



**English learner (EL)
2018–19 Program Instrument
California Department of Education
May 2018**

I. Involvement

EL 01: English learner Advisory Committee (ELAC)

- 1.0 A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements:
 - (a) Parent members are elected by parents or guardians of ELs.
(Title 5, *California Code of Regulations* [5 CCR] Section [§] 11308[b])
 - (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.
(*California Education Code* [EC] § 52176[b])
 - (c) The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
(5 CCR § 11308[c][2]; EC § 52176[c])
 - (d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA). (EC sections (§§) 52176[c], 64001[a])
 - (e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR § 11308[d])
- 1.2 A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b”, above.
(EC § 52176[b]; 5 CCR § 11308[d])
- 1.3 Each ELAC has the opportunity to elect at least one member to the District English learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district. (5 CCR § 11308[b])

2018–19 English learner Program Instrument (Continued)

Evidence Requests

English learner Advisory Committee (ELAC)

Abbreviation: ELACadvstry

Description: Current and previous year rosters, roles, meeting agendas, minutes, sign-ins, needs assessment, and training materials, site plan, including input for the School Plan for Student Achievement (SPSA).

Item Instructions:

Related Items: EL 01

EL 02: District English learner Advisory Committee (DELAC)

- 2.0 Each California public school district with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.
(*EC* §§ 52176[a], 52063[b], 62002.5)
- 2.1 The DELAC shall advise the school district governing board on all of the following tasks:
 - (a) Development of a district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSA. (5 *CCR* § 11308[c][1])
 - (b) Conducting of a district-wide needs assessment on a school-by-school basis. (5 *CCR* § 11308[c][2])
 - (c) Establishment of district program, goals, and objectives for programs and services for ELs. (5 *CCR* § 11308[c][3])
 - (d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 *CCR* § 11308[c][4])
 - (e) Review and comment on the local educational agency's (LEA's) reclassification procedures.
(5 *CCR* § 11308[c][6])
 - (f) Review and comment on the written notifications required to be sent to parents and guardians. (5 *CCR* § 11308[c][7])
 - (g) If the DELAC acts as the EL parent advisory committee under *EC* §§ 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP). Under the local control funding formula (LCFF), districts with at least 50 ELs and whose total enrollment includes

2018–19 English learner Program Instrument (Continued)

at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

- 2.2 Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 CCR § 11308[d])
- 2.3 The consolidated application must also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees. (EC § 64001[a])

Evidence Requests

District English learner Advisory Committee (DELAC)

Abbreviation: DELACadvsy

Description: Current and previous year rosters, roles, meeting agendas, minutes, sign-ins, needs assessment, and training materials.

Item Instructions:

Related Items: EL 02

II. Governance and Administration

EL 03: EL Identification and Assessment

- 3.0 Each LEA must properly identify and assess all students who have a home language other than English. (EC §§ 313, 60810)
- 3.1 A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home. (5 CCR §§ 11510[k], 11511[a])
- 3.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions. (5 CCR §§ 11307[a], 11511)
- 3.3 Each LEA must annually assess the English language proficiency and academic progress of each EL. (EC §§ 313, 60810; 5 CCR § 11306)
- 3.4 All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window. (EC §§ 313, 60810; 5 CCR § 11511[b])

2018–19 English learner Program Instrument (Continued)

- 3.5 Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student’s IEP or Section 504 Plan.
(5 CCR § 11516.5)
- 3.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state in the U.S. and have not attended school in any state in the U.S. for more than three full academic years.
(20 United States Code [U.S.C]. § 7011; EC § 60810)

Evidence Requests

Combined EL Assessment, Placement and Enrollment Data

- Abbreviation: CombAllELdata
- Description: Most recent ELP, placement and academic assessment data. Include ELs and LTELs; ELs in program for six or more years.
- Item Instructions: EL 03: See sample spreadsheet for EL 03, 13, & 15 in Resource File or ask your Federal Program Monitoring (FPM) EL Reviewer.
- Related Items: EL 03, EL 13, EL 15

EL Accommodations and Modifications

- Abbreviation: ELAccomMod
- Description: English language proficiency (ELP) assessment of ELs on an active IEP or Section 504 Plan.
- Item Instructions: EL 03: Three samples of completed EL IEPs and/or Section 504 Plans containing ELP assessment results and English Language Development (ELD) instructional placement from each site under review.
- Related Items: EL 03

EL Identification

- Abbreviation: ELId
- Description: Home Language Survey (HLS).
- Item Instructions: EL 03: Three samples of actual completed, dated, HLS for each site under review.
- Related Items: EL 03

2018–19 English learner Program Instrument (Continued)

EL Identification Policies and Procedures

Abbreviation: ELIdPlcsPrcdrs

Description: LEA policies and procedures for initial identification of ELs.

Item Instructions: EL 03: Current board policies, administrative regulations, Parent Handbook, EL Master Plan or EL plan.

Related Items: EL 03

Immigrant Identification Policies and Procedures

Abbreviation: ImmlDpolpro

Description: LEA policies and procedures to identify immigrant students ages 3 to 21.

Item Instructions: EL 03: Current board policies, administrative regulations, Parent Handbook, EL Master Plan.

Related Items: EL 03

EL 04: Implementation, Monitoring & Revision of Title III Plan

4.0 Each LEA and consortia must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.

4.1 The LEA receiving Title III funds must use these funds to:

(a) Increase the ELP of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:

i. ELP; and

ii. Student academic achievement (20 U.S.C. § 6825[c][1][A–B]);

(b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

i. Designed to improve the instruction and assessment of ELs;

ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;

2018–19 English learner Program Instrument (Continued)

- iii. Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - iv. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. § 6825[c][2][A-D])
- (c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
- i. Shall include parent, family, and community engagement activities; and
 - ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. § 6825[c][3][A-B])
- 4.2 Authorized sub grantee activities may use funds by undertaking one or more of the following activities:
- (a) Upgrading effective EL instructional strategies. (20 U.S.C. § 6825[d][1])
 - (b) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures. (20 U.S.C. § 6825[d][2])
 - (c) Providing to ELs:
 - i. Tutorials and academic or career and technical education
 - ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. (20 U.S.C. § 6825[d][3])
 - (d) Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services. (20 U.S.C. § 6825[d][4])
 - (e) Improving the English language proficiency and academic achievement of ELs. (20 U.S.C. § 6825[d][5])

2018–19 English learner Program Instrument (Continued)

- (f) Providing community participation programs, family literacy services, and parent and family outreach, and training activities to ELs and their families to:
 - i. Improve the English language skills of ELs; and
 - ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children. (20 U.S.C. § 6825[d][6][A][B])
- (g) Improving the instruction of ELs, which may include ELs with a disability, by providing:
 - i. The acquisition or development of educational technology or instructional materials. (20 U.S.C. § 6825[d][7][A])
 - ii. Access to, and participation in, electronic networks for materials, training, and communication. (20 U.S.C. § 6825[d][7][B])
 - iii. Incorporation of resources into curricula and programs. (20 U.S.C. § 6825[d][7][C])
- (h) Early college high school or dual concurrent enrollment programs for ELs to achieve success in post-secondary education. (20 U.S.C. § 6825[d][8])

Evidence Requests

Local Control Accountability Plan (LCAP) Federal Addendum

Abbreviation: LCAPFdr1Adndm
Description: Current LCAP Federal Addendum.
Item Instructions:
Related Items: EL 04

Title III Consortia MOU

Abbreviation: Ttl3lcnstria
Description: Applies to consortia funded LEAs only. Memorandum of Understanding (MOU) between lead and member LEA(s).
Item Instructions: EL 04: Title III consortia MOU with appropriate signatures. If not applicable, indicate this in the comment section.
Related Items: EL 04

EL 05: EL Program Inclusion in Development of the SPSA (Schoolwide)

2018–19 English learner Program Instrument (Continued)

- 5.0 The EL program must be included in the development of the SPSA.
- 5.1 An approved SPSA must contain:
- (a) An analysis of academic performance and language development data to determine EL student and program needs. (*EC* § 64001[f])
 - (b) School goals to meet the identified academic and language proficiency needs of ELs. (*EC* § 64001[f])
 - (c) Activities to reach school goals to improve the academic performance of EL students. (*EC* § 64001[f])
 - (d) The means to annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards. (*EC* § 64001[f])
 - (e) Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS). (*EC* § 64001[g])
- 5.2 The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan. (*EC* §§ 64000[a], 64001[g])
- 5.3 The SPSA must be consistent with the district local plan. (20 U.S.C. § 6823[b][3][G], [4]; *EC* § 64001[h])
- 5.4 LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LCAP addendum or other EL plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations. (*EC* § 64001[d])

2018–19 English learner Program Instrument (Continued)

Evidence Requests

EL Program Inclusion in Development of the SPSA or EL Site Plan

Abbreviation: ELinSPSA

Description: Current board approved SPSA with evidence of EL program inclusion or EL site plan with all criteria described in EL 5.1 (a-e).

Item Instructions:

Related Items: EL 05

EL 06: Title III and EIA-LEP Inventory

6.0 For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with EIA-LEP and Title III funds. The record must describe the acquisition by:

(a) Type

(b) Model

(c) Serial number

(d) Funding source

(e) Acquisition date

(f) Cost

(g) Location

(h) Current condition

(i) Transfer, replacement, or disposition of obsolete or unusable equipment

6.1 Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records.
(*EC* § 35168; 5 *CCR* § 3946; 2 Code of Federal Regulations [CFR] § 200.313[d])

2018–19 English learner Program Instrument (Continued)

Evidence Requests

Equipment Inventory Records

Abbreviation:	EqpmntInvntyRcrds
Description:	Historical inventory list of all equipment purchased for \$500 or more per Education Department General Administrative Regulations (EDGAR)/CA EC requirements and a record of last physical check of items. If no purchases were made, indicate that in a comment.
Item Instructions:	EL 06: For Title III or EIA-LEP purchases only, include the last five years of purchases, and record of a physical verification of location.
Related Items:	EL 06, ME 06, CTE 02, HE 08, BASP 10, BASP 15, FPR 05, AE 02, AE 09, EES 06, CE 12, NorD 08

III. Funding

EL 07: Supplement, Not Supplant with Title III & EIA-LEP

- 7.0 General fund resources must be used to provide services and programs for ELs, including ELD and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.
- 7.1 Each LEA must use EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds.
(20 U.S.C. § 6825[g]; EC § 54025[c]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012–1013)
- 7.2 For LEAs with EIA-LEP carryover, an LEA must utilize no less than 85 percent of those apportionments at school sites for direct services to students. (EC §§ 63000[d], 63001)
- 7.3 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds.
(20 U.S.C. § 6825[g]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013)
- 7.4 The use of Title III funds must meet the following requirements:
 - (a) An LEA utilizes no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the administration of this program for a fiscal year.
(20 U.S.C. § 6825[b])

2018–19 English learner Program Instrument (Continued)

- (b) An LEA assesses for reasonable Title III EL and immigrant alignment with the federal supplement, not supplant requirement.
(20 U.S.C. § 6825[g]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012–1013)

Evidence Requests

Core and supplemental instructional materials

Abbreviation: CoreSupMat
Description: A list of core and supplemental materials and their funding sources.
Item Instructions:
Related Items: EL 07

Core and Supplemental Professional Development Specific to English learners

Abbreviation: CoreSupELMat
Description: A list of core and supplemental professional development and their funding sources.
Item Instructions:
Related Items: EL 07

Title III Expenditure Report

Abbreviation: T3expndtrRpt
Description: Detailed general ledger for current and previous year, with beginning and ending balances for standardized account code structure resource codes 4203-Title III LEP, 4201-Title III Immigrant and 7901 EIA-LEP Include chart of accounts, including carry over and administrative costs.
Item Instructions: EL 07: Documentation includes date, description, vendor name and total amount for each expenditure line item for the entire period(s) under review. Once the complete general ledger has been uploaded, additional documentation will be requested.
Related Items: EL 07

EL 08: Time Accounting Requirements (Title I and Title III)

- 8.0 Each LEA must properly assess charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the

2018–19 English learner Program Instrument (Continued)

allowable and identified quantity and duties of the employee.
(20 U.S.C. § 6825[b]; 2 CFR § 211.430[a])

- 8.1 Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used. (2 CFR § 200.430)
- 8.2 Employees funded solely under Title III must complete a semiannual certification of such employment.
(EC § 52853[a][7]; 2 CFR §§ 200.61–62, 200.302, 200.430[a][i])

Evidence Requests

Time Accounting Policies and Procedures

Abbreviation: TmActngPlcyPrcdrs

Description: LEA's established written policies and procedures for documenting time accounting of employees that work on federal programs.

Item Instructions: EL 08: The documentation should include the LEA's specific policies and procedures for documenting actual hours worked, including related internal controls, employee training, reconciliation processes, deadlines, and authority.

Related Items: EL 08, CTE 02, FM 01, FPR 03

Time Accounting Records

Abbreviation: TmAcntngRcrds

Description: Documentation to support salaries and benefits charged to each program funding source under review in accordance with federal requirements. Records may include personnel activity reports, semiannual certifications, or other equivalent records. Budget estimates do not qualify as support.

Item Instructions:

Related Items: EL 08, ME 09, CTE 02, FM 01, FM 03, HE 10, AE 02, CE 09, CE 11, NorD 12

2018–19 English learner Program Instrument (Continued)

Title III and EIA-LEP Position Control Report

Abbreviation:	T3posCont
Description:	Budget report of employees planned to be paid in whole, or in part, with federal funds by resource code in the fiscal year under review.
Item Instructions:	EL 08: The reviewer will indicate which fiscal year the LEA should provide for review. This district-wide report should include the employees' name, resource code(s), salary or hourly rate, and benefits for all funding sources.
Related Items:	EL 08

Title III Job Descriptions and Duty Statements

Abbreviation:	T3JobDesDutStat
Description:	An individual employee's job description and duty statement describing responsibilities and activities, as agreed to by employer and employee.
Item Instructions:	
Related Items:	EL 08

IV. Standards, Assessment, and Accountability

EL 09: Evaluation of EL Program Effectiveness

- 9.0 A program evaluation must be provided by each LEA and must be used to determine:
- (a) The degree to which, within a reasonable amount of time:
 - i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district.
 - ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.
(20 U.S.C. §§ 1703[f], 6841[b],[c]; *Castaneda v. Pickard* [5th Cir. 1981] 648 F.2d 989,1009–1011)
 - (b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.
 - (c) Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students.

2018–19 English learner Program Instrument (Continued)

(d) Whether to eliminate specific EL activities proven to be ineffective.

Evidence Requests

Evaluation of EL Program Effectiveness

Abbreviation: EvalELProgEffct

Description: Narrative analysis of the LEA program data, addressing the components listed in 9 a–d.

Item Instructions: EL 09: Analysis of findings, and recommended changes based on the analysis to lead to improve the effectiveness of EL programs and services.

Related Items: EL 09

EL 10: Reclassification

10.0 Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:

(a) Assessment of English language proficiency.

(*EC* § 313[f][1]; 5 *CCR* § 11303[a])

(b) Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (*EC* § 313[f][2]; 5 *CCR* § 11303[b])

(c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (*EC* § 313[f][3]; 5 *CCR* § 11303[c])

(d) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (*EC* § 313[f][4]; 5 *CCR* §§ 11302, 11303[d])

10.1 Each LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

(a) Language and academic performance assessments

(b) Participants in the reclassification process

2018–19 English learner Program Instrument (Continued)

(c) Decision regarding reclassification (5 CCR § 11305)

10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304)

Evidence Requests

Reclassification Criteria

Abbreviation: ReclsCrtria

Description: Current board approved LEA reclassification criteria for grades K through Twelve.

Item Instructions:

Related Items: EL 10

Reclassification Process

Abbreviation: ReclsPrcls

Description: Current approved local board policy or administrative regulations that describe the reclassification process.

Item Instructions:

Related Items: EL 10

Reclassification Records/Forms

Abbreviation: ReclsRcrdsFrms

Description: For each site under review, provide three samples of completed reclassification records/forms for the current year with parent/guardian signatures.

Item Instructions:

Related Items: EL 10

2018–19 English learner Program Instrument (Continued)

Reclassified to Fluent English Proficient (RFEP) Progress Monitoring

Abbreviation: RFEPPrgsMntrng

Description: Submit RFEP progress monitoring documents for three students reclassified in the current or previous year for each site under review. Include areas of academic concern, academic support and/or interventions provided to RFEP students who are not showing progress.

Item Instructions:

Related Items: EL 10

V. Staffing and Professional Development

EL 11: Teacher EL Authorization

11.0 Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized.

(20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012–1013)

Evidence Requests

EL Teacher Authorization

Abbreviation: ELTchrAthrzttn

Description: Spreadsheet of all LEA teachers by name, site, and appropriate Commission on Teacher Credentialing EL authorization code (e.g. ELA1, S12, BLSP, etc.) or temporary county certificate with EL authorization.

Item Instructions: EL 11: All teaching staff but not administrators, substitutes, speech therapists, counselors, etc.

Related Items: EL 11

EL 12: Professional Development Specific to English learners

12.0 Each LEA must provide professional development specific to the implementation of programs for ELs.

12.1 Each LEA must provide sufficient professional development to effectively implement the LEA's EL program.

(*Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1011-1013)

2018–19 English learner Program Instrument (Continued)

12.2 Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- (a) Designed to improve the instruction and assessment of ELs. (20 U.S.C. § 6825[c][2][A])
- (b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs. (20 U.S.C. § 6825[c][2][B])
- (c) Effective in increasing the student’s English language proficiency or substantially increasing the teacher’s subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation. (20 U.S.C. § 6825[c][2][C])
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom. (20 U.S.C. § 6825[c][2][D])

Evidence Requests

EL Specific Professional Development (PD)

Abbreviation: ELspecPD

Description: District and site level Calendars, agendas, descriptions, materials, and sign-ins of classified staff, counselors, teachers, and administrators in EL specific PD of sufficient intensity and duration to impact EL achievement.

Item Instructions:

Related Items: EL 12

Teacher Implementation of EL specific PD

Abbreviation: ImplmntnELpd

Description: Procedures or sample observation protocols to demonstrate the implementation of EL specific PD relevant to grade-level core academic subjects, including ELD.

Item Instructions:

Related Items: EL 12

VI. Opportunity and Equal Educational Access

EL 13: Language Program Options and Parent Choice

- 13.0 Language acquisition programs may include, but are not limited to, all of the following:
- 13.1 School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC § 305[a][2]) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC § 306[c][3])
- (a) Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (EC § 306[c][1])
 - (b) Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student’s native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards. (EC § 306[c][2])
- 13.2 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition program” refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC § 306[c])
- 13.3 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (EC § 310[a])

2018–19 English learner Program Instrument (Continued)

Evidence Requests

EL Placement Options

Abbreviation: ELplcmtOptns

Description: Submit LEA board policy, administrative regulations, EL master plan, or EL plan with processes and procedures for responding to parent requests for additional language acquisition programs and evidence ELs receive ELD and core classes.

Item Instructions:

Related Items: EL 13

Combined EL Assessment, Placement and Enrollment Data

Abbreviation: CombAllELdata

Description: Most recent ELP, placement and academic assessment data. Include ELs and LTELs; ELs in program for six or more years.

Item Instructions: EL 13: See sample spreadsheet for EL 03, 13, & 15 in Resource File or ask your FPM EL Reviewer.

Related Items: EL 03, EL 13, EL 15

VII. Teaching and Learning

EL 14: ELD

14.0 As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program.

(20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; *EC* §§ 300, 305, 306, 310; 5 *CCR* § 11302[a]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013)

2018–19 English learner Program Instrument (Continued)

Evidence Requests

Core ELD Criteria

Abbreviation: CorELD

Description: Kindergarten through grade twelve ELD master schedule, course descriptions with grouping-placement and exit criteria for all grades and ELP levels.

Item Instructions:

Related Items: EL 14

Core ELD Curriculum

Abbreviation: CorELDCrclm

Description: A list of core and support instructional materials for all grades and ELP levels.

Item Instructions:

Related Items: EL 14

EL 15: Access to Core Subject Matter

15.0 Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.

15.1 Each LEA must have a means to assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.

15.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable.

(20 U.S.C. §§ 1703 [f], 6825 [c][1][B]; *EC* §§ 305[a][2], 310; 5 *CCR* § 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013)

2018–19 English learner Program Instrument (Continued)

Evidence Requests

Combined EL Assessment, Placement and Enrollment Data

- Abbreviation: CombAllELdata
- Description: Most recent ELP, placement and academic assessment data. Include ELs and long-term ELs; ELs in program for six or more years.
- Item Instructions: EL 15: See sample spreadsheet for EL 03, 13, & 15 in Resource File or ask your FPM EL Reviewer.
- Related Items: EL 03, EL 13, EL 15

EL Access to the Core Subject Matter

- Abbreviation: ELaccCSM
- Description: Procedural guidelines and criteria for placement of ELs in core classes and interventions.
- Item Instructions:
- Related Items: EL 15

Language Instruction in Core Content

- Abbreviation: LngInstrctnCrCntnt
- Description: Descriptions of how instructional strategies and materials in core content areas are differentiated for English learners at different grade levels.
- Item Instructions:
- Related Items: EL 15