes.

Parent/guardian education workshops and activities provide essential information and strategies to families to assist them in supporting their children’s learning at home, monitoring learning progress, and communicating with teachers and school staff. The workshops and activities may cover topics such as child development, parenting, supporting student learning, nutrition and health, understanding diverse needs, and social and emotional well-being.

The PCS runs an *Academy of EL Parent Instructors*, a district-wide organization of parents/guardians who become trainers of other parents/guardians of ELs throughout L.A. Unified, so that EL parents/guardians may effectively advocate for their children. The goal of the Academy is to build the capacity of parents/guardians of ELs to contribute to their children’s education and their schools’ continual improvement.

For more information about education and training opportunities for families and parents/guardians offered through PCS, please visit the [PCS website](#).

Accountability for Implementation of Family and Community Involvement

To ensure accountability for implementing effective family and community involvement for ELs, L.A. Unified has established Parent and Community Services. See above a brief description of PCS, which includes duties for which L.A. Unified holds itself responsible.

Chapter 4: Effective Instruction for English Learners

Chapter Overview

L.A. Unified provides instructional pathways for students to achieve bilingualism and biliteracy, for English learners (ELs) to reclassify as English proficient, and for all students to meet District graduation requirements, including the Seal of Biliteracy. Scheduling and grouping for ELs, Initial Fluent English Proficient (IFEP), English-only (EO), and standard English learners (SELs) should always account for students’ diverse and complex linguistic and cultural identities. In addition, educators must consider the language development needs of learners of all EL typologies, to provide intellectually engaging and developmentally appropriate experiences that facilitate development of English proficiency, target language proficiency, and successful academic achievement.

What You’ll Find in This Chapter...

- ★ The Role of Language in Instruction
- ★ Guiding Questions for Providing Effective English Learner Instruction
- ★ Classroom Composition for EL Students
- ★ Flexibly Grouping Students for Instruction
- ★ Key Components of a Comprehensive English Language Development Program
- ★ Key Components of a Dual Language Education Program
- ★ Differentiating Instruction for English Learners Using Formative Assessment

This chapter begins with discussion of the role of language in instruction, with particular focus on the importance of primary (home) language support. This chapter addresses a series of questions to guide administrators in program design and student placement, as well as guidance for educators to flexibly group ELs in the classroom. Discussion will also involve comprehensive English language development (ELD), including both designated ELD (dELD) and integrated ELD (iELD), flexibly grouping ELs for dELD and iELD instruction, and differentiating instruction, with emphasis on using formative assessment to drive differentiation.

Mindsets

As discussed in [Chapter 1](#), L.A. Unified strives to develop ELs’ multilingual abilities, support students in achieving academic success in English, and promote maintenance and development of students’ home languages. A critical factor in addressing these goals involves ensuring implementation of culturally and linguistically responsive instruction. As a school community, we value ELs and provide services to support their growth into advanced levels of English, while also providing opportunities to develop their home language and become bilingual and biliterate.

Guiding Principles

| | | | |
|---|--|---|---|
|  <p>1: Assets-based Education</p> |  <p>2: Bilingualism and Biliteracy</p> |  <p>3: Sociocultural Competence</p> |  <p>4: Rigorous Academics for All</p> |
|---|--|---|---|

The Role of Language in Instruction

Primary language support is the use of students' home languages for dELD and iELD instruction. The purpose of providing primary language supports is to make instruction in English as comprehensible as possible for ELs, so they learn both academic content and acquire additional English. Primary language support is especially important in nonbilingual program models.¹ Teachers who speak or are familiar with their students' home languages can, and should, use them to support learning and language development.

Teachers' use of primary language support should always be judicious, strategic, and informed by students' needs. As part of planning, a teacher must study content material and identify domain specific and academic vocabulary that may present a challenge to ELs. Accordingly, teachers should make strategic decisions about how and when to use the primary language to present this information. A teacher should not randomly code-switch, which can lead to over-reliance on the primary language and confusion by students. Instead, teachers should explicitly explain to students why and how they are using the primary language to provide support and scaffolding. Effective and strategic primary language support is not in-the-moment translation. Highly effective primary language support might occur in small group instruction that includes only students identified as in need of these supports (as determined through formative instruction).

Providing primary language support is easiest when the teacher or a classroom paraprofessional speaks the home language of students, but can still be provided when they do not, or when there are multiple home languages in the same classroom.³ Monolingual English speakers or teachers who do not speak the home languages of all of their students can still effectively incorporate students' home languages into the classroom,⁴ for example by allowing students to do prewriting in the home language, setting up a bilingual lending library, or having students use or create bilingual glossaries and dictionaries. Teachers of ELs can create learning experiences that promote and utilize home language scaffolding among all students.⁵ Please see the [Master Plan Toolkit](#) for more information on this topic, including examples of effective and ineffective primary language support, as well as guiding questions for determining effective primary language support. Language and literacy skills and abilities (such as phonological awareness, decoding, writing, or comprehension skills) can be transferred from students' primary language to English. Additional information regarding primary language supports is in Chapter 2 of the California ELA/ELD Framework, pp. 102-103.

Planning and delivery of instruction for ELs should be intentional and distinct from that used for other learners, taking into account key elements, such as students' primary language proficiency and literacy levels. In teaching ELs reading, writing, listening, and speaking skills, methods such as contrastive analysis, which is the linking of the student's primary language with similarities and differences in English, should be used. There should be a focus on developing ELs' early literacy skills using contrastive analysis and other methods that explicitly link ELs' primary language knowledge to the new skills they are learning in early literacy development in English. The

If students speak two languages, they should receive instruction that uses both languages strategically and in a way that makes pedagogical sense. Rather than looking for one language that is dominant, we need to view students who speak two languages as having strengths in both languages.²

modalities of reading, writing, listening, and speaking are interdependent and should be taught in an integrated manner to maximize effectiveness.

As is stated in Chapter 6 of the California (CA) ELD Standards, ELs must systematically receive instruction in foundational literacy skills, as well as reading skills in English throughout the elementary school years.

- Instruction for ELs in oral language knowledge, skills, and abilities must be explicit, intensive, and extensive. In addition to emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension, to be successful in reading English, ELs must develop proficiency in listening and speaking skills in English that cover the depth and breadth of both social and academic vocabulary, as well as grammatical structures, while also developing foundational skills in reading and writing English.
- Instruction for ELs will need to vary based on differences among ELs' primary language writing systems, as well as ELs' experiences with literacy in their primary language. For example, students who are literate in a language that uses the Latin alphabet (such as Spanish) will be able to transfer decoding and writing skills more easily than a student who is literate in a language with a non-Latin alphabet (such as Arabic, Korean, or Russian) or a language with a symbol-based writing system (such as Chinese). Similarly, students who are literate in a language related to English (such as Spanish) will be able to use knowledge of cognates (words with similar meaning and spelling in both languages), whereas students who are literate in unrelated languages (such as Arabic, Chinese, or Korean) will not.

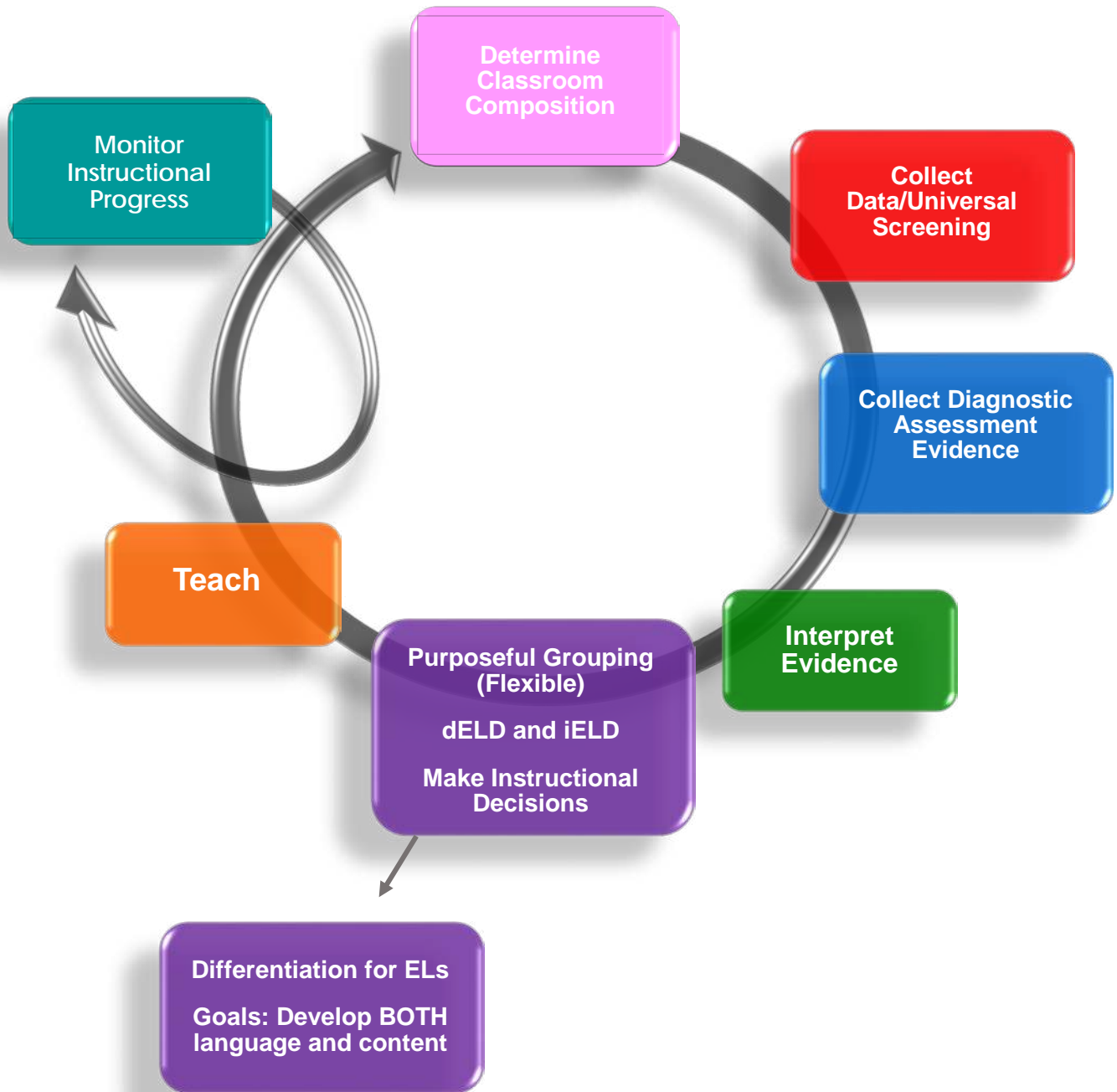
Additional consideration for EL instruction should be based on the *Nine Brain-Compatible Elements that Influence Learning*, identified by Susan Kovalik in her study of *Integrated Thematic Instruction*, which are the following: (1) Absence of Threat/Nurturing Reflective Thinking; (2) Collaboration; (3) Adequate Time; (4) Enriched Environment; (5) Meaningful Content; (6) Choices; (7) Immediate Feedback; (8) Mastery/Competence; and, (9) Movement to Enhance Learning. For further information, please refer to the [Master Plan Toolkit](#).

Sample vignettes based on the Sobrato Early Academic Language model, in partnership with L.A. Unified, outlining the intentional planning and delivery of instruction for ELs can be found in the [Master Plan Toolkit](#).

The Art and Science of Teaching for English Learners

Educators should follow the cycle depicted in Figure 24, The Art and Science of Teaching for ELs, for implementation of effective instruction that accounts for the information contained in this chapter. Figure 24 was developed to provide a visual representation of all key considerations for effective EL instruction addressed in this chapter.

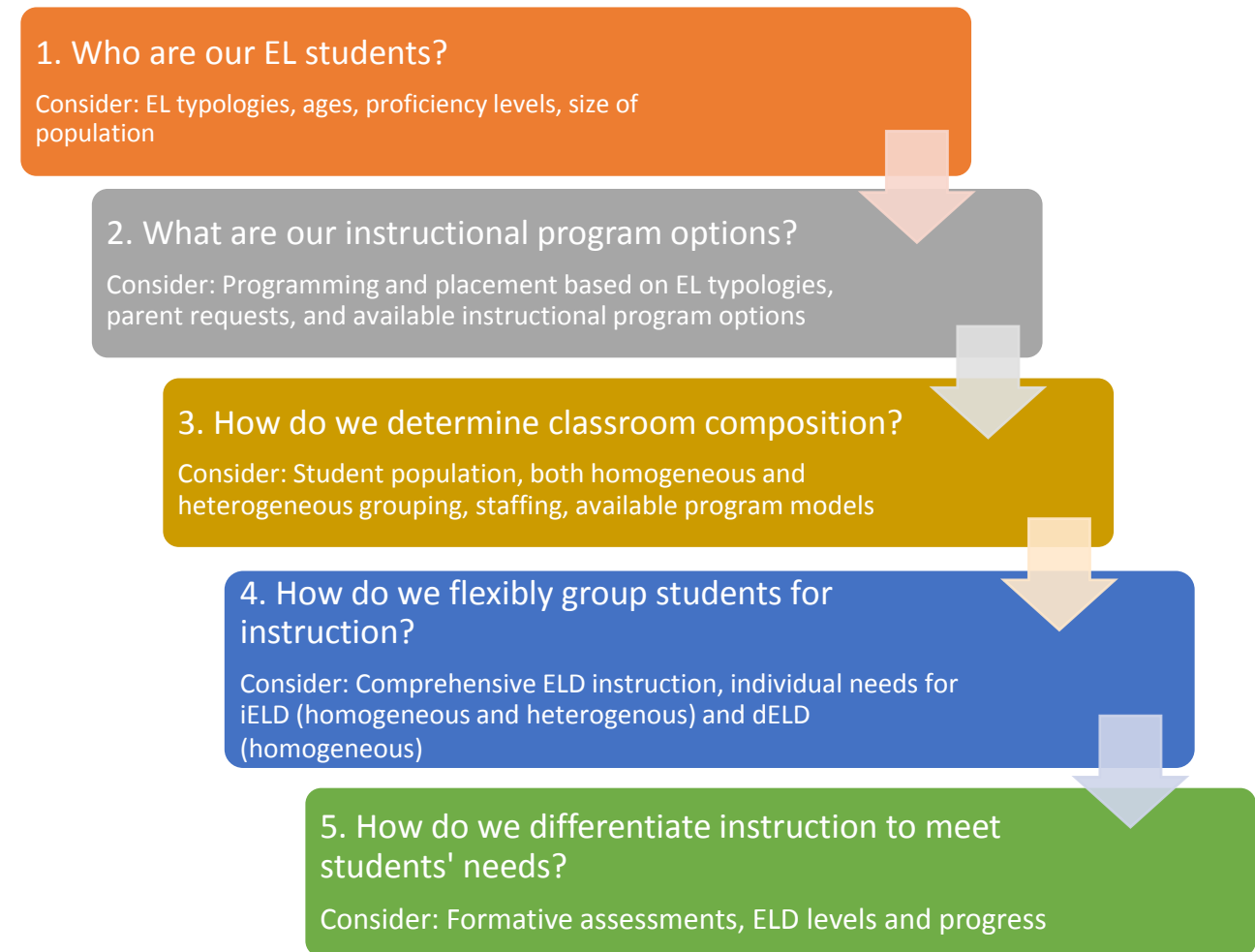
Figure 24: The Art and Science of Teaching for ELs



Guiding Questions for Providing Effective English Learner Instruction

The questions in Figure 25 should be considered when planning for effective instruction for ELs. The following sections provide more information on each of these five questions.

Figure 25: Guiding Questions for Providing Effective EL Instruction



1. Who Are Our English Learner Students?

As was discussed in the Chapter Overview, L.A. Unified views effective EL instruction as guided by five key questions. The first question asks administrators and educators to revisit the EL typologies, which were introduced in Chapter 1. A brief description of each typology is included in Table 8 for reference. As administrators and educators begin to design programming and instruction for ELs, a crucial starting place is thinking about who their students are. Key questions include:

- Which kinds of typologies make up their EL population?



- How old are their ELs?
- What are their ELs' levels of English proficiency?
- What is the size of the EL population?

The answers to these questions set the foundation for providing effective instruction for ELs. From here, administrators and educators can move on to the next question, which will help determine programming and placement of ELs.

Table 8: *EL Typologies*

| | |
|--|--|
| ELs on Track | ELs who have been enrolled in U.S. schools for less than four years and are meeting minimum progress expectations. |
| Newcomers | ELs who have been enrolled in U.S. schools for less than three years (this definition previously used less than two years). |
| Students with Limited or Interrupted Formal Education (SLIFE) | Newcomer students who have had limited or interrupted schooling. |
| Potential Long-term English Learners (PLTELEs) | ELs who have been in third through 12 th grade for four to 5.9 years. |
| Long-term English Learners (LTELEs) | ELs in sixth through 12 th grade who have completed six full years in U.S. schools (i.e., beginning their seventh year and beyond) without meeting the criteria for reclassification. |
| English Learner Students with Disabilities (EL SWDs) | ELs who have been identified as both ELs, as well as in need of Special Education supports. |
| English Learners Identified as Gifted and Talented | ELs identified as gifted and talented and receiving gifted/talented differentiated instructional strategies. |
| Reclassified Fluent English Proficient (RFEP) | ELs who have met the criteria to demonstrate proficiency in English. |
| Ever English Learners (Ever-ELs) | Currently classified ELs and RFEPs. |

2. What Are Our Instructional Program Options?

After establishing a strong understanding of the school's EL population and parent requests, an important next step is to review instructional programming options available at the school site. Please see Chapter 1 for a detailed description of the District's instructional program options for educating ELs. The various instructional program options employ various approaches to teaching the required dELD and content area material (either through iELD or target language instruction).

Schools should consider additional instructional programs based on shifts in student populations and parent requests. Tables 9 and 10 provide information regarding delivery of instruction for each program option. All ELs, regardless of program enrollment, are required to receive dELD instruction daily.

Table 9: Required Instruction in Elementary Instructional Programs

| Instructional Program | Students Enrolled | Designated English Language Development (dELD) | Integrated English Language Development (iELD) | | | | Target Language Instruction |
|---|-------------------|--|--|-------|---------|----------------|-------------------------------|
| | | | English Language Arts | Math | Science | Social Studies | |
| Dual Language Two-way Immersion | ELs | Yes | Yes** | Yes** | Yes** | Yes** | TLA† and all content areas*** |
| | English speakers* | TLD†† | No | No | No | No | |
| Dual Language One-way Immersion | ELs | Yes | Yes** | Yes** | Yes** | Yes** | TLA† and all content areas*** |
| World Language Immersion | English speakers* | TLD†† | No | No | No | No | TLA† and all content areas*** |
| L ² EAP = Language and Literacy in English Acceleration Program (formally SEI) | ELs | Yes | Yes | Yes | Yes | Yes | N/A |
| Mainstream English | English speakers* | No | No | No | No | No | N/A |
| | ELs | Yes | Yes | Yes | Yes | Yes | |

*English speakers include EOs, IFEPs, RFEPs, SELs

**During English instructional time only. English speakers benefit from iELD strategies by being in the same class with ELs.

***Content Areas in Elementary = math, science/health, social studies, P.E., art, music

†Target Language Arts (TLA)

†† Target Language Development (TLD)

Table 10: Required Instruction in Secondary Instructional Programs

| Instructional Program | Students Enrolled | Designated English Language Development (dELD) | Integrated English Language Development (iELD) | | | | Target Language Instruction |
|---|-------------------|--|--|-------------------------------|-------------------------------|-------------------------------|--|
| | | | English Language Arts | Math | Science | Social Studies/History | |
| Dual Language Two-way Immersion | ELs | Yes | Yes** | Yes** | Yes** | Yes** | Target language elective and one or two content areas*** |
| | English speakers* | No | No | No | No | No | |
| Dual Language One-way Immersion | ELs | Yes | Yes** | Yes** | Yes** | Yes** | Target language elective and one or two content areas*** |
| World Language Immersion | English speakers* | No | No | No | No | No | Target language elective and one or two content areas*** |
| Newcomer with Primary Language Instruction | ELs | Yes | N/A | Primary Language Instruction† | Primary Language Instruction† | Primary Language Instruction† | N/A |
| L ² EAP = Language and Literacy in English Acceleration Program (formally SEI) | ELs | Yes | Yes | Yes | Yes | Yes | N/A |
| Mainstream English | English speakers* | No | No | No | No | No | N/A |
| | ELs | Yes | Yes | Yes | Yes | Yes | |

*English speakers include EOs, IFEPs, RFEPs, SELs

**Only in courses taught in English. English speakers benefit from iELD strategies by being in the same class with ELs.

***Content Areas in Secondary Dual Language = math, science/health, social studies/history

† A minimum of two of these courses delivered in the students’ primary language. For SLIFE students, a third core subject area can be offered in the primary language, to the extent possible.

3. How Do We Determine Classroom Composition?

After answering the questions “Who are our ELs?” and “What are our instructional program options?” administrators should then tackle the question of placing ELs in classrooms. Please note that the topic of placement in classrooms is a separate issue from flexibly grouping ELs for instruction, which will be discussed in the next section. Figure 26 summarizes the recommendations for grouping and scheduling ELs for ELD at the elementary and secondary levels, and for schools with small, moderate, and large EL populations.

In L.A. Unified, ELs are to be strategically placed in classrooms/programs to ensure school site resources (staff, funds, materials, and professional development, for example) serve students effectively. Students may be placed in both heterogeneous and homogeneous programs/instructional settings. A comprehensive ELD program for ELs consists of both dELD and iELD instruction. Scheduling of students in K-5 schools needs to be personalized, based on the school’s size of EL population (e.g., schools with large EL populations may tend to have a need for class composition that is homogenous in grades K-2 and heterogeneous in grades 3-5).

| Classroom Composition | |
|---|---|
| <ul style="list-style-type: none"> ✦ Composition of a classroom influences the language-based, social, and academic interactions ✦ Higher-performing peers positively influences individual student achievement ✦ Exposure to English proficient peers promotes language development | <p>The composition of a classroom, in terms of both the students and the teacher, is a powerful force in instruction and learning because the classroom makeup influences the language-based, social, academic, and other interactions.⁶ “Placing students in heterogeneous classrooms, but grouping them homogeneously by achievement levels within the classroom for dELD or iELD instruction allows teachers to enhance tailored instruction in specific subjects including ELD and ELA—provided that performance-based flexible regrouping occurs frequently.”⁷</p> |

See the [Master Plan Toolkit](#) for more information about scheduling ELs and classroom composition.

Figure 26: Best Practices in Scheduling for EL Education

Best Practices in Scheduling for English Learner Education

Maximizing Resources and Serving Students Effectively




General Scheduling for ELs and Their Teachers


| | |
|---|--|
| <p>ELs: Schedule and provide required amount of designated English Language Development (dELD) by students' English proficiency level. If ELs are pulled out for dELD, do not remove them from whole group instruction.</p> | <p>Teachers: Develop master schedules with common planning time for grade level teams that include experienced EL/Bilingual authorized teachers. Include periodic planning time for vertical articulation across grade levels or content areas.</p> |
|---|--|

Scheduling ELs In Content Classes

| | | |
|---|--|--|
| <p>General: Ensure ELs get access to the required time per day of all content areas.</p> | <p>Mathematics, Science, Social Studies, Health and English Language Arts: Experienced EL/Bilingual teachers and content teachers can co-teach to provide integrated English Language Development (iELD) instruction.</p> | <p>Art, Music, Physical Education: Art, music and physical education help ELs develop their social and academic skills. Do not pull ELs out for dELD during these classes.</p> |
|---|--|--|

Scheduling for Size of EL Population

| | | |
|--|---|---|
| <p style="text-align: center;"></p> <p>Small EL Populations: approx. less than 10% of students in school Cluster the few EL students together with one experienced EL/Bilingual authorized teacher.</p> | <p style="text-align: center;"></p> <p>Moderate-Sized EL Populations: approx. 11% - 30% of students in school Cluster the EL students together with two or three experienced EL/Bilingual authorized teachers.</p> | <p style="text-align: center;"></p> <p>Large EL Populations: approx. more than 30% of students in school Elementary: Cluster ELs with as many experienced EL/Bilingual authorized teachers as available. Secondary: Consider having dually certified teachers with content area certification and a full English Learner authorization.</p> |
|--|---|---|


SupportEd
www.GetSupportEd.net

Scheduling English Language Development Instruction for English Learners with Disabilities

A student’s participation in either the general education curriculum or the alternate curriculum is a decision made by the IEP team after discussion regarding how the student’s disability or disabilities impact his/her ability to access the general education curriculum.

ELs with disabilities can be categorized into the following four subgroups and must receive ELD instruction:

- EL Recent Arrivals
- LTEL with Reasonable Fluency
- LTEL with Less Than Reasonable Fluency
- EL Students with Disabilities (EL SWDs) on the Alternate Curriculum

The procedures to ensure that ELs with Disabilities participating in the general education curriculum are appropriately scheduled into ELD courses and have access to materials and services equal to that of their nondisabled EL peers are provided in [REF-5994.2: Scheduling Appropriate ELD Instruction for Secondary ELs with Disabilities](#) and [REF-3661.3: Elementary Master Plan Program Class](#).

4. How Do We Flexibly Group Students For Instruction?

As discussed in the previous section, both heterogeneous and homogenous grouping of students play a role when considering grouping structures. At the elementary level, ELs can be strategically placed in heterogeneous classrooms with peer language models. At the secondary level, ELs can be

| Flexible Grouping |
|---|
| Flexible regrouping within the classroom <ul style="list-style-type: none"> ★ Homogenously for dELD ★ Homogenously or heterogeneously for iELD ...allows teachers to provide targeted, performance-based instruction. |

strategically placed in heterogeneous classes in subjects outside of their required ELD/ELA blocks, as appropriate.

For instructional purposes, ELs should be homogenously grouped for dELD. In iELD instruction, ELs may be grouped homogeneously and/or heterogeneously. The basis for flexibly grouping ELs for dELD and iELD should be the result of formative assessments (e.g., student samples, student progress forms) that identify ELs’ strengths

and needs in language development and content learning. Section 5 provides additional information on differentiation of instruction. This section describes effective instruction for ELs, which consists of a comprehensive ELD Program. A comprehensive ELD program includes both dELD and iELD.

Comprehensive English Language Development Program

All teachers should attend to the language learning needs of their ELs in systematic, explicit, and strategic ways that promote the simultaneous development of content knowledge, advanced levels of English, as well as bilingualism and biliteracy (as appropriate), with the ultimate goal of students achieving academic success.⁸ The [California Department of Education: CA ELD Standards](#)

describe the key knowledge, skills, and abilities that ELs need to access and engage with grade-level content for academic achievement. The CA ELD Standards in particular, align with the knowledge, skills, and abilities for achieving college and career readiness described in the California State Standards (CSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Please see the [California Department of Education: ELD Standards website](#) for more information.

Comprehensive ELD is described using the California ELD Standards in two ways:⁹

1. In **Integrated ELD (iELD)**, the focal standards that teachers use are the content standards (CSS for ELA/Literacy) in tandem with the CA ELD Standards.
2. In **Designated ELD (dELD)**, the focal standards that the teachers use are the CA ELD Standards, in tandem with the content standards (CSS for ELA/Literacy).

English learners at all English proficiency levels and at all ages require *both* iELD *and* specialized attention to their particular language learning needs, or dELD.

Essential Components of a Comprehensive ELD Program

- ★ “All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English.”¹⁰
- ★ “Through collaborative conversations about rich texts and concepts and through deep interactions with complex and informational texts, ELs extend both their language and knowledge of the world.”¹¹
- ★ “Language development is fostered when teachers establish routines and expectations for equitable and accountable conversations...With strategic scaffolding, EL children can learn to adopt particular ways of using English...that are highly valued in school.”¹²
- ★ Effective instructional experiences for ELs throughout the day and across the disciplines:
 - ★ Promote interactivity; are engaging, meaningful, and relevant; and, are intellectually rich and challenging
 - ★ Integrate appropriate scaffolding to provide strategic supports that move learners toward independence
 - ★ Foster development of both content knowledge and academic English
 - ★ Value and build on primary language and culture, as well as prior knowledge

Source: California Department of Education. (2015). *English Language Arts/English Language Development Framework*. Sacramento, CA: Author.

Comprehensive English Language Development for English Learners with Disabilities

The District is obligated to ensure that any student with disabilities who is also an EL becomes proficient in English and has meaningful access to core content. As with all ELs, ELs with an IEP are expected to make progress in English language proficiency and academic content mastery. To attain this, instructional programs for ELs with IEPs should include ELD as a key component of

instruction to ensure access to core content. Educators should use iELD, and, as appropriate, primary language instruction and/or primary language support to promote academic progress for ELs with IEPs. All of the strategies and practices described in this chapter are applicable and appropriate for ELs with disabilities.

ELD instruction is mandatory for all ELs, including those with IEPs, and will occur daily until they are reclassified. Whenever possible, ELs with disabilities should receive ELD instruction in the least restricted environment in the mainstream classroom with students of like age/grade and language proficiency. For ELs with IEPs, the opportunity to have access to typical peers is essential to their growth and development. The IEP team will decide placement of ELs with special needs and determine if they will participate in a comprehensive ELD program with general education like peers or in a special education classroom setting, based on individual student needs. At the IEP meeting, the team will discuss the implementation of instruction addressed in this chapter identified to meet the student's individual needs, determine the educational setting in which the student will receive ELD, and discuss monitoring the student's progress in ELD.

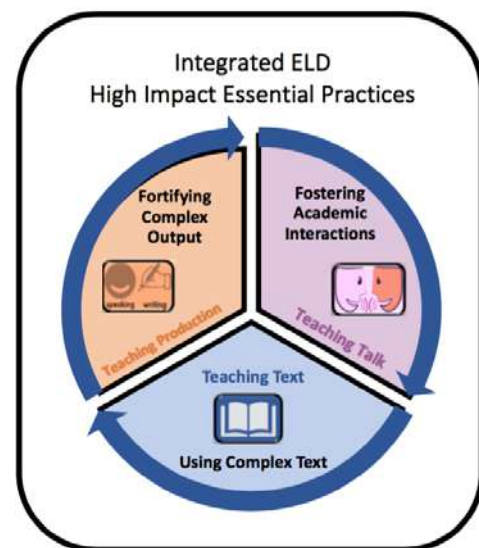
For assessment, either the English Language Proficiency Assessments for California or the Ventura County Comprehensive Alternate Language Proficiency Survey alternate ELD assessment of English language is used as the primary measure for identifying and monitoring the progress of ELs who participate in the alternate curriculum. Consult [BUL-3778.0 Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Language Learners \(ELs\)](#), and [BUL 048496.0 Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternative Curriculum](#) for policies and procedures regarding identifying and monitoring the ELD progress of EL SWDs participating in the alternate curriculum.

Integrated English Language Development

The term iELD is used to refer to ELD taught throughout the day and across the disciplines. In iELD, three high-impact, essential practices make up lesson delivery and can occur continuously throughout the lesson (see Figure 27). Integrated ELD is the pairing of language and content instruction that provides ELs with opportunities to engage in collaborative academic conversations, comprehend complex texts, and effectively express themselves in speaking and writing, thereby resulting in a deeper understanding of the concepts, language and syntactical structures of the discipline. All teachers with ELs in their classrooms should use the CA ELD

Standards in addition to the CSS corresponding to respective content areas for ELA/Literacy to support ELs' linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning, and they develop language awareness. iELD conveys the District's

Figure 27: Integrated ELD¹³



acknowledgment of, and appreciation for, students' primary languages as valuable resources for growth, development, and academic achievement. As part of iELD, ELs demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop aptitude in adapting language use based on task, purpose, audience, and text type.

iELD is language development taught throughout all disciplines.

Above all, iELD instruction involves ELs routinely and frequently engaging in discussions to develop content knowledge, using comprehension strategies and analytical skills to interpret complex texts, producing oral and written English that meet the expectations of a particular context, and developing awareness about meaning-making

through, and in, English.

The intent of iELD is to increase student disciplinary literacy in English language arts, math, social science, science, and arts as measured by the CSS, including the CA ELD Standards. All teachers with ELs in their classrooms use Part I and Part II of the CA ELD Standards throughout the day and in tandem with the CSS for ELA/Literacy and other content area standards to support their ELs linguistic and academic development and achievement. Teachers in each, for example:

- ★ Routinely examine the texts and tasks used for instruction to identify language that may be challenging for ELs.
- ★ Identify opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas).
- ★ Observe students to determine how they are using the targeted language.
- ★ Adjust whole group instruction, work in small groups, and/or with individuals to provide adequate and appropriate support.¹⁴

Source: California Department of Education, (2015). [English Language Arts/English Language Development Framework](#) Ch. 2, p. 114, Sacramento: California Department of Education

Resources for Implementing Integrated English Language Development

Resources to support the implementation of iELD are available from the District's [Multilingual and Multicultural Education Department](#).

Flexibly Grouping Students for iELD Instruction

Grouping ELs for iELD instruction should be flexible based on the results of formative assessment that identifies students' needs in a subject area. Flexible grouping should be fluid and change on an ongoing basis, based on the results of formative assessment in each content area. Please see Section 5 of this chapter (Differentiation) for more information about formative assessment.

Further Considerations for Grouping for iELD at the Elementary Level

- ★ When small group instruction or student work time (not whole group instruction of the core content) is provided during the ELA block, ELs can also be flexibly grouped in small groups for iELD instruction by the classroom teacher. However, it is imperative that they not be pulled out for iELD instruction (by any teacher) during ELA whole group instruction when new lessons or concepts are being introduced.
- ★ Ensure ELs' schedules allow for mathematics instruction for the daily required amount of time.
- ★ When small group instruction or student work time is provided during the mathematics block, ELs can also be flexibly grouped in small groups for iELD mathematics by the classroom teacher. However, ELs should not be pulled out for iELD during the delivery of core instruction when new lessons or concepts are being introduced.
- ★ Provide science, social studies, and health instruction (with iELD and home language supports and scaffolds) to ELs for at least the same amount of instructional time as other students. These content areas can be provided to ELs as described above for language arts and mathematics.
- ★ Ensure ELs have access to art, music, and physical education for at least the same amount of instructional time as other students. It is important for ELs to also have access to this type of instruction as they are developing their English skills, therefore pulling ELs out for dELD during other instruction is not recommended.

Designated English Language Development

As noted in the introduction to this section, dELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into, and from, content instruction to develop the critical English language skills, knowledge, and abilities needed for content learning in English.

dELD is a protected time during the regular school day when teachers focus instruction on English language development standards (CA ELD standards).

dELD is an opportunity to support ELs in developing the discourse practices, understanding of grammatical structures, and vocabulary knowledge necessary for successful participation in academic tasks in all content areas. During this protected time, ELs are actively engaged in collaborative discussions in which they build awareness of language and develop skills and abilities to use language. Accordingly, during dELD, there is a

strong emphasis on academic oral language development. Please see [Chapter 2 of the ELA/ELD Framework](#) for more information about dELD.

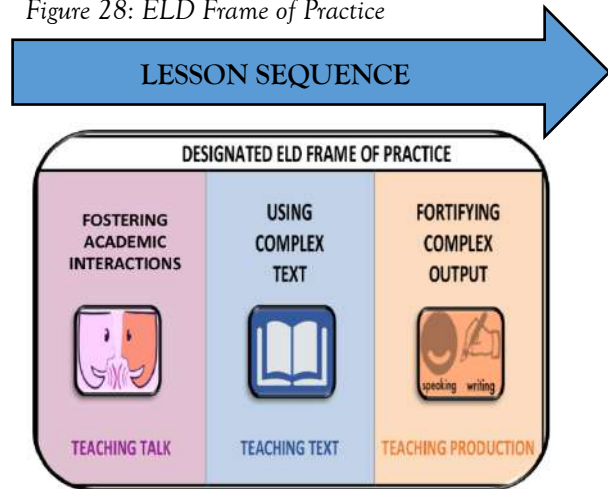
The Designated ELD Frame of Practice is the lesson sequence for a dELD lesson. It consists of three High-Impact Essential Practices that all teachers of ELs employ to attend to the language learning needs of their ELs in strategic ways. These are:

1. Fostering Academic Interactions
2. Using Complex Text
3. Fortifying Complex Output

These focal areas are organized into a lesson sequence that is represented in Figure 28.

The full ELD Frame of Practice for Elementary and Secondary (adapted from work by Zwiers, O'Hara, & Pritchard, 2014), can be found on the [Multilingual and Multicultural Education Department \(MMED\) website](#).

Figure 28: ELD Frame of Practice



Resources for Implementing Designated English Language Development

Additional resources to support the implementation of dELD are available from the District's [MMED](#).

Flexibly Grouping Students for Designated English Language Development

For small group instruction, students can, and should, be flexibly grouped based on results of formative assessment indicating areas of student needs. It is essential to use the results of ongoing, formative assessment to guide and tailor instruction for each individual student, and to understand students' background knowledge for the purpose of flexibly grouping EL students with common needs together for targeted small group dELD instruction. For example, LTELs within or across classrooms could be flexibly grouped in small groups to work on common needed skills in literacy for part of the day. Students can, and should, be regrouped based on formative assessment results in each content area, to work on common areas of need; for example, a student might be at the expanding level in science and at the bridging level in math. Flexible grouping should be fluid and change on an ongoing basis.

It is important to note that dELD instruction time is not intended to isolate or segregate ELs. Rather, dELD instruction is for use as a protected time, during which ELs receive the type of instruction that accelerates their English language and literacy development (CA ELA/ELD Framework, Chapter 2, p 188).

Providing Daily Designated English Language Development for Elementary English Learners

dELD instruction must occur daily for all ELs until they are identified as RFEP. The objective of dELD lessons is to increase student proficiency in English, as measured by the CA ELD Standards and ELPAC. The following chart provides an overview of the required minimum number of minutes dELD must be taught daily to ELs. Please see [REF-5951.1: Instructional Minutes for English Learners in Designated ELD and Integrated ELA/ELD in Elementary Schools](#) for more regarding the District's policy on scheduling ELD.

Table 11: Required Daily Minutes of Designated ELD

| Required Daily Minutes of Designated ELD: ETK/TK | | |
|--|---------------|--|
| Grade Level | | Required Daily Minutes of Instruction |
| Expanded Transitional Kindergarten/Transitional Kindergarten | | Daily for a minimum of 60 minutes |
| Required Daily Minutes of Designated ELD: K-5/6 | | |
| Programs | ELPAC Levels | Required Daily Minutes of Instruction |
| Language and Literacy in English Acceleration Program (L ² EAP) (formerly Structured English Immersion, or SEI) | 1-3 Minimum | 60 minutes of continuous, uninterrupted Designated ELD |
| Mainstream | 1-3 Minimum* | 60 minutes of continuous, uninterrupted Designated ELD |
| | 3 Maximum - 4 | 45-60 minutes of continuous, uninterrupted Designated ELD |
| Required Daily Minutes of Designated ELD: Dual Language/Bilingual Programs | | |
| Program Type | | Required Daily Minutes of Instruction |
| Dual Language Two-way Immersion (50/50, 90/10, or 70/30) | | Daily for a minimum of 30-45 continuous, uninterrupted minutes** |
| Dual Language One-way Immersion (formerly Maintenance Bilingual) Program (50/50 and 70/30) | | Daily for a minimum of 45-60 continuous, uninterrupted minutes |
| Transitional Bilingual Program (note: this program model is currently being phased out) | | Daily for a minimum of 45-60 continuous, uninterrupted minutes |

* Upon parent request, ELs at ELPAC levels 1-3 Minimum could participate in a Mainstream English Program.

** Dual Language Two-way Immersion program: Students receive instruction in two languages (ELA and target language arts, as well as ELD and target language development). Although instructional time in ELA and ELD is reduced, the heterogeneous student setting, with English proficient peers, and the design of the program allows for metalinguistic learning across both languages within the instructional day.

Sample Schedules for Providing dELD at the Elementary Level

Please see the examples in the [Master Plan Toolkit](#) for models that have been submitted by local districts.

Designated English Language Development Instruction for Middle and High Schools

L.A. Unified offers a systematic program of dELD designed to meet the language needs of ELs at all proficiency levels. At the middle school level, dELD 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 (1A, 1B through 4A, 4B), which progress corresponding to the English proficiency levels described in the ELD Standards. Each course has clear expectations aligned to the ELD standards; forms and features of English are taught at each level. Offering ELD by semester allows multiple entry points into the program and opportunities for regrouping on semester intervals if a student demonstrates mastery of the learning objectives of the current course or the next course in the sequence.

Please see [MEM 6866.0 Placement, Scheduling and Staffing for English Learners in Middle School](#) for more information about ELD instruction for middle school ELs and [MEM-6909.0 Placement, Scheduling and Staffing for English Learners in High School](#) for more information about placing ELs in ELD courses at the high school level.

Progression through ELD Course Sequence in Middle Schools

Sixth grade students and students new to L.A. Unified are placed in ELD courses initially based on multiple measures, including current ELD proficiency level and the number of years they have attended U.S. schools (as previously described). Students are expected to progress through the courses in sequence by mastering the learning objectives of each course and demonstrating mastery through a final assessment commonly used across the District for each ELD course. English language development courses do not replace core English classes. Therefore, EL students are to be concurrently enrolled in iELD or mainstream English classes and ELD classes. Students receive elective credits for ELD courses in 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. The decision for a student to repeat an ELD course can be made through the Student Support and Progress Team.

Progression Through the English Language Development Course Sequence in High School

ELs are expected to progress through the courses in sequence by mastering the learning objectives of each course and demonstrating mastery using a final assessment used commonly across 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/iELD or mainstream English classes and ELD classes; they receive elective credits for ELD courses.

The following chart summarizes the ELD course sequence for secondary LTEL students.

Course Sequence for Secondary LTELs

The LTEL Courses a-g Credit

Students may receive “b” credit for the first year of an LTEL course, with the exceptions of grade 12 English, and “g” credit for the second year of the LTEL course. Please refer to [BUL-6566.2 Graduation Requirements for Classes of 2016-2019](#).

The LTEL Courses a-g Credit for Class of 2021 Only

Per University of California Office of the President, LTEL courses are approved for “b” credit for grades 9-12, for a maximum of two semesters, if a grade-level English course is failed. These courses if not used to satisfy the “b” credit requirement, may be used for “g” credit. Please see [BUL-045786.1 Graduation Requirements for the Class of 2021](#).

English Language Development for Secondary Newcomer Students with Adequate Former Schooling

English Language Development 1A, 1B, 2A, and 2B 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 three or more years and may not participate for more than four semesters.*

These students may or may not have had formal instruction in English prior to their arrival at L.A. Unified, 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. Newcomers’ prior instruction in language arts in a language other than English will also facilitate English acquisition. At the high school level, Newcomer students proficient in Spanish can be placed in a Spanish for Spanish Speakers or an Advanced Placement Spanish course to further develop Spanish language and literacy skills.

English Language Development for Secondary Newcomer Students with Limited or Interrupted Formal Education

Middle or high school newcomers with gaps in their prior education will have unique language and literacy needs and can be placed in one of the three newcomer options for ELD described below.

ESL Newcomer: Content-based ELD courses for newcomer ELs with limited or interrupted schooling may be formed, when numbers permit, for students in ELD 1A/1B courses. The content courses taken concurrently can be ESL Science and ESL Social Studies. Students with low primary language literacy may also be programmed into Language Arts in the Primary Language (LAPL 1 and 2) for the purpose of basic literacy development in their primary language.

Newcomer Program with Primary Language Instruction: Newcomers may also benefit from primary language instruction during their first year of schooling in the U.S. Schools may program students into at least two core content classes (e.g., mathematics, science, and social studies) taught in the students' primary languages and using primary-language materials. The Newcomer Program with Primary Language Instruction is designed to suit these students' needs.

Newcomer Program with Primary Language Support: This program is similar to the Newcomer Program with Primary Language Instruction. However, the language of instruction is English and primary language support is provided to students as needed in the form of a bilingual paraprofessional or supplemental instructional materials in the student's primary language.

Please see [MEM 6866.0 Placement, Scheduling and Staffing for English Learners in Middle School](#) or [MEM-6909.0 Placement, Scheduling and Staffing for English Learners in High School](#) for more information about placement of newcomer students in ELD courses at the secondary school level.

English Language Development for Secondary Long-term English Learners

All ELs in L.A. Unified receive comprehensive ELD instruction until they meet reclassification criteria, including LTELs. Please see Chapter 1 for more information about LTEL and PLTEL students. Addressing the linguistic and academic needs of LTELs is an important priority for the District.



Underlying L.A. Unified's instructional program option for LTELs is the recognition that language development involves more than literacy and LTEL placement in a literacy-focused intervention is insufficient. The strengths and needs of LTELs are different than those of newcomers and normally developing ("on-track") ELs and also vary from those of academically struggling native English speakers. Additionally, there is a diversity of need within the LTEL population. Some students need

more accelerated literacy instruction, while others may benefit from more oral and academic language development. However, it is important to note that LTELs should not be separated from English-proficient peers for the entire school day, as they would lack access to models for language development, which in turn, would mitigate English language development.¹⁵

At the middle school level, ELs who have successfully completed the sequence of ELD courses or have five full years in U.S. schools, but do not meet the reclassification criteria, are placed either in:

- *Language and Literacy for English Learners*

The course emphasizes accelerated language development through the use of ELD standards based and language focused content. Students in this course are taught Constructive Conversation skills, so as to engage in academic conversations that build comprehension. The Start Smart 1.0 instructional unit is used to teach Constructive Conversation skills. Moreover, students are taught how to use Constructive Conversation skills to engage in close reading and analysis of complex narrative and informational texts.

Students are taught how to engage in collaborative writing projects that use technology to demonstrate their comprehension, research skills, and oral presentation skills. Metacognitive strategies are taught to guide students to independent learning and conscious application of these strategies across the content areas.

- *Advanced English Language Development*

This course accelerates ELD through a strategic and consistent focus on academic conversations to build comprehension and analysis of complex texts and generate new knowledge. The Start Smart 2.0 instructional unit is taught to advance students' application of Constructive Conversation skills, learn academic language, and use academic discussions to build new knowledge. Students engage in speaking, listening, reading, and writing activities that help them understand how English works. On a daily basis, students are required to demonstrate their oral language skills by engaging in academic conversations and planning and delivering oral presentations. In this course, students consciously, explicitly and consistently use metacognitive strategies to analyze and discuss oral and written texts.

At the middle school level, sites lacking sufficient numbers of LTELs to offer both courses will offer the course that best meets the needs of the students. Where only one course is offered, the SSPT 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 comprehensive ELD instruction that meets his or her language needs, as well as the additional interventions or supports needed. For more information on the placement of LTELs in ELD courses, please see [MEM 6866.0 Placement, Scheduling and Staffing for English Learners in Middle School](#).

The language development courses for LTELs in grades 9-12 are similar to those offered at middle school (Language and Literacy for ELs and Advanced ELD). All LTELs in grades 9-12 are assigned an EL designee, which can be a counselor, teacher specialist, coach, 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 once a semester 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. Please see [MEM-6909.0 Placement, Scheduling and Staffing for English Learners in High School](#) for more information about placement of LTEL students in ELD courses at the secondary school level.

English Language Development for Students at Continuation High Schools

ELs may be referred to, and enroll in, continuation schools when they have met enrollment criteria including age and need for credit recovery. Continuation high schools will provide appropriate ELD courses, including ELD 1A through 4B, Language and Literacy for ELs, and/or Advanced ELD course content to students who meet the criteria. Language and Literacy for ELs and Advanced ELD course content will be adapted to the continuation school setting with assistance from MMED and/or the local district 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 an administrator or designee.

English Language Development for Secondary English Learners Students with Disabilities on the Alternative Curriculum

Secondary ELs who participate in the alternate curriculum must receive at least 45 minutes of daily ELD instruction using the *Oxford Picture Dictionary*. Students are to receive instruction up to age 22 or until reclassification.

EL SWDs on the alternate curriculum should be programmed in the following courses:

- First Semester: 493505 - ELD ALT CUR A
- Second Semester: 493506 - ELD ALT CUR B

Students on the alternate curriculum may be scheduled into the ELD Alternate Curriculum course in lieu of another reading/language arts course. The ELD alternate curriculum course may be double-rostered with the Alternate Curriculum English course(s).

Effective Instruction for Dual Language Education

Dual Language Education (DLE) programs in L.A. Unified provide participating students the opportunity to receive instruction in their home language, as well as in a second language with the goal of bilingualism and biliteracy. Students' linguistic and cultural assets play a critical role in achieving program goals. All DLE programs share the same overarching goals, sometimes referred to as the pillars of DLE:

- Bilingualism and biliteracy
- Academic proficiency
- Sociocultural competence

DLE programs in L.A. Unified begin in kindergarten and continue to middle and high school. Instruction is provided in a target language and in English. In the elementary years, all academic subjects are delivered in both languages with at least half of the instructional day provided in the

DLE Instruction

- ★ To ensure biliteracy development, explicit language arts instruction must be provided in both program languages.
- ★ To support language and concept development, standards-based academic content instruction is provided in both program languages.

target language according to the elementary instructional model. As students continue the DLE program pathway into middle and high school, two or three periods out of a six-period day are delivered entirely in the partner language.

To ensure biliteracy development, explicit language arts instruction is provided in both program languages, based on language-specific standards (including the [Common Core Standards en Español](#)), and coordinated across languages. In Spanish DLE programs, for example, the Common Core State Standards Spanish Language version is used in addition to the ELA/ELD and other

content standards. Cross-linguistic practices allow the opportunity to reconceptualize classroom practices by acknowledging the ways that students authentically use language (as is noted in the Common Core State Standards California English/Spanish version).

DLE Instruction

- ★ Is more complex
- ★ Allows for the learner to draw on knowledge and skills from one language and transfer to the other language
- ★ Requires teachers to use techniques that vary based on language proficiency and learning styles of students

To support language and concept development, standards-based academic content instruction is provided in both program languages. Instructional methods for the development of sociocultural competence are also integrated across program languages.

In effect, good instruction is even more complicated in DLE programs because of the need to address the goals of bilingualism, biliteracy, and sociocultural competence; balance the needs of diverse student groups; and meet the needs of language learners. Instruction is more complex, because learning differs in bilingual students; they are able to draw on skills and knowledge from one language

during instruction in the other.¹⁶ Thus, it is especially important to use a variety of techniques appropriate for varied levels of language proficiency¹⁷ and assorted learning styles, which may differ among students in a particular DLE program.¹⁸

Please see the [Guiding Principles for Dual Language Education, 3rd Edition, Strand 3](#) for further discussion on instruction in dual language education programs.

In L.A. Unified, DLE program teachers in grades K-12 apply the American Council on the Teaching Foreign Languages (ACTFL) Proficiency Guidelines to identify, monitor, and inform instruction (see Figure 29). The ACTFL proficiency level descriptors illustrate what students can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and nonrehearsed context.

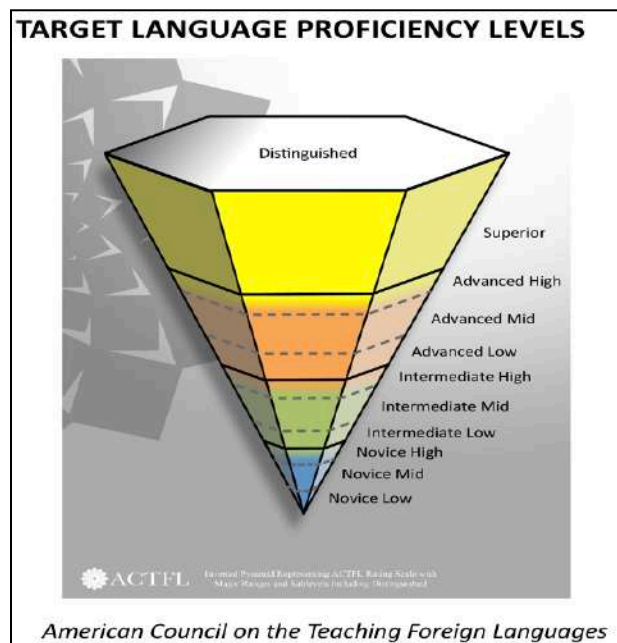
Target Language Development in Elementary Dual Language Education Programs

Target language development is a dedicated time in the elementary instructional day during which dual language SELs, EOs, and IFEPs are provided with scaffolded language supports necessary for accessing content in lessons and texts. The TLD curriculum is based on the ACTFL proficiency guidelines. The curriculum includes language performance targets (speaking), grade level “can-do” statements, a language framework, and sample lessons that embed language objectives.

Assessment in the Dual Language Education Program

DLE programs require the use of multiple measures in both languages to assess students’ progress toward meeting bilingualism and biliteracy goals, as well as curricular and content-related goals.

Figure 29: Target Language Proficiency Levels



This is particularly true for oral language proficiency and literacy skills in the target language. (*Guiding Principles for Dual Language Education*, p. 74)

L.A. Unified espouses a multilingual perspective, viewing the two (or more) languages each student speaks as complementary, comparing these students with other bilingual learners and viewing their use of more than one language as a fundamental asset. Most important, L.A. Unified supports these students as learners who use their knowledge and skills in both languages for learning.

Please see the [Guiding Principles for Dual Language Education](#) for a further discussion of instruction for DLE programs. Please see Chapter 1 for details regarding program structure and design for DLE programs.

[Sample Schedules for Providing Designated English Language Development in DLE Programs](#)

Please see the [Master Plan Toolkit](#) for sample schedules for providing dELD in DLE programs.

Key Effective Instructional Practices in DLE Programs¹⁹

- ★ Integrating language and content instruction
- ★ Facilitating comprehension and promoting language and literacy development through sheltered instruction and other pedagogical strategies
- ★ Instructing in one language builds on concepts learned in the other language
- ★ Leveraging students' bilingualism by strategically incorporating cross-linguistic strategies.
- ★ Promoting an awareness of language variation
- ★ Using a variety of strategies to ensure equitable participation among all students
- ★ Using a variety of strategies to promote the sociocultural competence of all students
- ★ Creating meaningful opportunities for sustained language use
- ★ Using student grouping to maximize opportunities for students to benefit from peer models
- ★ Using instructional strategies to build independence and ownership of the learning process

5. How Do We Differentiate Instruction To Meet Students' Needs?

The final step in providing effective EL instruction is differentiating instruction by proficiency level to meet students' needs, which follows appropriate scheduling and flexible grouping of ELs for instructional purposes.

Formative Assessment for Differentiating Instruction

Formative assessment is used in the classroom to monitor student learning and provide ongoing feedback that can be used by teachers to determine where students are excelling and struggling. Results of formative assessment can be used to group students flexibly in small groups to tailor instruction to meet specific student needs. In order to use formative assessment effectively with ELs, it is important for teachers to attend simultaneously to students' needs both in learning content and in developing the language skills required to express their learning. With the implementation of the CA ELD Standards, L.A. Unified developed three types of Student Progress Forms as formative assessment tools for ELs: Constructive Conversation Language Samples, Oral

Output Assessment Tool, and Written Output. Please see the [MMED website](#) to access these formative assessment resources.

Observation Tools

Please see the [MMED website](#) for the district-developed dELD and iELD Observation Tool (5x8), which assists instructional staff with observing teacher and student actions that demonstrate evidence that the standards are being implemented in classrooms to provide a comprehensive ELD Program. Another tool for teachers, administrators, or other staff who are supporting the instruction of ELs is the Classroom Observation Checklist, which is also available in the [Master Plan Toolkit](#).

Providing Additional Support to ELs

Please see the [Master Plan Toolkit](#) for the additional resources for supporting ELs, including School Site Targeted Student Population Funds, the Reading Inventory Toolkit, Beyond the Bell, and an idea for a tutoring program.

Chapter 5: Effective Instruction and Assessment for Standard English Learners

Chapter Overview

L.A. Unified actively embraces the numerous strengths and assets that our standard English learners (SELs) contribute to the school community, while simultaneously connecting students' knowledge and skills to the academic English that will help them be successful in the school environment (L.A. Unified Board Resolution "Strengthen Support for Standard English Learners" 097-13/14). There are differences between the varieties of English that SELs use in their home communities and standard English, therefore SELs may experience difficulties in successfully participating in school if their teachers do not actively support them to develop standard English, and more specifically academic English (Chapter 9, CA ELA/ELD Framework).

This chapter will begin with a discussion of the role of language in instruction, with a particular focus on building bridges between the rule-governed varieties of English SELs bring into the classroom and academic English. From there, we have framed the contents of the chapter by a series of questions that administrators can use to:

1. Walk through the processes of using multiple data sources to identify SELs for differentiated instruction and targeted language support.
2. Highlight state and district policies that support SELs.
3. Identify Culturally and Linguistically Responsive (CLR) "Look Fors".
4. Identify elements of Mainstream English Language Development (MELD), using formative assessment to drive differentiated instruction for SELs at the elementary and secondary levels.

Please see Chapter 1 for an overview of "Who are SELs?", including typologies of SELs. Please see Appendix B: Glossary for definitions of key terms.

What You'll Find in This Chapter...

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

Mindsets: From Deficit-Based to Assets-based Approach

Deficit-Based Approaches

Deficit ideologies that exist about the languages, cultures, and behaviors of diverse student populations, including SELs, have been used to “explain” achievement gaps. In *Why Race and Culture Matter in Schools* (2010), Dr. Tyrone Howard asserts, “There are some disturbing implications in a deficit-based construction of educational underachievement, most notably the belief that mainstream or European culture and ways of being, thinking, and communicating are considered ‘normal.’” As a result, students who struggle academically are frequently viewed as cognitively, culturally, or linguistically deficient. Neither current educational research, nor L.A. Unified’s policies, support deficit-based ideas attached to teaching and learning. When educators recognize students’ linguistic behaviors or the use of the rules of home languages as positives and not deficits, they can then begin to validate and affirm the students’ language (Hollie, 2018).

Assets-based Approaches

Delpit (2012, p. 48) asserts, “Since language is one of the most intimate expressions of identity, indeed, ‘the skin that we speak,’ then to reject a person’s language can only feel as if we are rejecting him.” This message—conscious or unconscious—is unacceptable and contrary to California’s goals for its children and youth (Chapter 2 of CA ELA/ELD Framework).

Culturally and Linguistically Responsive educators operate from three linguistic absolutes:⁶

- ★ ***All language is good.*** Conceptually and linguistically speaking, SEL language variations are not inherently bad, improper, wrong, or incorrect. Students should be allowed to maintain the language and cultural norms they bring into classrooms and schools—adding academic language and cultural norms to their toolkits. In this way, students are able to effectively communicate their ideas in multiple contexts with diverse groups of people. To support language and concept development, standards-based academic content instruction is provided in both program languages
- ★ ***All languages are rule governed and patterned.*** SEL languages are not “haphazard, made up, randomized, or created by rappers” (Hollie, 2015). Instead of taking a subtractive approach, teachers should give clear messages that nonstandard varieties of English that students may speak or hear in their home communities are equally as valid as standard English. (Chapter 9, CA ELA/ELD Framework)
- ★ ***We acquire our primary linguistic competencies from primary caregivers in the home beginning pre-birth and continuing to pre-kindergarten.*** SELs enter classrooms, as early as transitional kindergarten, expressing their ideas using intact rules that govern their particular SEL languages (African-American Language, Mexican- American Language, Hawaiian-American Language, Native American Language). “Even for students whose only language is English, there is a need to...provide them with assistance to master the acquisition of Standard and academic English without having to sacrifice the unique...structures, and patterns of their use of English, which is a fundamental attribute of culturally relevant teaching.” (Howard, 2010)

Guiding Principles



A Note About Standard English and Academic English

Although mainstream English is the variety spoken most often by educators in the school setting, it is not the same as academic English, which is characterized by specialized vocabulary; complex grammatical structures; and decontextualized, informationally dense discourse (Wong Fillmore, 2009). All students, including those who speak standard English in the home, must acquire academic English (Bailey & Butler, 2007).

Instructional Goals for Standard English Learners

The goal of the District is that every student, preschool through adult, will receive quality, standards-based instruction in all content areas to enable them to graduate college prepared and career ready. All students, therefore should be provided with 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.*

As noted in the California [ELA/ELD Framework \(2014\)](#), “Simply immersing students in standard English and ignoring differences between standard English and the [varieties] of English that SELs use...is ineffective and not conducive to a positive and productive learning environment” (p. 917). L.A. Unified therefore offers MELD, a responsive instructional program that develops listening, speaking, reading, and writing skills in 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. MELD provides an additive, not subtractive approach to academic English language development (ELD) for SELs. L.A. Unified seeks to help SELs learn academic English as an additional language skill; we do not make an attempt to “correct” or eliminate their home language skills.

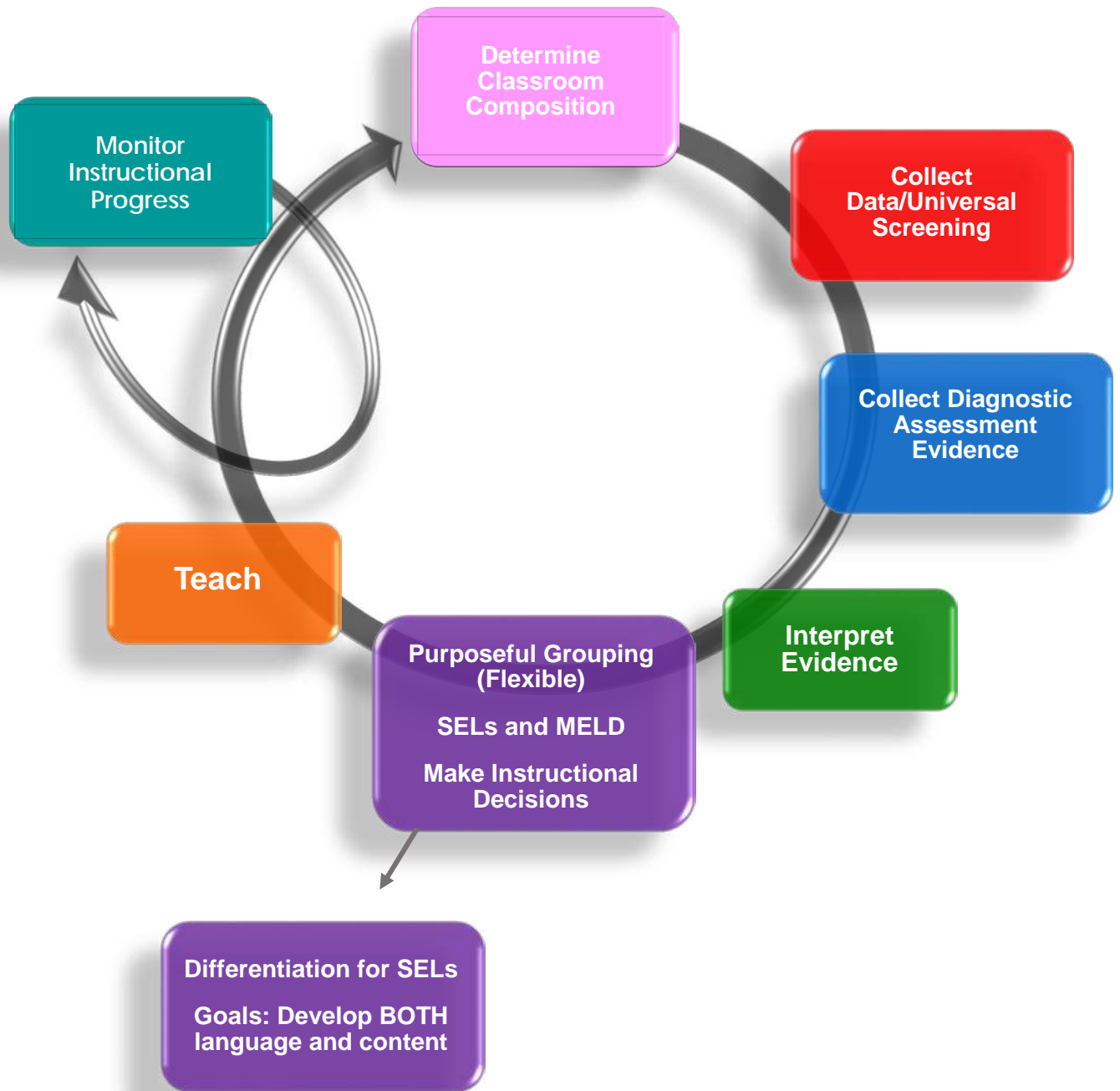


In educating SELs, we take into account sociocultural perspectives and attitudes, helping students understand that mastery of academic English does not mean rejecting or losing the language or cultural norms used by their families or communities. To effectively communicate this message, we must recognize and communicate the inherent value of the many diverse varieties of English and their use in different settings. Part of our task is equipping SELs to shift language and behavior easily and competently between registers of English and to explicitly help them understand ways to effectively express their ideas in different contexts (California ELA/ELD Framework, 2014).

The Art and Science of Teaching Standard English Learners

Educators should follow the cycle depicted in Figure 30 below to fully implement all steps laid out in this chapter to provide effective instruction to SELs. Figure 30 was developed to provide a visual representation of all key considerations for effective instruction addressed in this chapter.

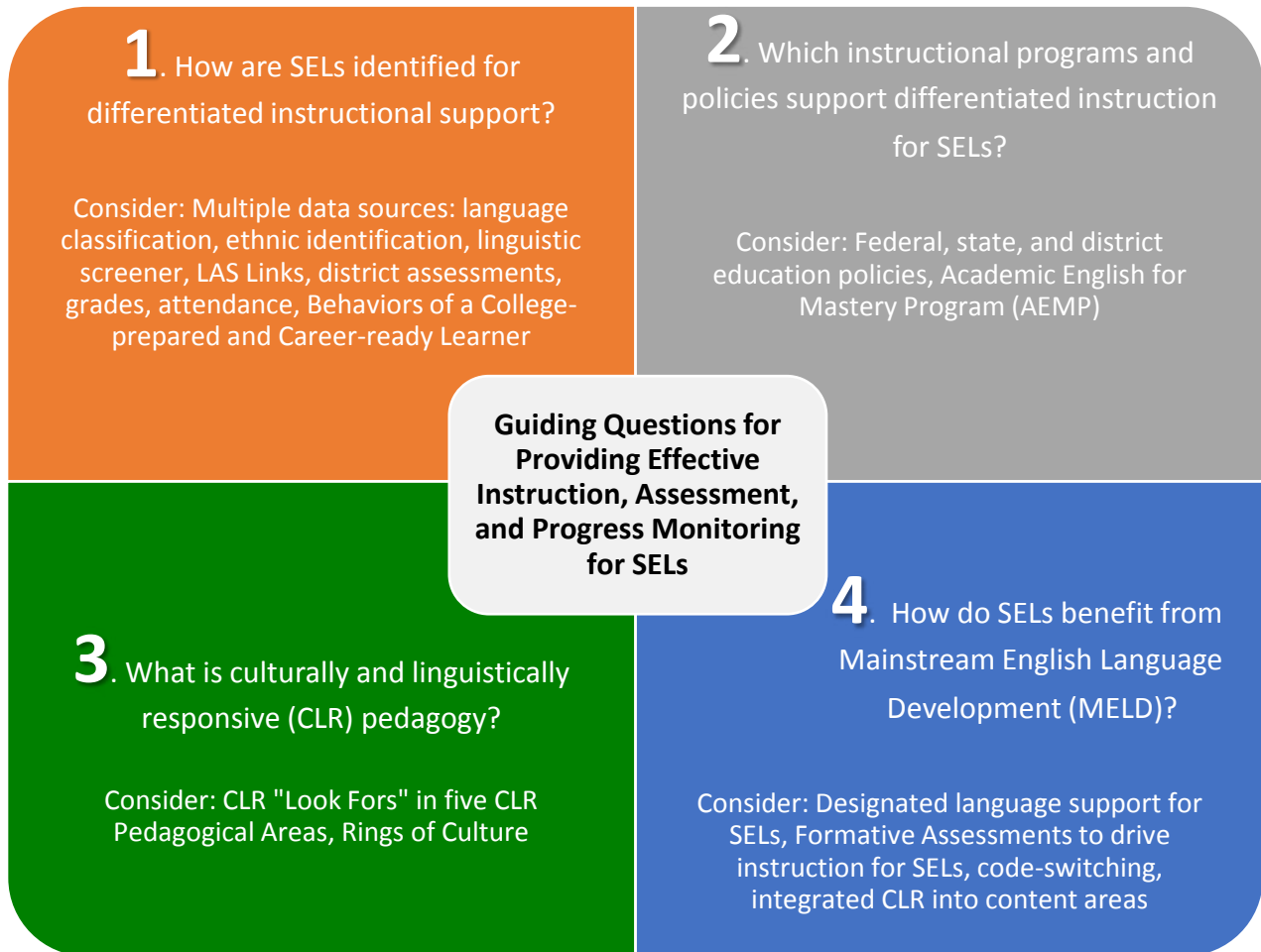
Figure 30: The Art and Science of Teaching Standard English Learners



Guiding Questions for Providing Effective Instruction, Assessment, and Progress Monitoring for SEL Instruction

In planning effective instruction, assessment, and progress monitoring for SELs, the following are guiding questions to take into consideration (see Figure 31).

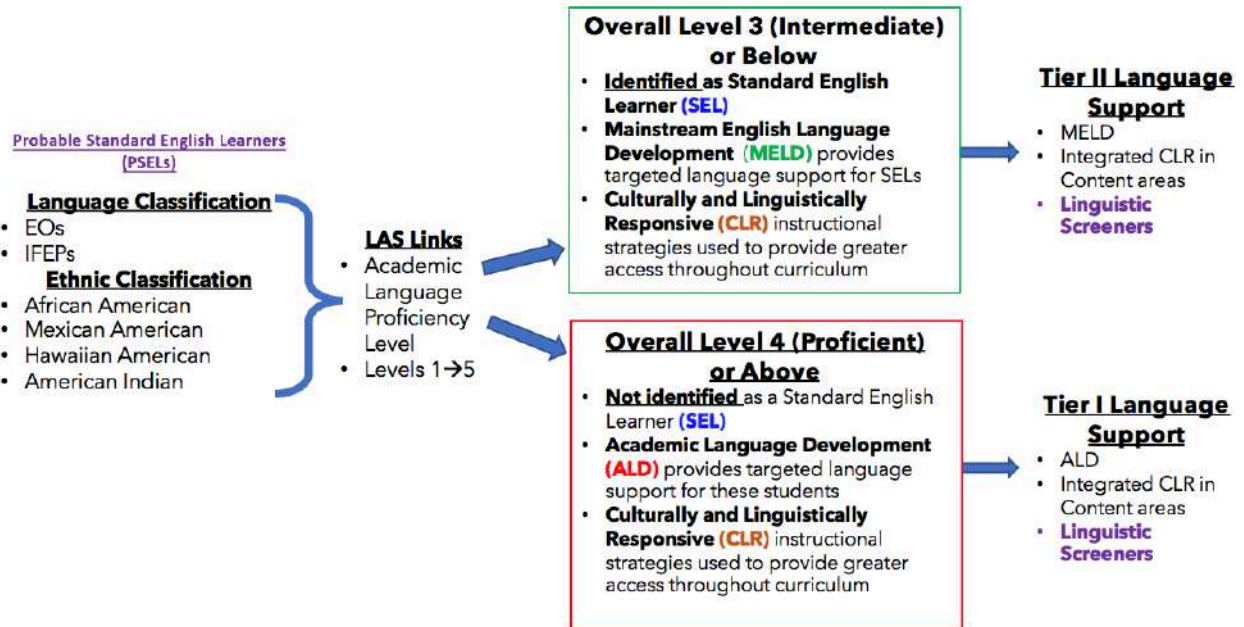
Figure 31: Guiding Questions for Providing Effective SEL Instruction



1. How are Standard English Learners Identified?

There are both academic and linguistic data points that should be considered when identifying SELs. These are demonstrated in Figure 32.

Figure 32: Data Used for Identification of SELs and Appropriate Instructional Supports



Probable Standard English Learners

The term probable SELs (PSELs) refers to the pool of students from which SELs are identified. The following steps in Figure 33 help identify first PSELs, and then SELs. In addition, they help educators identify the targeted language supports SELs will benefit from during MELD and/or ALD.

Figure 33: SEL Identification and Instruction Process



The SEL population within L.A. Unified can be from the following student populations:

- **Language Classification:** English-only (EO) and Initial Fluent English Proficient (IFEP) students
- **Ethnic Classifications:** African-American, Mexican-American, Hawaiian-American, American Indian

Table 12: Population of Probable SELs

| Population of Probable SELs (PSELs) in L.A. Unified | | | | |
|---|------------------|-------------------|--|----------------------------|
| Data taken from MiSiS FOCUS April 28, 2018 | | | | |
| Access, Equity and Acceleration (AEA) Dashboard will be available Summer 2018 | | | | |
| | Total # Enrolled | English-only (EO) | Initial Fluent English Proficient (IFEP) | Probable SELs* (EO + IFEP) |
| African American Students | 39,912 | 38,575 | 337 | 38,912 |
| Latino Students | 148,386 | 116,289 | 32,097 | 148,386 |
| Pacific Islander Students | 1,264 | 1,183 | 81 | 1,264 |
| American Indian Students | 666 | 629 | 37 | 666 |
| Total Numbers | 190,228 | 156,676 | 32,552 | 189,228 |

* The total number of enrolled students does not equal the total number of PSELs because not all students enrolled from these ethnic categories are PSELs.

Identifying the Presence of Standard English Learner Language Features

The Academic English Mastery Program (AEMP) provides the district access to African-American Language, Mexican-American Language, and Hawaiian-American Language SEL Linguistic Screeners. These screening tools should be used to identify the presence of home language (SEL Languages) in K-12 students.

Linguistic Screening of Probable SELs

It is recommended that all Probable SELs be given linguistic screening using the [SEL linguistic screeners](#). The screeners (Figure 34) can be used for individual sentence retellings for students in grades K-2 and can be administered as whole group dictations in grades 3-12.

Figure 34: SEL Screeners

The figure displays three identical screening tool forms, each titled 'Screening Tool for Identifying the Use of [Group] Linguistic Features'. The forms are designed for a student's name and teacher to be filled out. Each form contains a table with three columns: 'Standard English', 'Possible (MALE) Responses', and 'Linguistic Features (English)'. The first form is for African American (AA), the second for Mexican-American (MA), and the third for Hawaiian-American (HA). Each table lists 25 items with corresponding linguistic features and checkboxes for identification.

The screener does not contain an exhaustive list of home language features, but it does list high-frequency features that are often found in the speech or writing of SELs in L.A. It is very natural for each SEL to exhibit the use of different features to varying degrees.

The purpose of the screener is to identify the presence of home language fluency which signals that a student would particularly benefit from MELD.

Teachers may be the best positioned to recognize the presence of home language features in SELs. As noted here and in Chapter 1, nonstandard varieties of English can seem very similar to Standard and academic English due to overlapping features and vocabulary, a type of *linguistic camouflage* (Wolfram, 2004). This can hide important differences between a student’s home language and the kinds of language forms students are expected to use in the classroom.

Language Assessment Scales (LAS) Links Assessment

Schools should use the SEL linguistic screener to identify SELs, but with the caveat that it is not a comprehensive measure of language status. It primarily measures listening accuracy for replication, but does not assess expressive language skills (i.e., speaking and writing) or comprehension (Bailey & Zwass, 2016). As Bailey and Zwass (2016) note, the SEL linguistic screener does not measure academic English; its main purpose is to “ensure that children are identified as they enter school with having sufficient proficiency in the variety of English used in the classroom to succeed and to go on to or continue to learn the specialized academic and professional vocabularies they may need to rely on later in life” (p. 8).

It is for this reason that schools are encouraged to administer the LAS Links to all PSELs and identified SELs who have one or more At-Risk Data Warnings referenced in Table 13.

LAS Links is aligned with the California State Standards and the Smarter Balanced Assessment. Speaking, listening, writing, and reading components, across content areas, on this assessment provide students with an Academic English Language Proficiency Level score on a scale of 1-5. Academic English Proficiency Scores of Level 4 (Proficient) or Level 5 (Above) are the desired targets for SELs.

Academic Screening of Probable Standard English Learners

Table 13: At Risk Data Warnings

| At Risk Data Warnings | |
|--|--|
| Elementary | Secondary |
| <ul style="list-style-type: none"> • Smarter Balanced Assessment Performance Levels • District Assessments <ul style="list-style-type: none"> ○ Dynamic Indicators of Basic Early Literacy Skills ○ Text Reading Comprehension ○ Interim Assessments • Numbers of 1s given on achievement marks • Number of 1s given for characteristics and behaviors of a college-prepared and career-ready learner • Attendance rate • Times suspended | <ul style="list-style-type: none"> • Smarter Balanced Assessment Performance Levels • District Assessments • D’s or F’s in English • D’s or F’s in mathematics • Overall GPA lower than 2.0 • Number of U’s given for characteristics and behaviors of a college-prepared and career-ready learner • Attendance rate • Times suspended |

Students who score below proficient on standardized tests may also be identified as probable SELs on L.A. Unified’s MiSiS FOCUS Dashboard because they may benefit from the inclusion of CLR instructional strategies to help them achieve higher levels of academic and social emotional success. 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.

2. Which Instructional Programs and Policies Support Differentiated Instruction for Standard English Learners?

There are several documents that support the type of instruction used to support instruction for SELs. Figure 35: Guiding SEL Policy Documents depicts the key documents that shape SEL instruction. Read the graphic by starting at the top center and move clockwise.

Figure 35: Guiding SEL Policy Documents



2011 L.A. Unified-Office for Civil Rights Agreement (OCR Case Number 09105001)

- Academic Language Proficiency:** The District shall address the language proficiency and needs of African American students in the Master Plan for English Learners (Master Plan) that the District will develop by March 30, 2012 and begin to implement by September 2012 (see Agreement to Resolve, English Learner Component, 09105001). The Academic Language Proficiency component of the Master Plan shall describe a comprehensive plan of English language services and instruction that addresses the English language proficiency and needs of African American students starting at the elementary level district-wide.
- Equal Access to Effective Teachers:** By February 28, 2012, the District shall develop a strategic comprehensive plan that addresses the achievement gap for African American students; the plan shall include actions to provide professional development, monitoring of instruction and accountability for learning and support.

California’s English Language Arts/English Language Development Framework

- Chapter 2 (Essential Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment)** addresses the expectation that teachers demonstrate acknowledgment and respect of cultural and linguistic diversity through culturally responsive teaching- including SELs who speak a home language that differs from that of school.
- Chapter 9 (Access and Equity)** highlights African-American SELs and Chicano SELs and CLR teaching.

L.A. Unified Board Resolution Strengthening Support for Standard English Learners

- Appropriate assessment of academic language needs of SELs
- Professional development by researcher partner to ensure quality program
- Teacher advisors, fellows
- Parent/guardian component
- Model school in each local district
- Annual count of SELs by 2016-2017

2012 English Learner Master Plan

- Chapter 4 is dedicated to SELs and the Attachment provides contrastive analysis instructional resources.
- This will be replaced upon the adoption of the *2018 Master Plan for ELs and SELs*.

L.A. Unified Strategic Plan

- Equity and Access are Core Beliefs
- CLR Pedagogy is an Essential Element

L.A. Unified Teaching and Learning Framework

- Standard 1.b. Demonstrating Knowledge of Students
 - Awareness of Students' Skills, Knowledge, and Language Proficiency
- Standard 2.a. Creating an Environment of Respect and Rapport
 - Awareness of Students' Skills, Knowledge, and Language Proficiency

L.A. Unified Leadership Framework

- Standard 4.B) Element 2. Creates or maintains a culturally responsive and equitable environment
- Standard 4.B) Element 4. Engages stakeholders in courageous conversations about bias and its effect on student learning

California Content Standards

- College and Career Readiness Anchor Standards for Speaking and Listening
 - Conventions of Standard English
 - Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- College and Career Readiness Anchor Standards for Language
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Knowledge of Language
 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Academic English Mastery Program: Validate, Affirm, Build, Bridge

“Effective teaching of SELs will require educators to increase their knowledge and awareness of the cultural and linguistic capital these students bring into the learning environment, and it will necessitate developing caring relationships, making connections to their prior knowledge and experiences, and fostering positive beliefs relative to their ability to learn at high levels.” (LeMoine, 2017)

To address the language and literacy needs of SELs, L.A. Unified developed AEMP, a comprehensive research-based program offering professional development (PD) and curricular resources. AEMP is currently one of the programs within L.A. Unified’s Access, Equity, and Acceleration Unit. Remaining true to the social-justice ideals upon which the program was started in 1990, AEMP advocates the use of a groundbreaking approach to ensuring academic language and literacy acquisition of speakers of nonstandard varieties of English in parts of L.A. Unified.

Figure 36: The Academic English Mastery Program Website

Figure 36 is a screen shot of AEMP’s website, where the instructional resources that are available to the entire district are stored. The CLR, standards-based lessons that can be accessed via this website were created “For Teachers, by Teachers.” They are the products of CLR Teacher’s Institutes. They are living documents, continually being revised, reflecting feedback from educators in the field.

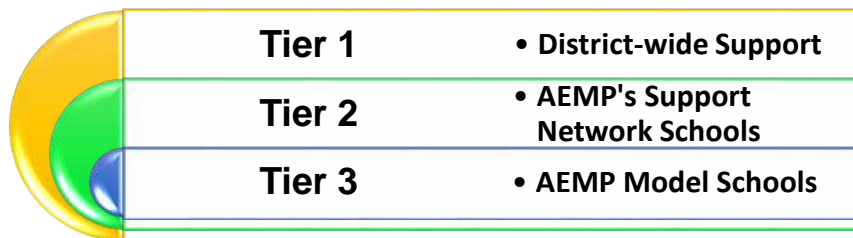


The CLR lessons housed on the [AEMP website](#) are organized by instructional blocks. They are used as curriculum for the MELD enrichment and intervention.

AEMP Delivery Model

The AEMP delivers differentiated support to educators and administrators throughout the district using a tiered system of support. The AEMP delivery model is described in Figure 37.

Figure 37: AEMP Delivery Model



Tier 1: District-wide Support

Educators and administrators throughout L.A. Unified have access to:

Culturally and Linguistically Responsive Professional Development Opportunities

CLR PD opportunities designed to help educators use CLR instructional strategies to provide greater access to the core curriculum for SELs include the following:

CLR Pedagogy (CLRP) Mindset: District-wide required PD module

Master Plan Institute: EL/SEL Designee

- Equal Access Series: Educators throughout the district
- CLR Teacher Fellowships: Educators throughout the district

Local District Standard English Learner Coordinators

One administrator at each local district collaborates and builds the capacity of instructional leadership teams with the integration of CLRP. This role includes instructional rounds, EL designee meetings, and district-wide PD such as the Master Plan Institute, Equal Access Series, school site banked time PD sessions, and other local district extended learning opportunities.

Tier 2: Academic English Mastery Program Elementary and Secondary Support Network Schools

The Academic English Mastery Program's (AEMP) extended learning community is referred to as AEMP's Support Network of Schools. Becoming an AEMP School, a member of AEMP's Support Network of Schools, reflects a strong commitment to supporting SELs. These AEMP schools sign stakeholder agreements and make a school-wide decision to become active members of AEMP. Schools in the AEMP Support Network have access to the latest and best information as to how to implement CLR instruction in the District. Teachers are invited to, and compensated for, attending AEMP PD, receive AEMP instructional resources, and receive targeted support. Some AEMP Support Network Schools potentially receive additional parent/guardian representative funding.

The schools within the AEMP Support Network receive: a stipend for a SEL data coordinator, partial funding for a parent/guardian representative, monthly PD, and resource support for MELD teachers.

Tier 3: Academic English Mastery Program Model Schools

Six schools (one in each local district) serve as emerging models of excellence in CLR teaching and learning. These six emerging models receive intensive PD, an on-site coach, and resource support for all stakeholders.

The most critical instructional component of the AEMP Accelerated Academy (AAA) model is the 45-60 minutes of daily MELD for SELs. Instruction during the MELD block is based on the new AEMP MELD Instructional Blocks and the Benchmark/Wonders Suggested Activities for MELD (elementary). CLR pedagogy at AAA model schools is also integrated throughout the curriculum and can be readily observed at any time.

AEMP's model schools use the LAS Links language proficiency assessment as the universal screening tool to monitor the language proficiency of PSELs and SELs.

3. What Is Culturally and Linguistically Responsive Pedagogy?

There is considerable research (Ladson-Billings, Gay, Villegas and Lucas, Hollie, Rickford, Howard, Marzano, and Noguera, to name a few scholars) and education policy that support the claim that research-based CLR instructional strategies increase motivation and engagement of culturally and linguistically diverse students.

Rather than being a curriculum, CLRP is an instructional approach, "a way of thinking about how to instruct and how to create an instructional experience for students that validates, affirms, illuminates, inspires, and motivates them" (Hollie, 2015).

Teachers should genuinely acknowledge and value the cultural and linguistic resources that students bring to the classroom from home and draw on these resources to promote learning (CA ELA/ELD Framework, Chapter 2). Culturally responsive (or relevant) teaching has been described as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994: 382).

Five Culturally and Linguistically Responsive Pedagogical Areas

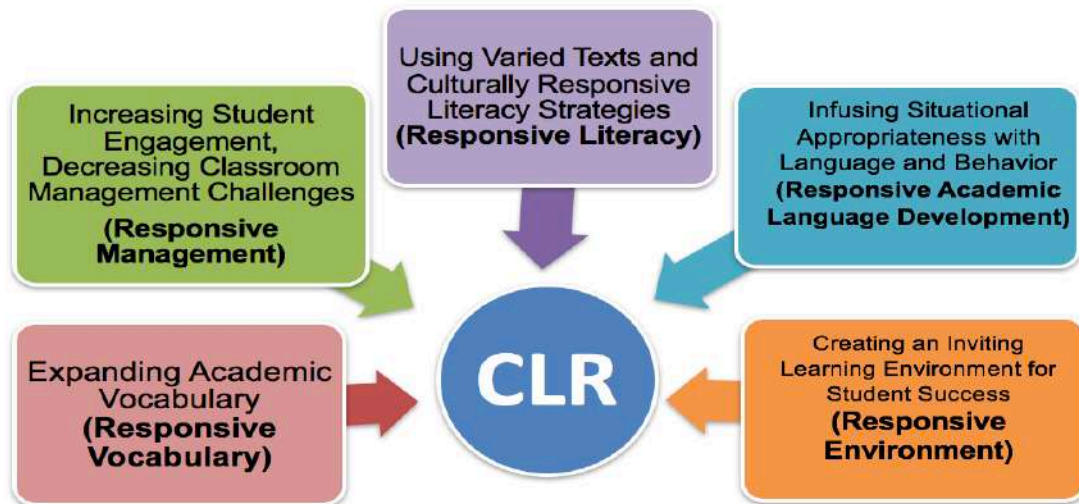
What are the "CLR Look Fors"? Educators can and should integrate CLR into all content areas to provide SELs (and other culturally diverse students) equitable access to instruction. AEMP Program promotes five CLR Pedagogical Areas depicted in Figure 38. Please see [Master Plan Toolkit](#): CLR support and resources.

CLRP

- ★ Increases motivation and engagement of students
- ★ Validates, affirms, illuminates, inspires, and motivates
- ★ Empowers students intellectually, socially, emotionally, and politically

Figure 38: Culturally and Linguistically Responsive Pedagogical Areas

Five Culturally and Linguistically Responsive (CLR) Pedagogical Areas



Responsive Vocabulary

“The intention of expanding academic vocabulary as a pedagogical approach involves bridging the students’ worlds of words to the academic world of words” (Hollie, 2015).

Culturally and Linguistically Responsive Implications for Vocabulary Development

1. Understand that SELs do not enter the classroom as blank slates with respect to the knowledge of words.
2. Use effective, research-based vocabulary acquisition strategies to help students attack unfamiliar words.
3. Utilize developed tools (e.g., personal thesaurus and personal dictionary) that help SELs build bridges between the words they own and the words they need to own to in order to comprehend academic vocabulary they will encounter in oral and written contexts.

Responsive Academic Vocabulary instruction affirms and builds on a SEL’s existing conceptual knowledge base and can be an asset in developing academic vocabulary. Expand students’ academic vocabulary by teaching and helping students to use key vocabulary acquisition strategies (e.g., context clues, word parts, synonyms), engaging students in reinforcement activities, and selecting important academic words and content-area words for instruction. (Hollie, Marzano, Sims)

CLR Academic Vocabulary Acquisition Strategies

CLR academic vocabulary acquisition strategies include the following:

1. Choosing and leveling words
2. Using vocabulary acquisition strategies
 - context clues, word parts, developing synonyms/antonyms, visuals &/or graphics;
3. Using the personal thesaurus for synonym/antonym development or academic vocabulary notebook
4. Using practice, reinforcement, games, and multiple assessments

Figure 39: English Proficiency Vocabulary

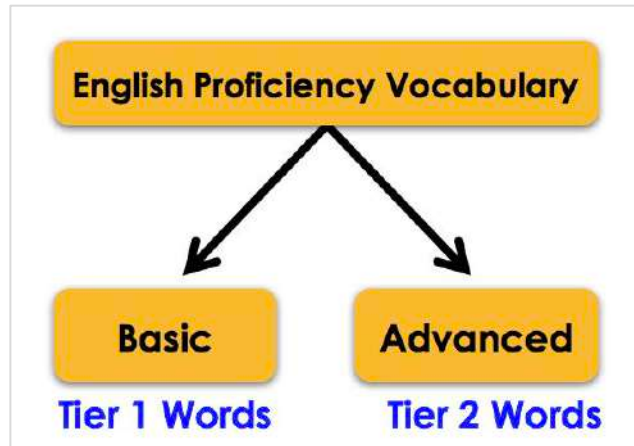


Figure 40: Vocabulary Acquisition Strategies

B

boring*

➤ tedious _____

 dull** _____

exciting***

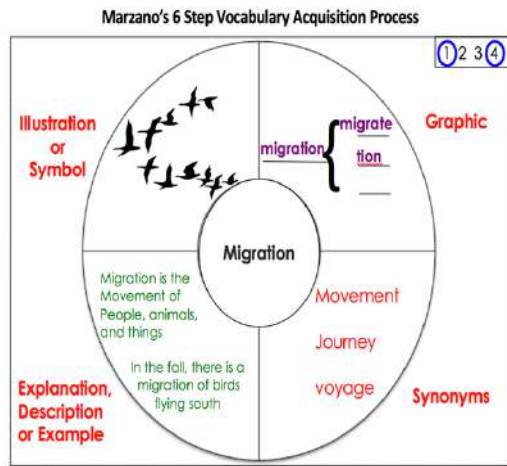
Personal Thesaurus Example

➤ Targeted Tier 2 vocabulary word (Synonym Development)

*vocabulary word student possesses conceptual understanding of

**example of another Tier 1 vocabulary word students might connect the targeted vocabulary word with

***antonym



Responsive Management

Effective management increases student engagement and decreases management issues by incorporating movement, discussion, and participation protocols to promote on-task behavior, and by building opportunities for student collaborative work. Responsive classroom management routines and procedures promote high expectations for all learners.

Culturally and Linguistically Responsive Implications for Classroom Management

1. Increases engagement and motivation for diverse students. (Marzano, 2010) Increased motivation and engagement contributes to decreased amounts of off-task behavior that potentially lead to discipline referrals.
2. Race and equity concerns that speak to unconscious bias and discipline referrals: Consider the disproportional numbers of African-American/black and Latino males given referrals, suspensions, and expulsions. (Gregory, Skiba, and Noguera). (2010)

3. Intangible elements required for effective classroom management:
 - 3Rs – Rapport, Relationship, Respect
 - 3Ps – Positive, Proactive, Procedures

Culturally and Linguistically Responsive Management Routines and Procedures

1. Incorporate movement activities into learning
2. Purposeful use of attention signals
3. Discussion and participation protocols
4. Ensure collaborative learning opportunities

Figure 41: Culturally Responsive *Participation* and *Discussion Protocols*



Responsive Literacy

The effective use of literacy is a very important area for infusing CLRP. Strong literacy skills (reading, writing, listening, and speaking) are critical to students’ success in most content areas. Students who are strong readers and writers also tend to be strong in mathematics, science, and social studies (Krashen 2004). Infusing CLR literacy elements and using a balanced literacy approach increases motivation and engagement for diverse learners. For example, supplementing content lessons by adding different text types and genres adds perspectives that might be more relevant to the lives of students (Harris 1999). Using these activities provides students with more opportunities to make connections with their experiences and in both the language and concepts they encounter in school (Hollie 2012).

Figure 42: Empowering Text

Empowering Text
Four Criteria

1. Promote a healthy psyche.
2. Grounded in real world experiences
3. Focus on the collective struggle of people of color.
4. Serve as a road map for *being, doing, thinking, and acting.*

~ Dr. Alfred Tatum

Culturally and Linguistically Responsive Implications for Academic Literacy

1. Engage SELs with culturally and linguistically responsive texts/media.
2. Understand how texts function as social practices that show identities, values, beliefs, and social networks.
3. Purposefully use effective literacy strategies in responsive ways (refer to Rings of Culture).

The following are examples of effective CLR academic literacy strategies:

1. Supplement lessons using empowering CLR text.
2. Use engaging read-alouds (responsive to oral tradition of cultural storytelling).
3. Infuse engaging literacy strategies connected to oral and written academic language development.

Responsive Academic Language Development

“Notably, language deficit is a perspective commonly held about the home languages of students who have been identified as the most likely to be underserved. CLR is designed to overcome the barriers that this perspective presents not only for students but also for teachers, administrators, and policy makers” (Hollie, 2015).

When educators recognize students’ linguistic behaviors or the use of the rules of home languages as positives and not deficits, they can then begin to validate and affirm the students’ language (Hollie, 2012). Validating and affirming students’ home languages and providing opportunities for code-switching results in a stronger transition to academic language development.

In L.A. Unified, SELs include students from four groups:

1. African-American speakers of African-American Language (AAL)
2. Mexican-American speakers of Mexican-American Language (MxAL)
3. Hawaiian-American speakers of Hawaiian-American Language (HAL)
4. American Indian speakers of Native American Language (NAL)

Culturally and Linguistically Responsive Implications for Academic Language Development:

1. Recognize the linguistic rules of SEL languages.
2. Give students ample opportunities to practice code-switching.
3. Infuse writing activities into everyday teaching.

* Please see [Master Plan Toolkit](#) for Constructive Conversation Skills support.

Responsive Environment

“A culturally responsive learning environment is one that conveys respect for every student, notably respect for the knowledge, experiences, and language students bring into the classroom.” (Hollie, 2015) A strategically arranged environment creates the spatial context in which movement and learning activities can take place, while validating and affirming all students.

Culturally and Linguistically Responsive Implications for Classroom Environment

1. Print-rich environment
2. Learning centers
3. Culturally colorful
4. Arranged optimally
5. Multiple libraries
6. Use of technology
7. Relevant bulletin boards
8. Displayed student work and images of students



Figure 43: Responsive Academic Language Development

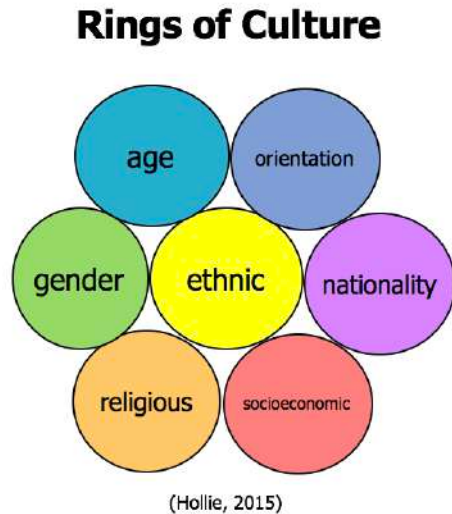
| Responsive Academic Language Development | |
|---|--|
| <input type="checkbox"/> | Mainstream English Language Development |
| <input type="checkbox"/> | Code-Switching |
| <input type="checkbox"/> | Contrastive Analysis: 4 types |
| <input type="checkbox"/> | Reading and Writing opportunities |

Rings of Culture

Dr. Sharroky Hollie uses the term Rings of Culture to help educators visualize the various aspects of culture they can be responsive to. “The central focus of CLR is the ethnocultural identity of students, but not to the exclusion of the other identities that define culture. Additionally, educators have to be responsive to gender culture, orientation culture, national culture, socioeconomic culture, and age culture—or what I call the Rings of Culture.” (Hollie, 2015, p. 38).

Most likely, the cultural behavior is going to be related to certain patterns, such as the way people

Figure 44: Rings of Culture



talk, the way they interact, movement, how they react when things come up that require emotion, eye contact, proximity. Those are general cultural behaviors that affect the dynamic of the classroom. If these cultural behaviors are not understood, they can be misread, misinterpreted, or seen in a deficit way that causes a reaction from the teacher to be negative. See [AEA website](#) for additional resources.

Validate, Affirm, Build, and Bridge

In his book, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* (2015), Dr. Hollie asserts that, “CLR is the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society.”

In essence, this means that teachers meet students where they are in order to bring them where they need to be. This instructional approach does not require students to abandon any of their cultural assets as they add academic or mainstream cultural and linguistic norms to their repertoires.

4. How Do Standard English Learners Benefit from Mainstream English Language Development

SEs are identified for differentiated instructional support. This instructional support includes both enrichment and intervention through MELD at the elementary level. At both the elementary and secondary levels, CLR instructional strategies are used to provide students with more equitable access to content area curriculum.

Curriculum for Mainstream English Language Development

SEs 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 through use of high-impact essential practices.

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.

Staff in SEL Programs/AEMP are adapting materials from the *Benchmark and Wonders* Elementary R/LA 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 PD 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.

In 2015, L.A. Unified’s AEMP formed a partnership with UCLA Center X to conduct research on the implementation of their AEMP program, which is located in elementary and secondary schools across the district. UCLA Center X provided professional learning opportunities for on-site AEMP coaches around CLR literacy and worked collaboratively with L.A. Unified’s AEMP to create a resource compendium that identifies effective, evidence-based, culturally responsive and relevant leadership and instructional supports that help the proficiency of SELs in standard English.



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 with a means to 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 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.

The 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, e.g., 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.

Standard English Languages Common Rules List Posters

Figure 45: Common Rules List Posters

The image shows three posters side-by-side, each titled 'Common Rules List' for a different language variety: African-American Language (LAVI), Hawaiian American Language (HAL), and Mexican American Language (MxAL). Each poster is a table with columns for 'Standard English' and 'Language Feature'. The posters are color-coded: LAVI is yellow, HAL is blue, and MxAL is green. They list various linguistic features such as 'Double Negatives', 'Singular Plural', and 'Verb Tense' with examples in both standard and non-standard forms.

We therefore also encourage all L.A. Unified educators to familiarize themselves with the Common Rules List posters (Figure 45) available for AAL, MxAL, and HAL (see [AEMP website](#)). These posters categorize the linguistic features of SEL languages by four categories present in all varieties of languages: sounds, markers (morphemes), syntax (grammar), and regularized patterns. These posters contrast SEL language features with standard English features. Educators who are familiar with these features are more likely to recognize

when students are using them, and are better able to provide targeted support to SELs in their classrooms (*Academic English Mastery Resource Compendium*).

An additional benefit to familiarity with the features of nonstandard varieties of English is that educators may be better able to appreciate the unique linguistic skills that SELs bring to classroom. One of the most important ways that we can identify SELs moving forward is by creating an environment in which they and their families feel comfortable and supported in identifying themselves—an environment in which all language varieties are validated, valued, and recognized as assets.

Scheduling and Planning Resources

Schools should offer 45-60 minutes per day of MELD instruction to ensure that students are gaining the academic English skills necessary to access their other coursework. Each teacher, grade level, or school site must designate a “language development” for MELD. At elementary, this would optimally take place concurrently with ELs receiving ELD instruction.

In addition, schools must ensure that SELs have access to core academic content in elementary school and that they are able to meet a-g requirements in secondary school. The AEMP provides sample school schedules and lesson plan templates to help schools and educators plan appropriately to support SELs.

Sample Elementary Schedule

Table 14: K-2 SEL Sample Class Schedule

| K-2 SEL Class (Kindergarten instructional minutes are not mandated by Ed Code) | |
|---|--|
| Sample Schedule for K – 2 Standard English Learners | |
| 8:00 – 8:20 | Breakfast in the Classroom/Class Business/Health |
| 8:20 – 10:00 | English Language Arts (ELA) – Whole group Mini-lessons and Small Group Differentiated Instruction* |
| 10:00 – 10:20 | Recess (Non-physical education minutes) |
| 10:20 – 11:00 | English Language Arts (ELA) – Whole group Mini-lessons and Small Group Differentiated Instruction* |
| 11:00 – 11:50 | Mathematics |
| 11:50 – 12:30 | Lunch |
| 12:30 – 1:30 | Mainstream English Language Development/Academic English Language Development (For SELs) |
| 1:35 – 1:55 | Physical Education |
| 2:00 – 2:20 | Science/History-Social Science/ Visual and Performing Arts |
| 2:20 | Dismissal |
| * ELA instruction to include small group differentiated foundational skills instruction | |

Table 15: 3-5 SEL Sample Class Schedule

| 3-5 Classes – SEL Class | |
|--|---|
| Sample Schedule for 3-6 Standard English Learners | |
| 8:00 – 8:20 | Breakfast in the Classroom/Class Business/Health |
| 8:20 – 9:20 | Mathematics |
| 9:20 – 10:05 | Mainstream English Language Development/Academic English Language Development |
| 10:05 – 10:20 | English Language Arts (ELA) – Mini-lessons and Small Group Differentiated Instruction |
| 10:20 – 10:40 | Recess (Non-physical education minutes) |
| 10:40 – 12:00 | English Language Arts (ELA) – Mini-lessons and Small Group Differentiated Instruction |
| 12:00 – 12:40 | Lunch |

12:40 - 1:20 History-Social Science/Visual and Performing Arts

1:25 - 2:15 Physical Education (Monday/Wednesday)

Science (Thursday/Friday)

2:20 Dismiss

*** ELA instruction to include small group differentiated foundational skills instruction**

* See [Master Plan Toolkit](#): Grouping for MELD Instruction.

Model Schools

As of 2018, six L.A. Unified schools serve as models of excellence in CLR for SELs, one in each local district.

1. Local District Central: Lizarraga Elementary School
2. Local District East: 2nd Street Elementary School
3. Local District Northeast: Rio Vista Elementary School
4. Local District Northwest: Nevada Elementary School
5. Local District South: Manchester Elementary School
6. Local District West: 74th Street Elementary School

These schools, which have received intensive PD and an onsite coach, serve as demonstration schools.

L.A. Unified is therefore well-positioned to formalize a network of school improvement focused on AEMP. The District will work with these and other AEMP schools to identify problems of practice and develop action research to address these problems.

Additional resources for SEL instruction are available in [Master Plan Toolkit](#).

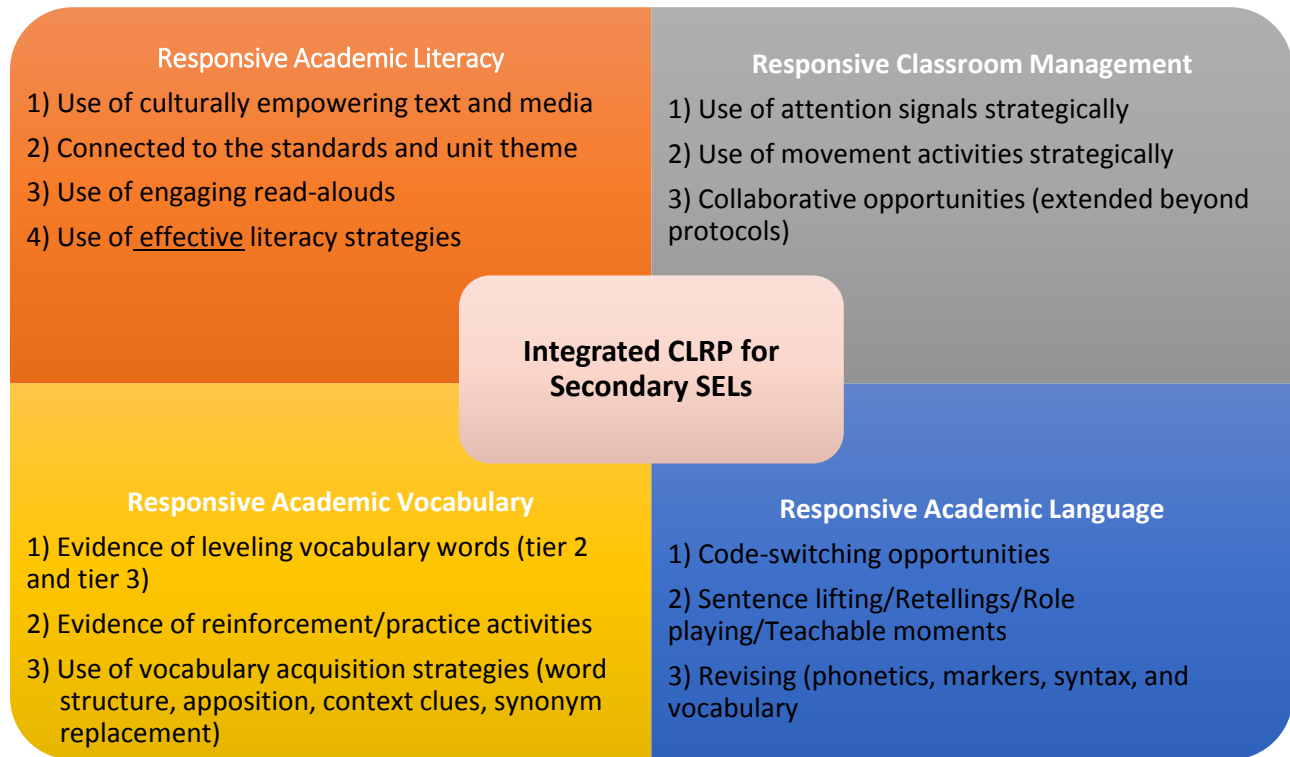
Integrated Culturally and Linguistically Responsive Pedagogy for Secondary Standard English Learners

The term integrated CLR is used to refer to providing extended opportunities for students to participate in engaging and language rich tasks that depend on complex texts in all content areas.

Integrated CLR provides SELs with opportunities to engage in collaborative academic conversations, analysis of complex text, and situations in which they can develop their academic speaking and writing skills. The use of these daily routines will yield a deeper understanding of the concepts, language and syntactical structures of the discipline. All teachers of SELs should refer to the California Listening and Speaking Standards corresponding to respective content areas for English language arts/literacy to support SELs' linguistic and academic language progress.

As part of integrated CLR, SELs demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop aptitude in adapting language use based on task, purpose, audience, and text type.

Figure 46: CLRP



Responsive Academic Language Development for Secondary Standard English Learners

Linguistic screening for secondary SELs takes place using the same tools used for elementary students. The linguistic screeners can be used by administering individual sentence retelling with students, or they can be administered using whole group dictation. The screeners administered in oral or written format will provide evidence of the presence of SEL Home Language Features. The data collected can be used to provide differentiated instruction for students who need to revise written texts to meet standard English conventions—when appropriate. Please see the [Master Plan Toolkit: MELD Grammar Mini-Lessons](#) for secondary standard English learners.

High Impact Essential Practices for Standard English Learners

Having strong literacy skills—reading, writing, listening, and speaking—is the gatekeeper to success in almost all academic subjects. Content-area concepts, thinking skills, and literacy all depend on students’ abilities to use complex language, putting elements of language together to construct, negotiate, and communicate clear and whole academic messages. (Zwiers, 2014)

In integrated CLR, three High Impact Essential Practices make up the lesson delivery and can happen continuously throughout the lesson.

Using Complex Texts

Provide extended opportunities for students to participate in engaging and language rich tasks that depend on complex texts. A complex text can be any written, visual, audio, or multimedia message that conveys information or ideas for learning purposes.

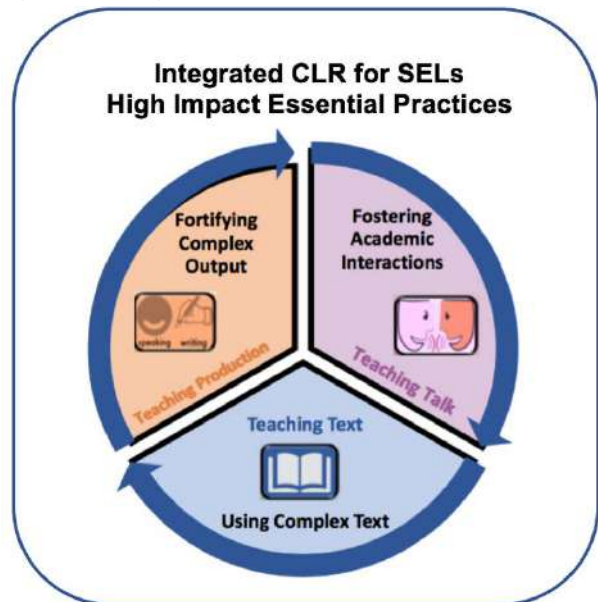
Fortifying Complex Output

Provide multiple and extended opportunities for all students to produce oral, written, and multimedia output using target academic language in meaningful ways.

Fostering Academic Interactions

Provide opportunities for students to engage in extended interactions using target language that directly supports content learning.

Figure 47: Integrated CLR



Secondary Culturally and Linguistically Responsive CLRP Instructional Supports

The following are instructional supports to be considered for use across all content areas, including English, math, history, and science, as well as elective courses.

- Making Cultural Connections
 - Making Connections Within and Across Content Areas
 - Connections to Self, World, and Text
- Five CLRP Instructional Areas (see Figure 38)
 - Responsive Vocabulary
 - Responsive Management
 - Responsive Literacy
 - Responsive Academic Language
 - Responsive Environment
- Culturally Responsive Text
- Exposure to Varied Textual Genres
- Cooperative Learning Groups
- Instructional Conversations
- Advanced Graphic Organizers
- Tiered Instruction
- Increased Rigor (DOK)
- Student Choice
- Allowing Students to Make Decisions About Their Learning
- Hands-on Experiences and Opportunities for Movement

Tier 3 Interventions for Secondary Standard English Learners

Programs currently being used to identify additional support and intervention for secondary SELs.

- Read 180
- System 44
- Language!

Emerging Models of Excellence in Culturally and Linguistically Responsive Instruction

Secondary Schools

- 1) Local District Northwest: Patrick Henry Middle School
- 2) Local District South: Peary Middle School
- 3) Local District East: El Sereno Middle School
- 4) Local District West: Wright Middle School

These are demonstration schools, which have received intensive PD and an onsite coach.

L.A. Unified is therefore well-positioned to formalize a network of school improvement focused on AEMP. The District will work with these and other AEMP schools to identify problems of practice and develop action research to address these problems.

Additional resources for SEL instruction are available in [Master Plan Toolkit](#).

Parent/Guardian Communication

Parents/guardians of SELs will be kept abreast of their children's progress with regard to their acquisition of academic English proficiency indicators through SEL Portfolios.

During reporting periods, parents/guardians will have access to their children's progress from the AEA Dashboard which includes academic and social-emotional data. In addition, parents/guardians will have access to LAS Links Parent Letters which provide Parent Reports that provide descriptions of the reading, writing, listening, and speaking data as it relates to their children's LAS Links Academic English Proficiency Levels. Parents/guardians will have access to Beginning of Year and Middle of Year data. Lexile levels will be provided, and this data can and will be used to differentiate instruction for their children.

Celebrating Student Progress

We strongly encourage schools to institute processes to celebrate students' achievement in academic English mastery, both to mark progress and to acknowledge when SELs have reached instructional benchmarks that indicate that they no longer need the SEL interventions. At this point, enrichment and ALD should be provided. Students might be acknowledged at school assemblies, presented with certificates, or given other formal, public recognition for their efforts and achievements. We also encourage schools to send parents/guardians letters of congratulations, announcing their children's progress and achievements in light of the assets they contribute to the school community.

Chapter 6: Professional Learning and Leadership Development

Chapter Overview

This chapter presents the District’s approach to ensuring educators at all levels across L.A. Unified are prepared to meet the diverse needs of English learners (ELs) and standard English learners (SELs). It is organized into two overarching sections: (1) Teachers, and (2) School Leaders. The first section describes opportunities for professional learning for teachers. The second section describes professional learning opportunities for school leaders.

What You’ll Find in This Chapter...

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

Mindsets

The District is committed to adoption of an assets-based perspective regarding educating all of our learners. All students deserve equitable access to the curriculum, so they need highly qualified teachers, administrators, and specialists who hold students’ home languages and cultures in high esteem, and provide an educational experience that promotes equity for all students.

Guiding Principles

| | | |
|--|--|---|
|  1: Assets-based Education |  3: Sociocultural Competence |  4: Rigorous Academics for All |
|  5: Alignment and Articulation |  6: Systemic Support | |

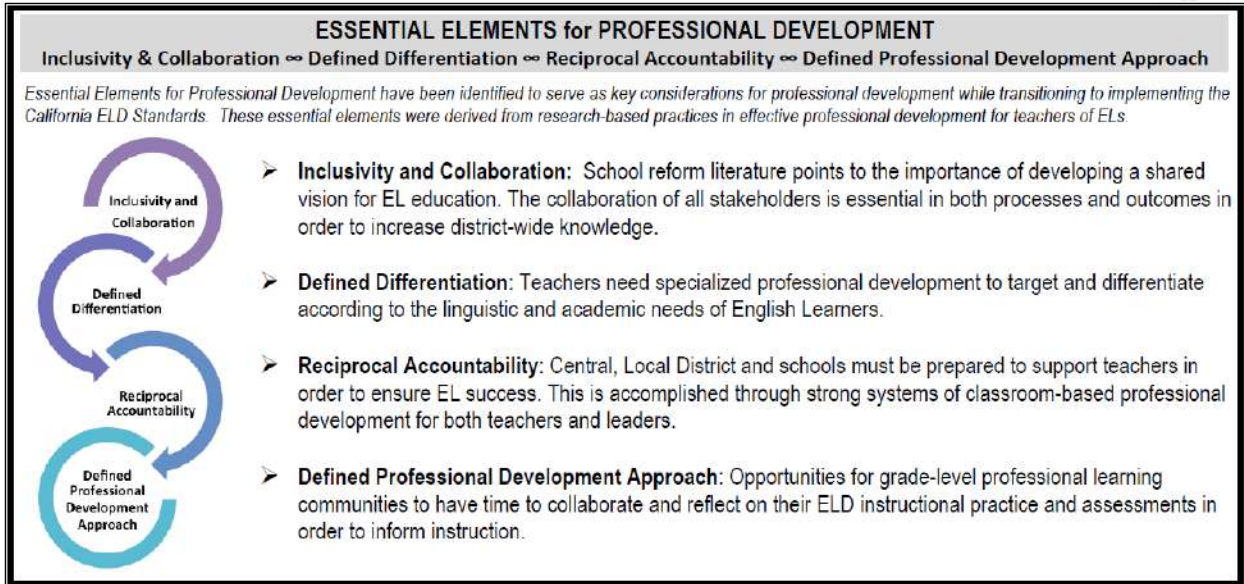
Research-Based Approach to Educator Professional Development

In L.A. Unified, teachers and leaders are engaged in ongoing professional development (PD) to ensure all educators across the district are well-prepared to meet the needs of the District’s many culturally and linguistically diverse students. L.A. Unified PD follows research-based best practices for high-quality, effective, job-embedded learning. Job-embedded PD is “teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning” (Croft, Coggshall, Dolan, Powers, & Killion, 2010, p. 2). Research has demonstrated that the degree of alignment, or coherence, of a PD program with teachers’ goals and experiences is related to changes in teachers’ knowledge, skills, and practices (Borko, Elliot, & Uchiyama, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001). Further, ongoing and job-embedded PD activities may have a greater likelihood of introducing instructional change than traditional one-time workshops, college courses, or conferences (Garet et al., 2001). Therefore, L.A. Unified’s goal is to provide

professional learning experiences for educators that are aligned with the instructional programs, approaches, and goals outlined in Chapters 2-4 of this Master Plan. These professional learning experiences are job-embedded, sustained over time, and contain practical strategies and approaches for effectively supporting ELs and SELs throughout the school day.

| Research-Based Best Practices for PD | <p>As part of the California English Language Development (ELD) Standards implementation efforts, L.A. Unified identified Essential Elements for PD to serve as key considerations that were derived from research-based practices in effective PD for teachers of ELs. See Figure 48 below for a description of the Essential Elements.</p> |
|--|--|
| <ul style="list-style-type: none"> ★ Aligned with teachers’ goals and experiences ★ Ongoing and job-embedded ★ Aligned with instructional programs, approaches, and goals ★ Sustained over time ★ Contain practical strategies and approaches | |

Figure 48. L.A. Unified’s Essential Elements for Professional Development



Growth and Development for Teachers

L.A. Unified Teaching and Learning Framework

The L.A. Unified Teaching and Learning Framework (TLF) provides guidance around teaching strategies and practices for teachers across the district. The Teaching and Learning Framework highlights the research-based strategies that have been proven to be effective in meeting the needs of the District’s diverse learners, including ELs and SELs, and also describes teaching practices that will help to prepare all students to be successful and productive 21st century learners. The TLF is also aligned with the California ELD Standards. Students’ English language proficiency levels are part of the framework (for example, see Standard 1b1 in the TLF Framework: “Awareness of Students’ Skills, Knowledge, and Language Proficiency”). As the foundation for instructional practices in L.A. Unified, the TLF also serves as a guide for teachers to analyze, reflect upon, and

improve their teaching practice independently, with colleagues, and/or with administrators as part of the teacher evaluation process, Educator Development and Support: Teachers.

L.A. Unified Teaching and Learning Framework

- ✦ Highlights research-based strategies proved to be effective in meeting needs of diverse learners.
- ✦ Aligns with CA ELD Standards.
- ✦ Serves as a guide for teachers to analyze, reflect upon and improve teaching practice.

The [Teaching and Learning Framework \(TLF\)](#) details the five standards: (1) Planning and Preparation; (2) Classroom Environment; (3) Delivery of Instruction; (4) Additional Professional Responsibilities; and (5) Professional Growth. These standards highlight educational practices and characteristics that positively impact all students, and which may be important for ELs and SELs

in unique ways.

Opportunities for Teachers' Professional Learning



In L.A. Unified, teachers and leaders are engaged in ongoing PD in order to ensure all educators across the district are well prepared to meet the needs of L.A. Unified's many culturally and linguistically diverse students and are enacting an assets-based mindset to their educational practice. L.A. Unified PD follows research-based best practices for high-quality, effective job-embedded learning. A variety of PD offerings are in place for this purpose. These offerings are aligned with the L.A. Unified TLF (discussed previously) and are designed to assist teachers in effectively implementing the components and elements outlined within the TLF's five standards.

Professional Development for Culturally and Linguistically Responsive Pedagogy

Providing culturally and linguistically responsive instruction is critical for supporting all students, and especially ELs and SELs, across the PK-12 curriculum. L.A. Unified offers a culturally and linguistically responsive pedagogy PK-12 Professional Development Module, which is conducted during scheduled banked time Tuesdays. This module addresses both building school-wide and systematic environments that promote inclusion, empathy, and support for all students; as well as effective and inclusive strategies for incorporating cultural sensitivity.

For more information, see the L.A. Unified [BUL 6870.0 Culturally and Linguistically Responsive Pedagogy PK-12 Professional Development Module](#).

For further information regarding this PD, contact the [Access, Equity and Acceleration Office](#).

Professional Development for English Learner Designees/Targeted Student Population Advisors

Each year, the district provides updated PD for EL designees at the Master Plan Institute (MPI) and monthly EL designee meetings. MPI is an annual comprehensive and up-to-date professional

development offering designed to build the capacity of school site EL designees/targeted student population advisors on how to best support the implementation of an instructionally focused and compliant EL and SEL programs. It's important for educators to have a deep knowledge of effective instructional practices and have an understanding of the legal requirements and district procedures relating to the *Master Plan for English Learners and Standard English Learners*.

The training places special emphasis on sensitivity to families, including how to make families 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. Newly assigned EL designees (0-1 years) are provided an opportunity to attend an additional day of PD tailored to their specific needs.

For more information, visit the [Multilingual and Multicultural Education Development \(MMED\) website](#).

Professional Development for Dual Language Education

As part of the District's goal of increasing dual language education and promoting bilingualism and biliteracy across L.A. Unified, PD around best practices for dual language education will be critical for the future.

In addition to providing PD, L.A. Unified schools are required to provide additional planning time for dual language teachers to facilitate effective programmatic and instructional implementation. Dual language PD is offered in an ongoing manner throughout the year. These PD sessions may be presented in English and/or another target language (for example, Spanish), in alignment with the instructional contexts of participating teachers and their authorizations. Dual language PD includes an Introduction to Dual Language Education Programs for teachers new to the program, among other offerings. PD sessions are differentiated based on participating teachers' needs and prior experience/background knowledge.

For more information on dual language PD offerings, visit the [Dual Language/Bilingual Programs website](#).

Professional Development on Instructional Technology for Teachers

Instructional technology plays an important role in preparing students to be college and career ready. There are many options for programs to supplement and support students' learning in the classroom, with technology supports being the most effective when they are integrated into instruction and tied to the curriculum. L.A. Unified develops teachers' 21st century skills in alignment with the [CA ELD Standards](#) and [International Society for Technology in Education \(ISTE\) standards for Educators](#) by offering professional development courses to support teachers in exploring curriculum content that are interdisciplinary and provide authentic real world application. The professional development that L.A. Unified offers is founded on the frameworks that are discussed in the [Instructional Technology Initiative Leading with Instruction](#):

- [Prosci ADKAR Change Management Model](#)
- [ISTE](#)
- [Common Sense Education](#)
- [K-12 Computer Science Framework](#)

L.A. Unified offers PD around [ISTE Suite](#), computer science, robotics, Teacher Leader Network, and related areas. In collaboration with the Instructional Technology Initiative (ITI), MMED designs PD for teachers to leverage digital tools and resources to enhance language instruction for EL/SEL.

Current professional development offerings are provided at the [MMED](#) and [ITI](#) websites.

Professional Development for English Language Development

PD for English language development, both Integrated ELD (iELD) and Designated ELD (dELD), is critical for teachers' effective implementation of research-based strategies for instructing ELs in these settings. Descriptions of different types of PD offerings are included below. For additional information and resources regarding for Elementary ELD PD offerings and Secondary ELD, both iELD and dELD, please visit the [MMED website](#).

New Teachers

L.A. Unified offers a pre-service ELD workshop for teachers at all grade levels who are new to the profession or new to the District. This workshop is more comprehensive and intensive than others designed for experienced teachers already working in L.A. Unified. Teachers are grouped by instructional level. This PD is available to all teachers, but required for first-year teachers and those new to L.A. Unified, including iELD and dELD teachers.

For more information, visit the [MMED website](#).

Experienced Teachers

L.A. Unified offers workshops for experienced teachers at all grade levels to implement effective ELD practices and strategies. These are offered throughout the calendar year.

For more information, visit the [MMED website](#).

English Learner Instructional Coaches

L.A. Unified invests in hiring EL instructional coaches to support teachers of ELs on iELD and dELD at selected school sites. Instructional coaches are supported by each local district's EL coordinators by providing monthly meetings to enhance their capacity to provide ongoing PD and classroom support to teachers of ELs. L.A. Unified understands that PD requires ongoing coaching with opportunities for feedback and reflection for full implementation of new strategies and techniques. The goals of the monthly sessions are:

- To learn about effective classroom practices and current research on teaching, learning and instructional coaching, as well as the CA ELD Standards and the CA ELA/ELD Framework
- To provide time for coaches to collaborate and support each other in their work with teachers

For further information regarding this PD, please contact your local district office.

Special Education and Gifted and Talented Education Teachers

L.A. Unified provides PD for special education and Gifted and Talented Education (GATE) teachers who are responsible for ELD instruction of ELs through an intensive training for new teachers. In addition to an opportunity to gain new practices and strategies, this workshop allows

special education and GATE teachers to work collaboratively with other teacher experts to address the linguistic and academic needs of their students and ensure equitable instruction for all students.

For more information, visit the [Special Education](#) and [GATE](#) websites.

Professional Development for the Academic English Mastery Program

The Academic English Mastery program (AEMP) program employs a series of comprehensive PD modules for teachers. This training aims to build knowledge on how to establish culturally and linguistically responsive classroom learning environments for SELs. These PD modules promote the 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 AEMP and can be delivered in after school workshops or during a summer institute.

AEMP has developed and established an extensive PD program that serves over 2,000 teachers. AEMP hosts quarterly, Instructional Institutes and monthly PD meetings, which present unique opportunities for teachers to come together and learn about successful strategies for effectively educating SELs and others, as follows:

- **Instructional Institute:** A two-day Instructional Institute for teachers and teacher-facilitators is 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 underserved student populations.
- **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.
- **SEL Data Coordinators' Meeting:** Eight professional developments in which SEL data coordinators meet to analyze data and prepare professional development for their schools.

For more information, including training materials and teacher resources, visit the [AEMP website](#).

Professional Development for Standard English Learner Instruction Coaches and Local District Coordinators

As part of the implementation of the Office for Civil Rights Agreement, the AEMP Program has partnered with a university practitioner, UCLA Center X. This collaboration to provide professional development includes:

- Monthly meetings
- Quarterly professional developments
 - For AEMP coaches, LD coordinators, AEMP Central office staff
- Compilation of a resources compendium
 - Instructional materials, practices, and professional development activities for teachers
- A pilot case study of three elementary schools
- Symposium
 - For teachers, administrators, coaches
 - Vertical articulation model around successes, challenges, and next steps

Growth and Development for School Leaders

L.A. Unified School Leadership Framework

The L.A. Unified School Leadership Framework (SLF) (v4) recognizes that leadership is an essential component of school success. As Louis, Leithwood, Wahlstrom, and Anderson note, based on a longitudinal study of school leadership, “Leadership matters. We have not found a single case of a school improving its student achievement record in the absence of talented leadership” (2010, p. 9).

L.A. Unified School Leadership Framework

- ★ Recognizes that leadership is an essential component of school success.
- ★ Provides a concrete picture of effective leadership.
- ★ Includes key standards crucial for the equitable education of culturally and linguistically diverse students.

The L.A. Unified SLF describes actions taken by leaders to create or maintain systems, structures, and a school culture that collectively contribute to improved student learning and teacher effectiveness.

The purpose of the framework is to provide a tangible and concrete picture of effective leadership for use by current and future school leaders, to assess their effectiveness and guide their growth and development.

The California ELA/ELD Framework also coheres with the L.A. Unified TLF, each of which includes key standards crucial for the equitable education of culturally and linguistically diverse students. For example, both advocate for a culture of learning, meaningful engagement of families and communities, culturally responsive education, emphasis on creating a positive school climate, and, continuous learning on the part of all educators.

See page 3 of the [L.A. Unified SLF](#) for an overview of the Framework.

Opportunities for School Leaders' Professional Learning

In L.A. Unified, teachers and leaders are engaged in ongoing PD to ensure all educators are well-prepared to meet the needs of the District's many culturally and linguistically diverse students. L.A. Unified PD follows research-based best practices for high-quality, effective job-embedded learning. A variety of PD offerings are in place for this purpose.

Professional Development for Administrators on Initial Identification, Placement, and Related Parental Rights/Informed Consent

It's important for educators to understand the legal requirements and district procedures relating to the *Master Plan for English Learners and Standard English Learners* and instruction and processes related to EL students. Those who must participate in this training include District and site administrators and other school leaders. Staff responsible for student enrollment, including all site administrators, are mandated to complete this training every year. See the previous description under Teachers' PD for more details.

For more information, visit the [MMED website](#).

Professional Development for Dual Language Education

Dual language PD is offered in an ongoing manner throughout the year. These PD sessions may be presented in English and/or another target language (for example, Spanish), in alignment with the instructional contexts of participating administrators and their authorizations. Dual language PD includes a dual language orientation for administrators. PD offerings are differentiated based on participating administrators' needs and prior experience/background knowledge.

For more information on dual language PD offerings, visit the [MMED Dual Language/Bilingual Programs website](#).

Professional Development for Instructional Technology for School Leaders

L.A. Unified recognizes the importance of developing school leaders to ensure alignment to the [ISTE Standards for Administrators](#) and bring awareness to the [ISTE Essential Conditions](#). L.A.

Unified therefore, offers an Instructional Leadership Cohort (18-hour training over three days). This PD provides school instructional leadership teams guidance in developing an informed, effective plan for digital learning tailored to each school's needs. In collaboration with ITI, MMED designs PD for teachers to leverage digital tools and resources to enhance language instruction for EL and SEL students.

For additional PD offerings and information go to the [MMED](#) and [ITI](#) websites.

Professional Development for English Language Development

PD for English language development, both iELD and dELD, is critical for administrators' understanding and promotion of research-based strategies for instructing ELs in these settings. Descriptions of different types of PD offerings are included below. For additional information and resources regarding Elementary and Secondary ELD offerings, including both iELD and dELD, see the [MMED website](#).

Certificated Professional Development Options for Site Administrators and Counselors

L.A. Unified requires all site administrators and counselors to attend a workshop on Programs and Services for ELs, a large portion of which focuses on ELD. In this workshop, participants are trained on the components of the Master Plan and provided with guidance for conducting observations of ELD classes using the L.A. Unified ELD observation protocol. Administrators are trained to support teachers who are struggling with ELD instruction and are made aware of the resources available to support teachers who are experiencing difficulties. 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 for monitoring the effectiveness of programs at their sites.

For more information, visit the [MMED website](#).

Professional Development for the Academic English Mastery Program

AEMP has developed and established an extensive professional development program that includes the following training for administrators:

- **AEMP Principal Training:** Annually, five operational PD sessions are offered to AEMP principals to build knowledge and understanding of culturally and linguistically responsive teaching and specific classroom instructional practices that support SELs' access to core content. These meetings also involve budget issues and operational matters for supporting full implementation of the AEMP at school sites.

For more information, visit the [AEMP website](#).

Pathways for Professional Growth

L.A. Unified provides robust pathways for educators to grow professionally, and to move into new roles within the district, from teaching assistant to administrative positions. An important element of these pathways is expansion of the existing Career Ladder program, to offer growth opportunities for educators to move into new roles. Additionally, plans for improved PD within

the district also supports teachers interested in growth opportunities and new roles within the district, which supports staff retention. Pathways for the district's 15,000 paraeducators, who assist teachers in classrooms throughout the District, not only promote retention, they also equip the District with highly qualified educators; many paraeducators have experience in the communities they serve and express both the desire and ability to become teachers.

Career Ladder Program

Results of the District's Career Ladder have been impressive; since July 1995, over 3,000 program participants have been hired as K-12 teachers. These new teachers are 89 percent minority and 60 percent bilingual. Reports from the field indicate that they are generally successful and come to the profession with skills that few other new teachers possess. In addition, the five-year retention rate of District teachers has been at a steady 86 percent over this period. The capacity of the Career Ladder Program has been expanded, updating the rates for tuition reimbursement, securing financial support to prepare for, and take, exams required by teacher preparation programs. It also provides funding for staff to recruit and support participants selected from current paraprofessionals, high school teaching academy graduates, and beyond.

For more information, visit the [Career Ladder website](#).

STEP UP and Teach Program

STEP UP and Teach (Supporting Teacher Education Preparation and Undergraduate Program) provides a pathway to better prepare paraeducators and other classified staff in L.A. Unified for new roles (see Figure 49 for the steps).

For more information, visit the [STEP UP website](#).

Figure 49: L.A. Unified STEP UP Steps

| Step | Educational Benchmarks | Completion of Credential Requirements | Completion of Review of Instructional Standards Experience (RISE) |
|------|---|--|--|
| 5 | <ul style="list-style-type: none"> Completion of Preliminary Credential (with bilingual authorization for MM) | Reading Instruction Competence Assessment (RICA) | Teaching Performance Assessment (TPA) as required by the Teacher Preparation Program |
| 4 | <ul style="list-style-type: none"> Completion of Baccalaureate degree Enroll in a Teacher Preparation Program | CTC Subject Matter and Language (if, MM) competence (CSET or equivalent) | RISE #4 Delivery of Instruction |
| 3 | <ul style="list-style-type: none"> Completion of 90 semester units | U.S. Constitution (Commission accepted course or exam) | RISE #3 Additional Professional Responsibilities |
| 2 | <ul style="list-style-type: none"> Completion of 60 semester units Enroll in a baccalaureate program | Basic Skills Requirement (CBEST or equivalent) | RISE #2 Planning and Preparation |
| 1 | <ul style="list-style-type: none"> Completion of 30 semester units | Individualized Education Specialist Pathway | RISE #1 Classroom Environment |

Beginning Teacher Growth and Development Induction

Beginning Teacher Growth and Development Induction (BTGDI) is a California Commission on Teaching Credentialing approved teacher induction program committed to supporting beginning teachers to grow and develop as professional educators. BTGDI offers and implements an induction curriculum that leads to fulfilling the requirements for the California Clear Multiple Subjects and Single Subject credentials. In the induction process, BTGDI engages teachers holding preliminary teaching credentials in a job-embedded formative assessment system of intensive individualized support and professional growth in becoming highly effective classroom practitioners.

For more information about this program, visit the [BTGDI website](#).

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

Chapter Overview

It is the goal of L.A. Unified that every English learner (EL) and standard English learner (SEL) (current and former) in the District graduate college and career ready, with bilingual and biliterate competence. L.A. Unified is, therefore, committed to monitoring the implementation of its EL and SEL policies, programs, and services and to evaluating their implementation as well as their effectiveness to continuously improve them and to hold the District accountable.

What You'll Find in This Chapter...

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

This chapter describes the monitoring, evaluation, and accountability processes at the school site, local district, district, state, and federal levels for EL and SEL instructional programs and services. In addition, it provides a description of the District's EL Dashboard, EL Online Accountability System, Minimum Progress Expectations for ELs, *Every Student Succeeds Act* (ESSA) reporting requirements, and the process for the annual Master Plan implementation evaluation. The Annual Master Plan evaluation will serve to monitor and evaluate the implementation of the Master Plan's system inputs, instructional practices, and EL and SEL program goals.

EL and SEL program monitoring, evaluation, and accountability practices will include the following:

1. Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the *Master Plan for ELs and SELs*.
2. Determine effectiveness of programs, services, and processes in promoting EL and SEL linguistic and academic success and college and career readiness.
3. Provide useful, timely actionable feedback and information to all educators and stakeholders in the system.
4. Support continuous improvement in the implementation of instructional and support services, program designs and approaches, and administrative policies and processes, and identify needed modifications.
5. Foster internal accountability of all educators and stakeholders for implementation, outcomes, and continuous improvement of both.

Currently, ELs and SELs are disproportionately failing to meet academic proficiency targets, facing disciplinary actions like suspension, being identified for special education services, and being underidentified for Gifted services. This Master Plan for ELs and SELs highlights many steps being taken by L.A. Unified to help greater numbers of diverse students achieve academic and social-emotional success. By analyzing multiple data points throughout the year, L.A. Unified is able to monitor the progress of our underserved populations (EL, SEL, and special education) toward state and local indicators (aligned to the Local Control and Accountability Plan as reported on the California Dashboard).

Mindsets

Program assessment, monitoring, and accountability measures are put in place to help confirm that effective services are provided to ELs and SELs. These measures ensure that L.A. Unified is fostering a learning culture that values all students’ ethnic, linguistic, and cultural identities as the foundation of EL and SEL services. Implementing effective programs and practices, as outlined in Chapters 2, 4, and 5, will support EL and SEL achievement and opportunities to learn in two languages.

Guiding Principles

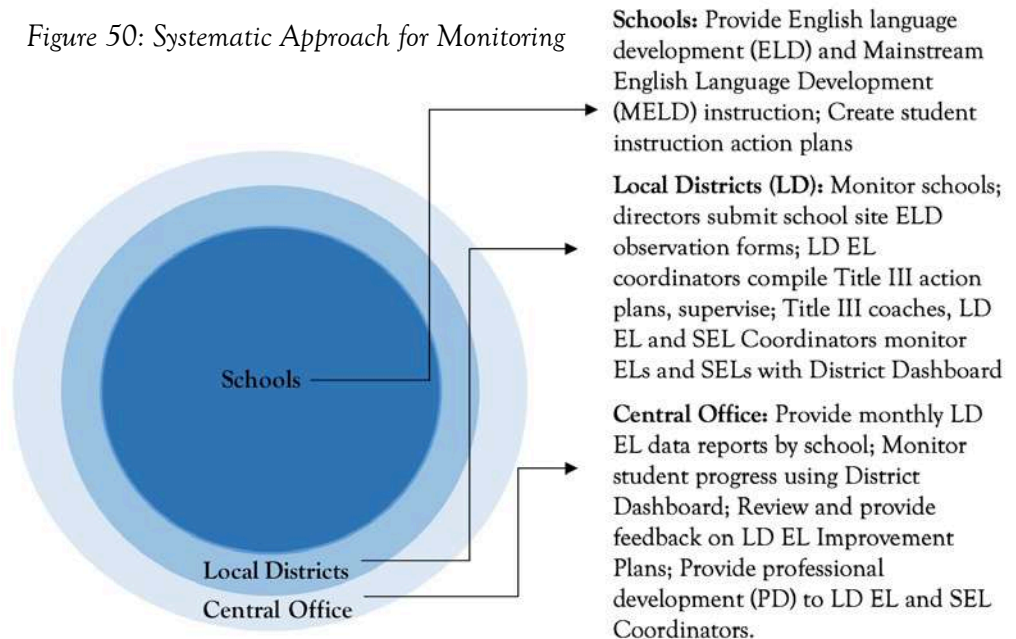
| | | | |
|---|---|---|-----------------------------------|
|  | <p>5: Alignment and Articulation</p> |  | <p>6: Systemic Support</p> |
|---|---|---|-----------------------------------|

Systematic Approach for Monitoring Sample Activities

Monitoring the progress of ELs and SELs is an effort across the L.A. Unified system: school sites, local districts, and the District. The graphic in Figure 50: Systematic Approach for Monitoring

represents the roles the various levels in the District play in monitoring ELs and SELs, in accordance with state and federal guidelines and regulations. Each is described in more detail below. [Master Plan Toolkit](#) provides a list of specific duties for which L.A. Unified staff are responsible.

Figure 50: Systematic Approach for Monitoring



Monitoring Processes at the School Site Level

Teachers are at the core of student monitoring; teachers will assess their EL and SEL students' outcomes formatively and summatively, modifying instructional approaches as needed. They will receive feedback, training, and support from school administrators, site EL designees, counselors, and coaches, including Title III coaches and SEL coaches when possible.

Teacher Practices for Student Monitoring

- ★ Assess EL and SEL students' outcomes formatively and summatively.
- ★ Modify instructional approaches as needed.
- ★ Receive feedback, training, and support from school administrators, site EL designees, counselors, and coaches.

Together, these school 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. Priorities for professional development (PD) will be

identified, with support requested from the local district as needed.

Another important monitoring team at the school site level is the Student Support and Progress Team (SSPT) (see the Introduction). Monitoring ELs, including long-term English learners (LTELs) and reclassified fluent English proficient (RFEP) students, as well as probable SELs, is overseen by the SSPT. For more information about the SSPT's monitoring systems for ELs, please see the [SSPT Handbook](#). The school site SSPT monitors EL and SEL needs, as well as the progress of RFEP students, at least twice per year and provides supports as needed. The SSPT will ensure that RFEP students continue to make progress and achieve academic proficiency in all core subject areas.

The monitoring of EL students with disabilities takes place as part of an Individualized Education Plan meeting. EL designees at the school site should sit in as a consultant to ensure that students receive appropriate designated English language development and integrated English language development services both for their disability and for their language needs. Please see the SSPT policy on the [Multilingual and Multicultural Education Department \(MMED\) website](#) for more information.

The monitoring of all students falls under the Multi-Tiered System of Support umbrella.

Each K-12 L.A. Unified school with identified Gifted and Talented Education (GATE) students engages annually in a data-driven analysis of key components of its GATE program and submits findings in an online Annual GATE Report which is due each spring. In the Annual GATE Report, the school, if applicable, must identify actions to address performance targets not met in four areas: Gifted Identification, Instruction and Academic Achievement of GATE Learners, Knowledgeable and Skilled Staff, and Parent/Family/Community Engagement. Please see the [Gifted/Talented Programs website](#) for more information.

Site level personnel shall use the following tools to monitor and report progress of ELs and SELs (see [Master Plan Toolkit](#)):

- [English Learner Online Accountability System](#) (see upcoming section)
- My Integrated Student Information System English Learner Monitoring Rosters
- Individual Reclassification Plan
- MMED Dashboard
- [SSPT Toolkit and Forms](#)
- [L.A. Unified Teaching and Learning Framework](#)
- Program self-assessment rubric for dual language education programs
- [RFEP Monitoring Policy](#)
- LAS Links (Language Assessment Scales English Language Proficiency Test)
- State and district assessments

Monitoring Processes at the Local and Central District Level

Schools receive monitoring oversight and support from their local district and from the Central District. These entities follow established processes to monitor ELs' progress, including the progress of LTEL and RFEP students. Local districts and the Central District also monitor students who are probable SELs and help schools determine when testing and services are appropriate for these students. Testing and services are tied to the Multi-Tiered Systems of Support.

Local District Level

Personnel responsible for providing monitoring and support at the local district level include EL coordinators, SEL coordinators, counseling coordinators, directors, administrators of instruction, and local district superintendents. These personnel will examine patterns of EL and SEL student performance at their district schools relative to expected linguistic and academic progress, using the EL Dashboards, Title III Action Plans, probable SEL monitoring tool/dashboard, and other monitoring tools. Instructional leadership and EL leadership will together use these findings to determine instructional and PD needs, determine program support priorities, and develop strategic EL and SEL achievement plans. They will develop and provide the needed professional development and program support, especially to Title III coaches, the EL designee, and SEL coaches. Local district level personnel shall use the following tools to monitor and report progress (see [Master Plan Toolkit](#))

- English Language Development (ELD) Observation 5x8 Card and Form
- Mainstream English Language Development (MELD) 5x8 Observation Card
- L.A. Unified School Leadership Framework
- School Performance Framework
- EL dashboards (see prior section)
- Probable SEL monitoring tool/dashboard
- Culturally and Linguistically Responsive Classroom Walkthrough Tool

Central District Level

Central District level personnel include the MMED director and staff; the Access, Equity and Acceleration (AEA) Department Director and staff; the Office of Data and Accountability; the Office of the Deputy Superintendent of Instruction; and the Office of the Superintendent. Central District level personnel will review District-wide EL program implementation and evaluation

findings and will provide local districts with monthly EL and SEL progress reports. They will work with local district 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, the District will identify additional measures, including the development of additional courses if appropriate, to address this issue. If significant numbers of probable SELs are not making sufficient academic progress, the District will work with schools to identify and address their linguistic and academic needs. Central District staff will support local district personnel in prioritizing and addressing key issues and areas of improvement identified by *Master Plan for ELs and SELs* annual evaluations.

District Dashboards

The MMED and AEA staff monitor student progress via District-level dashboards, which are available to local district, school site administrators, EL designees, EL/SEL instructional coaches, and EL/SEL local district coordinators. These dashboards include the following information:

- Student typologies
- Attendance
- Enrollment
- Profiles
- Academic progress

Strategies for Total Accountability Total Success

L.A. Unified employs the Strategies for Total Accountability Total Success (STATS). The Executive Cabinet meets monthly to review performance metrics related to the following Local Control and Accountability Plan goals, which are particularly targeted for low-income students and ELs:

- 100 percent graduation
- Academic proficiency for all students
- 100 percent attendance
- Parent/guardian, community, and student engagement
- School safety
- Equitable basic services

The purpose of these meetings is to determine if L.A. Unified is on track for meeting targets, to identify schools that are showing evidence of challenges or that are outperforming similar schools, to identify barriers to success, and to develop solutions to barriers.

English Learner Online Accountability System: Program Compliance Verification

In order to verify program compliance, schools are responsible for submitting EL Program information to the *English Learner Online Accountability System* (OLAS) each year. The system is one mechanism for ensuring that there are consistent and effective procedures in place throughout the District for enrolling, assessing, identifying, and placing ELs, as well as notifying parents/guardians of ELs regarding their rights and options. The accountability items reflected in OLAS fall into five main categories:

Figure 51: EL Online Accountability System

| | |
|-------------------|---|
| Parents/Guardians | <ul style="list-style-type: none"> • Parent/Guardian Notifications/Letters |
| Students | <ul style="list-style-type: none"> • Master Plan Instructional Program Options • Classroom Organization and Placement for ELs • Monitoring ELD Instruction |
| Monitoring | <ul style="list-style-type: none"> • Reclassification • Monitoring RFEP Students • Monitoring LTEL Students • Student Support and Progress Team |
| Evaluation | <ul style="list-style-type: none"> • English Language Proficiency Assessments for California (ELPAC) |
| PD | <ul style="list-style-type: none"> • Professional Development |

Monitoring Requirements at the State Level

Monitoring at the school and district levels is partially in response to state requirements. All school districts are required to report a score regarding the progress of ELs (and other student groups) to the California Dashboard, which includes both growth and equity measures. The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing, and placed the focus on equity for all students.

The Dashboard is made up of reports that show local educational agency or school performance on the following six state indicators and four local indicators.

State Indicators

1. High school graduation rate
2. Academic performance
3. Suspension rate
4. EL progress
5. Preparation for college or career
6. Chronic absenteeism

Local Indicators

1. Basic conditions (teacher qualifications, building safety, student textbooks)
2. Implementation of academic standards
3. School climate surveys
4. Parent/guardian involvement and engagement

Users can search to see a variety of reports for any local educational agency or school, showing the data in different configurations. An explanation of the data, performance indicators, and report types is provided in the [Getting to Know the California Dashboard](#) resource.

Note that EL progress toward language proficiency is measured using two indicators:

- Number of ELs who make progress from year to year on standardized tests of English proficiency and
- Number of ELs who make progress from year to year on tests of English academic achievement

As of Spring 2018, California will have fully transitioned from the California English Language Development Test to the ELPAC. L.A. Unified’s minimum progress expectations for ELs are provided in the table below.

Table 16: Progress Expectations

| Minimum Progress Expectations for ELs | | | | | | | | | | | | |
|--|--------------------------|------|--------------------|------|--------------------|------|---------------------|------|----------------------|------|---------------------------|--|
| Years in Program | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| English Language Proficiency (All ELs) | | | | | | | | | | | | |
| ELPAC Overall Level | 1 | | 2 | | 2 | | 3 | | 3 | | 4 | |
| | Min. | Max. | Min. | Max. | Min. | Max. | Min. | Max. | Min. | Max. | Min. or Max. | |
| ELD Standards-Based Assessments | Enter Emerging | | Exit Emerging | | Enter Expanding | | Exit Expanding | | Enter Bridging | | Exit Bridging | |
| English Academic Achievement (All ELs) | | | | | | | | | | | | |
| DIBELS Composite K-5 | WBB-Well Below Benchmark | | BB-Below Benchmark | | BB-Below Benchmark | | B-Benchmark | | B-Benchmark | | Benchmark/Above Benchmark | |
| Reading Inventory (RI) 6-12 | BB-Below Basic | | BB-Below Basic | | BB-Below Basic | | B-Basic | | B-Basic/P-Proficient | | P-Proficient | |
| Smarter Balanced Assessments - ELA | Standard Not Met | | Standard Not Met | | Standard Not Met | | Standard Nearly Met | | Standard Met | | Standard Met/Exceeded | |

Responsibility for collecting and reporting these data is a collaborative effort between the Office of Data and Accountability, Division of Instruction, and MMED. They will report data for the California Dashboard, and MMED staff and local district coordinators will monitor the data related to ELs and probable SELs for indications of school- or program-level successes or

challenges. They will use these data to determine whether additional training, resources, or information is needed, or whether schools or programs should be highlighted as District models.

Monitoring Requirements at the Federal Level

State monitoring requirements are informed by federal requirements. ESSA of 2015 is the federal education policy that provides funding for ELs and redefines the goals of the program (note that although L.A. Unified monitors probable SELs and SELs, there is no federal requirement to do so). Under ESSA, the programmatic goals are:

- To ensure English proficiency and develop high levels of academic achievement in English for ELs
- To assist ELs in meeting the same challenging state academic standards as all student
- To assist teachers and schools in establishing and sustaining effective language instruction programs to teach ELs
- To assist teachers and school leaders in providing effective programs to prepare ELs to enter all English instructional settings
- To promote parental and community participation in language instructional programs for parents/guardians, families and, communities of ELs

Annual Reporting under ESSA

Under ESSA, school districts will annually report on the following requirements under Title III of the Act:

- ★ Number and percentage of ELs making progress toward English language proficiency
- ★ Number and percentage of ELs who attain proficiency and exit EL programs
- ★ Number and percentage of former ELs who meet academic content standards for four years after they exit EL programs
- ★ Number and percent of ELs who have not exited EL programs after five years as an EL
- ★ Number and percentage of ELs with disabilities making progress toward English language proficiency
- ★ Number and percentage of former ELs with disabilities who meet academic content standards for four years after they exit EL programs

As with state monitoring data, responsibility for collecting and reporting these data is a collaborative effort between the Office of Data and Accountability, Division of Instruction, and MMED. L.A. Unified will use these data as a broad indicator of what is working and where the District needs to seek improvements or provide additional supports. Responsibility for monitoring these data for potential program challenges and program successes will reside with MMED staff and with local district EL coordinators. For a description of roles and responsibilities, please reference the [Master Plan Toolkit](#).

Annual Master Plan Evaluation

L.A. Unified subscribes to Improvement Science, a process-oriented methodology that actively involves personnel at all levels to implement, monitor, and test systems and services to ensure desired outcomes.

L.A. Unified subscribes to Improvement Science, a process-oriented methodology that actively involves personnel at all levels to implement, monitor, and test systems and services to ensure desired outcomes. The process is further guided by Fullan's Coherence Framework, comprised of four essential components: 1) focused direction to build collective purpose, 2) cultivating collaborative cultures while clarifying individual and team roles, 3) deepening learning to accelerate improvement and foster innovation, and 4) securing accountability from the inside out.

The next section describes our implementation map, which lays out inputs, practices, and outcomes, along with key connections among these elements necessary to achieve our goals for ELs and SELs.

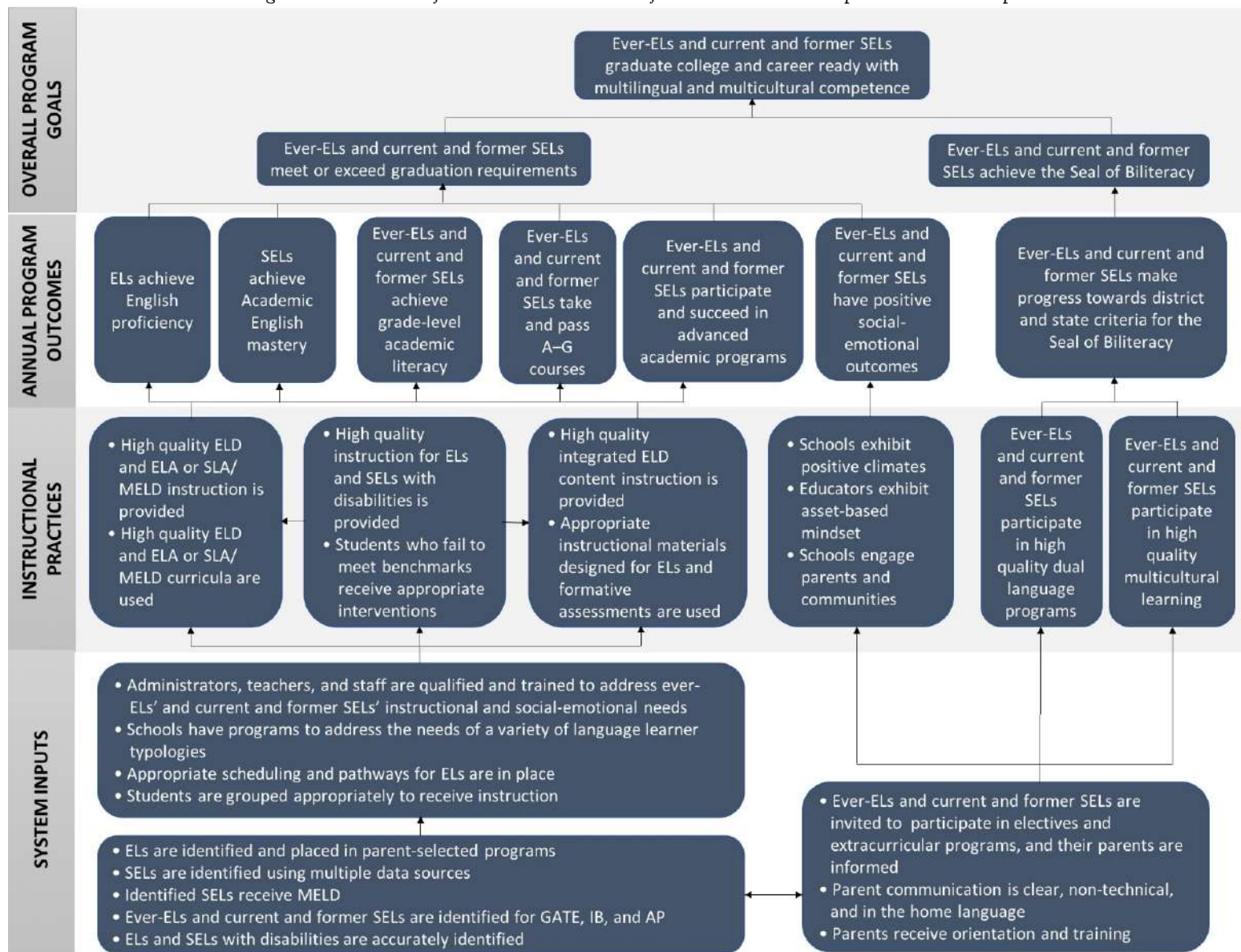
2018 Master Plan for ELs and SELs Implementation Map

The ultimate goal of L.A. Unified instructional services is that *all* students who have ever been classified as an EL or SEL graduate college or career ready, with multilingual and multicultural competence. This goal is aligned with L.A. Unified LCAP goals, which seek a 100 percent graduation rate and grade-level academic proficiency for all students, but with an added biliteracy component to reflect our ELs' and SELs' linguistic assets. All programs and services for ELs and SELs described in the 2018 Master Plan for ELs and SELs contribute to this goal, as exhibited in Figure 52, which is the L.A. Unified 2018 Master Plan for ELs and SELs Implementation Map.

The Implementation Map illustrates each of the inputs, practices, and intermediate goals leading to achievement of overall program goals. In other words, if the system provides the inputs described in the bottom level of the Map, and if schools engage fully in the instructional practices described in the next level, then we can expect to see consistent progress toward the annual student outcomes, ultimately leading to achievement of the overall program goals.

The Implementation Map will aid in evaluating District progress and success in serving its ELs and SELs. Using it, we can effectively identify areas that need improvement and understand how missing elements might undermine our overall progress. In addition to measuring inputs, practices, and outcomes, another important aspect of program evaluation will be to empirically test the Implementation Map itself and ensure that it is accurate and complete; the Implementation Map will be regarded as a living document that we can alter as needed to reflect our evolving program.

Figure 52: L.A. Unified 2018 Master Plan for ELs and SELs Implementation Map



Evaluation Overview

L.A. Unified will evaluate the *2018 Master Plan for ELs and SELs* implementation and outcomes annually. Annual evaluations will examine each of the elements in the Implementation Map for three groups of students: (1) ever-ELs, (2) current and former SEL designated students, and (3) ELs and SELs participating in dual language education (DLE). The evaluations will monitor the implementation of all system inputs and instructional practices, measure annual program outcomes, and evaluate longitudinal progress toward the overall program goals.

ELs and SELs *by definition* do not have mastery of academic English, and therefore cannot be expected to exhibit the same level of academic performance as their English-only peers. However, we do expect them to make steady progress and exit their respective programs, at which point we expect them to perform at (minimally) the same level as their English-only peers. It is only by tracking students' progress and outcomes both during and after instructional language support that we can gain a full picture of program success.

It is essential that L.A. Unified evaluate progress for current ELs and SELs, as well as for students who have ever been classified as an EL or SEL (ever-ELs and current and former SEL designated students).

Responsibility for monitoring system input and instructional practice implementation will reside with the Office of the Deputy Superintendent for Instruction, MMED staff, local district administrators, and school site administrators. Responsibility for tracking and monitoring annual program outcomes, as well as overall outcomes will reside with the Office of the Deputy Superintendent for Instruction and MMED staff. Whenever possible, staff from these departments should rely on data collected as part of federal and state monitoring requirements or reports developed by outside partners conducting research in L.A. Unified. Using extant data and reports will reduce the burden both on L.A. Unified staff and on students and parents/guardians.

The following five sections provide broad overviews of the evaluation process. Specific evaluation questions and strategies are provided in the [Master Plan Toolkit: Annual Evaluations](#) or see [Appendix E](#).

1. Monitoring the Implementation of System Inputs

System inputs represent each of the program elements that serve as the foundation for providing quality services to ELs and SELs, including appropriate identification and placement, school schedules and programs, teacher preparation, parent/guardian communication, and training. The purpose of collecting and reporting these data is to ensure full and consistent implementation across L.A. Unified. The data should be evaluated from year to year to ensure that any nonfully implemented aspects are being addressed.

These elements will be evaluated at the school level:

- Accurate identification of ELs and placement in parent/guardian-selected programs
- Accurate identification of SELs and provision of MELD
- EL, RFEP, and current and former SEL designated students' participation in advanced academic program opportunities

- EL, RFEP, and current and former SEL designated students' participation in prestige electives and programs
- Accurate identification of ELs and SELs with disabilities and placement in appropriate programs
- Appropriate scheduling and pathways for ELs to take a-g and elective courses
- Student grouping and provision of ELD and MELD services
- For DLE programs, ongoing self-evaluation and internal review of student demographic changes, performance data in both program languages, soliciting input from stakeholders about changes that may be needed, and notifying the DLE Office about those findings

These elements will be evaluated at the local district or District level:

- Clear, nontechnical parent/guardian communication
- Orientation and training for parents/guardians as requested
- Educator qualifications and training to serve ELs, SELs, and former ELs and SELs
- Programming for Students with Limited or Interrupted Formal Education newcomers
- Programming of students in DLE programs, performance data in both program languages, and changes in programs overtime

2. Monitoring the Implementation of Instructional Practices

L.A. Unified is interested in the instructional practices that are offered to ELs and SELs to help them succeed at mastering academic English and becoming multilingual and multicultural, including high quality curricula and instruction, interventions as needed, and positive school and classroom environments. As with system inputs, the purpose of collecting and reporting instructional practice data is to ensure full and consistent implementation across L.A. Unified. The data should be evaluated from year to year to ensure that any nonfully implemented aspects are being addressed.

These elements will be evaluated at the school level:

- Quality of language support for ELs and SELs
- Quality of instruction for ELs and SELs with disabilities
- Appropriate interventions for students who require them
- Appropriate instructional materials and formative assessments
- Positive climate and assets-based mindsets

These elements will be evaluated at the local district or District level:

- Parent/guardian and community engagement
- EL and SEL participation in high quality DLE
- EL and SEL participation in high quality multicultural learning
- Positive climate and assets-based mindsets

3. Measuring Annual Program Outcomes

If system inputs and instructional practices are implemented with fidelity, the Implementation Map predicts progress in several annual outcomes related to English proficiency, academic success, and biliteracy. L.A. Unified will evaluate progress in these areas each year to ensure that the programs are having their intended effects:

- ELs make progress toward English proficiency at or above rates established by California Department of Education
- SELs achieve academic English mastery at or above rates established by the Academic English Mastery Program
- RFEP students and former SELs meet or exceed Smarter Balanced ELA standards at rates similar or higher than non-SEL English-only (EO) students
- ELs enroll in and pass a-g courses at rates similar or higher than in past years, and RFEPs and former SELs enroll in and pass a-g courses at rates similar or higher than non-SEL EOs
- ELs participate and succeed in advanced academic programs as appropriate, and RFEPs and former SELs participate and succeed in advanced academic programs at rates similar or higher than non-SEL EOs
- Current and former ELs and SELs exhibit similar or lower rates of key risk indicators, like poor attendance, suspensions, grade retention, and dropping out, as non-SEL EOs
- Current and former ELs and SELs exhibit similar or better social-emotional outcomes as non-SEL EO students, as indicated by the School Environment Survey
- Current and former ELs and SELs enroll in ELA and world language classes as necessary to make progress toward the Seal of Biliteracy

4. Evaluating Overall Program Goals

L.A. Unified will evaluate progress toward its overall program outcome goals, namely cohorts of ever-ELs and current and former SEL designated students who graduate college and career ready, with multilingual and multicultural competence. Specifically, it will evaluate the following:

- EL, RFEP, and current and former SEL designated students' graduation rates and
- rates of ever-EL and current and former SEL designated students who achieve the Seal of Biliteracy by graduation (rates should be the same or higher than proportions of ever-ELs and current and former SEL designated students enrolled in DLE programs).

5. Assessing the 2018 Master Plan for English Learners and Standard English Learners Implementation Map

L.A. Unified will assess the Implementation Map annually in order to determine which system inputs and instructional practices contribute to desired outcomes. During Year 1, the District will build a dataset from which to run the statistical models. In subsequent years, the District will run the models and refine the Implementation Map as necessary to reflect the actual contribution of various inputs and practices to students' outcomes. In other words, if the data indicate that a given instructional practice helps students achieve academically or social-emotionally more than other practices, L.A. Unified might focus more of its resources on this practice.

A description of the evaluation of *2018 EL and SEL Master Plan* implementation is provided in Appendix E: Annual Evaluations.

Chapter 8: Meeting Legal and Compliance Requirements

Chapter Overview

Whereas Chapter 7 detailed the monitoring policies in place to determine the efficacy of our programs that serve English learners (ELs) and standard English learners (SELs), this chapter details the legal and compliance requirements that mold the services provided for ELs and SELs: What laws and policies must the District follow when designing programming for its diverse

learners? This chapter addresses judicial and legal mandates regarding the education of ELs and SELs in the L.A. Unified School District. An overview of federal and state laws is provided, including implications for the District’s implementation of programs, funding provisions, teacher authorizations for ELs, and program monitoring. Please note that federal and state laws are independent of one another and may not always coincide—in some cases, California-based regulations may not be required at the federal or national level.

What You’ll Find in This Chapter...

- ★ Meeting Legal Requirements: The Legal Impetus for Serving ELs and SELs
- ★ Authorization to Teach ELs
- ★ Program Monitoring
- ★ Funding

Mindsets

L.A. Unified is committed to ensuring that educators and staff across all levels of the school system are provided with integrated professional development and share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure fiscal investments safeguard equity and are evidence-based.

Guiding Principles



5: Alignment and Articulation



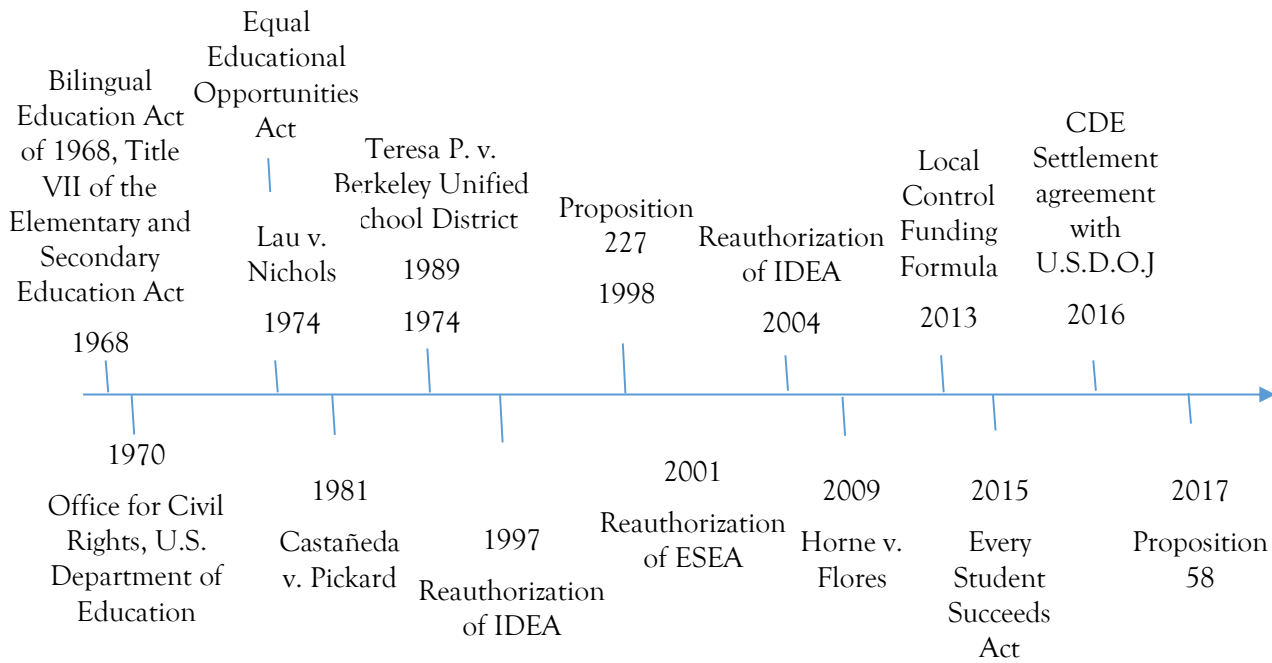
6: Systemic Support

Meeting Legal Requirements: The Legal Impetus for Serving English Learners and Standard English Learners

The Legal Impetus for Serving English Learners

Legal mandates regarding EL programs and services have been in place in both federal and state law for decades, with several major shifts over time. Selected provisions are summarized on the following timeline (Figure 53). Please see [Master Plan Toolkit](#) for additional information about landmark cases and legal regulations.

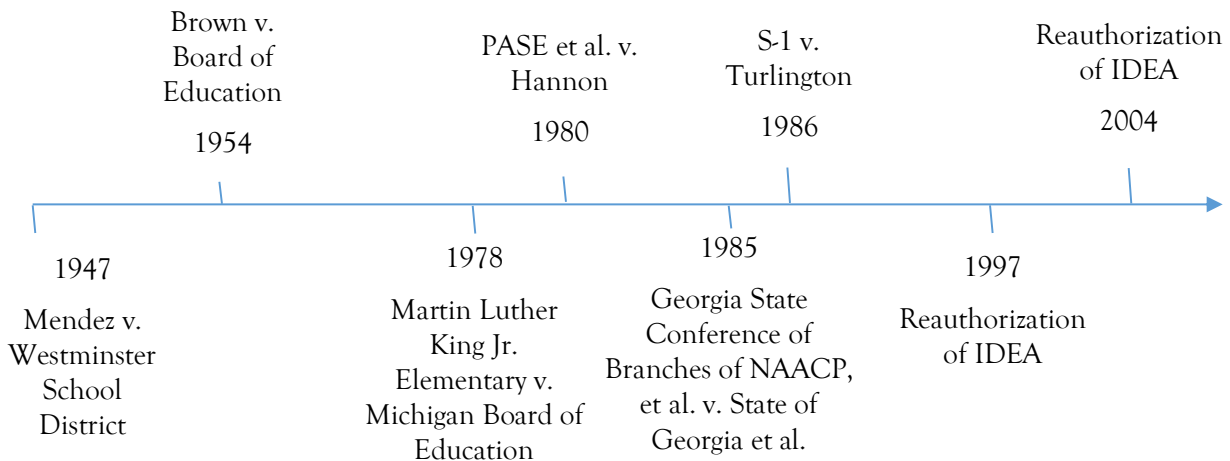
Figure 53: Timeline of Major Provisions Affecting EL Education



The Legal Impetus for Serving Standard English Learners

Legal mandates regarding SELs are grounded in Equal Protection and due process provisions of federal and state law. Selected provisions are included on the following timeline (Figure 54).

Figure 54: Timeline of Major Provisions Affecting SEL Education



Authorization to Teach English Learners

California statute requires that every teacher who provides instructional services to an EL be authorized to implement specialized instruction for these learners. This instruction should address one (or more) of the following: 1) help the learners to understand instruction that is taught only in English; 2) help the learners further develop the ability to listen, speak, read, and write in

English; 3) provide instruction in the learners' primary language as English is acquired; or 4) teach in a language other than English for those learners in a dual language education program. These are more commonly referred to as designated English language development (dELD), integrated English language development (iELD), and bilingual instruction.

Every teacher who provides instructional services to an EL must be authorized.

Different authorizations are required for particular credential holders. An EL Authorization is required for 1) teachers who are prepared out of state and have not obtained an approved EL authorization or for 2) California-prepared teachers who earned Ryan or Standard teaching credentials prior to inclusion of the English language arts preparation and authorization within the preliminary teacher credential. The EL Authorization allows holders to provide instruction in both dELD and iELD. Teachers who hold a Bilingual Authorization may provide instruction in the authorized language, in English, and in dELD and iELD. This authorization is a supplement to a multiple subject, single subject, or education specialist teaching credential. It may be earned concurrently with the credential or after the initial credential has been earned. For more information, visit [Commission on Teacher Credentialing website](#). Please see Appendix F: Credentials, Certificates, Permits, and Supplementary Authorizations Issued by The California Commission on Teacher Credentialing that Authorize Instruction to English Learners.

Authorization to Teach Standard English Learners

The District will be working toward a microcredentialing program to identify teachers that have completed training and show effectiveness in working with SELs.

Program Monitoring

State Program Monitoring

School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that funding recipients are utilizing categorical funding and implementing program requirements as required by law. At the end of each review, the state creates a report detailing findings of noncompliance and informs the school, district, or county office how to correct issues found to be out of compliance. The California Department of Education provides a coordinated and transparent monitoring process.

Federal Program Monitoring

Within the California Department of Education, the Federal Program Monitoring (FPM) office supervises the FPM reviews, which take place either in person or online. An FPM onsite visit involves data and document review, stakeholder interviews, and classroom observations of categorical programs administered by the District. An FPM online review includes only data and document review of categorical programs. The FPM process ensures that districts meet fiscal and program requirements of federal categorical programs and mandated areas of state responsibility. For more information, please see the [L.A. Unified FPM website](#).

Uniform Complaint Procedures

A parent, guardian, individual, or organization has the right to file a UCP within six months of the alleged incident of noncompliance.

The District has the primary responsibility for ensuring compliance with applicable state and federal laws and regulations and investigates complaints alleging failure to comply with these laws and regulations.

[Uniform Complaint Procedures \(UCP\) brochures](#) are available at all schools and on [the District's website](#) in primary languages of the school community. Written notice regarding UCP must be disseminated annually to staff, students, parents/guardians, appropriate private school officials or representatives, District advisory committee, school advisory committees, and other interested school parties. Distribution may be in any form, providing that it will reach the school community. Complainants are encouraged, whenever possible, to attempt resolution of complaints directly at the school, work site, or with their local district.

Please see [Uniform Complaint Procedures \(UCP\) Policy Bulletin 5159.7](#) for more information.

Funding

Title III

The District receives Title III (Federal) funds to provide supplemental direct services to ELs. These funds *must* be used to provide *direct services* to ELs above and beyond the core program requirements as outlined in the *United States Code* and *California Education Code*. The supplemental funds received from Title III may not be used to supplant the District's general funds.

Outreach to Private Schools

ELs 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 and must also consult with private school officials on an annual basis to determine which private schools request to participate in the Title III Program.

Title III services provided to private schools must be used to supplement the core program ELs are receiving. In addition, Title III services provided must be secular, neutral, and nonideological. 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. For more information, please visit the [Title III EL Private School Participation website](#).

Title III Funding for Private Schools

Please see the following resources for further information on Title III funding for private schools:

- [U.S. Department of Education for private school in Title III Program](#)
- [California Department of Education Title III FAQ](#)
- [Non-Regulatory Guidance for Private School](#)

Local Control Funding Formula

L.A. Unified also receives funding for students, including language learners, under the Local Control Funding Formula (LCFF). LCFF provides base, supplemental, and concentration grants to districts and charter schools. The LCFF creates funding targets based on student characteristics and provides greater flexibility to use these funds to improve student outcomes. For school districts and charter schools, the LCFF funding targets consist of grade span-specific base grants, in addition to supplemental and concentration grants, which are calculated based on student demographic factors. Supplemental grants provided to the District equal 20 percent of the adjusted base grants multiplied by the District's unduplicated percentage of ELs, income eligible for free or reduced-price meals, and foster youth pupils. Under the LCFF, all school districts and charter schools are required to prepare a Local Control and Accountability Plan (LCAP) describing how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. In addition, the District will submit to the California Department of Education an LCAP Addendum that will describe how federal funding will supplement the instructional goals/priorities described within the LCAP plan.

Charter Schools

Under federal law, charter schools, like all public schools, must identify EL students in a timely manner and provide them with an effective English language development (ELD) program that overcomes language barriers and affords meaningful access to the school's academic core curriculum. The District's affiliated charter schools will implement the provisions of the District's *2018 Master Plan for ELs and SELs*. Independent charter schools will either implement the *2018 Master Plan for ELs and SELs* or submit to the District for approval the charter school's Master Plan.

While independent charter schools authorized by the District are not required to adopt the District's *2018 Master Plan for ELs and SELs*, they must provide all ELs with an effective English language acquisition program under federal law. Instructional plans for ELs must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful. Annually upon request, charter schools shall submit a certification to the L.A. Unified Charter Schools Division that certifies that the charter school has adopted and is implementing either the L.A. Unified *2018 Master Plan for ELs and SELs* or the charter school's EL Master Plan. If the charter school chooses to implement its own EL Master Plan, the plan shall provide a detailed description of the EL program, and shall address access and effectiveness, how specific needs will be identified, services offered including how, where and by whom, and evaluations. Each year, charter schools provide a report on their annual evaluation of the effectiveness of their EL program to the District.

NOTE: L.A. Unified's policies regarding funding sources, compliance requirements, and legal mandates are frequently updated. To ensure updated information, please refer to [the District's website](#)

Conclusion

The *2018 English Learner and Standard English Learner Master Plan* describes the District's vision and mission for educating our culturally and linguistically diverse students, including increasing dual language education programming to provide opportunities for all students in the District to become bilingual and biliterate, and expanding the Academic English Mastery Program. The plan is a call to action to outline what L.A. Unified will do to ensure that L.A. students receive an assets-based education so they can reach their full academic potential across the spectrum of coursework, become fully bilingual and biliterate, and become prepared with the necessary skills for securing 21st century jobs in today's global economy.

To achieve these goals, the *2018 English Learner and Standard English Learner Master Plan* has been developed based upon the following guiding principles:

Guiding Principles for Educating English Learners and Standard English Learners

Assets-based Education: Educators foster an assets-oriented mindset by knowing, valuing, and affirming their own, students and families' cultures and languages; empowering students' voices; and cultivating a joy of learning.



Bilingualism and Biliteracy: Students have opportunities to learn language skills in two or more languages, including speaking, writing, reading, and listening. Promoting students' metacognitive skills allowing them to make the appropriate language choices based on situational awareness. These skills support future language development, content learning, and postsecondary success to benefit their community and society.



Sociocultural Competence: There is an affirming classroom and school culture where staff, students and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.



Rigorous Academics for All: Language learners engage in intellectually rigorous and developmentally appropriate learning experiences that promote high levels of proficiency in English and another language, including academic language, as well as academic achievement across the curriculum.



Alignment and Articulation: Language learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, starting in early childhood, through reclassification and graduation, in preparation for college and careers in the 21st century.



Systemic Support: Leaders and educators across all levels of the school system are provided integrated professional development and share responsibility for educating and monitoring the progress of language learners; are accountable and responsive to the needs of diverse learners; and ensure fiscal investments are equity-oriented and research-based.



A Call to Action

The *2018 Master Plan for English Learners and Standard English Learners* is the roadmap that outlines what L.A. Unified must do to reach the goals delineated for culturally and linguistically diverse students.

The phases of implementation of the Master Plan will begin during the Summer of 2018 and will require close collaboration amongst stakeholders, including MMED, Division of Instruction, local district leadership, school site-based educators, parents, students, community partners and others. A detailed implementation plan must be developed that outlines the specific actions of each responsible stakeholder group and how these actions will lead to the achievement of the goals outlined in the Master Plan.

The *2018 Master Plan for English Learners and Standard English Learners* can only be successful with the commitment, dedication, and collaboration of all L.A. Unified stakeholders working together to support our students in achieving the plan's goals.

Imagine a future where every L.A. Unified student is prepared for higher education and a 21st century job and career, where every student is a leader with an impressive suite of skills and knowledge – excellent academic achievement, culturally and socially competent, fully bilingual and biliterate. This is the future that we envision, and we are an active and living part of it. This is a call to action to work hard, together, tirelessly, toward the common goal of our students' success – every child's future lies in our hands, and each student deserves the very best system-wide support to accelerate learning of language, literacy, and social and cultural competency. Greatness comes from within, and together, we will make it happen. We are one – L.A. Unified.

Appendices

Appendix A: Commonly Used Abbreviations

Appendix B: Glossary

Appendix C: References

Appendix D: Stakeholder Outreach Themes and Findings

Appendix E: Annual Evaluations

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

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

Appendix A: Commonly Used Abbreviations

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

Appendix B: Glossary

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

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

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

Bilingualism: Fluency in or use of two or more languages

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C: References

Introduction Endnotes

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Appendix D: Stakeholder Outreach Themes and Findings

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

Table 1. Stakeholder Findings Categorized by Theme

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

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

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

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

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

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

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

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

Appendix E: Annual Evaluations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Suggested Plan for Measuring Annual Program Outcomes

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

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

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

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

Suggested Plan for Measuring Annual Program Outcomes

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

Assessing the Master Plan for ELs and SELs Implementation Map

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

Phase 1

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

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

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

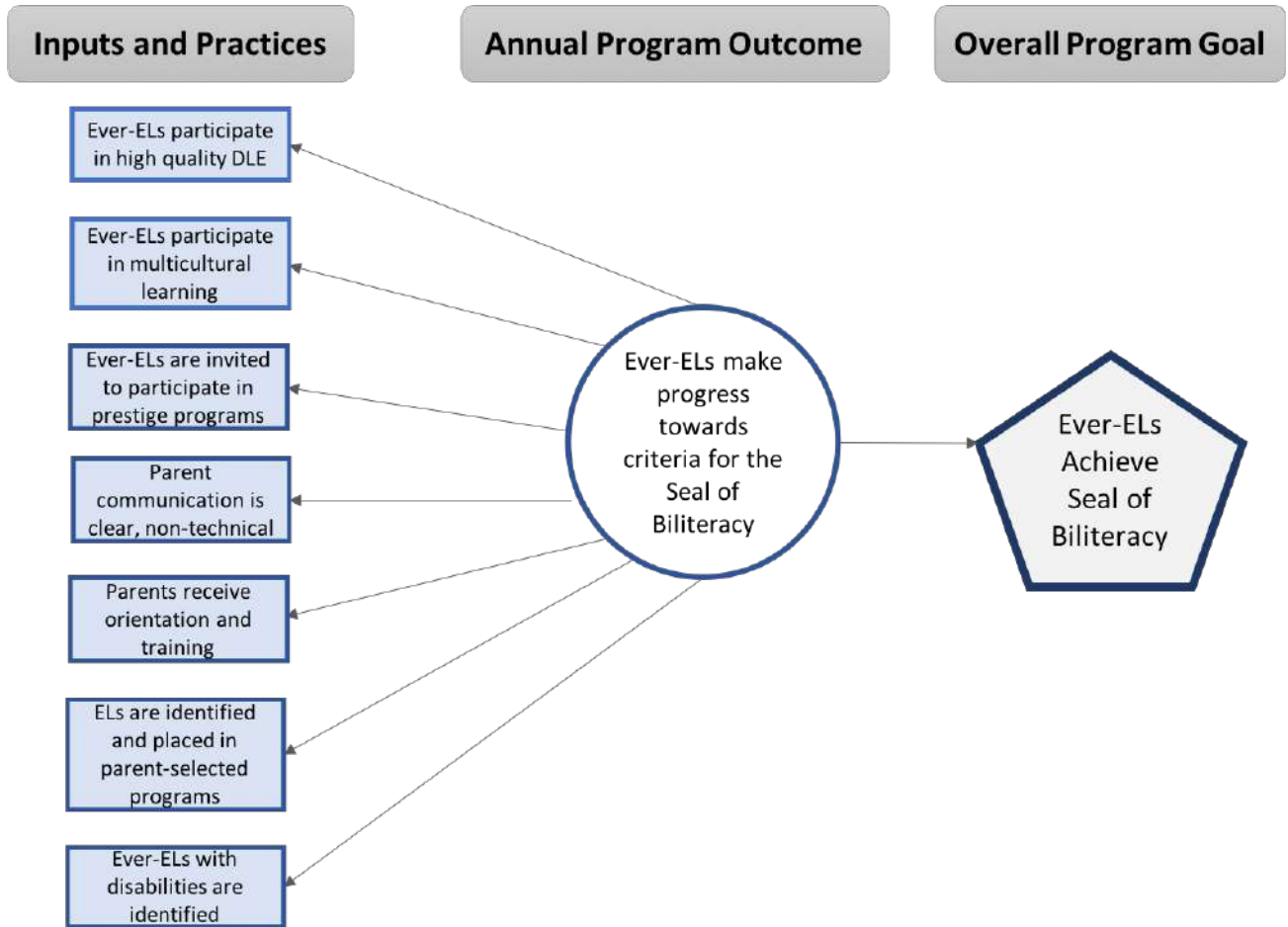
⁴ If the district does not see sufficient progress in desired outcomes, but all program elements have been implemented well, then there might be a problem with the program design; some other factor is important for improving EL and SEL college and career readiness. Alternatively, if all program elements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

Phase 2 (Annual)

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

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

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



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

Elementary Master Plan Program Options for English Learners

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

*BA – Bilingual Authorization

BCLAD – Bilingual Crosscultural Language and Academic Development

BCC – Bilingual Certificate of Competence

EL Auth – English Learner Authorization

CLAD – Crosscultural, Language and Academic Development

LDS – Language Development Specialist

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

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

Middle School Master Plan Courses for English Learners

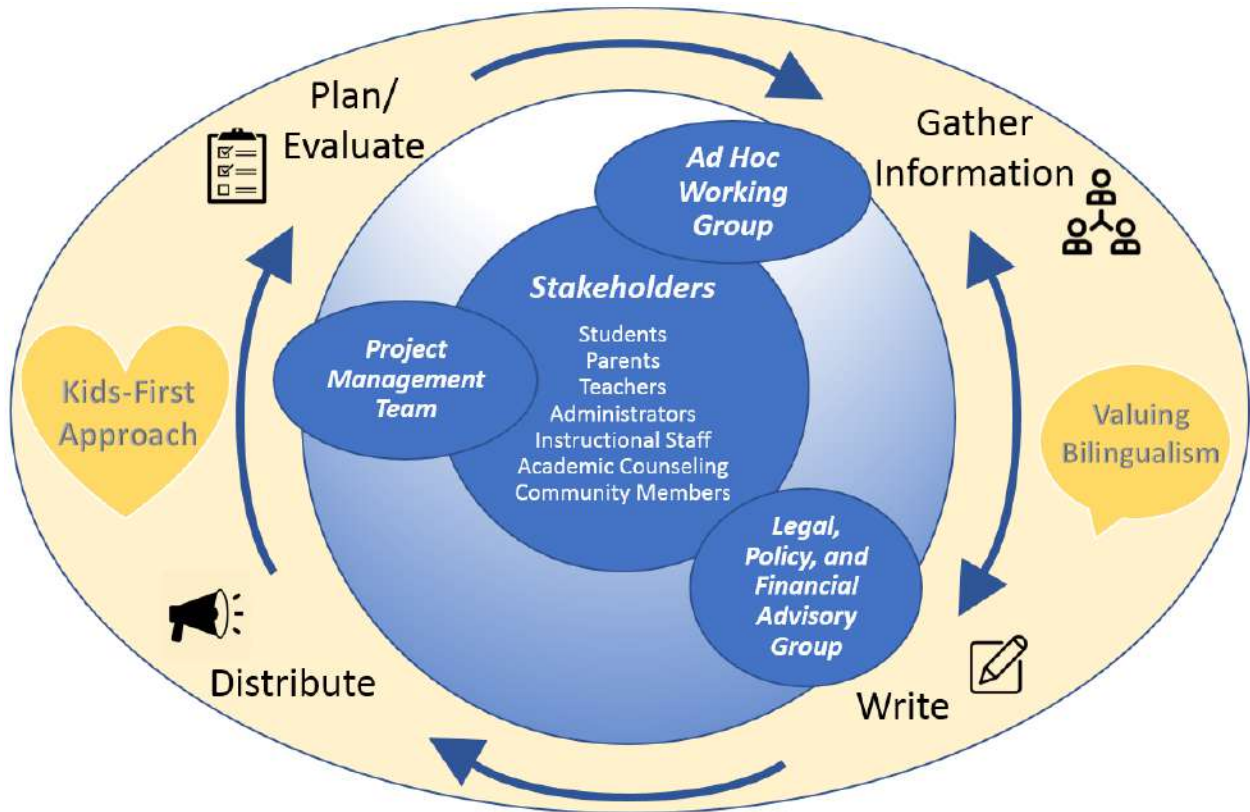
| English Language Development (ELD) Courses (Grades 6-8) | | | | |
|--|---|---------------|--|---|
| Required Standards-Based Courses | Curriculum | Program | Scheduling | Credentials |
| 17-03-01/02 ELD 1A/B | <i>Inside the USA and Inside Fundamentals Inside, Level A</i> <i>Study Sync, Springboard,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

High School Master Plan Courses for English Learners

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

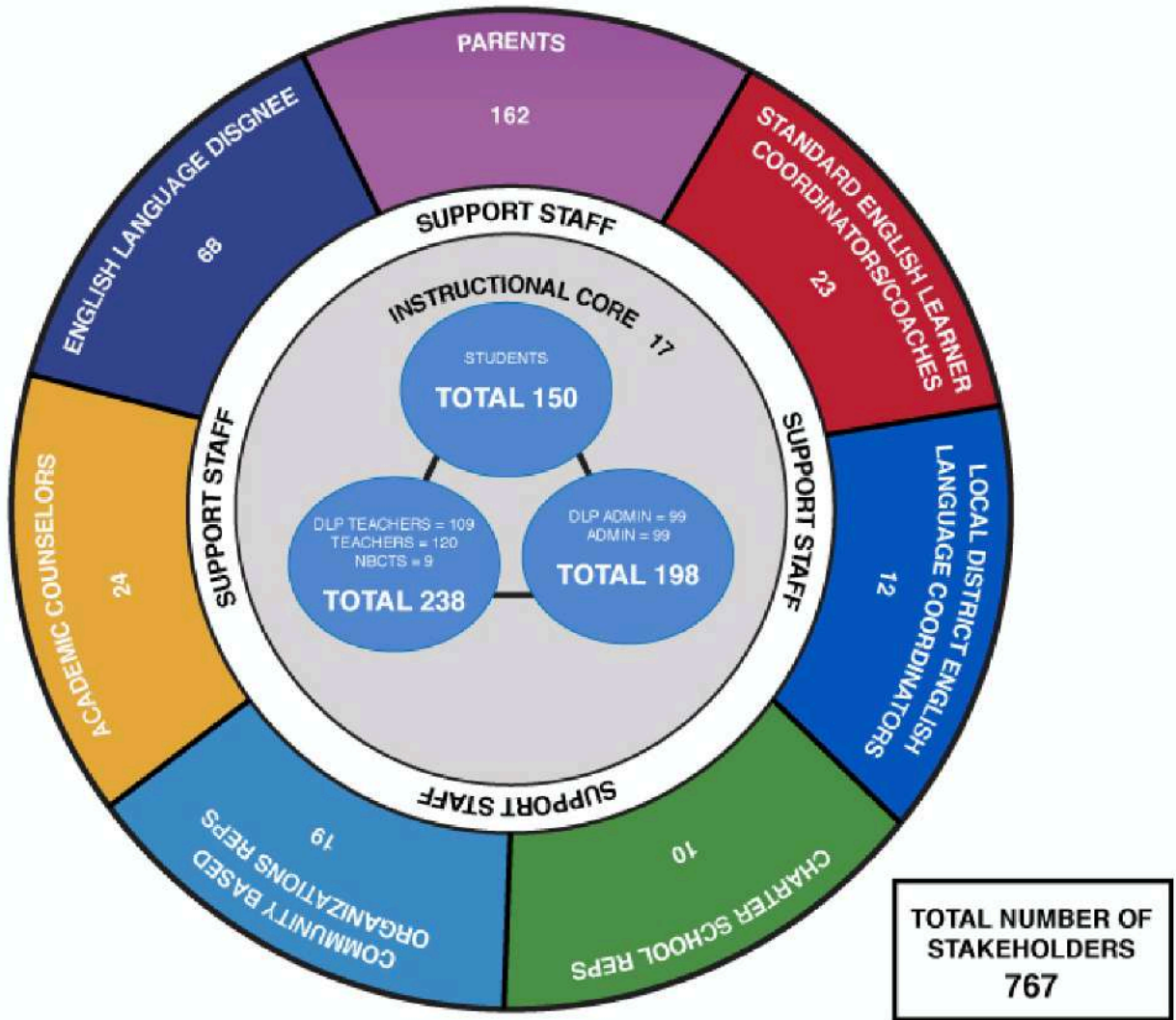
Appendix G: Master Plan Rewrite Process, Stakeholder Outreach, and the Feedback Sessions

Master Plan Rewrite Process



Stakeholder Outreach

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



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

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

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

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

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

Master Plan Rewrite Input and Feedback Sessions

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

Master Plan Draft Input and Feedback Sessions

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

