

Suggested EL Strategies for the LCAP

A. Conditions of Learning

Basic Services (Priority 1)

Definition: *Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d).*

- A broad range of high quality standards aligned instructional resources in English and home language that facilitate ELs' access to core curriculum and expand their knowledge of the world.
- Comprehensive English Language development program prek-12 addressing language and academic needs of diverse EL population such as newcomers to LTELs
- Access to all core subjects
- Assessments with accommodations sensitive to first and second language development
- Access to technology to support learning and assessment administration

Implementation of State Standards and ELD Standards (Priority 2)

Definition: *Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.*

- Simultaneous implementation of the CCSS and ELD standards
- State Common Core Implementation funding allocated for implementation of both sets of standards
- Curriculum and unit development aligned to both sets of standards
- Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners
- Professional Development for teachers and administrators on instructional shifts focused on oral language development, teamwork, inquiry and collaboration

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Course access (Priority 7)

Definition: *Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

- Increase in the % of ELs that are enrolled in courses required for graduation and UC/CSU courses requirements
- Creation of a 7th period or “z” period for English learners to all access to electives and extracurricular activities.
- Increase in the % of EL elementary school students receiving daily instruction in all subject areas including the arts
- Increase the % of EL students enrolled in courses to advance their studies in their home language leading to AP classes and college credit

B. Pupil Outcomes

Pupil Achievement (Priority 4)

Definition: *Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.*

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Other Pupil Outcomes (Priority 8)

Definition: *Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.*

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- Comprehensive English Language development program prek-12 addressing language and academic needs of diverse EL population such as newcomers to LTELs
- Access to all core subjects
- Assessments with accommodations sensitive to first and second language development

C. Engagement

Parent Involvement (Priority 3)

Definition: *Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.*

- Continue ELACS at school sites
- Define roles of DELACS and ELACs to advise on the creation and implementation of LCAP and LCFF (See attached suggested roles for DELACS)
- Support the implementation or expansion of bilingual pathway programs
- Family and community engagement that promotes development of parent and community leaders and representatives who can advocate effectively for ELs
- Parents are active in the classroom and help bridge and connect to community resources
- ELD and literacy classes in English and home language
- Welcoming environment includes someone in the front office who speaks the language and understands the services and resources available for parents and ELs at the school.

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Pupil Engagement (Priority 5)

Definition: *School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.*

- School attendance, absenteeism, dropout and graduation rates should be disaggregated by student subgroups – including English learners.

School Climate (Priority 6)

Definition: *Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.*

- % of ELs that are enrolled in courses required for graduation and UC/CSU courses requirements
- % of EL elementary school students receiving instruction in all subject areas including the arts
- % of EL students enrolled in courses to advance their studies in their home language
- Annual survey of EL Parents