



## English Learner Research Aligned Local Control and Accountability Plan (LCAP) Rubrics



# English Learner Research-Aligned LCAP Rubric

## Focus Area #1 – English Language Development

Overall Rubric Rating:

### FOCUS AREA # 1 --- English Language Development

	Exemplary	Good	Weak	No Evidence Included
Designated & Integrated ELD Program	<input type="checkbox"/> Focus on the implementation of <u>designated and integrated ELD</u> includes <b>explicit</b> goals, evidence-based strategies/practices for an articulated ELD program, and standards-based ELD curricular materials.	<input type="checkbox"/> Focus on the implementation of <u>designated and integrated ELD</u> includes <b>several</b> goals and evidence-based strategies for an articulated ELD program, and standards-based ELD curricular materials.	<input type="checkbox"/> Focus on the implementation of <u>designated or integrated ELD</u> includes <b>minimal</b> goals or evidence-based strategies and standards-based ELD curricular materials.	<input type="checkbox"/> <b>No mention</b> of an <u>ELD program or designated ELD instruction</u> .
ELD Standards	<input type="checkbox"/> Focus on ELD standards is identified as an <b>explicit, targeted set of on-going</b> activities to allow <u>teachers, administrators, and counselors</u> to understand the standards, and to plan collaboratively for implementation in designated ELD <u>and</u> integrated ELD in content areas.	<input type="checkbox"/> Focus on ELD standards is identified with <b>several</b> activities to allow <u>teachers and administrators</u> to understand the standards for implementation in designated ELD.	<input type="checkbox"/> Focus on ELD standards is identified with <b>minimal</b> activities that focus only on <u>teachers'</u> understanding of the standards for implementation in designated ELD.	<input type="checkbox"/> <b>No mention</b> of <u>ELD standards</u> .
ELD Standards Implementation	<input type="checkbox"/> Priorities are set with <b>explicit</b> goals and activities for ELD standards implementation <u>based on needs assessment and student language proficiency and academic data</u> .	<input type="checkbox"/> Priorities are set with <b>several</b> goals and activities for ELD standards implementation <u>based on student language proficiency and academic data</u> .	<input type="checkbox"/> <b>Minimal</b> goals and activities are set for ELD Standards implementation and <u>do not consider student language proficiency or academic data</u> .	<input type="checkbox"/> <b>No student language proficiency or academic data is considered</b> to set goals or specific activities for implementation related to ELD standards.
ELD Standards Professional Development	<input type="checkbox"/> <b>Aligned</b> , simultaneous professional <u>development</u> of California Core Standards and ELD standards for teachers and administrators of ELs.	<input type="checkbox"/> <b>Sequential</b> professional <u>development</u> of California Core Standards and ELD standards for teachers and administrators of ELs.	<input type="checkbox"/> Professional development of California Core Standards for teachers only <u>without inclusion of ELD standards</u> .	<input type="checkbox"/> <b>Limited</b> professional <u>development</u> of California Core Standards.

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## English Learner Research-Aligned LCAP Rubric Focus Area #1 – English Language Development

Evidence (cite page numbers):

Promising Practices (cite page numbers)

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*Revised 1-17-18*

# English Learner Research-Aligned LCAP Rubric

## Focus Area #3 – Professional Development

Overall Rubric Rating:

### FOCUS AREA #3: Professional Development (PD)

	Exemplary	Good	Weak	No Evidence
PD Stakeholder Input	<input type="checkbox"/> District gathered <u>input by conducting needs assessments/meetings</u> with teachers, other educators (e.g. administrators, specialists, etc.) and stakeholders <u>multiple times</u> to identify differentiated learning needs for EL teaching and learning.	<input type="checkbox"/> District has <u>some input</u> from teachers and other stakeholders to identify differentiated learning needs for EL teaching and learning.	<input type="checkbox"/> District gathered <u>minimal input</u> from teachers OR stakeholders to identify differentiated learning needs for EL teaching and learning.	<input type="checkbox"/> <u>No mention</u> of teacher/stakeholder input or needs assessment for EL teaching or learning.
Comprehensive PD Program for Teachers of ELs	<input type="checkbox"/> <u>Detailed</u> professional development (PD) plan includes short and <u>long-term goals for teachers of ELs and describes many effective PD elements</u> , such ongoing teacher collaboration, classroom---based application, AND teacher reflection or inquiry cycles.	<input type="checkbox"/> Professional development plan includes <u>some goals for teachers of ELs and effective PD elements</u> such as teacher collaboration, classroom---based application, OR teacher reflection or inquiry cycles.	<input type="checkbox"/> <u>Limited activities</u> described for professional development of EL teachers without any reference to specific professional development goals based upon teacher needs.	<input type="checkbox"/> <u>No mention</u> of professional development goals or plan for teachers of ELs.
PD Content	<input type="checkbox"/> PD activities <u>explicitly identifies training on EL issues</u> for district and site administrators, teachers, instructional support staff, AND counselors including but not limited to implementation of ELD Standards, addressing the language and socio-emotional needs of the different EL profiles (e.g. newcomers, Long Term English Learners) literacy and content instruction in L1 and English.	<input type="checkbox"/> PD activities <u>identify some training on EL issues</u> for district/site administrators, teachers, instructional support staff, OR counselors such as the implementation of ELD Standards, addressing the language and socio-emotional needs of the different EL profiles (e.g. newcomers, Long Term English Learners) literacy or content instruction in L1 and English.	<input type="checkbox"/> <u>Limited EL PD activities</u> described for administrators, teachers, support staff or counselors such as the implementation of ELD Standards, addressing the language and socio-emotional needs of the different EL profiles (e.g. newcomers, Long Term English Learners) literacy or content instruction in L1 and	<input type="checkbox"/> <u>No EL PD activities</u> described for administrators, teachers, support staff or counselors.
PD Cultural Proficiency/Competency	<input type="checkbox"/> <u>Explicit</u> PD activities for certificated and classified staff to address <u>key elements of cultural proficiency/competency training</u> , 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.	<input type="checkbox"/> <u>Some cultural proficiency/ competency training</u> elements are identified in PD for 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.	<input type="checkbox"/> <u>Minimal cultural proficiency/ competency training</u> elements are identified in PD for 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.	<input type="checkbox"/> <u>No mention</u> of PD training for cultural proficiency or responsiveness.



## English Learner Research-Aligned LCAP Rubric Focus Area #3 – Professional Development

**Evidence (cite page numbers):**

**Promising Practices (cite page numbers)**

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*Revised 1-17-18*

# English Learner Research-Aligned LCAP Rubric

## Focus Area #4 – Program and Course Access

Overall Rubric Rating:

### FOCUS AREA # 4 - Program and Course Access

	Exemplary	Good	Weak	No Evidence Included
Preschool*	<input type="checkbox"/> <u>Explicit</u> description of preschool program(s) and activities for ELs including the development of both primary language and English.	<input type="checkbox"/> <u>General</u> description of preschool program(s) and some activities for ELs including support in both primary language and English.	<input type="checkbox"/> <u>Limited</u> description of preschool program(s) and activities for ELs with <u>no mention of primary language support</u> .	<input type="checkbox"/> <u>No mention</u> of availability of preschool program(s) for ELs and <u>no mention of primary language support</u> .
Access to Rigorous Core Content	<input type="checkbox"/> <u>Explicit description</u> of approach to provide ELs full access to rigorous academic content in all core content areas, TK-12th grade including <u>the development of both primary language and English</u> .	<input type="checkbox"/> <u>General description</u> of approach to provide ELs full access to rigorous academic content in all core content areas, TK-12th grade including <u>support in both primary language and English</u> .	<input type="checkbox"/> <u>Minimal description</u> of approach to provide ELs full access to rigorous academic content in all core content areas, TK-12th grade with <u>no mention of primary language support</u> .	<input type="checkbox"/> <u>No evidence</u> of program and activities to increase EL access to rigorous academic content and <u>no mention of primary language support</u> .
LTEL Courses*	<input type="checkbox"/> <u>Detailed program and activities</u> describe specialized ELD courses for Long Term English Learners and access to all core curriculum (grades 6-12).	<input type="checkbox"/> <u>Some description</u> of specialized ELD courses for Long Term English Learners and access to core curriculum (grades 6-12).	<input type="checkbox"/> <u>Mention of Long Term English Learners but no description</u> of ELD courses or access to core curriculum (grades 6-12).	<input type="checkbox"/> <u>No mention</u> of Long Term English Learners (grades 6-12).
Enrichment and/or Extracurricular Opportunities	<input type="checkbox"/> <u>Detailed description</u> 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"/> <u>General description</u> 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"/> <u>Limited description</u> 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"/> <u>No evidence</u> 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"/> <u>Detailed description</u> of program(s) and activities to provide extended learning time specific to the language and academic needs of ELs.	<input type="checkbox"/> <u>General description</u> of program(s) and activities to provide extended learning time specific to the language and academic needs of ELs.	<input type="checkbox"/> <u>Minimal description</u> of program(s) and activities to provide extended learning time not specific to the language and academic needs of ELs.	<input type="checkbox"/> <u>No evidence</u> of program and activities for extended learning for ELs.

\*If rubric area does not apply to the district context, do not score and omit rubric area in calculation of overall score.

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## English Learner Research-Aligned LCAP Rubric

### Focus Area #4 – Program and Course Access

**Evidence (cite page numbers):**

**Promising Practices (cite page numbers)**

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*Revised 1-17-18*

## English Learner Research-Aligned LCAP Rubric Focus Area #7 – Actions and Services

Overall Rubric Rating:

### FOCUS AREA # 7 - Actions and Services

	Exemplary	Good	Weak	No Evidence Included
Responsiveness to EL Profiles	<input type="checkbox"/> <u>Specific</u> services, programs and actions, including interventions, address the <u>differentiated language and academic needs of the various profiles of English Learners</u> : newcomers, L1/L2 proficient students, LTELs, students at risk of becoming LTELs, preschool -12th grade.	<input type="checkbox"/> <u>Services, programs, and actions</u> , including interventions, <u>recognize the needs of some profiles of English Learners</u> : newcomers, L1/L2 proficient students, LTELs, students at risk of becoming LTELs, preschool --12th grade.	<input type="checkbox"/> <u>Minimal</u> 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.	<input type="checkbox"/> <u>No mention of services, programs, and actions</u> , including interventions, by EL proficiency level or profiles.
Assessment-Based Placement and Services	<input type="checkbox"/> <u>Program placement and services for ELs are informed by formative (ongoing) and summative (annual) academic and language development results, including L1 assessments when appropriate.</u>	<input type="checkbox"/> <u>Program placement and services for ELs are informed by annual (summative) academic and language development results.</u>	<input type="checkbox"/> ELs are assessed annually on language development but <u>results play no role in program placement or services.</u>	<input type="checkbox"/> <u>No mention of language development assessments</u> for placement in program or services.
Program Options	<input type="checkbox"/> <u>Program options</u> (e.g. Dual Immersion, Structured English Immersion, Bilingual, etc.) for English learners are <u>based upon the needs of ELs, preferences of the parents and community; district resources are aligned.</u>	<input type="checkbox"/> <u>Some</u> program options (e.g. Dual Immersion, Structured English Immersion, Bilingual, etc.) for ELs are offered <u>based upon the needs of ELs and district resources to determine program design and placement.</u>	<input type="checkbox"/> Some program options (e.g. Dual Immersion, Structured English Immersion, Bilingual, etc.) for ELs are <u>limited and are not based upon the needs</u> of ELs or district resources to determine program design and placement.	<input type="checkbox"/> <u>No mention of how students are placed in programs</u> (e.g. Dual Immersion, Structured English Immersion, Bilingual, etc.) and provided services; difficult to distinguish EL programs from those for English only students.
Targeted Use of Supplemental and Concentration Funds	<input type="checkbox"/> <u>Explicit</u> description of improved or increased services provided through <u>supplemental and concentration funding AND</u> mention of how they add <u>additional support, opportunities, personnel, resources</u> etc. to enhance the base program for all ELs.	<input type="checkbox"/> <u>General</u> description of services provided through <u>supplemental and concentration funding with some</u> mention of how they are aligned to EL needs.	<input type="checkbox"/> Supplemental and concentration funds are identified for ELs but <u>the targeted use of funds are not described.</u>	<input type="checkbox"/> Supplemental and concentration <u>funds are not used to improve or increase services for English Learners.</u>

## English Learner Research-Aligned LCAP Rubric Focus Area #7 – Actions and Services

**Evidence (cite page numbers):**

**Promising Practices (cite page numbers)**

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# English Learner Research-Aligned LCAP Rubric

## Focus Area #10B – Desired Outcomes for English Learner Activities

Overall Rubric Rating:

### FOCUS AREA #10B -- Desired Outcomes for English Learner Activities

	Exemplary	Good	Weak	No Evidence Included
L1/L2 Data Reporting	<input type="checkbox"/> Outcomes on <u>assessments in the LCAP are in English and the primary language of the students who are literate in their home language or are being instructed in the home language.</u>	<input type="checkbox"/> Outcomes on assessments are <u>reported in the LCAP in English and the primary language of the students who are being instructed in the home language.</u>	<input type="checkbox"/> Outcomes for ELs are reported <u>for English. No assessment results are included in the primary language.</u>	<input type="checkbox"/> <u>No assessment results for ELs in English or the primary language are included in the LCAP.</u>
GAP Reduction	<input type="checkbox"/> EL academic growth <u>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.</u>	<input type="checkbox"/> EL academic growth <u>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.</u>	<input type="checkbox"/> <u>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.</u>	<input type="checkbox"/> Specific Academic growth <u>measures for ELs are not included.</u>
Transcript Evaluation (high school only)	<input type="checkbox"/> <u>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.</u>	<input type="checkbox"/> <u>Transcripts from non---U.S. schools are evaluated so that students can be accurately placed in grade level and appropriate courses.</u>	<input type="checkbox"/> <u>Transcripts from non---U.S. schools are evaluated but no credit is given for courses from non--- US schools.</u>	<input type="checkbox"/> <u>Transcripts from non---U.S. schools are not evaluated.</u>
Increase in Seal of Biliteracy, Pathway Awards	<input type="checkbox"/> The numbers of <u>students receiving the State Seal of Biliteracy and Biliteracy Pathway Awards (if appropriate) increase every year.</u> The number of former ELs and EOs are disaggregated in Seal and Pathway award reports.	<input type="checkbox"/> The numbers of <u>students receiving the State Seal of Biliteracy and Biliteracy Pathway Awards (if appropriate) increase every year.</u>	<input type="checkbox"/> The <u>numbers of students receiving the State Seal of Biliteracy or other students receiving Biliteracy Pathway awards (if appropriate) remain the same.</u>	<input type="checkbox"/> District <u>does not mention the State Seal of Biliteracy or Biliteracy Pathway Awards.</u>

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**English Learner Research-Aligned LCAP Rubric**  
**Focus Area #10B – Desired Outcomes for English Learner Activities**

**Evidence (cite page numbers):**

**Promising Practices (cite page numbers)**

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