

**CALIFORNIA DEPARTMENT OF EDUCATION  
ENGLISH LEARNER SCHOOL-LEVEL TOOL (EL-SLT)**

The English Learner School-Level Tool (EL-SLT) is designed to help school/district personnel determine the school site implementation levels of the California Department of Education's (CDE) nine Essential Program Components (EPCs) as applied to English learners (ELs), in order to focus Title III services. Each item on the EL-SLT is based on the EPCs, the No Child Left Behind (NCLB) Act of 2001, Title III requirements, and state programs. Although Title III accountability is only at the local educational agency (LEA) level, this tool can assist LEAs to gather school-level information in order to prioritize the LEA's EL needs. This document is being piloted during the 2007-08 school year by an estimated 90 LEAs qualifying for technical assistance based upon findings published in annual Title III Accountability Reports.

**A glossary is provided at the end of this document to ensure common understanding of terms used in this document. The following descriptions are provided to help users consistently rate items in the EL-SLT.**

<b>Strongly Disagree:</b> Minimal level of implementation. This indicates low faculty participation (<=25%) and/or rare usage (<=25% of the time).
<b>Disagree:</b> Partial level of implementation. This indicates some faculty (26-50%) participation and/or inconsistent usage (26-50% of the time).
<b>Agree:</b> Substantial level of implementation. This indicates significant faculty participation (51-75%) and/or consistent usage (75% of the time).
<b>Strongly Agree:</b> Full level of implementation. This indicates full faculty participation (76-100%) and/or highly consistent usage (76-100% of the time).

**Check the box(es) next to the programs being implemented at this school:**

- Structured English Immersion (SEI)**  
 **English Language Mainstream (ELM)**  
 **Alternative Program (Only schools implementing alternative programs need to respond to bolded statements. Bolded statements do not apply to SEI and/or ELM programs.)**

**DIRECTIONS: Please rate each of the following program items for your school.**  
**E – Elementary      M – Middle School      HS – High School**

<b>1.0 Instructional Program</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>1.a.</b>	ELs have DAILY access to a core Reading/Language Arts (R/LA) program (E/M) or standards-aligned English/language arts textbooks (HS). Students identified for intensive intervention have access to materials at their assessed level of need.				
<b>1.b.</b>	The school has implemented an effective research-based literacy plan for ELs.				
<b>1.c.</b>	ELs have DAILY access to a core mathematics program (E/M) or standards-aligned mathematics textbooks (HS).				
<b>1.d.</b>	ELs receive systematic instruction in English Language Development (ELD) targeted to their proficiency levels.				
<b>1.e.</b>	ELs receive ELD, Specially Designed Academic Instruction in English (SDAIE), and/or Primary Language instruction based on each student's assessed language and academic needs and program enrollment.				

1.f.	The most recent R/LA, reading intervention, and mathematics State Board of Education (SBE)-adopted (standards aligned grades nine through twelve [9-12]) materials, including Universal Access and ELD components appropriate for ELs, are used daily.				
1.g.	Standards aligned supplemental ELD materials are used in classroom instruction (e.g., Assembly Bill 1802).				
1.h.	The criteria for placing ELs in ELD and SDAIE classes at the secondary level are explicit and used.				
1.i.	The school uses specific instructional strategies to help ELs progress beyond the intermediate proficiency level on the California English Language Development Test (CELDT).				
1.j.	The school uses specific instructional strategies to help long-term ELs meet all criteria for reclassification to fluent-English proficient (FEP) status.				
1.k.	Differentiated instruction focuses on both the identified language proficiency and academic needs of ELs in R/LA, reading intervention, mathematics, and mathematics intervention.				
1.l.	Teachers have explicit, high expectations for ELs' linguistic and academic progress and achievement.				
1.m.	The curriculum is academically challenging for ELs.				
1.n.	<b>The school has implemented an effective research-based literacy (biliteracy) plan for alternative programs.</b>				
<b>2.0 Instructional Time</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2.a.	E and M ELs receive the appropriate amount of instructional time in the R/LA program on a daily basis as defined by the state framework.				
2.b.	E and M ELs receive the appropriate amount of instructional time in the mathematics program on a daily basis as defined by the state framework.				
2.c.	E and M ELs enrolled in intervention reading programs receive the appropriate amount of instructional time in the intervention daily based on individual student assessed needs.				
2.d.	E and M ELs enrolled in the intervention mathematics program receive the appropriate amount of instructional time in the intervention daily based on individual student assessed needs.				
2.e.	HS ELs have the appropriate amount of instructional time to master the required skills to pass the language arts and writing components of the California High School Exit Exam (CAHSEE).				
2.f.	HS ELs have the appropriate amount of instructional time to master the required skills to pass the mathematics component of the CAHSEE.				
2.g.	Time is allocated during the regular school day for ELs to receive systematic ELD instruction.				
2.h.	The master schedule in departmentalized settings accommodates the needs of ELs (e.g., rigorous ELD and SDAIE content area courses are offered).				
2.i.	Additional ELD instructional time is provided based on assessed language needs and English proficiency levels. Note: The 2008 R/LA Framework publishers' criteria requires instructional materials providing for one hour of ELD instruction daily.				
2.j.	<b>Alternative programs provide primary language instruction for the appropriate amounts of time as specified by program design (e.g., 90/10, 50/50, Transitional Bilingual Education [TBE], etc.).</b>				

<b>3.0 Principals' Instructional Leadership Training</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>3.a.</b>	The school principal and vice-principal have completed AB 75 or AB 430 training in order to provide appropriate instructional leadership for EL programs in ELD, R/LA, reading and mathematics interventions, and mathematics adoptions, when available.				
<b>3.b.</b>	The principal and vice-principal have completed training on the implementation of EL programs, principles of second language acquisition, current EL research, catch-up and acceleration plans, EL pedagogy, and methods of high quality instruction, when available.				
<b>3.c.</b>	The principal and vice-principal have completed training on the use of classroom observational tools for ELD and SDAIE instruction.				
<b>3.d.</b>	<b>School administrators implementing alternative programs are knowledgeable of research on bilingual instructional programs and use tools to actively monitor the effectiveness of programs (e.g., Evaluator's Toolkit for Dual Language Programs).</b>				
<b>4.0 Credentialed Teachers and Professional Development Opportunity</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>4.a.</b>	All ELs are taught by teachers with the appropriate ELD and SDAIE authorization.				
<b>4.b.</b>	All ELD, R/LA, and mathematics teachers are provided Senate Bill 472 EL follow-up professional development when available.				
<b>4.c.</b>	All teachers are provided training in ELD, academic literacy for ELs, and SDAIE.				
<b>4.d.</b>	All the school's paraprofessionals and/or instructional aides who work with ELs receive specific training in curriculum, instructional methods, and interventions appropriate for ELs.				
<b>4.e.</b>	<b>All ELs in alternative programs are taught by fluent and appropriately-authorized Bilingual Cross-Cultural Language and Academic Development (BCLAD) teachers.</b>				
<b>5.0 Student Achievement Monitoring System</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>5.a.</b>	A school-wide assessment plan is based on the instructional programs in place and is strictly adhered to, including, but not limited to, the California Standards Test (CST), CELDT, Aprenda/Standards-based Test in Spanish (STS), and CAHSEE.				
<b>5.b.</b>	Curriculum-embedded assessments are used for placement and ongoing monitoring of ELs' progress in ELD, R/LA, and mathematics.				
<b>5.c.</b>	Teachers use the information from ongoing assessments to plan and provide instruction based on student language proficiency and academic performance levels.				
<b>5.d.</b>	Students are monitored to achieve AMAO progress and proficiency goals on the CELDT each school year.				
<b>6.0 Ongoing Instructional Assistance and Support for Teachers</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>6.a.</b>	Content experts and coaches knowledgeable in ELD and SDAIE support and assist teachers instructing ELs in ELD.				
<b>6.b.</b>	Content experts and coaches knowledgeable in ELD and SDAIE support and assist teachers instructing ELs in R/LA.				
<b>6.c.</b>	Content experts and coaches knowledgeable in ELD and SDAIE support and assist teachers instructing ELs in mathematics.				
<b>6.d.</b>	<b>Content experts and coaches knowledgeable in primary language instruction support and assist teachers instructing in the primary language.</b>				

<b>7.0 Monthly Collaboration for Teachers by Grade Level or Department</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>7.a.</b>	ELD and R/LA teachers collaborate to review assessment data and plan instruction for ELs.				
<b>7.b.</b>	ELD and mathematics teachers collaborate to plan instruction for ELs.				
<b>7.c.</b>	ELD teachers are included in grade level/department meetings.				
<b>7.d.</b>	Structures or schedules are organized and supported to assure adequate time for staff collaboration regarding instruction for ELs.				
<b>7.e.</b>	ELD and R/LA teachers meet regularly to monitor student achievement using formative assessments to plan instruction.				
<b>7.f.</b>	<b>Alternative program teachers collaborate with SEI and ELM teachers to ensure consistency between programs.</b>				
<b>8.0 Lesson Pacing Schedule and Intervention</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>8.a.</b>	The school's R/LA and mathematics pacing schedule takes into account the differentiated instruction necessary to target students' English proficiency levels.				
<b>8.b.</b>	Pacing schedules for ELD instruction are used throughout the school.				
<b>8.c.</b>	Intervention programs are offered to all 9-12 EL students unable to pass any part of the CAHSEE.				
<b>8.d.</b>	<b>Alternative programs have provisions in place to keep ELs on pace with the R/LA and mathematics pacing schedule, regardless of language of instruction.</b>				
<b>9.0 Fiscal Support</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>9.a.</b>	General and categorical funds are used to support the academic needs of ELs in the areas of ELD, R/LA, and mathematics.				
<b>9.b.</b>	The school budget fully supports the identified needs of ELs.				
<b>9.c.</b>	A portion of the budget is allocated to staff (e.g., additional teaching support, coaching, aides, professional development, etc.) that are engaged in activities required to address the needs of ELs.				

## GLOSSARY OF EL PROGRAM TERMS

The following glossary is provided to ensure that school personnel have a common understanding of terms referenced in this document.

**Alternative Programs** allow instruction to be provided in English as well as in a language other than English. Alternative programs vary by the percentage of instruction provided in English and the other language, and are permitted under California law through the parental or state-granted exception waiver.

**Curriculum** refers to a course of study based on content area frameworks and standards. The framework describes the instruction necessary for students to reach proficiency.

**English Language Development (ELD)** is instruction appropriate for the ELs identified level of language proficiency based on multiple measures. Such instruction is designed to promote the effective and efficient acquisition of English listening, speaking, reading, and writing skills of ELs.

**English Language Mainstream (ELM)** classrooms require the language of instruction used by the teaching personnel to be 'overwhelmingly' the English language, and may include primary language support.

**Method of Instruction** refers to the procedures and strategies teachers use to develop students' skills and knowledge. Method of instruction emphasizes 'how to teach,' in contrast to 'what to teach.' Methods include direct instruction, problem-based learning, small-group learning, self-directed learning, individualized instruction, and computer-based learning.

**Primary Language Instruction** refers to core content lessons taught in the primary language by a qualified teacher (BCLAD) and supported by corresponding written materials in the primary language.

**Primary Language Support** is the use of the student's primary language to clarify meaning and facilitate comprehension of academic content taught through SDAIE or mainstream English.

**Program** defines those instructional program settings in which ELs may be instructed, such as: Structured English Immersion (SEI), Alternative Programs, and English Language Mainstream (ELM).

**Specially Designed Academic Instruction in English (SDAIE)** is a methodology or approach used to teach academic courses, such as mathematics and social science, in English, to ELs and is designed to increase the level of comprehensibility of the English-medium instruction.

**Structured English Immersion (SEI)** is an English language acquisition process for young children in which nearly all classroom instruction is in English, but with curriculum presentation, activities, and visual aids designed for children who are learning the language. Typically, SEI includes ELD, SDAIE, and may include primary language support.

**Systematic ELD Instruction** follows a developmental scope and sequence of key language forms and functions, grammar/syntax, vocabulary, idioms, and rules of discourse for students to attain academic English proficiency. Explicit instruction includes varied practices to ensure application of learning to new contexts.

**Transitional Bilingual Education (TBE)** programs provide academic content instruction to ELs in their primary language as well as in English until they have sufficient fluency in English to understand instruction in an ELM class, typically three years.

**Two-Way Bilingual Immersion** (also known as Dual Immersion) programs integrate language minority students (ELs) and language majority students (English speakers) in order to develop bilingualism, biliteracy, academic achievement, and multicultural proficiency in English and another language.

## **EL MATERIALS**

Materials referenced in this document – the state-adopted Curriculum Frameworks, Instructional Materials for Reading/Language Arts, Mathematics, and Intervention programs, as well as the approved list of supplemental materials for ELs– are available on the CDE Web site at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.