



The LCAP Toolkit: Using research-based tools to promote equity for English Learners



Loyola Marymount University
**Center for Equity for
English Learners**



**CALIFORNIANS
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**The Local Control and Accountability Plan
(LCAP) Toolkit:
Using research-based tools to promote
equity for English Learners**

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FOREWORD

This is our time. This is our chance. This is our charge—finally to do what is needed and what is right for English Learners in California, to invest in the programs and services that rectify longstanding barriers to access, and to honor the cultural and linguistic assets English Learners bring to our state.

Over the past decade, California has charted an exciting new direction for English Learner education. The State Seal of Biliteracy adopted in 2012 formally recognized the value and skills of biliteracy on the diplomas of graduating seniors. In 2014, the bold, research-aligned ELA/ELD Framework called upon teachers to deliver far more rigorous and student-responsive language instruction. In 2017, with 73% of California voters in agreement, Proposition 58 (the Ed.G.E. Education for a Global Economy Initiative) called upon schools to provide the option of multilingual education and formally turned our state away from an English-Only approach. And in 2017, the California State Board of Education unanimously passed the new aspirational English Learner Roadmap policy, superseding Proposition 227. This latest policy heralded a new emphasis on meaningful access, assets-based and student-responsive approaches, a high intellectual quality of instruction, and a commitment to system support for the conditions required to enact effective schooling for English Learners. We seek to prepare our students for participation in a global, diverse, multilingual, twenty-first-century world.

As with any major change in direction, implementation takes time and resources—to build awareness and understanding of the change, to build the capacity to deliver, and to create the will and systems to support the change. In California, the renewed call to strengthen programs and services for English Learners occurred at the same time as an equally historic shift in school funding—the enactment of the Local Control Funding Formula. The additional funding for English Learners (among other subgroups) includes turning over to local control the locus of responsibility and accountability for allocating resources appropriately. The idea is to close existing gaps of opportunity and access, thereby providing the programs and services to better meet students' needs.

The combination of these two forces (the new English Learner state policy with aspirational goals, along with a new local funding, planning, and accountability system) posed a significant challenge: can and would California districts and local communities stand up for their English Learners and invest in the system conditions necessary to implement research-based effective programs and services? It is still an open question, and indeed, the journey of the past few years has been bumpy. But there is no question. It is squarely our charge to embrace the rights and needs of English Learners. We must reach for the aspirational vision the EL Roadmap has set for California schools. We can design appropriate local pathways toward that vision, and we will see to it that adequate resources back up the commitment to assets-based education and meaningful access. This is an extraordinary opportunity and a heavy responsibility. May this Toolkit support you in making it happen!

Laurie Olsen, Ph.D.

Founder/Strategic Advisor SEAL
President, Californians Together

OVERVIEW

The Local Control and Accountability Plan (LCAP) Toolkit: Using research-based tools to promote equity for English Learners

“Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive”.¹
-- California Department of Education (CDE)

The Local Control and Accountability Plan (LCAP) Toolkit: Using research-based tools to promote equity for English Learners (LCAP Toolkit) is a resource for educators, families, and community members to ensure that the LCAP—the state’s public accountability mechanism—reflects how actions, services, programs, and resources are **made visible** to ensure equitable opportunities and outcomes for English Learners. The LCAP Toolkit consists of four parts that can be used together or independently. Part I presents information pertaining to policy, background, and LCAP Toolkit development. Part II introduces the *English Learner Research-Aligned LCAP Rubrics*. Part III offers four additional resources and tools that support the applied use of the rubrics by engaging EL-focused networks in developing, analyzing, and refining LCAP plans. Part IV appendices include references and resources.

We emphasize that in order to sharpen the focus on ELs, school, district, and community stakeholders must know and understand who their diverse English Learners are so as to **allocate** resources and **articulate** programs, actions, and services equitably. The programs should address Diverse English Learner typologies or profiles including those in early childhood/preschool ages—known as Dual Language Learners (DLLs). Consideration should also be given for those with special learning needs, including but not limited to Long Term English Learners, students with limited or interrupted schooling, and pupils with disabilities.² We thus contend that any continuous improvement process undertaken is incomplete without attending to diverse English Learners and encourage district/school leaders to begin with the recommendation at the end of Part I, which calls for the disaggregation of district data based on these student profiles.

¹Source: <https://www.cde.ca.gov/qs/ea/index.asp>

²We include DLLs as part of the definition of ELs in this Toolkit.

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Part I: Background and Development

This section of the LCAP Toolkit describes the policy background and research base for *The LCAP Toolkit: Using research-based tools to promote equity for English Learners*, including the history and development of the *English Learner Research-Aligned Local Control and Accountability Plan (LCAP) Rubrics*. We describe the cycles of development, revisions, and uses of the most recent set of rubrics with the intent that the LCAP Toolkit will be used by Local Education Agencies (LEAs) in the development of their LCAPs for 2020–2023 conjointly with continuous improvement processes to strengthen the focus on English Learners.

Background

The equity intent of the Local Control Funding Formula (LCFF), as stated in the California Department of Education’s definition above, is an appropriate and ambitious goal for educators and policy leaders, as its implementation is intended to counter the decades-long history of differential access, achievement, and opportunities for English Learners in the state and nation.

LCFF is California’s school finance policy and represents the “mechanism to ensure equity by providing more opportunities for underserved students” (Humphreys, et al. 2017, p.31; California Education Code. § 52064, 2018)³. Yet, since its inception in 2013, LCFF’s equity goal for English Learners has been elusive and requires a *sharper focus* for this still underserved student population (Lavadenz, et al. 2019).



LCFF policy also requires that districts engage stakeholders meaningfully in the development, review, and implementation of their Local Control and Accountability Plan (LCAP) through setting accountability goals and metrics through continuous improvement cycles focused on student achievement. Resource allocation in LCFF includes base funding for all students, with additional Supplemental and Concentration Funds for three targeted student subgroups (low income, foster and homeless youth, and English Learners) and are calculated in the following manner:

“A supplemental grant is equal to 20 percent of the adjusted base grant multiplied by the ADA (Average Daily Attendance) and the unduplicated percentage of targeted disadvantageded pupils. Targeted pupils are those classified as English Learners (EL), as those that meet income requirements to receive a free or reduced-price meal (FRPM), as foster youth, or as any combination of these factors (unduplicated count).

A concentration grant is equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55 percent of a local educational agency’s (LEA) enrollment.”

Source: Local Control Funding Overview <https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>

³ References cited are in Appendix A

Findings from several years of reviews of the Local Control and Accountability Plans (LCAPs) point to weak and uneven evidence of programs and responsive services for English Learners, as well as limited mention of how supplemental and concentration funds are being used. Additionally, the definitions for who is an English Learner vary greatly across the California School Dashboard's multiple indicators, which causes confusion in determining resource allocation based on these disparate designations.

For instance, the aggregate definition of English Learner plus Reclassified Fluent English Learner in the academic indicator has led to unintended consequences regarding the districts' eligibility for System of Support and Tier 2 Differentiated Assistance. Often, fewer resources and support for English Learner students are made available to the districts because of this combined EL academic indicator "masking" effect on the state Dashboard. As a result, the state's accountability infrastructure has consistently fallen short on its promises of increased resources and opportunities.

In this new school finance and accountability system, advocacy groups such as Californians Together have championed the success of English Learners by pressing state governmental agencies to: (1) disaggregate the English Learner academic performance indicator; (2) increase fiscal transparency in regard to supplemental and concentration funds; and (3) provide resources to schools and districts to guide district and school communities. The LCAP Toolkit is intended to support districts and providers in responding to these calls to action. The Toolkit is designed to help strengthen programs and services for English Learners in response to a historic shift that increases funding for English Learners (among other subgroups) and encourages local responsibility and accountability to close access and opportunity gaps through equitable resource allocation.

The LCAP Toolkit is intended to support districts and providers in responding to these calls to action. The Toolkit is designed to help strengthen programs and services for English Learners in response to a historic shift that increases funding for English Learners (among other subgroups) and encourages local responsibility and accountability to close access and opportunity gaps through equitable resource allocation.

Development of the LCAP English Learner Research-Aligned Rubrics

The English Learner Research-Aligned LCAP Rubrics were developed, published, and revised in three phases. The developers of these rubrics included teacher and district leaders, state and national-level EL consultants, professors in colleges of education, and educational researchers. These teams engaged in continuous analysis and reflection on the rubric content as the LCAP template, processes, and corresponding policies evolved. The team of researchers involved in the initial development of the *English Learner Research-Aligned LCAP Rubrics* was also engaged in the analysis of LCAPs with a lens on English Learners and publication of a series of reports between 2015 and 2018 (see Appendix A). Content validity for each set of rubrics was established throughout each of the development stages. Three phases of rubric development are described below.

Phase 1: Developing the Original English Learner Research Aligned LCAP Rubrics (2015)

The initial set of ten *English Learner Research Aligned LCAP Rubrics (2015)* was developed based on the research synthesis created by Gándara and Zarate (2014) in the publication titled *Seizing the Opportunity to Narrow the Achievement Gap for English Learners: Research-based Recommendations for the Use of LCFF Funds*. Table 1 delineates the original 10 rubrics that were used for the analysis of Year 1 and Year 2 LCAPs (Armas, Lavadenz & Olsen, 2015; Olsen, Armas & Lavadenz, 2016). The research synthesis was used to define the focus areas for each of the rubrics with the intent to: 1) help stakeholders prioritize what needs to be improved and addressed in the annual revision of the LCAPs, and 2) perform an analysis of Year 1 LCAPs to ascertain the degree to which districts address these needs.

Table 1. Original 10 English Learner Research-Aligned Rubric Focus Areas

1. English Language Development*
2. Parent Engagement (English Learner Parents) - Development & Implementation of LCAP (A & B.)
3. Professional Development related to English Learner Needs*
4. Programs and Course Access for English Learners*
5. Expenditures
6. District Wide Use of Concentration and Supplemental Grant Funds
7. School Wide Use of Concentration and Supplemental Grant Funds
8. Actions and Services (Increased or Improved)*
9. Proportionality
10. English Learner Data to Inform Goals and Student Outcomes* (A & B.)

*Delineates *five of the ten* original rubrics that were updated with current research and state policy alignments during Phase 2 development (see below).

Phase 2: Updating and Identifying Five Priority Rubrics (2017-2018)

The unveiling of the California School Dashboard in 2017 posed a new challenge in regards to LCAP development and English Learners, including concerns about the colors assigned on the state model. The California School Dashboard (Dashboard), a “critical piece of California’s new school accountability and continuous improvement system” (California Department of Education, 2017b), highlights the progress and performance of districts and individual schools through multiple indicators, which include six state measures⁴ and four local measures.⁵ The federal Every Student Succeeds Act of 2015 (ESSA) mandates that states identify the lowest-performing five percent of Title I schools. Progress and performance of each state indicator are reported in the California School Dashboard with one of five performance level colors determined with the use of current year results (Status) and how they compare to prior year results (Change). In 2016, the California State Board of Education included English Learners Only (ELO) and Reclassified Fluent English Proficient (RFEP) students in a composite English Learner subgroup for the Academic Indicator in the California School Dashboard (Dashboard). This state accountability tool has important and long-lasting implications for state and district-

⁴ State indicators: High School Graduation Rate; Academic Performance; Suspension Rate; English Learner Progress; Preparation for College/Career; and Chronic Absenteeism

⁵ Local indicators: Basic Conditions; Implementation of Academic Standards; School Climate Survey; and Parent Involvement and Engagement

level decisions to target technical assistance and interventions. The five performance level colors in order from lowest performance to highest performance are Red, Orange, Yellow, Green, and Blue. The new accountability system designates the Orange and Red performance levels as one of the criteria for identifying a school district to be in need of Technical Assistance or Intensive Intervention. Spring 2017 Dashboard results reflected a majority of districts in the “Yellow” performance level for the English Learner subgroup in the English Language Arts Academic Indicator— resulting in districts avoiding identification for Technical Assistance or Intensive Support under the third pillar of accountability in the state’s approach to support. In light of the new approach to student achievement data reporting and ongoing revisions to the LCAP template and guidelines, *five of the ten* original rubrics (identified by an asterisk in Table 1) were updated with current research and state policy alignments, and vetted with an expert panel in order to then be applied to a purposeful sampling of LCAPs from 24 districts with high-numbers/high percentages of ELs across the state. The authors disaggregated the English Learner subgroup to identify comparative achievement levels, and found that English Learners’ needs were largely “masked” in the LCAPs of these districts. (Lavadenz, Armas, & Jauregui – Hodge, 2018).

Phase 3: LCAP English Learner Research-Aligned Rubrics (2019)

During Phase 3 development, an expert panel was convened to reprioritize the rubrics and to incorporate new alignments to the California English Learner Roadmap policy (2017) and research. The panel also sought to clarify rubric components and descriptor language to: 1) ensure accuracy and alignment to the requirements of the LCAP; (2) ensure clarity of descriptors; (3) confirm research alignment; and (4) re-establish content validity. A series of feedback sessions was conducted with the *seven newly revised* rubrics at several conferences and coalition meetings, including the Californians Together coalition representing a cross-section of the educational community (October 2019), the California School Administrators (ACSA) conference (November 2019), and the California School Boards Association (CSBA) conference (November 2019). Table 2 represents the most recent updates and revisions to the Rubrics, for a new total of seven rubrics.

Table 2. LCAP English Learner Research Aligned Rubric Focus Areas and Alignment to State Priorities and the English Learner Roadmap Principles

State Priorities ^a	CA English Learner Roadmap ^b	Rubric Focus Area and Definition	Focus Area Categories
2,4,7,8	1,3	1. Actions and Services: <i>English Learner Program options are responsive to the different language and academic needs of various EL profiles. Assessment is used to inform EL placement and services with targeted use of supplemental and concentration funds.</i>	<ul style="list-style-type: none"> ❖ Responsiveness to EL Profiles ❖ Assessments Inform Placement and Services ❖ Program Options ❖ Targeted Use of Supplemental and Concentration Funds
2,7	1,2	2. Program and Course Access: <i>English Learner programs are research-based and represent an aligned and articulated approach to provide maximum opportunities for college and career access pathways inclusive of opportunities to develop proficiency in English and other languages. English Learners receive access to a full curriculum, rigorous coursework, and quality standards-based instruction that is interdisciplinary and leverages primary language instruction and scaffolding.</i>	<ul style="list-style-type: none"> ❖ Preschool ❖ Access to Rigorous Core Content ❖ LTEL Courses
4,5,8	3,4	3. Desired Outcomes for English Learner Achievement: <i>Regardless of the assigned instructional program, English Learner academic growth is documented in all languages in which they are instructed. Program outcomes are diagnosed with assessments designed specifically for ELs. Districts implement a clear plan to analyze and monitor progress toward GAP reduction.</i>	<ul style="list-style-type: none"> ❖ L1/L2 Data Reporting ❖ GAP Reduction ❖ Transcript Evaluation ❖ Increase in Seal of Biliteracy, Pathway Awards
2	2,3	4. English Language Development: <i>English Learners receive a comprehensive English Language Development (ELD) program delivered by prepared teachers during a designated ELD period and an integrated period for content area instruction. ELD teaching and learning is guided by the ELD standards and ongoing educator development is planned and provided to support effective implementation.</i>	<ul style="list-style-type: none"> ❖ Designated & Integrated ELD Program ❖ Knowledge of ELD Standards ❖ ELD Standards Implementation ❖ ELD Standards Professional Development

Table 2. LCAP English Learner Research Aligned Rubric Focus Areas and Alignment to State Priorities and the English Learner Roadmap Principles (cont.)

State Priorities ^a	CA English Learner Roadmap ^b	Rubric Focus Area and Definition	Focus Area Categories
2,6	3,4	<p>5. Professional Development: <i>A comprehensive learning plan for educators of English Learners utilizes research-based approaches to engage in professional development guided by short and long-term goals, CCSS and ELD standards, the CA English Learner Roadmap, and cultural proficiency. Learning is collaborative with opportunities to plan units and lessons, observe and practice research-based strategies, and receive feedback and coaching in supportive networks.</i></p>	<ul style="list-style-type: none"> ❖ PD Stakeholder Input ❖ CA English Learner Roadmap ❖ PD Content ❖ Comprehensive PD Program for Teachers of ELs ❖ PD Cultural Proficiency/Competency
5	3,4	<p>6. Family Engagement: <i>Districts, schools and classrooms provide affirming environments and opportunities for families to support maximum opportunities for college and career access pathways for English Learners. Clear strategies are developed and implemented to engage families in accessing information, understanding program options available to their children, making decisions, and developing leadership and voice in school communities.</i></p>	<ul style="list-style-type: none"> ❖ Stakeholder Input ❖ Communication ❖ Staffing to Support Family Engagement ❖ Staff Development ❖ Decision-Making Processes ❖ Leadership Development
All	3,4	<p>7. Expenditures: <i>Districts develop an explicit and coherent LCAP plan that includes equitable and coherent resource allocation as evidenced by a detailed budget description, expenditures aligned to actions and services for ELs, intentional use of LCFF, non-LCFF, Title III and other funding sources, and transparency of usage across LCAP years.</i></p>	<ul style="list-style-type: none"> ❖ Budget Description ❖ Proportionality ❖ Alignment between Funding Sources and Services ❖ Federal Funding Sources ❖ LCFF/State Funding Sources ❖ Supplemental Services

^a State priorities for Local Control and Accountability Plan (LCAP): 1- Basic (Conditions of Learning); 2 - State Standards (Conditions of Learning); 3 - Parental Involvement (Engagement); 4 - Pupil Achievement (Pupil Outcomes); 5 - Pupil Engagement (Engagement); 6 - School Climate (Engagement); 7 - Course Access (Conditions of Learning); 8 - Other Pupil Outcomes (Pupil Outcomes)

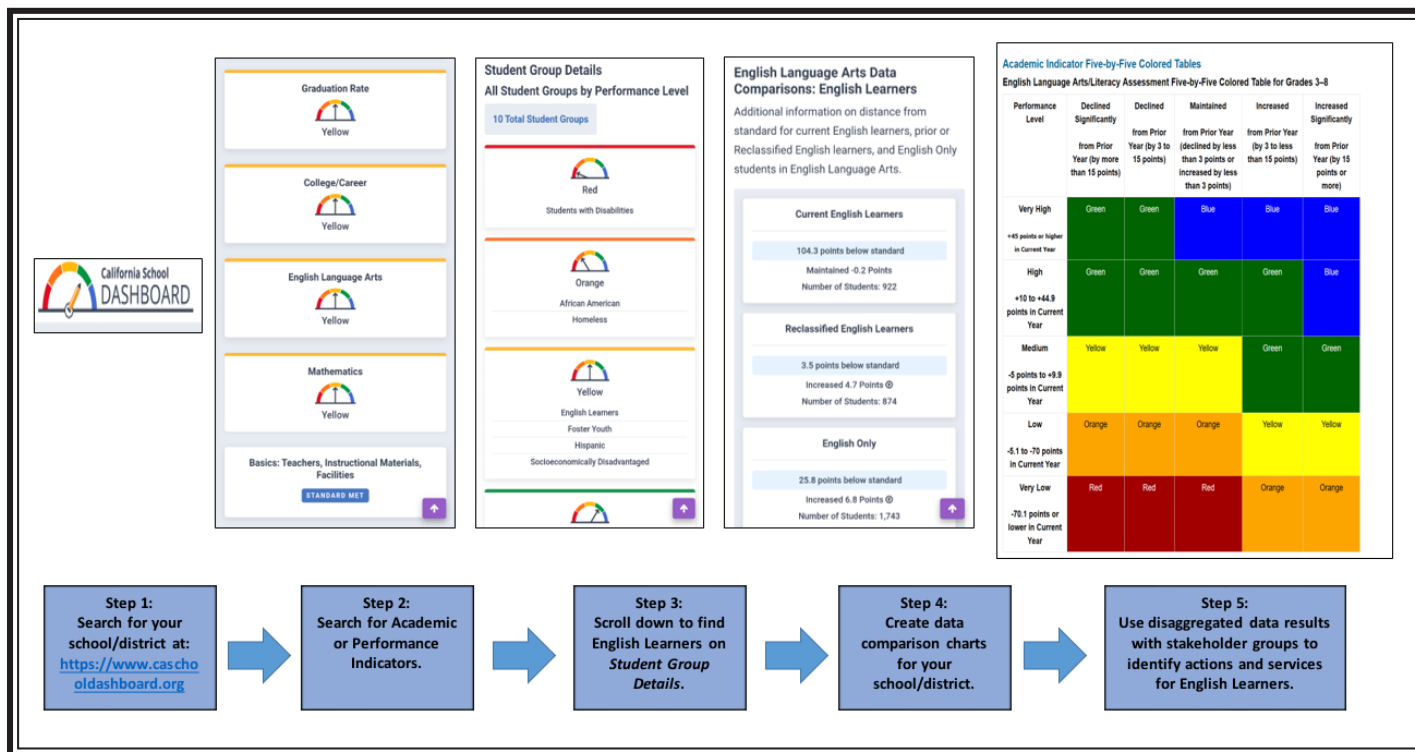
^b California English Learner Roadmap: Principle 1 - Assets-Oriented and Needs-Responsive Schools; Principle 2 - Intellectual Quality of Instruction and Meaningful Access; Principle 3 - System Conditions that Support Effectiveness; Principle 4 - Alignment and Articulation Within and Across Systems

Note. L1 = Native language, home language; L2=non-native language; GAP=Achievement gap; LTEL = Long-Term English Learner.

Prerequisite: Using the District Dashboard to Disaggregate English Learner Data

For continuous improvement to occur, district and stakeholders’ decision-making processes should begin with understanding students’ assets and needs in order to allocate resources and articulate actions and services with the current accountability system. Figure 1: Disaggregating English Learner Performance on the California School Dashboard illustrates a five-step process to identify the English Learner Only student subgroup. This process can be applied across the various sets of indicators within the Dashboard, and should be a pre-requisite set of data to be extracted and shared in order to make a data-informed decision. As a pre-requisite task, it precedes the use of the rest of the sections of this LCAP Toolkit.

Figure 1. Disaggregating English Learner Performance on the California School Dashboard



Organization of the Toolkit

The LCAP Toolkit is comprised of the following sections:

Part I of this LCAP Toolkit described the background and research base for *The LCAP Toolkit: Using research-based tools to promote equity for English Learners*, including the history and development of the English Learner Research-Aligned Local Control and Accountability Plan (LCAP) Rubrics. We emphasize that continuous improvement processes should be linked to the use of the LCAP Toolkit, especially in regard to using data about diverse types of English Learners in a school or district to understand and inform LCAP development and refinement. The section concludes with recommendations on how to use the LCAP Toolkit as a whole or as individual sections depending on local needs and decisions.

Part II provides an overview of the newly revised *English Learner Research-Aligned LCAP Rubrics* for seven focus areas as well as a brief description of the evolution of their development. Readers are introduced to each of the seven rubrics, and a protocol for the applied use of the rubrics is delineated. Given that all Local Education Agencies (LEAs) will be required to prepare a new, three-year LCAP beginning in 2020-21, it is recommended that LEAs employ the rubrics and tools as presented in this LCAP Toolkit. The Toolkit will aid in

analyzing and describing how they intend to meet annual goals for all pupils, with specific activities to address the eight state and additional local priorities. Additionally, supplemental and concentration funds, based on the number of ELs, low-income students, and homeless and foster youth, must be explicitly detailed—and are integral to the identification of increased or improved services. The LCAP development process requires that districts engage parents, teachers, students, and community members to identify their district’s goals and strategies for using LCFF funds with a commitment to equity and continuous improvement for English Learners. As stated in Part I of this LCAP Toolkit, articulation of services for English Learners is inclusive of attention to early childhood/preschool opportunities for Dual Language Learners.

Part III of this LCAP Toolkit includes four additional tools and resources for LCAP developers. These are: 1) an example of how a professional learning network (PLN), task force

or other EL expert group can contribute to improving the content of the LCAP to address the needs of ELs; 2) the *LCAP Development and Refinement Template for English Learner Focus Areas* developed by a PLN with examples of the completed Template for two rubric focus areas: Actions and Services and English Language Development; 3) the *Crosswalk of CCSESA’s LEA Self-Assessment Tool* and the *California English Learner Roadmap*; and, 4) examples of promising practices from actual district LCAPs (2017-2020).

The LCAP Toolkit consists of four parts that can be used together or independently. Possible procedures can include:

- **briefly scan LCAP Toolkit contents in Parts I, II, III and IV;**
- **conduct a “deeper dive” of Part II to develop familiarity with the rubrics;**
- **select a rubric and additional tool, such as the LCAP Development and Refinement Template for English Learner Focus Areas (Appendix D);**
- **review examples with an LCAP committee, group, or task force; and**
- **decide how best to prioritize, share, and apply the examples to the LCAP template in your locale.**

Part IV provides a set of additional resources, including bibliographic references as well as organizational links and sample documents and templates identified in the previous parts of the LCAP Toolkit.



How to Use This LCAP Toolkit

LCAP development, subsequent annual updates, Federal addenda, and school transformation are complex and long-term processes. We recommend that relevant information and data that are part of any continuous improvement cycles include the use of the *English Learner Research-Aligned Rubrics* and other resources presented in this LCAP Toolkit. Additionally, as mentioned throughout the document, engaging with local and/or external English Learner experts through these inquiry cycles will help to prioritize which and/or how many of the seven rubrics and resources will be used in the LCAP development, refinement, or implementation process. The LCAP Toolkit consists of four parts that can be used together or independently.

However, a potential sequence of use may be to: (1) briefly scan LCAP Toolkit contents in Parts I, II, III and IV; (2) conduct a “deeper dive” of Part II to develop familiarity with the rubrics; (3) select a rubric and additional tool, such as the *LCAP Development and Refinement Template for English Learner Focus Areas* (Appendix D); (4) review examples with an LCAP committee, group, or task force; and (5) decide how best to prioritize, share, and apply the examples to the LCAP template in your locale.

Part II – The English Learner Research-Aligned LCAP Rubrics

Introduction

Part I of this LCAP Toolkit described the rationale, background, and research base for *The LCAP Toolkit: Using research-based tools to promote equity for English Learners*, including the history and development of the English Learner Research-Aligned Local Control and Accountability Plan (LCAP) Rubrics. Based on iterative cycles of development and use, the rubrics constitute a valuable resource. In their entirety, they are an essential tool for district administrators, teachers, parents, and board and community members from which to: (1) analyze the strengths and limitations of their proposed English Learners programs and services in their existing LCAP; and (2) prioritize focus areas to refine and bolster future annual LCAP development, refinement, and updates.



Part II provides an overview of the newly revised *English Learner Research-Aligned LCAP Rubrics* for seven focus areas as well as a brief description of the evolution of their development. Readers are introduced to each of the seven rubrics, and a protocol for the applied use of the rubrics is delineated. Given that all Local Education Agencies (LEAs) will be required to prepare a new, three-year LCAP beginning in 2020-21, it is recommended that LEAs employ the rubrics and tools such as those presented in this Toolkit to analyze and describe how they intend to meet annual goals for all pupils, with specific activities to address the eight state and additional local priorities. Additionally, supplemental and concentration funds, based on the number of ELs, low-income students, and homeless and foster youth, must be explicitly detailed and are integral to the identification of increased or improved services. The LCAP development process requires districts to engage parents, teachers, students, and community members to identify the district's goals and strategies for using LCFF funds with a commitment to equity and continuous improvement for English Learners. As stated in Part I of this LCAP Toolkit, articulation of services for English Learners is inclusive of attention to early childhood/preschool opportunities for Dual Language Learners (see Appendix A for references).

Overview of English Learner Research-Aligned LCAP Rubrics

This LCAP Toolkit includes seven English Learner Research-Aligned LCAP rubrics based on priority focus areas deemed critical to the development and analysis of LCAPs as an accountability mechanism to target funds and ensure equity and access to educational services for English Learners. As delineated in Part I, Table 2, these priority focus areas are aligned to the State Priorities and the California English Learner Roadmap.

Rubric Content Development and Refinement

The English Learner Research-Aligned Rubrics were developed, published, and revised in three phases (see Part I of this Toolkit for more information). The developers of these rubrics included teacher and district leaders, state and national-level EL consultants, professors in colleges of education, and educational researchers. These teams engaged in continuous analysis and reflection on the rubric content as the LCAP template, processes,

and corresponding policies evolved. Content validity for each set of rubrics was established throughout these phases. The resultant rubrics are presented below.

Several key publications and resources on English Learner research, programs, and policy in the areas of teaching, learning, family engagement/partnerships, assessment, and expenditures informed the development of these rubrics (see Appendix A for a list of references and Appendix B for resources).

Rubric Focus Areas, Definitions, and Categories

Table 3 delineates each of the seven English Learner Research-Aligned Rubric focus areas and provides research-based definitions intended to provide a common understanding of critical elements and considerations for preparing an LCAP with an emphasis on equitable programs and services for English Learners. Each rubric’s focus area also includes multiple categories that represent key elements, processes, or activities that stakeholders can consider in developing or analyzing their LCAPs.

Table 3.
English Learner Research-Aligned LCAP Rubrics: Focus Area Definitions and Categories

Focus Area Definition	Focus Area Categories
<p>1. Actions and Services: <i>English Learner program options are responsive to the different language and academic needs of various EL profiles. Assessment is used to inform EL placement and services with targeted use of supplemental and concentration funds.</i></p>	<ul style="list-style-type: none"> ❖ Responsiveness to EL Profiles ❖ Assessments Inform Placement and Services ❖ Program Options ❖ Targeted Use of Supplemental and Concentration Funds
<p>2. Program and Course Access: <i>English Learner programs are research-based and represent an aligned and articulated approach to provide maximum opportunities for college and career access pathways inclusive of opportunities to develop proficiency in English and other languages. English Learners receive access to a full curriculum, rigorous coursework, and quality standards-based instruction that is interdisciplinary and leverages primary language instruction and scaffolding.</i></p>	<ul style="list-style-type: none"> ❖ Preschool ❖ Access to Rigorous Core Content ❖ LTEL Courses ❖ Enrichment and/or Extracurricular Opportunities ❖ Extended Learning
<p>3. Desired Outcomes for English Learners: <i>Regardless of the assigned instructional program, English Learner academic growth is documented in all languages in which they are instructed. Program outcomes are diagnosed with assessments designed specifically for ELs. Districts implement a clear plan to analyze and monitor progress toward GAP reduction.</i></p>	<ul style="list-style-type: none"> ❖ L1/L2 Data Reporting ❖ GAP Reduction ❖ Transcript Evaluation ❖ Increase in Seal of Biliteracy, Pathway Awards

Table 3.

English Learner Research-Aligned LCAP Rubrics: Focus Area Definitions and Categories

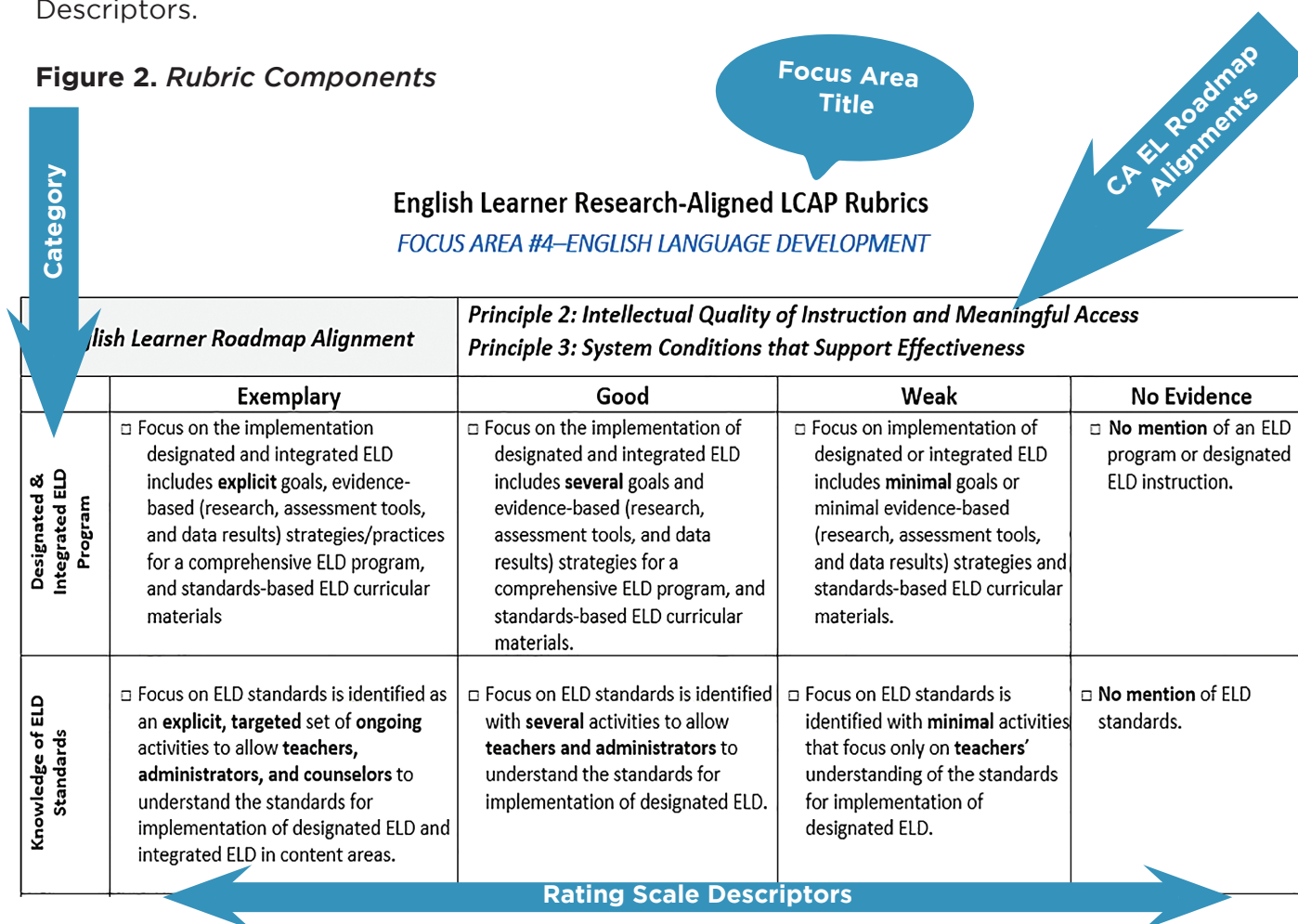
Focus Area Definition	Focus Area Categories
<p>4. English Language Development: <i>English Learners receive a comprehensive English Language Development (ELD) program delivered by prepared teachers during a designated ELD period and an integrated period for content-area instruction. ELD teaching and learning is guided by the ELD standards, and ongoing educator development is planned and provided to support effective implementation.</i></p>	<ul style="list-style-type: none"> ❖ Designated & Integrated ELD Program ❖ Knowledge of ELD Standards ❖ ELD Standards Implementation ❖ ELD Standards Professional Development
<p>5. Professional Development: <i>A comprehensive learning plan for educators of English Learners utilizes research-based approaches to engage in professional development guided by short and long-term goals, CCSS and ELD standards, the CA English Learner Roadmap, and cultural proficiency. Learning is collaborative with opportunities to plan units and lessons, observe and practice research-based strategies, and receive feedback and coaching in supportive networks.</i></p>	<ul style="list-style-type: none"> ❖ PD Stakeholder Input ❖ CA English Learner Roadmap ❖ PD Content ❖ Comprehensive PD Program for Teachers of ELs ❖ PD Cultural Proficiency/Competency
<p>6. Family Engagement: <i>Districts, schools, and classrooms provide affirming environments and opportunities for families to support maximum opportunities for college and career access pathways for English Learners. Clear strategies are developed and implemented to engage families in accessing information, understanding program options available to their children, making decisions, and developing.</i></p>	<ul style="list-style-type: none"> ❖ Stakeholder Input ❖ Communication ❖ Staffing to Support Family Engagement ❖ Staff Development ❖ Decision-Making Processes ❖ Leadership Development
<p>7. Expenditures: <i>Districts develop an explicit and coherent LCAP plan that includes equitable and coherent resource allocation. The plan should include a detailed budget description, expenditures aligned to actions and services for ELs, intentional use of LCFF, non-LCFF, Title III and other funding sources, and transparency of usage across LCAP years.</i></p>	<ul style="list-style-type: none"> ❖ Budget Description ❖ Proportionality ❖ Alignment between Funding Sources and Services ❖ Federal Funding Sources ❖ LCFF/State Funding Sources ❖ Supplemental Services

Rubric Components

Table 3 provides an overview of each of the English Learner Research-Aligned rubric focus areas and their corresponding key categories, representing an intentional alignment to State Priorities and the California English Learner Roadmap. Each rubric is comprised of several components that orient the user to the focus area, research-based categories, and a four-point rating scale (Exemplary – Good – Weak – No Evidence). The degree to which each category is evidenced in an LCAP can be ascertained based on the descriptors across the four-point rating scale.

Figure 2 offers a snapshot of Focus Area #4—English Language Development to illustrate how the following key components appear in each of the rubrics: (1) Focus Area Title; (2) CA English Learner Roadmap Alignment; (3) Focus Area Categories; and (4) Rating Scale Descriptors.

Figure 2. Rubric Components



The English Learner Research-Aligned Rubrics are presented in the next section, followed by a protocol for their recommended use.



English Learner Research-Aligned LCAP Rubrics
FOCUS AREA #1-ACTIONS AND SERVICES



CA English Learner Roadmap Alignment		Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness		
	Exemplary	Good	Weak	No Evidence
Responsiveness to EL Profiles	<ul style="list-style-type: none"> Services, programs, and actions, including interventions, address the differentiated language and academic needs of various profiles of ELs: newcomers, L1/L2 proficient students, LTELs, students at risk of becoming LTELs, preschool to 12th grade. 	<ul style="list-style-type: none"> Services, programs, and actions, including interventions, address the linguistic and academic needs of some profiles of ELs: newcomers, L1/L2 proficient students, LTELs, students at risk of becoming LTELs, preschool to 12th grade. 	<ul style="list-style-type: none"> Minimal services, programs, and actions, including interventions, are described AND do not differentiate for EL proficiency levels or are not specific to the various profiles of English Learners. 	<ul style="list-style-type: none"> No mention of services, programs, and actions, including interventions, by EL proficiency level or profiles.
Assessments Inform and Services	<ul style="list-style-type: none"> Program placement and services for ELs are informed by formative (ongoing) and summative (annual) academic and language development results, including L1 assessments when appropriate. 	<ul style="list-style-type: none"> Program placement and services for ELs are informed by annual (summative) academic and language development results, including L1 assessments when appropriate. 	<ul style="list-style-type: none"> ELs are assessed annually on language development, but results play no role in program placement or services. 	<ul style="list-style-type: none"> No mention of language development assessments for placement in programs or services.
Program Options	<ul style="list-style-type: none"> EL Program options (e.g., Dual Immersion, Structured English Immersion, Bilingual, Native-speaker courses, etc.) for ELs are based upon the needs of ELs, preferences of the parents and community; district resources are aligned. 	<ul style="list-style-type: none"> Some EL program options (e.g., Dual Immersion, Structured English Immersion, Bilingual, Native-speaker courses, etc.) for ELs are based upon the needs of ELs AND district resources to determine program design and placement. 	<ul style="list-style-type: none"> EL program options (e.g., Dual Immersion, Structured English Immersion, Bilingual, Native-speaker courses, etc.) are limited AND are not based upon the needs of ELs or district resources to determine program design and placement. 	<ul style="list-style-type: none"> No mention of how EL students are placed in programs (e.g., Dual Immersion, Structured English Immersion, Bilingual, Native-speaker courses, etc.) and provided services; difficult to distinguish EL programs from those for English-only students.
Targeted Use of Supplemental and Concentration Funds	<ul style="list-style-type: none"> Explicit description of improved or increased services provided through supplemental and concentration funding AND mention of how they add additional support, opportunities, personnel, resources, etc., to enhance the base program for all ELs. 	<ul style="list-style-type: none"> General description of services provided through supplemental and concentration funding with some mention of how they are aligned to EL needs. 	<ul style="list-style-type: none"> Supplemental and concentration funds are identified for ELs, but the targeted use of funds is not described. 	<ul style="list-style-type: none"> Supplemental and concentration funds are not used to improve or increase services for English Learners.

CA English Learner Roadmap Alignment		Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access		
	Exemplary	Good	Weak	No Evidence
Preschool *	<input type="checkbox"/> Explicit description of preschool program(s) and activities for DLLs, including the development of both primary language and English.	<input type="checkbox"/> General description of preschool program(s) and some activities for DLLs including, support in both primary language and English.	<input type="checkbox"/> Limited description of preschool program(s) and activities for DLLs OR no mention of primary language support.	<input type="checkbox"/> No mention of availability of preschool program(s) for DLLs OR no mention of primary language support.
Access to Rigorous Core Content	<input type="checkbox"/> Explicit description of approach to provide ELs full access to rigorous academic content in all core content areas, TK-12th grade, including the development of both primary language and English.	<input type="checkbox"/> General description of approach to provide ELs full access to rigorous academic content in all core content areas, TK-12th grade, including support in both primary language and English.	<input type="checkbox"/> Minimal description of approach to provide ELs full access to rigorous academic content in all core content areas, TK-12th grade, with no mention of primary language support.	<input type="checkbox"/> No evidence of program and activities to increase EL access to rigorous academic content and no mention of primary language support.
LTEL Courses*	<input type="checkbox"/> Detailed program and activities describe specialized ELD courses for Long Term English Learners and access to all core curriculum (grades 6-12).	<input type="checkbox"/> Some description of specialized ELD courses for Long Term English Learners and access to core curriculum (grades 6-12)	<input type="checkbox"/> Mention of Long-Term English Learners, but no description of ELD courses or access to core curriculum (grades 6-12).	<input type="checkbox"/> No mention of Long-Term English Learners (grades 6- 12).
Enrichment and/or Extracurricular Opportunities	<input type="checkbox"/> Detailed description of program and activities to increase EL participation in enrichment and/or extracurricular opportunities (e.g., sports, clubs, GATE, Visual and Performing Arts).	<input type="checkbox"/> General description of program and activities to provide/promote EL participation in enrichment and/or extracurricular opportunities (e.g., sports, clubs, GATE, Visual and Performing Arts).	<input type="checkbox"/> Limited description of program and activities to promote EL participation in enrichment and/or extracurricular opportunities (e.g., sports, clubs, GATE, Visual and Performing Arts).	<input type="checkbox"/> No evidence of program or activities for increased EL participation in enrichment and/or extracurricular opportunities (e.g., sports, clubs, GATE, Visual and Performing Arts).
Extended Learning	<input type="checkbox"/> Detailed description of program(s) and activities to provide extended learning time specific to the language and academic needs of ELs.	<input type="checkbox"/> General description of program(s) and activities to provide extended learning time specific to the language and academic needs of ELs.	<input type="checkbox"/> Minimal description of program(s) and activities to provide extended learning time NOT specific to the language and academic needs of ELs.	<input type="checkbox"/> No evidence of programs and activities for extended learning for ELs.

* If rubric area does not apply to the district context, do not score.



English Learner Research-Aligned LCAP Rubrics



FOCUS AREA #3-DESIRED OUTCOMES FOR ENGLISH LEARNER ACTIVITIES

CA English Learner Roadmap Alignment		Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation Within and Across Systems		
	Exemplary	Good	Weak	No Evidence
L1/L2 Data Reporting	<ul style="list-style-type: none"> Assessment results in English and the primary language are reported in the LCAP whether or not ELs receive instruction in their home language (L1). 	<ul style="list-style-type: none"> Assessment results in English and the primary language are reported in the LCAP for ELs receiving instruction in their home language (L1). 	<ul style="list-style-type: none"> Only assessment results in English are reported in the LCAP for ELs, even though some ELs are receiving instruction in their home language (L1). 	<ul style="list-style-type: none"> No assessment results for ELs in English OR primary language are reported in the LCAP.
GAP Reduction	<ul style="list-style-type: none"> EL academic growth exceeds the expected growth of English only students to demonstrate the closing of the achievement gap. Specific academic growth measures (e.g., A-G, Graduation rate, AP, IB, and EAP passing scores) are disaggregated by ELs and reported by grade level and levels of English proficiency. 	<ul style="list-style-type: none"> EL academic growth equals the expected growth of English only students. Some specific academic growth measures (e.g., SBAC, A-G, Graduation rate, AP, IB, and EAP passing scores) are disaggregated by ELs. 	<ul style="list-style-type: none"> EL Academic growth measures for ELs are included, but have not been compared to EO growth. Few specific academic growth measures (e.g., SBAC, A-G, Graduation rate, AP, and EAP passing scores) are disaggregated by ELs. 	<ul style="list-style-type: none"> Specific Academic growth measures for ELs are not included.
Transcript* Evaluation* (high school only)	<ul style="list-style-type: none"> Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S. 	<ul style="list-style-type: none"> Transcripts from non-U.S. schools are evaluated so that students can be accurately placed in grade level and appropriate courses. 	<ul style="list-style-type: none"> Transcripts from non-U.S. schools are evaluated, but they are not considered for placement, OR no credit is given for courses from non-U.S. schools. 	<ul style="list-style-type: none"> Transcripts from non-U.S. schools are not evaluated.
Increase in Seal of Biliteracy, Pathway Awards	<ul style="list-style-type: none"> The numbers of students receiving the State Seal of Biliteracy and Biliteracy Pathway Awards (if appropriate) increase every year. The number of former ELs and EOs are disaggregated in Seal and Pathway award reports. 	<ul style="list-style-type: none"> The numbers of students receiving the State Seal of Biliteracy and Biliteracy Pathway Awards (if appropriate) increase every year. 	<ul style="list-style-type: none"> The numbers of students receiving the State Seal of Biliteracy or other students receiving Biliteracy Pathway awards (if appropriate) remain the same. 	<ul style="list-style-type: none"> District does not mention the State Seal of Biliteracy or Biliteracy Pathway Awards.

* If rubric area does not apply to the district context, do not score.



English Learner Research-Aligned LCAP Rubrics
FOCUS AREA #4-ENGLISH LANGUAGE DEVELOPMENT

CA English Learner Roadmap Alignment		Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness		
	Exemplary	Good	Weak	No Evidence
Designated & Integrated ELD Program	<ul style="list-style-type: none"> Focus on the implementation of designated and integrated ELD includes explicit goals, evidence-based (research, assessment tools, and data results) strategies for a comprehensive ELD program, and standards-based ELD curricular materials. 	<ul style="list-style-type: none"> Focus on the implementation of designated and integrated ELD includes several goals and evidence-based (research, assessment tools, and data results) strategies for a comprehensive ELD program, and standards-based ELD curricular materials. 	<ul style="list-style-type: none"> Focus on implementation of designated or integrated ELD includes minimal goals or minimal evidence-based (research, assessment tools, and data results) strategies and standards-based ELD curricular materials. 	<ul style="list-style-type: none"> No mention of an ELD program or designated ELD instruction.
Knowledge of ELD Standards	<ul style="list-style-type: none"> Focus on ELD standards is identified as an explicit, targeted set of ongoing activities to allow teachers, administrators, and counselors to understand the standards for implementation of designated ELD and integrated ELD in content areas. 	<ul style="list-style-type: none"> Focus on ELD standards is identified with several activities to allow teachers and administrators to understand the standards for implementation of designated ELD. 	<ul style="list-style-type: none"> Focus on ELD standards is identified with minimal activities that focus only on teachers' understanding of the standards for implementation of designated ELD. 	<ul style="list-style-type: none"> No mention of ELD standards.
ELD Standards Implementation	<ul style="list-style-type: none"> Priorities are set with explicit goals and activities for ELD standards implementation based on needs assessment and student language proficiency and academic data (assessment tools and data results). 	<ul style="list-style-type: none"> Priorities are set with several goals and activities for ELD standards implementation based on student language proficiency and academic data (assessment tools and data results). 	<ul style="list-style-type: none"> Minimal goals and activities are set for ELD Standards implementation and do not consider student language proficiency OR academic data (assessment tools and data results). 	<ul style="list-style-type: none"> No student language proficiency or academic data (assessment tools and data results) are considered to set goals OR specific activities for implementation related to ELD standards.
ELD Standards Professional Development	<ul style="list-style-type: none"> Aligned, simultaneous professional development of California Core Standards and ELD standards are strategically designed for teachers and administrators of ELS. 	<ul style="list-style-type: none"> Sequential professional development of California Core Standards and ELD standards are strategically designed for teachers and administrators of ELS. 	<ul style="list-style-type: none"> Professional development of California Core Standards are offered for teachers with minimal inclusion of ELD standards. 	<ul style="list-style-type: none"> Professional development of California Core Standards are offered for teachers with no inclusion of ELD standards.

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English Learner Research-Aligned LCAP Rubrics
FOCUS AREA #5-PROFESSIONAL DEVELOPMENT



CA English Learner Roadmap Alignment		Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation Within and Across Systems		
	Exemplary	Good	Weak	No Evidence
PD Stakeholder Input	<ul style="list-style-type: none"> District gathered input by conducting data-driven needs assessments/meetings with teachers, other educators (e.g., administrators, specialists, etc.) and stakeholders multiple times to identify differentiated teaching and learning needs for EL/DLLs. 	<ul style="list-style-type: none"> District gathered some input by conducting needs assessments/meetings with teachers and other stakeholders to identify differentiated teaching and learning needs for EL/DLLs. 	<ul style="list-style-type: none"> District gathered minimal input from teachers OR stakeholders to identify differentiated teaching and learning needs for EL/DLLs. 	<ul style="list-style-type: none"> No mention of teacher/stakeholder input OR needs assessment for EL/DLL teaching or learning.
CA English Learner Roadmap	<ul style="list-style-type: none"> District PD plan includes all elements of the EL Roadmap, including site/classroom level implementation AND a plan for articulated implementation (e.g., coherence in site-level plans and policy documents). 	<ul style="list-style-type: none"> District PD plan includes some elements of the EL Roadmap, including awareness AND site/classroom level implementation. 	<ul style="list-style-type: none"> District PD plan includes minimal evidence of the EL Roadmap focused only on awareness. 	<ul style="list-style-type: none"> No mention of EL Roadmap elements.
PD Content	<ul style="list-style-type: none"> EL PD activities explicitly identify training for district and site administrators, teachers, instructional support staff, AND counselors including but not limited to implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL profiles (e.g., newcomers, Long Term English Learners) literacy and content instruction in L1 and English. 	<ul style="list-style-type: none"> EL PD activities identify some training for district/site administrators, teachers, instructional support staff, OR counselors such as the implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL profiles (e.g., newcomers, Long Term English Learners) literacy OR content instruction in L1 and English. 	<ul style="list-style-type: none"> EL PD activities identify minimal training for administrators, teachers, support staff OR counselors such as the implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL profiles (e.g., newcomers, Long Term English Learners) literacy OR content instruction in L1 and English. 	<ul style="list-style-type: none"> No EL PD activities described for administrators, teachers, support staff or counselors.



English Learner Research-Aligned LCAP Rubrics
FOCUS AREA #5-PROFESSIONAL DEVELOPMENT

CA English Learner Roadmap Alignment		Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation Within and Across Systems		
	Exemplary	Good	Weak	No Evidence
Comprehensive PD Program for Teachers of ELS	<ul style="list-style-type: none"> Detailed professional development (PD) plan includes short and long-term goals for teachers of ELS and describes many effective PD elements, such as ongoing teacher collaboration, classroom-based application, AND teacher reflection or inquiry cycles. 	<ul style="list-style-type: none"> Professional development plan includes some goals for teachers of ELS and some effective PD elements such as teacher collaboration, classroom- based application, OR teacher reflection or inquiry cycles. 	<ul style="list-style-type: none"> Limited activities described for professional development of EL teachers without any reference to specific professional development goals. 	<ul style="list-style-type: none"> No mention of professional development goals or plan for teachers of ELS.
PD Cultural Proficiency/ Competency	<ul style="list-style-type: none"> Explicit PD activities for all certificated AND classified staff to address key elements of cultural proficiency/competency training, including cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum. 	<ul style="list-style-type: none"> Some cultural proficiency/ competency training elements are identified in PD for all certificated AND classified staff, such as cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum. 	<ul style="list-style-type: none"> Minimal cultural proficiency/ competency training elements are identified in PD for certificated OR classified staff, such as cross-cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum. 	<ul style="list-style-type: none"> No mention of PD training for cultural proficiency OR responsiveness.



English Learner Research-Aligned LCAP Rubrics
FOCUS AREA #6-FAMILY ENGAGEMENT



CA English Learner Roadmap Alignment		Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 3: System Conditions that Support Effectiveness		
	Exemplary	Good	Weak	No Evidence
Stakeholder Input	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit plans for the DELAC AND other parent committees to meet regularly to review and monitor the development and implementation of the LCAP. <input type="checkbox"/> Explicit plans for conducting parent surveys AND focus groups with school leaders to provide input on the development and implementation of the LCAP. 	<ul style="list-style-type: none"> <input type="checkbox"/> General plans for the DELAC AND other parent committees to meet regularly to review and monitor the development and implementation of the LCAP. <input type="checkbox"/> General plans for conducting parent surveys OR focus groups with school leaders to provide input on the development and implementation of the LCAP. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited plans for the DELAC OR other parent committees to meet regularly to review and monitor the development and implementation of the LCAP. <input type="checkbox"/> Limited plans for conducting parent surveys OR focus groups with school leaders to provide input on the development and implementation of the LCAP. 	<ul style="list-style-type: none"> <input type="checkbox"/> No mention of plans for the DELAC OR other parent committees to meet regularly to review and monitor the development and implementation of the LCAP. <input type="checkbox"/> No evidence of plans for conducting parent surveys OR focus groups with school leaders to provide input on the development and implementation of the LCAP.
Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit plan for oral and written translation of official district policies, plans, student progress, and other data (e.g., school climate survey) in multiple languages, beyond minimum legal requirement of 15% of the EL population. 	<ul style="list-style-type: none"> <input type="checkbox"/> General plan for oral and written translation of official district policies, plans, student progress, and other data (e.g., school climate survey) in target languages spoken by at least 15% of the EL population, as required by law. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited plan for oral and written translation of official district policies, plans, student progress, and other data (e.g., school climate survey) in target languages spoken by at least 15% of the EL population, as required by law. 	<ul style="list-style-type: none"> <input type="checkbox"/> No mention of a plan for oral and written translation of official district policies, plans, student progress, and other data (e.g., school climate survey) in target languages spoken by at least 15% of the EL population, as required by law.
Staffing to Support Family Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit plan for hiring practices to ensure the presence of qualified bilingual staff (e.g., office staff, community representatives, parent liaisons, and other classified or certificated personnel). 	<ul style="list-style-type: none"> <input type="checkbox"/> General plan for hiring practices to ensure the presence of qualified bilingual staff (e.g., office staff, community representatives, parent liaisons, and other classified or certificated personnel). 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited plan for hiring practices to ensure the presence of qualified bilingual staff (e.g., office staff, community representatives, parent liaisons, and other classified or certificated personnel). 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of a plan for hiring practices to ensure the presence of qualified bilingual staff (e.g., office staff, community representatives, parent liaisons, and other classified or certificated personnel).



English Learner Research-Aligned LCAP Rubrics
FOCUS AREA #6-FAMILY ENGAGEMENT

CA English Learner Roadmap Alignment		Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 3: System Conditions that Support Effectiveness		
	Exemplary	Good	Weak	No Evidence
Staff Development	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit plan for professional learning for teachers, administrators AND other staff on family engagement, welcoming environments, and cultural sensitivity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some description of professional learning for teachers OR administrators and other staff on family engagement, welcoming environments, and cultural sensitivity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited description of professional learning for teachers OR administrators and other staff on family engagement, welcoming environments, and cultural sensitivity. 	<ul style="list-style-type: none"> <input type="checkbox"/> No mention of professional learning for teachers OR administrators and other staff on family engagement, welcoming environments, and cultural sensitivity.
Decision-Making Processes	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit plan to provide EL parental involvement in committees beyond DELAC for input on LCAP development AND other district/school-wide decision-making (e.g., hiring practices, EL programs, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> General plan to provide EL parental involvement in committees beyond DELAC for input on LCAP development AND other district/school-wide decision-making (e.g., hiring practices, EL programs, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> EL parental involvement is limited to DELAC committee(s)’ input on LCAP development OR other district/school-wide decision-making (e.g., hiring practices, EL programs, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of a plan for EL parental involvement for input on LCAP development OR other district/school-wide decision making (e.g., hiring practices, EL programs, etc.).
Leadership Development	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit, long-term plan to build capacity for parent leadership development; specifically targeting EL parental population (e.g., bilingual parent workshops on leadership strategies, creating an EL parent panel to address concerns, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> General, short-term plan for parent leadership development programs specifically targeting EL parental population (e.g., bilingual parent workshops on leadership strategies). 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited plan for parent leadership development programs specifically targeting EL parental population (e.g., bilingual parent workshops on leadership strategies). 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of a plan for parent leadership development programs specifically targeting EL parental population (e.g., bilingual parent workshops on leadership strategies).



English Learner Research-Aligned LCAP Rubrics
FOCUS AREA #7-EXPENDITURES



CA English Learner Roadmap Alignment		Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation Within and Across Systems		
	Exemplary	Good	Weak	No Evidence
Budget Description*	<ul style="list-style-type: none"> <input type="checkbox"/> Detailed budget description includes summary tables listing and describing the budgeted expenditures for each of the three LCAP implementation years and each specific action, including expenditures that will serve ELs and pupils redesignated as fluent English proficient. <input type="checkbox"/> Detailed identification of significant differences between planned expenditures and actual expenditures relate to corresponding actions and services for ELs. 	<ul style="list-style-type: none"> <input type="checkbox"/> General budget description includes one or more summary tables listing and describing the budgeted expenditures for each of the three LCAP implementation years and each specific action, including expenditures that will serve ELs and pupils redesignated as fluent English proficient. <input type="checkbox"/> General identification of differences between planned expenditures and actual expenditures relate to corresponding actions and services for ELs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited budget description includes one or more summary tables listing and describing the budgeted expenditures for each of the three LCAP implementation years and each specific action, including expenditures that will serve ELs and pupils redesignated as fluent English proficient. <input type="checkbox"/> Limited identification of significant differences between planned expenditures and actual expenditures relate to corresponding actions and services for ELs. 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of budget description. <input type="checkbox"/> No evidence of differences between planned expenditures and actual expenditures.
Proportionality	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates increased/improved services in proportion to increases in funding for ELs and explicitly budgets supplemental and concentration funds to reflect the amount of funds generated by the number and percentage of ELs being served. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates increased/improved services in proportion to increases in funding for ELs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates minimal increase in EL spending from prior years. 	<ul style="list-style-type: none"> <input type="checkbox"/> No indication of increased EL spending from prior years.

CA English Learner Roadmap Alignment		Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation Within and Across Systems		
	Exemplary	Good	Weak	No Evidence
Alignment between Funding Sources and Services	<ul style="list-style-type: none"> <input type="checkbox"/> Explicitly identifies expenditures for all described changes to actions and services specific to ELs. <input type="checkbox"/> Explicit plan for unspent supplemental and concentration funds for EL services includes continued allocation for specific EL services in subsequent year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Generally identifies expenditures for all described changes to actions and services specific to ELs. <input type="checkbox"/> General plan for unspent supplemental and concentration funds for EL services includes continued allocation for specific EL services in subsequent year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Minimally identifies expenditures for described changes to actions and services specific to ELs OR expenditures are not linked to EL services. <input type="checkbox"/> Minimal plan for unspent supplemental and concentration funds for EL services OR does not specify continued allocation for specific EL services in subsequent year. 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of identified expenditures for described changes to actions and services specific to ELs OR unspent supplemental and concentration funds.
Federal Funding	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies all non-LCFF, state, and federal funding sources for programs and services for ELs AND how much money will be used from each source. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies some non-LCFF, state, and federal funding sources for programs and services for ELs AND how much money will be used from each source. 	<ul style="list-style-type: none"> <input type="checkbox"/> Commingles non-LCFF, state, and federal funding and does not provide how much money will be used from each source. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses exclusively Federal Title III and/or Title I money to pay for EL programs and services.
LCFF/State Funding	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies base and supplemental/concentration grant funding for each EL program and service provided (LCFF funds). 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides for EL expenditures with LCFF funds without distinguishing supplemental/concentration and base funds. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses mostly Federal Title III money to pay for EL programs and services 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not provide any Funding source for EL programs and services.
Supplemental Services	<ul style="list-style-type: none"> <input type="checkbox"/> Explicitly designates EL programs/actions and services funded by Title III and Title I to supplement services provided by LCFF. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designates some funding for EL programs/actions and services funded by Title III and Title I to supplement services provided by LCFF. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designates limited funding from Title III and Title I for EL programs/actions and services to supplement services provided by LCFF, OR it is not clear if these services are supplemental. 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of Title III or Title I funds designated for EL programs/actions and services to supplement services provided by LCFF.

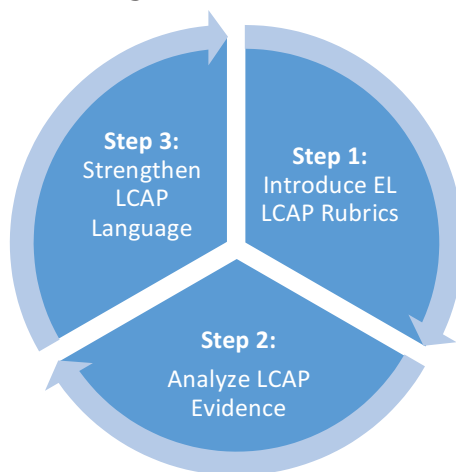
*CA Education Code - https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52064; CA State Auditor Report 2019-101, K-12 Local Control Funding - <https://www.auditor.ca.gov/pdfs/reports/2019-101.pdf>

Recommended Use and Protocol

It is expected that the rubrics will help all stakeholders prioritize what needs to be improved and addressed during each year of the LCAP development and implementation cycle, including annual revisions.

The *English Learner Research-Aligned LCAP rubrics* constitute a valuable resource and critical set of tools for district administrators, teachers, parents, board, and community members to analyze the strengths and limitations of their proposed or current programs and services for English Learners in their LCAPs. It is expected that the rubrics will help all stakeholders prioritize what needs to be improved and addressed during each year of the LCAP development and implementation cycle, including annual revisions. The LCAP Toolkit affords district teams the opportunity to use tools herein to conduct annual or bi-annual reviews of existing LCAPs with sufficient time to engage in protocol processes to document priority areas/findings, and develop corresponding revisions and/or additions for the LCAPs. A three-step protocol is recommended. See Figure 3.

Figure 3. English Learner Research-Aligned Rubric Protocol



Step 1: Introduce English Learner Research-Aligned LCAP

District leadership teams can prepare the LCAP committee, subcommittees, and key stakeholders for the use of the *English Learner Research-Aligned LCAP rubrics* in the development, analysis, and/or refinement of the LCAP through the lens of English Learners by introducing the LCAP rubrics and their corresponding content to committee members. District leaders may need to assess the knowledge, background, and needs of their respective committees to determine the level of foundational knowledge and information they should present for each focus area rubric. Additionally, EL expert teams and/or focus groups can be identified and integrated into the LCAP committee/subcommittees when engaging in the use of the English Learner Research-Aligned LCAP Rubrics.

District leadership, in consultation with key stakeholders and EL expert teams, should identify which English Learner Research-Aligned LCAP rubrics might be presented and used by the LCAP committee or subcommittees. This will depend on the group(s)' familiarity with the content of the rubrics as well as priority areas that have emerged in the LCAP development processes with respect to the English Learner focus. A sample agenda for an introductory meeting is provided in Table 4.

Table 4. Introduction of English Learner Research-Aligned LCAP Rubrics—Sample Agenda

Time	Agenda Item and Facilitator Notes	Materials
5 min	I. Welcome/Purpose	
10 min.	II. Our Community of Stakeholders: Introduction of members and corresponding roles <ul style="list-style-type: none"> A. Meeting facilitator provides a brief introduction of members by role. B. In pairs or triads, members share a common reason why the examination of the LCAP through the lens of English Learners is a priority for them. C. Facilitator asks a few members to share what they heard from their partner/triad discussion. 	
5 min.	III. English Learner Research-Aligned Rubrics—Key Research and Policy <ul style="list-style-type: none"> A. Facilitator presents a brief highlight of Seizing the Opportunity to Narrow the Achievement Gap for English Learners: Research-based Recommendations for the Use of LCFF Funds—a Patricia Gándara & Maria Estela Zarate, Civil Rights Project at UCLA <ul style="list-style-type: none"> ▪ Recommendations with expanded descriptions ▪ Research summaries and citations ▪ Metrics for tracking implementation B. Facilitator shares brief explanation of the California English Learner Roadmap policy and 4 principles. 	Gándara & Zarate: Executive Summary CA English Learner Roadmap Overview
10 min.	IV. English Learner Research-Aligned LCAP Rubrics—Overview of Sample Focus Area Rubric <ul style="list-style-type: none"> A. Facilitator presents sample focus area rubric (e.g., English Language Development) and describes the different components of each rubric (e.g., Title, CA EL Roadmap Alignment, categories, etc.). B. Facilitator provides the focus area definition: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Focus Area 4. English Language Development Definition: English Learners receive a comprehensive English Language Development (ELD) program delivered by prepared teachers during a designated ELD period and an integrated period for content area instruction. ELD teaching and learning is guided by the ELD standards and on-going educator development is planned and provided to support effective implementation. </div> C. Participants read the Exemplary descriptor for each category of the focus area rubric: <ul style="list-style-type: none"> ▪ Designated & Integrated ELD Program ▪ Knowledge of ELD Standards ▪ ELD Standards Implementation ▪ ELD Standards Professional Development D. Facilitator provides clarification and relevant policy and research- alignment for each focus area category (e.g., California English Language Arts/English Language Development Framework). 	EL Research-Aligned LCAP Rubric: Focus Area #4 English Language Development CA ELA/ELD Framework: Highlights for ELD Instruction

Table 4. Introduction of English Learner Research-Aligned LCAP Rubrics—Sample Agenda (cont.)

Time	Agenda Item and Facilitator Notes	Materials
20 min.	<p>V. Small Group Exploration of Remaining English Learner Research- Aligned LCAP Focus Area Rubric(s) PRIOR to the meeting: <i>Facilitator, in consultation with district and stakeholder leaders, determines what additional focus areas will be explored. For example, the district may prioritize two additional focus areas, such as:” 5.” Professional Development, and “6.” Family Engagement. In this case, the facilitator can plan to ask participants from one-half of the room to review one area by sub-dividing into groups of 4-6 participants while the other half of the room also sub-divides to review the other area.</i></p> <p>WHOLE GROUP</p> <p>A. Facilitator explains the small group work processes and divides the group into small groups to engage in an exploration of ONE additional focus area rubric.</p> <p>IN SMALL GROUPS</p> <p>B. On chart paper, a group member representative writes the focus area definition, and all members help highlight keywords/phrases.</p> <p>C. Group members read and discuss the Exemplary descriptor for each category and underline key terms/phrases.</p> <p>D. On chart paper, a group member representative writes 1-2 questions the group has about the descriptors, key terms, or definitions.</p> <p>WHOLE GROUP</p> <p>E. Facilitator asks each small group to share ONE question with the whole group and debriefs by sharing corresponding research, resources, and/or policies.</p> <p>F. Facilitator asks participants to individually, or in pairs, walk around the room to read additional questions/content captured on each small group’s chart (“Gallery Walk”).</p>	<p>Selected EL Research Aligned LCAP Rubrics</p> <p>Chart Paper, Markers, Highlighters</p>
10 min.	<p>VI. Next Steps/Closure</p> <p>A. Individual reflection: Facilitator asks each participant to reflect on a “burning question/issue” that emerged as a result of their participation in this session.</p> <p>B. Participants write reflections individually, or in pairs, on an index card (“Exit Slip”).</p> <p>NOTE: Facilitator(s) should collect all questions recorded on charts and index cards (“Exit Slips”). Inform participants that the district leadership team and committee of EL experts will review to identify common questions or themes that emerge as priority issues.</p>	<p>Blank index cards to create “Exit Slips.”</p>

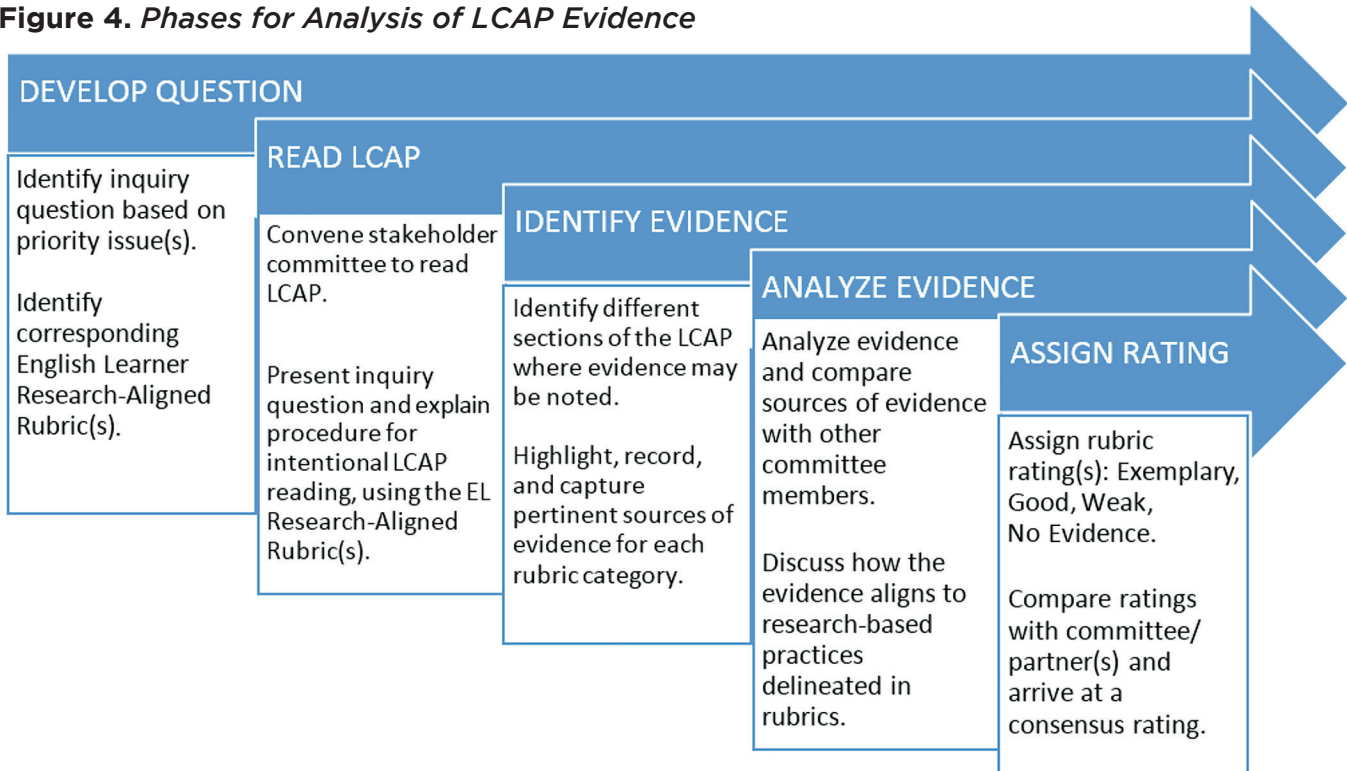
Step 2: Analyze LCAP Evidence

Once a district leadership team has introduced the English Learner Research-Aligned LCAP Rubrics and provided requisite foundational knowledge for LCAP committees and subcommittees for corresponding rubrics, the team is prepared to engage in Step 2 of the proposed protocol process. This entails identifying an applied use of the EL Research-Aligned Rubrics to analyze the strengths and limitations of the district’s proposed or current programs, actions and/or services for English Learners in their LCAPs. This step could be designed to include analysis of the district’s EL outcomes or Dashboard data disaggregated by English Learner sub-groups. It is recommended that a sub-committee inclusive of members with EL expertise review the notes, “burning questions,” and priority issues from Exit Cards recorded during Step 1 of this protocol to create inquiry questions that will guide the analysis of LCAP evidence. Sample inquiry questions may include:

- To what degree did our district LCAP specify goals, actions, or services in the area of English Language Development that contribute to positive outcomes for English Learners?
- To what degree did our district LCAP identify equitable allocation of funds and resources for increased or improved services for all types of English Learners?
- To what degree is family engagement for parents and guardians of English Learners evident in our district LCAP?

The existing district LCAP will provide the basis for identifying sources of evidence to establish consensus ratings in order to explore levels of reliability and the consistent application of the rubric descriptor scale. Written evidence statements will serve to justify and support rubric ratings. The session facilitator(s) will need to ensure access to the district LCAP in electronic/hard copy and in multiple languages to accommodate the differentiated needs of the LCAP committee/subcommittee members. The LCAP analysis session entails several key phases, delineated in Figure 4.

Figure 4. Phases for Analysis of LCAP Evidence



After engaging in the Analysis of LCAP Evidence phases (Step 2), the district leadership is prepared to take the recorded evidence and discussion notes to collaborate with a subset of the larger committee to tally ratings in order to identify the Focus Area(s) with the category ratings. This will provide the basis for determining where to concentrate efforts for the improvement and strengthening of the LCAP language.

Step 3: Strengthen LCAP Language

The last step of the protocol is to engage the LCAP committee/subcommittee in the writing of an LCAP, or revising the annual LCAP update to include more coherent and clearer language. The outcome of the activity should be a document that describes the actions, programs, and services for ELs in the areas identified during the analysis of the LCAP. District leadership, inclusive of an EL expert group, can facilitate this effort by identifying LCAP components or template sections where the committee can begin to revise, strengthen, or add LCAP language to address priority areas. Some considerations may include:

1. LCAP Placement: Sections of the LCAP where the topic could be addressed;
2. Key Language/Terms: Suggested language to describe comprehensive EL programs and services that meet the exemplary rubric criteria;
3. Sample Action/Service: An example of a way to describe an action or service to best serve English Learners guided by the Exemplary descriptors of each rubric;
4. Metrics: Recommendations/suggestions for ways to assess/measure results of implementation or progress or attainment of the desired goal.

To support district leaders in identifying additional resources and tools to engage in Step 3 of this protocol, Part III of this LCAP Toolkit will provide readers information about:

1. Specialized teams such as a professional learning network, task force, or other EL-focused engagement group. The goal is to improve the language of the LCAP to address the needs of ELs;
2. The LCAP Development and Refinement Template for English Learner Focus Areas as a tool for the team to use along with two examples of the completed template for two of the rubrics' focus areas: Actions and Services and English Language Development;
3. The Crosswalk of CCSESA's LEA Self-Assessment Tool and the California English Learner Roadmap, and,
4. Examples of promising practices from actual district LCAPs (2017-2020).

Part III - Sharpening the Focus on English Learners: Local policies and promising practices in LCAP development and implementation planning

Introduction

Part I of this LCAP Tool Kit described the rationale, background, and research base for The LCAP Toolkit: Using research-based tools to promote equity for English Learners, including the history and development of the English Learner Research-Aligned Local Control and Accountability Plan (LCAP) Rubrics. Resulting from several cycles of development, revisions, and use, the present rubrics constitute a valuable resource and important tool for the various district stakeholders including educators, administrators, and community members to: (1) analyze the strengths and limitations of their proposed programs and services for English Learners in their existing LCAP; and (2) prioritize focus areas to refine and bolster future LCAP development and annual updates.

Part II provided an overview of the newly revised English Learner Research-Aligned LCAP focus area rubrics. Readers were introduced to each of the seven rubrics, and a protocol for the applied use of the rubrics was delineated. As Local Education Agencies (LEAs) prepare for a new, required, three-year LCAP cycle beginning 2020-21, it is recommended that LEAs employ rubrics and tools such as these to assist them in effectively analyzing and describing how they intend to meet annual goals for all pupils, with specific activities to address the eight state and additional local priorities. Additionally, supplemental and concentration funds, based on the number of ELs, low-income students, and homeless and foster youth, must be explicitly detailed and are integral in the identification of increased or improved services. This process requires districts to engage parents, teachers, students, and community members in developing an LCAP that details the district's goals and strategies for using LCFF funds in a commitment to achieve equity and continuous improvement.

Part III provides examples for districts to follow to sharpen the focus on ELs by supporting stakeholders working on LCAPs to align actions and services to the needs of the different EL typologies represented. By leveraging the seven focus-area rubrics in Part II of this Toolkit, district teams can develop more focused language and evidence of support. To that end, we provide four additional tools/resources: (1) specialized teams such as a professional learning network, task force or other EL-focused engagement group to improve the language of the LCAP that will address the needs of ELs; (2) the *LCAP Development and Refinement Template for English Learner Focus Areas* as a tool for the team to use along with two examples of the completed template for two of the rubrics' focus areas; Actions and Services and English Language Development; (3) the *Crosswalk of CCSESA's LEA Self-Assessment Tool* and the *California English Learner Roadmap*, and, (4) examples of promising practices from actual district LCAPs (2017-2020).

Resource 1: Using Specialized Teams to Sharpen the Focus on English Learners

This resource illustrates how a local district policy structure such as a committee/subcommittee, task force, or workgroup with English Learner expertise can be formed to utilize the tools and resources provided in the Toolkit. We use the example of a statewide professional learning network (PLN, 2017-2019) that operationalized the Exemplary descriptors in the *English Learner Research-Aligned (LCAP) Rubrics*.

The English Learner Professional Learning Network (PLN)

In an effort to support county offices and organizations assisting districts' continuous improvement efforts for their LCAPs, the California Collaborative on Educational Excellence (CCEE) granted state funding for The *Professional Learning Network (PLN) for English Learner and Biliteracy Programs* to the California Association for Bilingual Education and Californians Together. The Center for Equity for English Learners facilitated the work of the PLN and conducted meetings, communicated with CCEE staff and other PLN facilitators statewide, and shared outcomes and resources, including those highlighted here with both the CCEE and the other PLNs.

The *Professional Learning Network (PLN) for English Learner and Biliteracy Programs* consisted of English Learner Directors and Coordinators from four county offices and two districts' representatives, all with extensive expertise in English Learner programs and issues. The PLN met monthly to enact three goals:

- Goal 1:** Focus on the potential use of the LCAP and Dashboard as tools for addressing comprehensive, high-quality programs and services that specifically impact ELs' achievement.
- Goal 2:** Disseminate information, resources, and tools shared or collectively developed through the PLN.
- Goal 3:** Create a supportive community of educators that learn from each other as each member works on specific goals and objectives to meet the needs of ELs.

A central focus of the work designed to meet all three of the network's goals was the development of model language for LCAPs guided by the *Exemplary* level descriptors for four of the *English Learners Research-Based LCAP Five Priority Rubrics* (2017). These focus areas included: (a) English Language Development; (b) Professional Development; (c) Programs and Course Access; and (d) Actions and Services.

The PLN began by asking themselves the following questions:

- *What would an exemplary LCAP include to support high-quality programs/approaches for English Learners?*
- *Where and how can the English Learner Research-Aligned **exemplary** descriptors be applied to improve and refine LCAP development?*

To address these questions, the PLN identified several important considerations for how to approach the work. Among these were the delineation of **where** English Learner goals, actions, or services could be detailed in the required LCAP template (e.g., "The Story," Actions and Services, etc.). The PLN also determined that a district LCAP's **key terms/language** should be aligned to the **exemplary/good** descriptors provided in the English Learner Research-Aligned rubrics. The PLN agreed to utilize a sample district LCAP to engage in the **process** of analyzing existing Actions/Services and **developing examples** with proposed LCAP language that is more closely aligned to research-based practices for ELs.

Process for Development of Examples

1. Understanding the Rubrics' descriptors for Each Focus Area

The first step in the development of the examples was to ensure that the PLN had a reliable and valid understanding of the rubric descriptors to be confident that everyone in the group was in consensus of what would be required to rate at the **highest** levels. To that end, the network reviewed the *English Learner Research-Aligned* rating scale descriptors ranging from High to low using these four words: “Exemplary” or “Good” to Low: “Weak”, and “No Evidence”.

Figure 5. Sample Focus Area Rating Scale Descriptors

English Learner Research-Aligned LCAP Rubrics
FOCUS AREA #4-ENGLISH LANGUAGE DEVELOPMENT

CA ELD		Rating Scale Descriptors			
		Exemplary	Good	Weak	No Evidence
Designated & Integrated ELD Program		❖ Focus on the implementation designated and integrated ELD includes explicit goals, evidence-based (research, assessment tools, and data results) strategies/practices for a comprehensive ELD program, and standards-based ELD curricular materials.	❖ Focus on the implementation of designated and integrated ELD includes several goals and evidence-based (research, assessment tools, and data results) strategies for a comprehensive ELD program, and standards-based ELD curricular materials.	❖ Focus on implementation of designated or integrated ELD includes minimal goals or minimal evidence-based (research, assessment tools, and data results) strategies and standards-based ELD curricular materials.	❖ No mention of an ELD program or designated ELD instruction.
Knowledge of ELD Standards		❖ Focus on ELD standards is identified as an explicit, targeted set of ongoing activities to allow teachers, administrators, and counselors to understand the standards for implementation of designated ELD and integrated ELD in content areas.	❖ Focus on ELD standards is identified with several activities to allow teachers and administrators to understand the standards for implementation of designated ELD.	❖ Focus on ELD standards is identified with minimal activities that focus only on teachers' understanding of the standards for implementation of designated ELD.	❖ No mention of ELD standards.

2. Consensus Rating

The second step was to read a district’s LCAP as an example to apply and strengthen the language in the service of English Learners. Each member of the group rated the sample LCAP, and then consensus ratings were agreed upon for each category on all rubrics. Consensus was determined to be within a level in either a low or a high range. To justify a rating, each participant identified evidence of increased or improved services for ELs. This step helped us identify the lowest-rated focus areas as areas to target in the examples.

3. Building Alignments

The last step was for the group to brainstorm the elements of English Learner programs and instruction they concluded should be in an LCAP so that the staff and community would have a comprehensive picture of what the district provides for ELs. The PLN also carefully reviewed the district’s Dashboard results for English Learner data. Finally, the PLN reviewed the California EL Roadmap alignment for each of the focus areas. Resource 2 (detailed below) is the LCAP Development and Refinement Template for English Learner Focus Areas utilized to brainstorm, organize, and record the EL-focused elements identified by the PLN.

Resource 2: LCAP Development and Refinement Template for English Learner Focus Areas—Striving to Meet the Exemplary Level of Evidence on the LCAP English Learner Research-Aligned Rubrics

The LCAP Development and Refinement Template for English Learner Focus Areas (Appendix D) was collaboratively constructed by the PLN in order to draft desired language, guided by the Exemplary-level of the English Learner Research-Aligned LCAP rubrics. The categories in this template include:

1. **LCAP Placement:** Section of the LCAP where the descriptors could be addressed.
2. **Key Language/Terms to Be Included:** Language of the rubric descriptors deemed necessary for a clear and coherent description of the program or service for ELs.
3. **Sample Action/Service:** Building from an existing LCAP, revising, adding, and editing to compose examples of how to strengthen the language in the LCAP to meet the higher-level descriptors for each category of the particular focus area rubric.
4. **Metrics:** List the type of data that could guide progress in the focus area for the action/service presented.

Each PLN member chose to participate in one of four writing teams based on the following focus areas: *ELD, Professional Development, Program Course Access, and Action and Services*. The PLN writing teams re-read the sample LCAP and identified the “Actions and Services” as well as other sections of the LCAP that addressed or could address their respective *English Learner Research-Aligned LCAP Focus Area* rubric.



Tables 5 and 6 show two completed *LCAP Development and Refinement Templates for English Learner Focus Areas* generated by the PLN. They include recommendations of where to place the language in the LCAP, specific key language/terms to be used, a sample action/service, and recommended metrics that address two Focus Areas. Table 5—“Actions and Services,” and Table 6—“English Language Development” are informed by the Exemplary-level descriptors on the corresponding rubrics. It is important to note that in Table 6—English Language Development—the ‘Knowledge of the ELD Standards’ column was left intentionally blank. Based on the analysis of Sample LCAP, the district showed evidence of Knowledge of the ELD Standards, with ratings in the Good to Exemplary levels. Therefore, it was determined that actions or services efforts should focus on the other three rubric categories.

These questions guided the PLN in completing the LCAP Development and Refinement Template for English Learner Focus Areas:

- Where in the LCAP could we address the rubric descriptors?
- What are key terms/language that best reflect and convey what the Exemplary rubric descriptors require?
- How could we best illustrate this language in an Action/Service taken from our last LCAP—or as we draft our new LCAP?

Table 5. Example of Completed LCAP Development and Refinement Template for English Learner Focus Area #1—Actions & Services

Focus Area #1 – ACTIONS AND SERVICES				
Principle 1: Assets-Oriented and Needs Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness				
Categories				
	Responsiveness to ELs Profiles	Assessment, Inform, Placement, and Services	Program Options	Targeted Use of Supplemental & Concentration Funds
EL Roadmap Alignment				
Descriptors for the Exemplary Level	<p>Specific services, programs, and actions, including interventions, address the differentiated language and academic needs of the various profiles of English Learners, preschool-12th grade</p>	<p>Program placement and services for ELs are informed by formative (ongoing) and summative (annual) academic and language development results, including L1 assessments when appropriate</p>	<p>Program options for English Learners are based upon the needs of ELs, preferences of the parents and community; district resources are aligned</p>	<p>Explicit description of improved or increased services provided through supplemental and concentration funding AND mention of how they add additional support, opportunities, personnel, resources etc. to enhance the base program for all ELs</p>
Key Language/Terms to be Included	<p>EL Profiles/Typologies:</p> <ul style="list-style-type: none"> Newcomers: <ul style="list-style-type: none"> SIFE: Students with Interrupted Formal Education L1 literate L1 illiterate LTEs At-Risk LTEs Adequately progressing ELs Dual Language Learners Multilingual Learners Newcomers LTEs L1/L2 proficient students 	<ul style="list-style-type: none"> Primary language assessment Formative and summative assessments (ongoing, benchmarks, annual...) Data analysis, review, next steps Alignment of master schedule to support data Quantitative and qualitative data 	<ul style="list-style-type: none"> Parent choice Multiple program options (i.e. Dual Immersion, Structured English Immersion, Bilingual, etc.) Stakeholder engagement Pathways to Biliteracy 	<ul style="list-style-type: none"> Supplemental and concentration funds/ Additional support/opportunities, personnel, resources, etc. “_____to enhance the base program for ELs”

Table 5. Example of Completed LCAP Development and Refinement Template for English Learner Focus Area #1—Actions & Services (cont.)

Focus Area #1 – ACTIONS AND SERVICES				
Principle 1: Assets-Oriented and Needs Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness				
Categories				
	Responsiveness to ELs Profiles	Assessment, Inform, Placement, and Services	Program Options	Targeted Use of Supplemental & Concentration Funds
EL Roadmap Alignment				
LCAP Placement	<ul style="list-style-type: none"> The Story Increased or Improved Services for High Needs Students Actions & Services 	<ul style="list-style-type: none"> Actions & Services Review of Performance Annual Measurable Outcomes 	<ul style="list-style-type: none"> The Story Actions & Services Review of Performance 	<ul style="list-style-type: none"> Increased or Improved Services for High- Needs Students Demonstration of Increased and Improved Services for Unduplicated Pupils Actions & Services
Sample Actions/ Services	Actions/Services describe and show evidence that: <ul style="list-style-type: none"> Each TOSA is assigned to work with a particular EL profile to address their unique needs PD includes differentiation strategies to address the different EL profiles Newcomer center/program will be established to address the diverse needs of this particular group of students Specific courses will be developed to address the academic and language needs of different EL profiles, specifically LTELs and Newcomers PD focused on the specific needs of dual language/ multilingual students will be planned for _____. 	Descriptions of the following are identified: <ul style="list-style-type: none"> Specific assessments that measure language development are aligned are to the ELD standards for placement purposes and/or as a summative assessment Specific rubrics to measure language development progress (aligned to ELD standards) to inform ongoing instruction L1 assessments used for placement purposes in dual language programs 	Actions/Services describe and show evidence that: <ul style="list-style-type: none"> Strong marketing of multiple program options to a wide range of stakeholders (i.e., videos, websites, town hall meetings, brochures, etc.) Program options are designed or expanded, based on needs of ELs, evidence-based research, and preferences of the parents and community Flexible entry points into the various programs 	<ul style="list-style-type: none"> Supplemental and concentration funds are clearly designated to address needs of ELs (Please see Responsiveness to EL Profiles section) TOSAs are added to support academic and language development. of ELs in response to data and need assessment results Summer school to provide additional focused time for targeted ELD instruction and expanded opportunities for enrichment

Table 5. Example of Completed LCAP Development and Refinement Template for English Learner Focus Area #1—Actions & Services (cont.)

Focus Area #1 – ACTIONS AND SERVICES				
Principle 1: Assets-Oriented and Needs Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness				
Categories				
	Responsiveness to ELs Profiles	Assessment, Inform, Placement, and Services	Program Options	Targeted Use of Supplemental & Concentration Fund
EL Roadmap Alignment	<ul style="list-style-type: none"> With the assistance of counselors, community experts, teachers and administrators, a plan to offer wrap-around services to address both the academic and socio-emotional needs of different EL/DLL typologies will be designed and phased in as follows: _____. Description of enrichment, extended, or summer school programs/services: <ul style="list-style-type: none"> Specific summer school program to address the academic and language needs of LTELs is described. Extended academic and enrichment opportunities for newcomers Ongoing training on cultural proficiency for classified and certificated staff Plans for hiring and maintaining onsite community liaisons that can provide services/support such as: translation, mentorship, navigation of educational system, parent engagement, and school-community connections 	<ul style="list-style-type: none"> L1 assessments used for appropriate course placement in secondary content courses L1 assessments used to inform instruction across content areas L1 and L2 assessments to identify gaps in literacy development to inform instruction. 	<ul style="list-style-type: none"> Equitable recruitment, placement, resources, and support for students in the different programs across the district Strong outreach and recruitment of teachers into the dual language program Alignment of evidence-based practices across the district Board policy is clear and communicates multiple pathways to biliteracy – not only in a dual immersion program. 	<ul style="list-style-type: none"> Additional community liaisons, counselors, etc., to address targeted socio-emotional needs of ELs, increase parent engagement, and build stronger parent/community partnerships.

Table 5. Example of Completed LCAP Development and Refinement Template for English Learner Focus Area #1—Actions & Services (cont.)

Focus Area #1 – ACTIONS AND SERVICES					
Categories					
EL Roadmap Alignment	Principle 1: Assets-Oriented and Needs Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness	Responsiveness to ELs Profiles	Assessment, Inform, Placement, and Services	Program Options	Targeted Use of Supplemental & Concentration Fund
Sample Metrics	<ul style="list-style-type: none"> English Language Proficiency Assessments for California (ELPAC) State assessments Language-based assessments that measure progress towards language proficiency (writing, reading comprehension, oral proficiency) Local benchmarks (writing, reading comprehension, oral proficiency) Running records Performance-based tasks Student trends/patterns noted based on formative assessment practices Data on the effectiveness of interventions Student surveys about services, programs and actions, including interventions, and their impact on their academic and language learning 	<ul style="list-style-type: none"> See sample metrics listed under Responsiveness to EL Profiles. Perform primary language assessment, as appropriate. 	<ul style="list-style-type: none"> Enrollment percentages for the different EL program options (reflective of the needs of ELs and preferences of parents and community) Equitable allocation of funds and resources for ELs (aligned to site-based needs of ELs) 	<ul style="list-style-type: none"> Gather data and assessments to evaluate the effectiveness of improved or increased services provided through supplemental and concentration funding for ELs (may include metrics mentioned in the other columns) 	
Example of Enhanced Actions and Services Item	<p>Based on the analysis of formative and summative assessment data of our EL student typologies, funds will be added to the English Learner Services Department to purchase ELD materials and supplies for the purpose of addressing the differentiated language and academic needs of our Long Term English Learners (LTELs) and Newcomer Academy students; offer site-based interventions for ELs and LTELs; purchase ELLevation software to record and monitor intervention services provided for ELs and RFEsPs.</p> <p>Because EL’s may need _____, supplemental and concentration funds are used to _____</p>				

Table 6. Example of Completed LCAP Development and Refinement Template for English Learner Focus Area # 4—English Language Development

Focus Area # 4—English Language Development				
Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness				
Categories				
	Designated & Integrated ELD Program	Knowledge of ELD Standards	ELD Standards Implementation	ELD Standards Professional Development
EL Roadmap Alignment	Focus on the implementation of designated and integrated ELD includes explicit goals, evidence-based strategies/practices for an articulated ELD program, and standards-based ELD curricular materials.	Focus on ELD standards is identified as an explicit , targeted set of on-going activities to allow teachers, administrators, and counselors to understand the standards for implementation of designated ELD and integrated ELD in content areas.	Priorities are set with explicit goals and activities for ELD standards implementation based on student language proficiency and academic data.	Aligned , simultaneous professional development of California Core Standards and ELD standards for teachers and administrators of ELs.
LCAP Placement	<ul style="list-style-type: none"> • Plan summary (story) • Highlights • Greatest Progress • Greatest Need • Performance Gaps • Increased or Improved Services 	Based on the analysis of the sample LCAP, the district showed evidence of Knowledge of the ELD Standards, with rating in the Good to Exemplary levels. Therefore, the PLN group did not further develop this category.	<ul style="list-style-type: none"> • Plan summary (story) • Highlights • Greatest Progress • Greatest Need • Performance Gaps • Increased or Improved Services 	<ul style="list-style-type: none"> • Plan summary (story) • Highlights • Greatest Progress • Greatest Need • Performance Gaps • Increased or Improved Services

Table 6. Example of Completed LCAP Development and Refinement Template for English Learner Focus Area # 4—English Language Development

Focus Area # 4—English Language Development				
Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness				
Categories				
	Designated & Integrated ELD Program	Knowledge of ELD Standards	ELD Standards Implementation	ELD Standards Professional Development
EL Roadmap Alignment	<ul style="list-style-type: none"> • Designated and Integrated ELD • Shared responsibility across all stakeholders for building the academic and linguistic capacities of English Learners • Monitoring and effectiveness of program: multiple data points collected, including needs- assessment of staff • Surveys • Observational data (instructional rounds, walkthroughs) • Student achievement • Student perception 		<ul style="list-style-type: none"> • Language appraisal teams meet 3x/year (teachers, administrators, parents and counselors) to: <ul style="list-style-type: none"> - collaboratively review language development of students - appropriately place students in ELD classes • Provisions are made to make changes as necessary based on students' growth or lack of progress • Instructional priorities and goals are set by reviewing EL student language proficiency and academic performance data • Units of study include designated and integrated ELD with explicit goals for language development - based on the CA ELD standards 	<ul style="list-style-type: none"> • Build capacity of Language Appraisal teams • Integrates the ELD and CCSS/NGSS standards and include the needs of English Learners _____ for administrators, teachers and counselors • Ongoing (over several years) • Job-embedded • Targeted and focused on _____ (specific instructional practices) based on needs of students as identified in data • Based on needs of staff as identified by classroom observations and survey
Key Language/Terms				

Table 6. Example of Completed LCAP Development and Refinement Template for English Learner Focus Area # 4—English Language Development

Focus Area # 4—English Language Development				
EL Roadmap Alignment	Categories			
	Designated & Integrated ELD Program	Knowledge of ELD Standards	ELD Standards Implementation	ELD Standards Professional Development
Sample Actions/ Services	<ul style="list-style-type: none"> In order to more closely monitor progress of English language development of students and to measure the impact of programs, the district will: <ol style="list-style-type: none"> Research and pilot an interim ELD assessment (Yr1) and adopt and implement Interim ELD assessment (Yr 2-3) To ensure that ELs in middle school have the opportunity to enroll in both designated ELD and an elective, the district will develop master schedules and calendars, including things like zero period to make this possible <ul style="list-style-type: none"> Pilot ways to achieve this goal: (i.e., create middle school schedule with two elective periods, zero period PE, zero period elective) Assure middle schools offer ELs as a way to receive both designated ELD and an elective (Yr 2-3) To increase the number of EL students who graduate A-G ready, the district will create pathways to A-G courses for ELs entering high school with different ELD proficiency levels 		<ul style="list-style-type: none"> To monitor the progress, and ensure coordination of services of ELs— including appropriate placement in Designated ELD— the district will: <ol style="list-style-type: none"> Use a consistent Language Appraisal Team Protocol <ul style="list-style-type: none"> Yr 1: Use Improvement Science Tools to develop a protocol for Language Appraisal Teams to: <ul style="list-style-type: none"> Y2: Train all stakeholders in Language Appraisal Team purpose and protocol Yr 3: Refine protocol as needed Yr 1: To develop a shared vision of quality I-ELD and D-ELD and to monitor progress in ELD standards implementation, coaches, administrators, and teachers develop an observational tool to collect data on ELD (classroom observations, unit plan, lesson plans, assignments, and assessments) 	<ul style="list-style-type: none"> Based on district math performance data for ELs, a 3- year plan focusing on I-ELD in Math will be developed and implemented. <ul style="list-style-type: none"> Yr 1: To build empathy and awareness and understanding of the need for language development in math, all math teachers will participate in EL Shadowing and analyzing the data collected from math classes. To build expertise in providing I-ELD in math, mentor math teachers and ELD TOSAs will attend professional learning in integrated ELD in math over the summer

Table 6. Example of Completed LCAP Development and Refinement Template for English Learner Focus Area # 4—English Language Development

Focus Area # 4—English Language Development				
Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness				
Categories				
	Designated & Integrated ELD Program	Knowledge of ELD Standards	ELD Standards Implementation	ELD Standards Professional Development
EL Roadmap Alignment	<ul style="list-style-type: none"> - Yr 1: Create pathways to A-G courses for ELs entering high school with different EL typologies and ELD proficiency levels - Yr 2: Audit high school master schedules to ensure that ELs can enroll in both appropriate D-ELD courses and A-G course simultaneously 		<ul style="list-style-type: none"> • To monitor progress in ELD standards implementation, teachers, coaches, and administrators will use the tool to collect data on progress (Yr 2, 3) • To ensure that families are equal partners and advocates for quality ELD instruction for their children, the district will develop a Family Learning Walk protocol for families to use to observe I-ELD and D-ELD in classrooms (Yr 2,3) 	<ul style="list-style-type: none"> - This team will then meet in continuous improvement cycles to identify key instructional practices that meet the needs of ELs at different English language proficiency levels • To increase the number of teachers implementing these practices, mentor math teachers and ELD coaches will facilitate PLCs on these practices at their schools (Yr 2- 3)
Sample Actions/ Services				
Metrics	<p>Program</p> <ul style="list-style-type: none"> • Number ELs completing interim ELD assessment • % of schools that hold Language Appraisal Team meetings 3 times per year • % of teachers, counselors, admin who find the protocol useful • % of current EL students appropriately placed in D-ELD classes • Increase in observational data showing that ELD standards are being implemented in both I-ELD Math and D-ELD classes <p>Professional Development</p> <ul style="list-style-type: none"> • Data on frequency and quality of implementation of identified practices • Growth rate of EL students on interim math assessments in participating teachers' classrooms, as compared to baseline growth rate BEFORE implementation of practices 			

Table 6. Example of Completed LCAP Development and Refinement Template for English Learner Focus Area # 4—English Language Development

Focus Area # 4—English Language Development				
EL Roadmap Alignment	Categories			
	Designated & Integrated ELD Program	Knowledge of ELD Standards	ELD Standards Implementation	ELD Standards Professional Development
EL Roadmap Alignment	<p>Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness</p>			
Student Outcomes	<ul style="list-style-type: none"> • % of EL students demonstrating growth on interim ELD assessment • % of current EL students appropriately placed in D-ELD classes • % of current EL students enrolled in electives at middle and high school • % of current EL students enrolled in A-G courses at high school • EL student group performance in ELA, math, science, CCRI, disaggregated by current EL, ever-EL and RFEP; disaggregated by school/grade spans; scaled score growth as measured by distance from Level 3 (standard met) • % of EL students showing growth on ELPAC scaled scores for both oral and written language • % of EL students reclassified after six years 			

These examples illustrate the kind of language needed to provide clear evidence of a focus on English Learners. After analysis of an existing LCAP, the terminology should be generated and guided by the language of the rubric's 'Exemplary' descriptors.

Resource 3: Crosswalk of the LEA Self-Assessment Tool and the California English Learner Roadmap

The fact that both the adoption of the *California English Learner Roadmap* (2017) and the state's system of support are tied to accountability signals that districts are the designers of their own continuous improvement cycles. In their role as support providers, county offices of education have developed resources such as the *Differentiated Assistance Protocols for Local Education Agencies (LEAs) Facilitation Guide* (CCSESA, 2017). The "LEA Self-Assessment Tool" is one of the protocols in this Guide that can be used by LEAs to plan and implement across a variety of district systems' components. Upon review of this document, the PLN expressed concerns that the "LEA Self-Assessment Tool" would present a lost opportunity in continuous improvement cycles if the principles in the *California EL Roadmap* were not considered simultaneously within a continuous improvement cycle. As a result, the PLN developed an important resource titled *Crosswalk of CCSESA's LEA Self-Assessment Tool and the California English Learner Roadmap* (see Appendix E). The crosswalk aligns the *California EL Roadmap* to the *CCSESA LEA Self-Assessment Tool* and allows districts to consider critical elements of the Roadmap as they assess their degree of effectiveness in the different components of the LEA Self-Assessment Tool.

Figure 6 shows an excerpt from the aforementioned crosswalk. The example in this figure delineates subcomponents of the Teaching, Learning, and Assessment Component, and presents the alignment to each of the four *California English Learner Roadmap* principles. This important resource allows districts and support providers to engage in EL-focused conversations to inform all aspects of the continuous improvement cycle.

Figure 6.

LEA SELF-ASSESSMENT TOOL
COMPONENT 2: TEACHING, LEARNING, AND ASSESSMENT

LEA SELF-ANALYSIS SUBCOMPONENT	Alignment to EL Roadmap Principles
<p><i>2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE</i></p>	<p><i>Principle #1 - ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i></p> <p><i>Principle #2 - INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS</i></p> <p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p> <p><i>Principle #4 - ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS</i></p>
<p>Indicators:</p> <p>A. All schools consistently monitor, evaluate, and improve implementation of the state adopted curriculum and instruction frameworks to maintain the integrity of the state content standards, content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement.</p> <p>B. Our LEA provides and facilitates additional support to teachers and principals to implement the state adopted frameworks.</p> <p>C. Our LEA provides additional support for curricular and instructional transitions between grades and disciplines within and among all LEA schools, when necessary.</p>	<p>Elements:</p> <p>1-B Recognizing that there is no single EL profile and no one-size approach that works for all programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.</p> <p>2-A Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).</p> <p>2-C Teaching and learning emphasize engagement interaction, discourse, inquiry, and critical thinking-with the same high expectations for ELs as for all.</p> <p>2-D ELs are provided access to the full curriculum along with the provision of EL supports and services.</p> <p>3-B The school system invests adequate resources to support the conditions required to address EL needs.</p> <p>4-A EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.</p> <p>4-C EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.</p>

Furthermore, the Crosswalk of CCSESA’s *LEA Self-Assessment Tool* and the *California English Learner Roadmap* affords districts the opportunity to identify and consider the presence, or absence, of critical elements that ensure the success of all profiles of their English Learner population. At the same time, stakeholders can examine the degree of effectiveness of their district’s system components through the alignment of the two documents. Of particular usefulness is the alignment of the following Effective District System Components in the Self-Assessment Tool to the EL Roadmap as it pertains to the seven English Learner rubric focus areas:

- Teaching, Learning, & Assessment,
- Professional Development for All, and
- Shared Beliefs, Vision, & Mission

Resource 4: Examples of Promising Practices from LCAPs

The final resource for the Toolkit includes excerpts of promising practices sourced directly from (2017-2019) LCAPs. The examples and wording in Table 7 are taken from the 26 sampled districts from the report Masking the Focus on English Learners (2018).

Table 7. Promising Practices for English Learners Documented in Sample LCAPs

Focus Area Rubric	Focus Area Categories	Promising Practices
1. Actions and Services	<ul style="list-style-type: none"> Responsiveness to EL Profiles 	<ul style="list-style-type: none"> Review LTEL history and develop a “catch up” plan to meet re-designation criteria; continuously monitor/evaluate plan in each Year 2 and 3. Conduct annual student opinion survey, including sampling of ELs.
2. Program and Course Access	<ul style="list-style-type: none"> Access to Rigorous Core Content 	<ul style="list-style-type: none"> The Middle School program was redesigned as a response to EL’s lack of access to a broad course of study due to participating in intervention classes. With the redesign, ELs have access to electives and still receive the interventions needed. Ensure that all schools have effective and equitable bilingual aide support for ELs. A number of districts documented their efforts in establishing bilingual and dual language programs. Some LCAPs detailed strategic partnerships and steps to ensure the success of the new programs, with plans to expand in the following school years.
3. Desired Outcomes for English Learner Achievement	<ul style="list-style-type: none"> Increase in Seal of Biliteracy, Pathway Awards 	<ul style="list-style-type: none"> District certification of attainment of Biliteracy skills preparing students with 21st-century skills that will benefit them in the labor market and the global society. The District will clarify the purpose for giving the Seal of Biliteracy awards. Assembled a Working Group or Task Force of district staff, teachers of English Learners, and World Language teachers to update the policy. Created a policy statement tying the Seal of Biliteracy to a Board resolution for 21st century learning and to the district’s strategic plan.

Table 7. Promising Practices for English Learners Documented in Sample LCAPs (cont.)

Focus Area Rubric	Focus Area Categories	Promising Practices
4. English Language Development	<ul style="list-style-type: none"> Designated & Integrated ELD Program 	<ul style="list-style-type: none"> Create a rubric for schools to use as guidance on daily lesson expectations for implementing a Designated and Integrated ELD program. Implement and expand the Sobrato Early Academic Language Program, an intensive professional development for teachers of ELs; Formation of EL Taskforce to address EL needs. Staff Development coaches supported teachers in providing ELs with Designated and Integrated ELD using Sobrato Early Academic Learning Program units and strategies.
	<ul style="list-style-type: none"> ELD Standards Professional Development 	<ul style="list-style-type: none"> Implemented the Kagan cooperative learning strategies training in the area of ELD for all teachers and training instructional aides on how best to provide support to EL students.
5. Professional Development	<ul style="list-style-type: none"> PD Stakeholder Input 	<ul style="list-style-type: none"> ELD Director conducted needs assessment for PD with administration, teachers, and staff to identify learning needs.
	<ul style="list-style-type: none"> PD Content 	<ul style="list-style-type: none"> All new teachers received special training in teaching ELs, unit/lesson planning using academic vocabulary and EL instructional strategies. Bilingual classified staff received PD on reteaching in small groups, intervention strategies, and translating, and interpreting for non-bilingual, certificated staff.
6. Family Engagement	<ul style="list-style-type: none"> Stakeholder Input Communication Staffing to Support Family Engagement Staff Development 	<ul style="list-style-type: none"> Utilized staff and resources to provide support in the primary language of the parents to coordinate and implement district-wide parent outreach and educational programs such as, but not limited to, CABE Project 2 Inspire, ELD parent classes, site parent representative

Conclusion: The LCAP Toolkit as a Resource for Continuous Improvement

The Local Control and Accountability Plan is the public accountability mechanism that describes districts' goals in each of the state's eight priority areas, and then **makes visible** the allocation of resources to ensure equitable outcomes for all students.

The Local Control Funding Formula (LCFF), the state accountability system, and the California School Dashboard together provide districts and school communities with decision-making authority to allocate resources while keeping equity in mind. Underlying California's approach is an explicit focus on continuous improvement. Continuous improvement cycles require that districts build a deep understanding of their school systems, identify a shared problem of practice, and then engage in structured systems-analysis activities based on the collection and interpretation of a variety of data sources from different parts of the organization.

Using this LCAP Toolkit while engaging in continuous improvement cycles maximizes LEA's opportunities to analyze and reassess their needs and challenges based on the data. These resources, along with others that specifically focus on English Learners, provide opportunities to enact more coherent and disciplined approaches to ensure equity and positive results for all students.

By exploring their systems holistically and using data to identify possible causes of the achievement and performance gaps, LEAs now have opportunities to design and implement change ideas over the years. The Local Control and Accountability Plan is the public accountability mechanism that describes districts' goals in each of the state's eight priority areas, and then **makes visible** the allocation of resources to ensure equitable outcomes for all students.

Part IV - Appendices

Appendix A: References

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Appendix B: Additional Resources

1. California Association for Bilingual Education
<https://gocabe.org>
2. English Learner Toolkit of Strategies
https://ccsesa.org/?wpfb_dl=7006
3. Californians Together
<https://www.californianstogether.org/>
4. California Educational Code, Section # 52064
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52064
5. California English Learner Roadmap Overview
<https://www.cde.ca.gov/sp/el/rm/principles.asp>
<https://www.cde.ca.gov/sp/el/rm/principles.asp>
6. California ELA/ELD Framework (2014)
<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
7. California Practitioners' Guide for Educating English Learners with Disabilities
<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>
8. Center for Equity for English Learners
<https://soe.lmu.edu/centers/ceel/>
9. Core Social and Emotional Learning Competencies
<https://casel.org/core-competencies/>
10. DACA/Safe Haven/Immigration Resources for Educators and School Boards
<https://www.gocabe.org/index.php/communications/daca/>
11. State Priorities Related Resources
<https://www.gocabe.org/index.php/communications/daca/>
12. Guiding Principles for Dual Language Education- Third Edition
<http://www.cal.org/resource-center/publications-products/guiding-principles-3>
13. National Center for Family & Community Connections with Schools
<https://www.sedl.org/connections/>
14. National Center for Family Engagement
<https://childcareta.acf.hhs.gov/centers/national-center-parent-family-and-community-engagement>
15. National Standards for School-Family Partnership
<https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships>
16. United States Department of Education: The Newcomer ToolKit
<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>
17. English Learner Roadmap and Crosswalk to LCAP
<https://www.cde.ca.gov/sp/el/rm/roadmaptolcap.asp>

Appendix C. Crosswalk to LCAP—English Learner Roadmap (CA Department of Education)



Home / Specialized Programs / English Learners / English Learner Roadmap

Crosswalk to LCAP

This web page contains the English Learner Roadmap Crosswalk between the CA EL Roadmap principles and the eight state priority areas.

[CA EL Roadmap Home](#) | [Policy and Printed Document](#) | [Learning Foundations](#) | [Principles Overview](#) | [Principle One](#) | [Principle Two](#) | [Principle Three](#) | [Principle Four](#) | [Characteristics of Examples](#) | [Illustrative Case Examples](#) | **[Crosswalk to LCAP](#)** | [Resources](#) | [Communications and Updates](#) | [Archives](#)

EL Roadmap Principles and LCAP Priorities	Principle One Assets-Oriented and Needs-Responsive Schools	Principle Two Intellectual Quality of Instruction and Meaningful Access	Principle Three System Conditions that Support Effectiveness	Principle Four Alignment and Articulation Within and Across Systems
LCAP One Basic (Conditions of Learning) Teachers, Materials, Facilities	Elements <u>A</u> , <u>C</u> & <u>E</u>	Element s <u>A</u> , <u>B</u> , & <u>D</u>	Elements <u>B</u> & <u>D</u>	Elements <u>A</u> , <u>B</u> , & <u>C</u>
LCAP Two State Standards (Conditions of Learning)	Elements <u>A</u> , <u>B</u> & <u>E</u>	Elements_ <u>A</u> , <u>B</u> , <u>F</u> , & <u>G</u>	Elements <u>B</u> & <u>D</u>	Elements <u>B</u> & <u>C</u>
LCAP Three Parental Involvement (Engagement)	Elements <u>B</u> , <u>D</u> & <u>E</u>	Elemen t <u>D</u>	Element <u>D</u>	Element <u>C</u>

<https://www.cde.ca.gov/sp/el/rm/roadmaptolcap.asp>

LCAP Four Pupil Achievement (Pupil Outcomes)	Element <u>C</u>	Element s <u>A</u> , <u>B</u> , & <u>C</u>	Elements <u>A</u> & <u>B</u>	Elements <u>B</u> & <u>C</u>
LCAP Five Pupil Engagement (Engagement)	Elements <u>B</u> , <u>C</u> , & <u>D</u>	Element s <u>E</u> & <u>F</u>	Element <u>D</u>	Element <u>C</u>
LCAP Six School Climate (Engagement)	Elements <u>A</u> & <u>D</u>	Element s <u>A</u> & <u>D</u>	Element <u>D</u>	Element <u>C</u>
LCAP Seven Course Access (Conditions of Learning)	Elements <u>B</u> & <u>D</u>	Element s <u>D</u> , <u>E</u> , & <u>G</u>	Element <u>C</u> & <u>D</u>	Elements <u>B</u> & <u>C</u>
LCAP Eight Other Pupil Outcomes (Pupil Outcomes)	Not Applicable	Not Applicable	Elements <u>A</u> , <u>C</u> , & <u>D</u>	Elements <u>A</u> & <u>C</u>

Questions: Language Policy and Leadership Office | ELROADMAPPROJECT@cde.ca.gov | 916-319-0845

Last Reviewed: Friday, June 7, 2019

Appendix D: LCAP Development and Refinement Planning Template for English Learner Focus Areas

Goal/Purpose: This template is intended to be used in the collaborative process for drafting and/or revising the contents of the LCAP. Be sure to target the “Exemplary” level of evidence on the English Learner Research-Aligned LCAP Rubrics. Note: This sample template can be duplicated and used for other rubrics.

Focus Area #1: English Language Development

Focus Areas, Categories, and Descriptors

Insert categories		D-ELD & I-ELD Programs	ELD Standards	ELD Standards Implementation	ELD Standards Professional Development
	LCAP Placement				
	Key Language/Terms to be Included				
	Sample Action/Service				

Appendix E: Crosswalk of CCSESA's LEA Self-Assessment Tool and the CA English Learner Roadmap



Crosswalk of CCSESA's LEA Self-Assessment Tool and the California English Learner Roadmap

CABE & CalTog Professional Learning Network for English Learner and Biliteracy Programs in partnership with LMU-Center for Equity for English Learners

California Collaborative for Educational Excellence
June 2018

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CCSESA’s LEA Self-Assessment Tool and English Learner Roadmap Crosswalk

Introduction

The purpose of this document is to highlight the alignment between the *LEA Self-Assessment* tool found in the *Differentiated Assistance Protocols for Local Education Agencies (LEAs) Facilitation Guide* (CCSESA, 2017)¹ and the *English Learner Roadmap* (CDE, 2018)². To assist districts’ continuous improvement efforts, the *LEA Self-Assessment* tool provides District Leadership Teams a process to assess their current systemic practices with those outlined in the tool as components of effective district systems. Concomitantly, the *English Learner Roadmap* guides districts in understanding and educating linguistically diverse students based on four research-based core principles and specific elements that support high-quality programs for ELs, including bilingualism and biliteracy. It is essential that LEAs use it to complete and revise their Local Control and Accountability Plans (LCAPs) and Title III plans in order to implement best practices for English Learners.

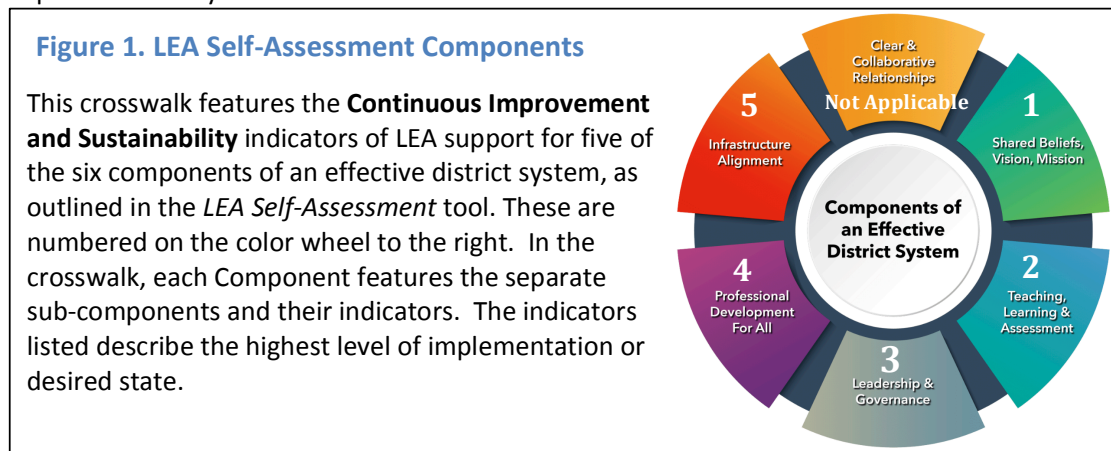
It is our expectation that this crosswalk will serve as a resource for districts so that as they conduct an analysis of their systemic practices, they are able to simultaneously identify and consider the presence, or absence, of critical elements that ensure the success of all profiles of their English Learner population.

Overview

This section provides a brief overview of the five *LEA Self-Assessment* Components and the *English Learner Roadmap* Principles featured in the crosswalk.

LEA Self-Assessment Tool

The figure below identifies the six components critical to an effective district system and explains how they are utilized in this crosswalk.



¹ CCSESA. (2017). *Differentiated Assistance Protocols for Local Educational Agencies (LEAs) Facilitation Guide*. Retrieved from: <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>

² California Department of Education. (2018). *English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners*. Retrieved from: <https://www.cde.ca.gov/sp/el/rm/>

ENGLISH LEARNER ROADMAP PRINCIPLES

**English Learner Roadmap Principles
& Elements**

The *English Learner Roadmap* Principles and corresponding elements that align to each Component and its indicators in the *LEA Self – Assessment* tool are noted in this crosswalk. For the reader’s reference, the definition for each of the four *EL Roadmap* principles is listed in Figure 2 below. The crosswalk lists principles, along with respective elements that align to each Component/Indicators.

Figure 2. Definition of English Learner Roadmap Principles
<p>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS: Schools are responsive to different English learner strengths, needs and identities, and support their socio-emotional health and development; programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates; educators value and build strong family, community and school partnerships.</p>
<p>Principle #2- INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS: English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency, integrate language development, literacy and content learning, and provide access through native language instruction and scaffolding for comprehension and participation. They have meaningful access to a full standards-based and relevant curriculum, and the opportunity to develop proficiency in English and other languages.</p>
<p>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS: Each level of the public school system (state, county, district, school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.</p>
<p>Principle #4 - ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS: English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college and career readiness and participation in a global, diverse 21st century world.</p>



COMPONENT 1: SHARED BELIEFS, VISION AND MISSION

**LEA SELF-ASSESSMENT TOOL
COMPONENT 1: SHARED BELIEFS, VISION AND MISSION**

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>1.1 LEA VISION AND MISSION</p>	<p><i>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i></p> <p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENES</i></p> <p><i>Principle #4 - ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS</i></p>
<p>Indicators:</p> <p>A. The alignment of our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in all schools in our LEA as outlined in our LEA planning documents (e.g., LCAP).</p> <p>B. All schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP).</p> <p>C. There is an ongoing process with stakeholders for supporting the link between our LEA's vision and mission and site level school planning documents and improvement efforts. Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision.</p> <p>D. Our LEA's vision, mission, values, and priorities are focused on the achievement and needs of all students. This vision embraces the concepts of "closing the gap" as well as "raising the bar." Actions and services that are aligned to our LEA's vision, mission, values, and priorities are implemented consistently in all schools.</p>	<p>Elements:</p> <p>1-A. The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.</p> <p>1-C. School climates and campuses are affirming, inclusive and safe</p> <p>1-D. Schools value and build strong family and school partnerships</p> <p>3-A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.</p> <p>4-C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.</p>



COMPONENT 1: SHARED BELIEFS, VISION AND MISSION

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>1.2 PROMOTION OF POSITIVE SCHOOL CULTURE</p>	<p><i>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i> <i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p>
<p>Indicators:</p> <p>A. Our LEA has a documented process to effectively promote a positive school culture resulting in clear, operational procedures that are integrated into daily practice in all schools through communication, interaction, respect, and high-quality learning environments.</p> <p>B. Parents and community members understand and support the norms, behaviors and practices that contribute to a positive school culture. The values, norms, and behaviors that support improvement, learning and success of students are evident throughout the schools.</p> <p>C. A growth mindset underlies a high commitment to continuous improvement across our LEA and is demonstrated by LEA leadership through aligned behaviors and systemic, well-coordinated actions.</p> <p>D. Our LEA has built a culture of commitment, equal access, collegiality, mutual respect, and stability.</p> <p>F. Professional norms are deeply embedded in the culture of our LEA and include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.</p>	<p>Elements:</p> <p>1-A. The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.</p> <p>1-B. Recognizing that there is no single EL profile and no one-size approach that works for all programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.</p> <p>1-C. School climates and campuses are affirming, inclusive and safe</p> <p>1-D. Schools value and build strong family and school partnerships</p> <p>3-A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.</p> <p>3-D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>



COMPONENT 1: SHARED BELIEFS, VISION AND MISSION

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>1.3 LEA Support For Safe Learning Environments and Student Engagement</p>	<p>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</p>
<p>Indicators:</p> <p>A. Our LEA has documented procedures that ensure safe and orderly environments are embedded within daily practices at all of our LEA’s schools.</p> <p>B. Data analysis and ongoing assessment are consistently used to continuously improve safe learning environments and promote student engagement.</p> <p>C. Parents recognize and value that safe learning environments are necessary for each school in our LEA.</p> <p>D. Our LEA ensures that universal behavior support systems is in place at each school and includes teaching school-wide behavioral expectations, recognition systems, and consequence systems.</p> <p>E. Our LEA ensures that each school has a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advance tiered interventions are available for all students, regardless of eligibility of special education or other student support services.</p> <p>F. Each school in our LEA reviews behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.</p>	<p>Elements:</p> <p>1-A. The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.</p> <p>1-B. Recognizing that there is no single EL profile and no one-size approach that works for all programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.</p> <p>1-C. School climates and campuses are affirming, inclusive and safe</p> <p>1-D. Schools value and build strong family and school partnerships</p>



COMPONENT 2: TEACHING, LEARNING, AND ASSESSMENT

**LEA SELF-ASSESSMENT TOOL
COMPONENT 2: TEACHING, LEARNING, AND ASSESSMENT**

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE</p>	<p><i>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i></p> <p><i>Principle #2- INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS</i></p> <p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p> <p><i>Principle #4 - ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS</i></p>
<p>Indicators:</p> <p>A. All schools consistently monitor, evaluate, and improve implementation of the state adopted curriculum and instruction frameworks to maintain the integrity of the state content standards, content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement.</p> <p>B. Our LEA provides and facilitates additional support to teachers and principals to implement the state adopted frameworks.</p> <p>C. Our LEA provides additional support for curricular and instructional transitions between grades and disciplines within and among all LEA schools, when necessary.</p>	<p>Elements:</p> <p>1-B. Recognizing that there is no single EL profile and no one-size approach that works for all programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.</p> <p>2-A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).</p> <p>2-C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking – with the same high expectations for ELs as for all.</p> <p>2-D. ELs are provided access to the full curriculum along with the provision of EL supports and services.</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p> <p>4-A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.</p> <p>4-C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.</p>



COMPONENT 2: TEACHING, LEARNING, AND ASSESSMENT

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>2.2 LEA CURRICULUM ALIGNMENT</p>	<p><i>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i></p> <p><i>Principle #2- INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS</i></p> <p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p> <p><i>Principle #4 - ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS</i></p>
<p>Indicators:</p> <p>A. All schools ensure the use of state adopted, standards-aligned curriculum in all of their classrooms.</p> <p>B. All schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices.</p> <p>C. Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to all schools.</p> <p>D. Our LEA monitors the successful application of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in all schools.</p>	<p>Elements:</p> <p>1-A. The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.</p> <p>2-A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).</p> <p>2-B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.</p> <p>2-D. ELs are provided access to the full curriculum along with the provision of EL supports and services.</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p> <p>4-A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.</p>



COMPONENT 2: TEACHING, LEARNING, AND ASSESSMENT

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>2.3 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES</p>	<p><i>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i></p> <p><i>Principle #2- INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS</i></p>
<p>Indicators:</p> <p>A. All schools consistently use flexible grouping of students to maximize student engagement and participation in learning.</p> <p>B. Data disaggregated by primary language, economic status, program participation and socio-emotional factors are examined frequently to verify students are equitably represented in all rigorous coursework and educational opportunities.</p> <p>C. LEA clearly articulates expectations and ensures student’s academic success is monitored.</p> <p>D. Practices within each school support high expectations by providing extra scaffolding and support to students who need it.</p>	<p>Elements:</p> <p>1-B. Recognizing that there is no single EL profile and no one-size approach that works for all programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.</p> <p>2-C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking – with the same high expectations for ELs as for all.</p> <p>2-E. Students’ home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.</p> <p>2-F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.</p> <p>2-G. English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.</p>



COMPONENT 2: TEACHING, LEARNING, AND ASSESSMENT

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>2.4 LEA SUPPORT FOR RESEARCH-BASED INSTRUCTION</p>	<p><i>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i></p> <p><i>Principle #2- INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS</i></p>
<p>Indicators:</p> <p>A. Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of all of its schools’ implementation of research-based instructional strategies, materials, and assessments, resulting in multiple opportunities at the classroom level for all students to meet state standards.</p> <p>B. Our LEA provides additional targeted resources and training to support research-based instruction for all schools.</p> <p>C. Referrals to intervention and Special Education have decreased significantly or have remained low over time.</p> <p>D. All teachers are provided research-based instructional strategies, materials, and assessments that effectively meet the needs of all students in the most inclusive learning environment.</p>	<p>Elements:</p> <p>1-B. Recognizing that there is no single EL profile and no one-size approach that works for all programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.</p> <p>2-B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.</p> <p>2-D. ELs are provided access to the full curriculum along with the provision of EL supports and services.</p> <p>2-E. Students’ home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.</p> <p>2-F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.</p> <p>2-G. English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.</p>

COMPONENT 2: TEACHING, LEARNING, AND ASSESSMENT

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>2.5 LEA USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS</p>	<p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p> <p><i>Principle #4 - ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS</i></p>
<p>Indicators:</p> <p>A. Our LEA has a formal plan to build capacity for school-based, data-driven decision making in all of its schools, especially its low- performing schools resulting in improved student outcomes.</p> <p>B. Our LEA uses data to monitor and evaluate the effectiveness of all its schools use of data to identify achievement gaps, and provides some meaningful feedback for implementing curriculum, instruction, and other program improvement to support all students.</p> <p>C. Our LEA monitors and evaluates the effectiveness of all its schools’ use of data to improve curriculum, instruction, and other programs, and to appropriately support all students.</p> <p>D. Our LEA regularly provides additional resources to support all schools’ efforts to close the achievement gap.</p> <p>E. Our LEA is extensively involved and consistently supports all school staff to use a variety of disaggregated student data to make decisions.</p> <p>F. All schools are more self-sufficient in their capacity to make data- based decisions to close the achievement gap.</p> <p>G. All teachers in each school collaborate to monitor students’ academic progress.</p> <p>H. Universal screening and progress monitoring data are collected and reviewed on each school site to track student outcomes and improvement.</p>	<p>Elements:</p> <p>3-A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p> <p>3-C. A system of culturally and linguistically valid and reliable assessments support instruction, continuous</p> <p>4-A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.</p>



COMPONENT 2: TEACHING, LEARNING, AND ASSESSMENT

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES</p>	<p><i>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i></p> <p><i>Principle #2- INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS</i></p> <p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p> <p><i>Principle #4 - ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS</i></p>
<p>Indicators:</p> <p>A. All students in our LEA participate in the general education curriculum of their grade level peers, with the assistance of collaborative learning strategies.</p> <p>B. All schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services.</p> <p>C. All schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students.</p> <p>D. Our LEA has an ongoing process to monitor interventions for their impact and to ensure that every struggling student(s) is/are not being eliminated from higher-level learning opportunities.</p> <p>G. Interventions are consistently modified based on formative data to more effectively meet the learning needs of all students. Extended learning opportunities are consistently modified based on formative data to more effectively meet the learning needs of all students.</p>	<p>Elements:</p> <p>1-B. Recognizing that there is no single EL profile and no one-size approach that works for all programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.</p> <p>2-A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).</p> <p>2-B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.</p> <p>2-D. ELs are provided access to the full curriculum along with the provision of EL supports and services.</p> <p>2-E. Students’ home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.</p> <p>3-A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.</p>



COMPONENT 2: TEACHING, LEARNING, AND ASSESSMENT

	<p>Elements (Cont.):</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p> <p>4-A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.</p> <p>4-B. Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.</p> <p>4-C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.</p>
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COMPONENT 3: LEADERSHIP AND GOVERNANCE

**LEA SELF-ASSESSMENT TOOL
COMPONENT 3: LEADERSHIP AND GOVERNANCE**

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>3.1 LEA ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION</p>	<p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i> <i>Principle #4 - ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS</i></p>
<p>Indicators:</p> <p>A. Our LEA administrative leadership team, in collaboration with the Board of Education, aligns policies, resources, and funding to our documented LEA goals and priorities, and oversees the impact of those funds.</p> <p>B. Our LEA formally and regularly reports student outcome data to the school board.</p> <p>C. Our LEA has a clear written policy and process for selecting research-based practices and the selection process involves school administrators and teaching staff.</p>	<p>Elements:</p> <p>3-A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p> <p>3-D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.</p> <p>4-A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.</p> <p>4-C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.</p>



COMPONENT 3: LEADERSHIP AND GOVERNANCE

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>3.2 LEA SUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT</p> <p>Indicators:</p> <p>A. Our LEA provides ongoing, focused, research-based learning and leadership development opportunities for all central office and school building leaders.</p> <p>B. Our LEA provides ongoing, focused opportunities for networking that allows leaders to learn from one another and develop innovative practices that maximize success of adults and students.</p> <p>C. Our LEA administrators provide guidance to site administrators in effective ways to provide feedback to teachers for continuous improvement in academic, behavioral, and social-emotional domains.</p>	<p>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</p> <p>Elements:</p> <p>3-D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>
<p>3.3 LEA SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP</p> <p>Indicators:</p> <p>A. Our LEA provides documented structures and supports for School Leadership Teams to be successful. School Leadership Teams are comprised of the site principal and educators representing general education, special education, and other student services.</p> <p>B. Principals receive ongoing support on how to better utilize the expertise of their team members and share leadership.</p> <p>C. School Leadership Teams meet twice a month to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly look for ways to improve effectiveness.</p>	<p>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</p> <p>Elements:</p> <p>3-A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.</p> <p>3-D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>



COMPONENT 3: LEADERSHIP AND GOVERNANCE

<p>Indicators (Cont.):</p> <p>D. LEA personnel with decision-making authority attend School Leadership Team meetings at least once a month.</p> <p>E. Administrator utilizes the School Leadership Team to set annual goals and monitor effectiveness of the actions set to meet those goals.</p>	
<p>LEA Self- Analysis Subcomponent</p>	<p>Alignment to EL Roadmap Principles</p>
<p>3.4 LEA SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT</p>	<p>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</p>
<p>Indicators:</p> <p>A. The LEA partners with schools in promoting student achievement by deliberately building and sustaining teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities.</p> <p>B. Teacher leaders are identified and utilized as leaders/facilitators in collaboration settings.</p> <p>C. Teacher leaders are recognized by site administrators and asked to consider areas for leadership involvement within the school or LEA.</p>	<p>Elements:</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p> <p>3-D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>

COMPONENT 4: PROFESSIONAL DEVELOPMENT FOR ALL

**LEA SELF-ASSESSMENT TOOL
COMPONENT 4: PROFESSIONAL DEVELOPMENT FOR ALL**

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>4.1 LEA PROFESSIONAL LEARNING PLAN</p> <p>Indicators:</p> <p>A. Our LEA has adopted a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities.</p> <p>B. The plan has been successfully implemented and is sustained and regularly revised in order to meet the needs and goals of all students and staff.</p> <p>C. Data is used to monitor the effectiveness of the professional learning plan.</p>	<p>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</p> <p>Elements:</p> <p>3-A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p>
<p>4.2 LEA SUPPORT OF NEW TEACHERS</p> <p>Indicators:</p> <p>A. Our LEA provides intensive and targeted support of new teachers through orientation, coaching, and mentoring programs within their first 2 years of teaching and ongoing as indicated through data or upon educator request.</p> <p>B. Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation and coaching, and mentoring programs.</p> <p>C. Highly effective teachers are willing and used to coach and mentor our newest teachers to ensure strong support for each new teacher.</p>	<p>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</p> <p>Elements:</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p> <p>3-D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>



COMPONENT 4: PROFESSIONAL DEVELOPMENT FOR ALL

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>4.3 LEA SUPPORT FOR COLLABORATION TEAMS</p>	<p><i>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i></p> <p><i>Principle #2- INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS</i></p> <p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p>
<p>Indicators:</p> <p>A. Our LEA frequently monitors the results of collaborative meetings and revises LEA supports and resources as necessary.</p> <p>B. Collaboration teams regularly and systematically collect and analyze school-wide data and student group data to monitor the effectiveness of programs and practices, and make necessary revisions to actions in order to continuously increase student achievement.</p> <p>C. Collaboration teams weekly review upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.</p>	<p>Elements:</p> <p>1-B. Recognizing that there is no single EL profile and no one-size approach that works for all programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.</p> <p>2-A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).</p> <p>2-C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking- with the same high expectations for ELs as for all.</p> <p>3-C. A system of culturally and linguistically valid and reliable assessments supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.</p>



COMPONENT 4: PROFESSIONAL DEVELOPMENT FOR ALL

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p style="text-align: center;">4.4 LEA SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS</p>	<p><i>Principle #2- INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS</i></p> <p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p> <p><i>Principle #4 - ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS</i></p>
<p>Indicators:</p> <p>A. Our LEA systematically uses the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning.</p> <p>B. Our LEA provides resources and ongoing support to principals to implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.</p> <p>C. Our LEA provides coaching and ongoing support on best practices for collaboration and providing feedback to teachers.</p> <p>D. Our LEA provides coaching to site and LEA administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff.</p> <p>E. Our LEA ensures site and LEA administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community.</p> <p>F. Our LEA ensures site and LEA administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms</p>	<p>Elements:</p> <p>2-B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.</p> <p>3-A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p> <p>3-D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers</p> <p>4-A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.</p> <p>4-C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.</p>



COMPONENT 4: PROFESSIONAL DEVELOPMENT FOR ALL

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p>4.5 LEA SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS</p>	<p>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</p>
<p>Indicators:</p> <p>A. Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation and mentoring programs to address the changing needs of new principals that results in continuous improvement of LEA services to administrators.</p> <p>B. Our LEA continually designs and evaluates the impact of professional learning programs and strategies for principals.</p>	<p>Elements:</p> <p>3-D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers</p>

COMPONENT 5: INFRASTRUCTURE ALIGNMENT

**LEA SELF-ASSESSMENT TOOL
COMPONENT 5: INFRASTRUCTURE ALIGNMENT**

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p><i>5.1 LEA Development of A Data System for School Improvement</i></p> <p>Indicators: A. Our LEA has a systematic and comprehensive documented system of targeted data that can be disaggregated by student groups, is enhanced and improved continuously, and includes structures for stakeholders to access data and provide feedback. The system is user-friendly and accessible. B. Our LEA has a robust system to track behavioral and data and disaggregate it by student group, offense, and consequence.</p>	<p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p> <p>Elements: 3-A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement. 3-C. A system of culturally and linguistically valid and reliable assessments supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.</p>
<p><i>5.2 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT LEARNING</i></p> <p>Indicators: A. Our LEA has a documented systematic continuous improvement process involving multiple stakeholders who use a variety of data that are proactively disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students. B. The system is continuously evaluated and refined to improve resource allocation to meet the needs of the schools and our LEA.</p>	<p><i>Principle #1- ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS</i></p> <p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p> <p>Elements: 1-B. Recognizing that there is no single EL profile and no one-size approach that works for all programs, curriculum and instruction are responsive to different EL student characteristics and experiences. 3-B. The school system invests adequate resources to support the conditions required to address EL needs. 3-C. A system of culturally and linguistically valid and reliable assessments supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.</p>



COMPONENT 5: INFRASTRUCTURE ALIGNMENT

LEA Self- Analysis Subcomponent	Alignment to EL Roadmap Principles
<p><i>5.3 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALLED, EXPERIENCED TEACHERS</i></p>	<p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p>
<p>Indicators:</p> <p>A. Our LEA actively recruits and retains highly effective and qualified teachers that have the necessary skills to implement evidenced-based practices. A documented structured system of recruiting and screening potential candidates has been developed. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA monitors and evaluates the effectiveness of its efforts to recruit, place, and retain highly qualified, effective, and experienced teachers in its neediest schools.</p> <p>B. Personnel evaluations result in the identification of strengths and areas for improvement. Teachers and principals report that feedback is supportive. Evaluation processes include multiple sources of information and data.</p>	<p>Elements:</p> <p>3-D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>
<p><i>5.4 LEA USE OF FISCAL RESOURCES</i></p>	<p><i>Principle #3 - SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS</i></p>
<p>Indicators:</p> <p>A. Our LEA has a documented ongoing process to evaluate and improve the use of fiscal resources and collaborating among programs and departments that are responsible for various funding sources. This evaluation and collaboration allows our LEA to more effectively achieve its goals and priorities in its low-performing schools.</p>	<p>Elements:</p> <p>3-B. The school system invests adequate resources to support the conditions required to address EL needs.</p>



Resources

California County Superintendents Educational Services Association (CCSESA) (2017). LEA Self-Assessment Tool in *Facilitation Guide: Differentiated Assistance Protocols for Local Educational Agencies (LEAs)*.

California Department of Education (2018). *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners*.





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