

# Monterey County Office of Education

Dr. Nancy Kotowski  
County Superintendent of Schools

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August 5, 2015

The Honorable Marla O. Anderson  
Presiding Judge of the Superior Court  
County of Monterey  
240 Church Street  
Salinas, CA 93901

**RE: Response to the 2014-2015 Monterey County Civil Grand Jury Final Report No. 5-  
"Education, A 'No Excuses' Approach to English Language Learning in Monterey  
County"**

Honorable Judge Anderson:

This response to the **2014-2015 Monterey County Civil Grand Jury Final Report No. 5-  
"Education, A 'No Excuses' Approach to English Language Learning in Monterey County"** is a joint response of the Monterey County Superintendent of Schools (County Superintendent) and Monterey County Board of Education (County Board), herein referred to as the Monterey County Office of Education (MCOE).

The Civil Grand Jury report focuses on the complex issue of English Learners (EL) attaining proficiency. This is a strategic priority of the MCOE.

The report falls short of fully addressing the issue because it misplaces the primary responsibility for the success of English Learners on MCOE and misrepresents the roles and work of the County Office of Education, the County Superintendent and the County Board of Education. While the County Office of Education plays a key role in leadership, support and service to districts that the Civil Grand Jury calls for must go far beyond the County Office of Education. The reality is that achieving this goal is very complex and involves roles for the family, the school and the community. For example, in the 2015-16 budget allocation, the Monterey County School Districts, not MCOE, are projected to receive \$131,776,426 in supplemental and concentration grants to be specifically used to serve English Learners, socioeconomically disadvantaged students, and foster youth. Each school district's Local Control Accountability Plan (LCAP) is critical because it must identify how the funds will be directed to meet the needs of these students. The County Superintendent supports the districts

in developing their plans and is responsible for approving them, following statutory guidelines. It is each district's responsibility to implement their plan.

MCOE plays an important leadership role in providing high quality professional development opportunities that are well attended by teachers and administrators, and provides technical assistance to school districts to support them in what is needed for their English Learners to achieve advanced levels of English proficiency.

The County Superintendent and County Board of Education have no statutory authority over the quality and successful implementation of the districts' instructional programs. Each school district's Board of Trustees is entrusted with and responsible for their district's educational programs and engagement of their families and communities. The only student programs MCOE operates directly are those that are more cost effective and efficient when provided at the County level: juvenile hall and youth center for incarcerated students, community schools for expelled students, special education for the more severely disabled students, Head Start, and supplemental Migrant Education programs.

#### **Inaccuracies in the Report**

It is important to note that there are inaccuracies in the report. These inaccuracies are addressed below.

In the "Role of Monterey County Office of Education" section, the report indicates that the elected County Superintendent reports to a five-member elected Board of Education. This is not accurate. First, the elected County Board is a seven-member, not five-member board. Second, the report states that the County Board oversees the County Superintendent. The County Board does not have direct legal authority to oversee the County Superintendent. The County Board and County Superintendent have distinct roles and responsibilities.

In the "LCAPs that Incorporate ELL Standards and Strategies" section, the report suggests that MCOE only provides a compliance role in reviewing and approving LCAPs while other COEs go far beyond the required compliance role before they are submitted to the State for funding.

In this new era of public education, MCOE has worked extensively with districts in the development of their LCAPS to ensure that the Local Control Funding Formula (LCFF) funding is effectively utilized to meet the specific needs of each school district's student population. MCOE is a leader in the State by having developed an LCAP Resource Guide that is utilized throughout California. It was presented to the California County Superintendents of Schools and the Monterey County district superintendents. The MCOE LCAP Resource Guide contains tools and resources for English Language Learners. The MCOE LCAP Resource Guide may be found on the MCOE website at [www.montereycoe.org/programs-services/local-control-accountability-plans-lcap/index](http://www.montereycoe.org/programs-services/local-control-accountability-plans-lcap/index). Further, MCOE conducts on-going LCAP technical assistance trainings that have included experts in the state who are involved in the development of the

State's LCAP process. These trainings have gone beyond compliance issues and delved deeply into designing each district's strategies and activities to support their goals.

MCOE is, in fact, providing major guidance and support to districts in developing their LCAP, sending teams to the school districts and helping them include EL best practices in their plans, going far beyond the required compliance role of reviewing and approving district LCAP's. The MCOE professional development series for the upcoming 2015-16 year is based on an analysis of identified goals, strategies and activities of the districts' LCAP. MCOE views the LCAP as a district's strategic working plan and uses the LCAP to define a district's professional development needs and practices.

In the "Development of Local Control Accountability Plan" section, the report suggests that MCOE does not work closely with individual school districts regarding development of their LCAP's to serve their EL populations. In fact, in addition to technical assistance and workshops conducted at the County Office of Education, MCOE's teams also schedule individual meetings with school district teams to provide support as they are developing their plans. Further, the MCOE team conducted a full day workshop with the south Monterey County small school districts, who have unique needs, in helping them in the design and development of their LCAP's. This included identifying their goals, strategies and activities to meet the needs of their students, including their English Learners.

In the "Stakeholder Opportunities to Share ELL Experiences" section, it is reported that the County Board Leadership Summit for School Governance Teams did not address English Learners. In fact, the keynote address and a major break-out session was conducted by legendary Tony Plana, who is a renowned actor, director, educational activist and co-founder of the East L.A. Classic Theater, which focuses specifically on serving the needs of our English Learners. The keynote speaker highlighted his immigrant experience and its consequent relationship to language difficulties. He revealed insights into learning language and the arts and how they are necessary for holistic child development. Additionally, the keynote speaker presented the strategy of Language In Play to conquer language issues, build academic success, and help children discover and develop their talent, with his session rated 4.7 out of 5 by the superintendents and board members in attendance.

In the "MCOE Organizational Support For ELL Services" section, the report calls MCOE an "exceptionally large bureaucracy" that has lost focus on English Learners.. Nothing could be further from the truth. There is no relevance between "bureaucracy" and losing focus on English Learners. However, at the time of their inquiry, a staff vacancy existed. This issue has been resolved and is discussed later in this report. ,In the 2012 Civil Grand Jury Report (received in January 2013), finding 7 stated: "The Civil Grand Jury found all six of the MCOE's service departments well organized, efficient, and working diligently to provide support, guidance, training and resources for all members of Monterey County." They did not find MCOE to be a "large bureaucracy." A comparison of the organizational structure of EL services for 2012 and

2015 shows no deterioration of concentration. We have always considered that a critical component of our professional development and service to our districts focuses on meeting the needs of and working towards the success of English Learners.

## **Findings and Recommendations**

**Finding F-1: English Language Learners (ELL) in Monterey County perform far below the minimal academic standards established by the state and continue to be unprepared for college or the workplace, largely due to inadequate progress in learning English.**

**Response F-1:** We agree that it is critical to accelerate the progress English Learners make in their acquisition of English proficiency in order for them to be well prepared for college and the workplace. We disagree that English Learners are performing far below the academic standards established by the State. In Monterey County, the percentage of English Learners who drop out is 20.2%, compared to the statewide average of 20.9%. Further, English Learners are graduating at the same rate (65.4%) as their peers across California (65.3%), despite significantly greater obstacles. While we are keeping pace with the State, these results must be improved.

**Recommendation R-1: Work with school districts to create a set of ELL standards for use or reference in the development of districts' LCAP, to make it easier for them to set and achieve ELL goals.**

**Response R-1:** The recommended action was already implemented during the 2014-15 LCAP year. A document was prepared by The California Rural Legal Assistance, Californians Together, California Association for Bilingual Education, and The Center for Equity for English Learners to provide guidance for LEAs in designing, funding and implementing programs for English Learners. This document serves as a rubric incorporating 10 focus areas with high impact on English Learners. The document was presented to district LCAP teams by the MCOE for districts to use to identify best practices for ELL students, while developing their LCAPs. Please refer to the document in Appendix A.

**Finding F-2: Monterey County school districts have developed local control accountability plans (LCAP) that are producing uneven results in ELL academic achievement.**

**Response F-2:** MCOE disagrees with this finding. It is unclear how writers conclude that the LCAPs are "producing uneven results regarding ELL academic achievement." Being the first year of implementation, it is not possible to draw any conclusions about the impact of these plans at this point.

**Recommendation R-2: Act as a resource for small school districts located in rural, distant areas of South Monterey County in meeting and exploring how they can work together to make most efficient use of shared ELL and other resources.**

**Response R-2:** MCOE will continue to implement the recommendation of being a resource for the small, rural districts in South County. This collaboration includes the sharing of ideas, resources and strategies. Some of the many regularly scheduled meeting networks include: Curriculum Leadership Council, Transitional Kindergarten, Bilingual Coordinators, Superintendents' Council, new Administrators, and New Teacher Induction mentoring. These MCOE supported collaboratives are focused on improving all student achievement with differentiation for English Learners, low socio-economic students and foster youth. At these network meetings, time is designated for sharing ideas, resources and strategies.

Focusing on the special needs of our small, rural school districts, the MCOE Team will continue to conduct meetings in South County with the small school districts that share similar needs, offering technical assistance and professional learning opportunities for teachers and administrators.

When the small school districts are unable to come to the County Office of Education to attend the network meetings and trainings that are offered at the county office, we provide webcasting options for them to participate as part of the larger group.

**Finding F-3:** The training and support MCOE offers to school districts in development of their LCAP centers primarily on achieving compliance with state requirements and does not include working together to create quality standards or ELL strategies that can produce positive results.

**Response F-3:** MCOE disagrees with this finding. MCOE has provided a series of technical assistance workshops conducted at the County Office. In addition, MCOE's LCAP teams conducted individual meetings with school district teams to provide support as they were developing their plans. Further, the MCOE team conducted a full day workshop with the south Monterey County small school districts, who have unique needs, in helping them in the design and development of their LCAP's, identifying their goals, strategies and activities to meet the needs of their students, including their English Learners. MCOE has provided expert guidance to District LCAP Leadership Teams by offering an LCAP Technical Assistance Series that brought in renowned experts in the field who are assisting the State in the LCAP process. For 2014, MCOE conducted a survey of the support provided by MCOE in the development of their LCAPs. The results indicated 96% of Monterey County districts participated in this professional learning offering. A satisfaction survey was sent out to a total of 24 districts and Charter Schools with 21 responding. The overall responses were positive with an average of 91% of the districts rating the series as effective or very effective in providing support and technical assistance in the development of the LCAP. At the conclusion of the 2015-16 LCAP process, a survey will again be given to determine how effective our services were and assist us in planning for the next year's LCAP process.

**Recommendation R-3: Establish a satellite office in South Monterey County to increase accessibility and communication of County programs and services by September 2016.**

**Response R-3:** MCOE does not agree with this recommendation. This recommendation is not a reasonable or viable option for MCOE.

MCOE plans to expand its offering of webinars and will continue to provide regional services and customized services to reach all districts in the most cost effective ways within the county.

**Finding F-4: There is an important role for MCOE to play in regularly disseminating ELL best practices and sharing successful ELL strategies countywide.**

**Response F-4:** MCOE agrees with this finding.

**Recommendation R-4: Take on the role of compiling and disseminating successful ELL practices and performance measurements around the County.**

**Response R-4:** MCOE is pleased to have hired a new English Language Development Coordinator/ Administrator. She will be establishing regular monthly network meetings with the EL district coordinators to share EL best practices and successful EL strategies countywide beginning with the 2015-16 school year. This will include compiling and disseminating research based best practices and performance measurements for English Learners.

**Finding F-5: There was no evidence to suggest that MCOE promotes two-way communication and a partnership approach with school districts that encourages sharing of information and resources or that solicits frank input about the needs of local English Language Learning programs from frontline educators and administrators.**

**Response F-5:** MCOE agrees partially with this finding. MCOE is continually improving our communications with frontline educators and administrators who are regularly asked for input about how the county office can better serve their districts' needs. As we engage with frontline teachers and administrators at the school site, district and county level through the professional development and training opportunities, we regularly seek feedback for ongoing follow-up needs to determine what else is needed. This is done through dialogue and evaluations conducted at the end of training sessions. Further, annually the Educational Services Division surveys districts to determine professional development needs for the coming year. When the districts' 2015-16 LCAPs are approved, MCOE will analyze them to determine the needs of the districts regarding their actions and services to ELs.

**Recommendation R-5: Publish best practices and resources for all ELL stakeholder groups on the MCOE or other dedicated website by September 2016.**

**Response R-5:** MCOE agrees with this recommendation and it has already been implemented.

The MCOE website contains a wealth of information to support all stakeholders. The website does include information to support English Learners. The tab, "Resources for English Learners" is located in the "Language and Literacy" tab. <http://www.monterey.k12.ca.us/programs-services/ed-services/common-core-21st-century/language-literacy/index.> The resources include links to implementing the Common Core State Standards for English Learners, ELA/ELD curriculum framework timeline and ELD standards timeline. MCOE plans to enhance the resources and MCOE home page of the MCOE website.

**Finding F-6:** Although the MCOE website contains a variety of information, it is completely lacking in English Language Learner resources and best practices.

**Response F-6:** MCOE disagrees, as the MCOE website already does include English Learners resources and best practices. These can be found at <http://www.monterey.k12.ca.us/programs-services/ed-services/common-core-21st-century/language-literacy/index.>

**Recommendation R-6:** Establish the regular practice of offering forums that bring together school district ELL personnel with their counterparts at other districts, so they can share information, explore solutions to similar problems, and share strategies and practices by January 2016.

**Response R-6:** MCOE has an established practice of offering forums to share information, explore solutions to similar problems, and share strategies and practices. The Bilingual Coordinators Network brings together district coordinators who support English Learners throughout the county. This network will continue to operate in the 2015-2016 academic calendar year. The link to the description and dates of meetings on the MCOE website is below: <http://www.monterey.k12.ca.us/programs-services/ed-services/additional-resources/bilingual-coordinators-network/index>

In 2015-2016 we will be adding an additional network for teachers and administrators to share best practices that support the academic achievement and acquisition of English for ELs. The MCOE will continue to encourage participation at these forums.

**Finding F-7:** There was no evidence to suggest that MCOE or any other professional organization provides opportunities for stakeholders (school boards, parents, students, staff, community members, etc.) to learn about their role and responsibilities in supporting the English Language Learner.

**Response F-7:** MCOE disagrees with this finding because ELs are a major focus at the local and State level. There are numerous professional organizations that provide opportunities for stakeholders to learn about their role, responsibilities and best practices for supporting ELs. For Board members, the California School Boards Association (CSBA) offers a wealth of information to help school board members in their role and responsibilities for ELs. (<https://www.csba.org/GovernanceAndPolicyResources/StudentAchievement/EnglishLearners.aspx>).

Further, CSBA offers many training opportunities for school board members and superintendents, including a major annual conference that most school district board members attend. For staff, parents, students and community members, schools and districts of Monterey County who serve English Learners provide trainings for those willing to serve and participate in the English Learner Advisory Council and School Site Council. Further, schools and districts provide on-going professional development and MCOE provides trainings for parents, teachers, and administrators to help them understand their roles and responsibilities in supporting English Learners. The California Association of Bilingual Educators (CABE) is the premier state-wide organization focused on the education of California's English Learners and offers a plethora of resources for teachers, administrators, board members, and parents (<http://www.bilingualeducation.org/>). The MCOE budget for its county-operated programs (Alternative Education, Head Start, Migrant Education, Special Education) and Educational Services Division includes funding for annual participation of MCOE teachers and administrators at CABE. MCOE will continue to encourage participation in these conferences.

For school district governance teams (school board members and superintendents), the County Board, in partnership with the County Superintendent and the Monterey County School Boards Association, provides an innovative and first of its kind Leadership Summit every other year after the election of new school board members. This summit, conducted in a retreat setting and supported by many local sponsors, provides governance teams with a full-day to deeply engage in significant topics of school district leadership. This summit is planned for November 2015, major sessions are planned that focus on their roles, responsibilities, and best practices for school board members and superintendents in supporting all students, including a major focus on the achievement of ELs.

The response to the Leadership Summit was so enthusiastic that MCOE was invited to present our model to both the California County Superintendents Educational Services Association and the California County Boards of Education.

**Recommendation R-7:** Sponsor and facilitate an annual stakeholder (ie. representative parents, boards, students, administrators, support staff, etc.) “Summit” to help each group define its roles and responsibilities that influence the English Language Learning process starting in September 2016.



**Response R-7:** For programs operated directly by MCOE (i.e. Migrant Education and Head Start) there are countywide EL parent and stakeholder groups. MCOE works extensively with these groups, conducting numerous conferences, trainings and opportunities for addressing the needs of these English Learners on an ongoing basis throughout the year. The Head Start and Migrant Education websites detail the many ways that stakeholder groups are supported throughout the year. Head Start: <http://www.montereycoe.org/programs-services/head-start/index> Migrant Education: <http://www.montereycoe.org/programs-services/migrant-services/index>

Sponsoring and facilitating stakeholder summits for parents and students are best conducted by those who work most directly with their constituents at the local level. The stakeholder groups for which it is appropriate to conduct a countywide summit are the governance teams of the school districts, including district superintendents and district boards of trustees.

County Board and the County Superintendent in partnership with the Monterey County School Boards Association held their first Leadership Summit in November 2013 to bring awareness to critical issues in education. The County Board established a goal to hold a Leadership Summit every other year. The 2013 Summit keynote address and large breakout session was conducted by Tony Plana, a renowned actor, director, educational activist and co-founder of the East L.A. Classic Theater. His topic focused specifically on meeting the needs of English Learners. His keynote highlighted his immigrant experience, and its consequent relationship to language difficulties. He revealed insights into learning language and the how the arts are necessary for holistic educational development of English Learners. Additionally, in his large breakout session, he presented the strategy of Language In Play to conquer language issues, build academic success, and help English Learners discover and develop their talents. His session was rated 4.7 out of 5 by the superintendents and board members in attendance. It was decided by the governance teams of our school districts, the County Board, the County Superintendent and the Monterey County School Boards Association decided that the Leadership Summit would be held every other year. The 2015-2016 Educational Leadership Summit is planned for November 18, 2015 and will again include the topic of English Learners.

**Finding F-8:** The workshops, trainings and special programs offered by MCOE are often not well subscribed by school districts.

**Response F-8:** MCOE does not agree with this finding. The registration and attendance data in the meeting registration system of MCOE indicate that the trainings and special programs offered by MCOE are well subscribed. There is no basis for this finding as evidenced by strong attendance at MCOE sponsored trainings and summit.

**Recommendation R-8:** Adopt or develop an online program of professional development workshops to increase access for teachers unable to attend on-site classroom training by June 2017.

**Response R-8:** MCOE will continue to offer professional development webinars when deemed appropriate and effective.

**Finding F-9:** The relatively few ELL professional development trainings that are offered by MCOE do not appear to be scheduled well enough in advance to allow for planning by school district personnel.

**Response F-9:** MCOE agrees with this finding. During the 2014-15 school year, a vacancy occurred in the position of English Language Development Coordinator/Administrator. We have been recruiting for a highly-qualified candidate for this position, and this position has now been filled.

**Recommendation R-9:** Begin a regular practice of soliciting input from all County school districts to determine professional development needs as a basis for creating an annual calendar of ELL educational services, workshops, and activities by September 2015.

**Response R-9:** MCOE does, in fact, have a regular practice of soliciting input from all districts when determining and scheduling professional development needs. This includes training needed for English language development. In the spring of every year the Educational Services Division surveys districts to determine professional development needs for the coming year. As the year progresses new needs emerge and we respond with the professional development and training that is needed. The offerings for the 2014-15 school year can be found on the MCOE Educational Services website at <http://www.montereycoe.org/programs-services/ed-services/professional-learning-offerings/index>, and the offerings for the 2015-16 school year will be available online by September 2015.

**Finding F-10:** It is very difficult for schools in southern parts of the county to take advantage of MCOE trainings, since most are offered at the Salinas location.

**Response F-10:** MCOE agrees with this finding. The school districts that may be unable to come to the County Office of Education to attend trainings and meetings may request to participate via webcasting in order to participate as part of the larger group. In addition, we offer on-site and regional professional development opportunities throughout Monterey County. Continued efforts will be made to improve access to trainings.

**Recommendation R-10:** Make a commitment to bring best evidence-based state and national programs and expert speakers on English Language Learning for County professional development activities.

**Response R-10:** MCOE does, in fact, bring evidence-based expert speakers on English Learners to provide high quality professional development for teachers and administrators. Over the course of six days in 2013-14, MCOE conducted a California Association of Bilingual Educators (CABE) (<http://www.bilingualeducation.org/>) series here at MCOE that included sessions for teachers and specially scheduled sessions for administrators to learn best classroom practices and to establish quality district-wide programs for English Learners. Three days were devoted to elementary level educators and three days were devoted to secondary level educators who work with English Learners. In addition, CABE provided a one-day workshop for teachers on special assignment and others on Coaching Teachers, and a single four-hour workshop for administrators on how to provide effective feedback and coaching to teachers of English Learners. In the upcoming 2015-2016 academic year, professional development opportunities will be offered with Kate Kinsella, Margaret Heritage and Doug Fisher - all experts in the field with established records of renowned success in serving English Learners. Our new English Language Development Coordinator/Administrator will provide on-going implementation of the work done by the renowned experts for those districts interested. In addition MCOE has a team of Educational Administrators who all support English Learners in their professional development work with schools and districts.

**Finding F-11:** MCOE does not offer online professional development programs/training or significant other alternative delivery systems to increase accessibility and participation.

**Response F-11:** MCOE disagrees with this finding. MCOE offers professional development webinars when deemed appropriate and effective.

**Recommendation R-11:** Immediately fill the English Language Learning specialist position that has been recently vacated.

**Response R-11:** The English Language Development Coordinator/Administrator position has been filled. In addition to this position, MCOE has a team of Educational Administrators with expertise in both their subject matter, content and instructional strategies for supporting English Learners.

**Finding F-12:** Quality professional development provided by experienced ELL experts (generally not MCOE staff) and focused on proven evidenced-based methods was identified as a need by County school districts.

**Response F-12:** We agree that quality professional development provided to our school districts should be focused on proven evidence-based methods. This topic was discussed at our Superintendents' Council meeting and it was unanimously recommended that MCOE proceed with hiring a highly qualified English Language Development Coordinator/Administrator in order to provide the districts with the ongoing coordination that is essential for full implementation of a comprehensive English Learner program. The superintendents pointed out

that while there is some benefit to bringing in outside experts, the concern is that these experts alone would not have the time to be committed to the ongoing level of services our schools and districts need.

In accordance with this recommendation, MCOE has recruited and hired a highly qualified English Language Development Coordinator/Administrator. Further, to support this work, MCOE is launching the 2015-16 school year with a year-long series on the most effective research-based instructional practices for English Learners, presented by renowned experts in English Language development, as well as customized services conducted by MCOE staff specific to the individual needs of our 24 school districts.

**Recommendation R-12:** Establish an operational budget for the MCOE English Language Learning specialist to carry out the full scope of duties that support professional development, open communication and cooperation among all County school districts by September 2015.

**Response R-12:** The English Language Development Coordinator/Administrator has an operational budget to support and carry out all duties for this work.

**Finding F-13:** MCOE has one specified position for an ELL Specialist that is currently vacant.

**Response F-13:** MCOE disagrees with this finding. As stated in the interview with the Civil Grand Jury, MCOE was in the process of filling the position. It was filled on June 26, 2015. The English Language Development Coordinator/Administrator comes with a wealth of knowledge and skills, which will enable her to support all districts and their EL population.

**Recommendation R-13:** Hire a full-time grant writer to consistently identify grant opportunities and develop grant applications to raise additional funds in support of district ELL programs.

**Response R-13:** MCOE disagrees with this recommendation and will not hire a full time grant writer. It is not common practice for county offices of education the size of MCOE to have professional grant writers on staff. Grant writers are occasionally hired as consultants for a specific grant when needed. In fact, last year MCOE received three highly competitive federal grants that total \$2.8 million. MCOE did not hire a grant writer because we were able to write the grants utilizing the expertise of our team and our partners. MCOE also partners with other agencies to write grants as they become available.

Monterey County Office of Education continually monitors several websites that introduce available grants, for example:

- Grants.gov (federal)
- CA.gov (state)
- National Clearing House on Families and Youth (various)
- US Department of Education (federal)
- National Charter School Resource Center (various)
- Association of Public Television Stations (various)
- Grant Watch (various)
- Nationwide Grant Opportunities (various)

**Finding F-14:** There is no operational budget beyond salary for the activities listed in the MCOE ELL Specialist job description.

**Response F-14:** MCOE agrees with this finding. Job descriptions do not include operational budget information. For the 2015-16 school year, the operational budget for the two positions specifically focused on ELs is included in the Educational Services Division’s budget of \$4,402,500. As previously noted, all Educational Administrators in the Educational Services Division support the needs ELs. The budget includes salary and benefits, specialist consulting services, operational expenditures, and instructional services for all programs, including English Language development. Further it should be noted that with the LCFF, school districts are projected to receive \$131,776,426, going directly to school districts to support English Learners, students of poverty and foster youth.

**Recommendation R-14:** Benchmark and evaluate County ELL practices and services against practices used by other COEs that are successfully serving ELL stakeholders beyond state compliance requirements.

**Response R-14:** MCOE does not benchmark and evaluate our EL practices and services against practices used by other COEs. Rather, the MCOE regularly collaborates with other COEs regarding the best instructional practices, and carefully monitors, visits and exchanges information with counties that have proven success to learn from them as well as share with them the successes in Monterey County.

**Finding F-15:** No professional grant writer(s) is on staff at MCOE to offer expertise, guidance and support to school districts.

**Response F-15:** MCOE agrees with this finding. Our reason for not having a “professional grant writer” on staff is explained in Response R-13.

**Recommendation R-15:** Perform an organizational audit to determine optimal staffing levels at the Monterey County Office of Education that reflects the diminished scope of required COE services provided under the new Local Control Funding model.

**Response R-15:** Annually MCOE reviews staffing levels to address the changing needs of our students, schools and districts. There has been no reduction in the scope of work required by MCOE due to LCFF. In fact, the scope of work has increased significantly due to the implementation of the LCFF model. In recognition of this additional work, the Governor's recently adopted budget has increased funding to county offices by 40 million dollars.

### **Conclusion**

We are in an exciting new era for public education. Today's world and economic conditions call for all of us to engage more deeply than ever before in supporting our schools and students as together we prepare them for their success. In order to continually provide significantly greater levels of leadership, support and service, we are in the process of updating our strategic plan, with a strategic priority of addressing the needs of our ELs. All students require support from their family, their school and their community to thrive and succeed.

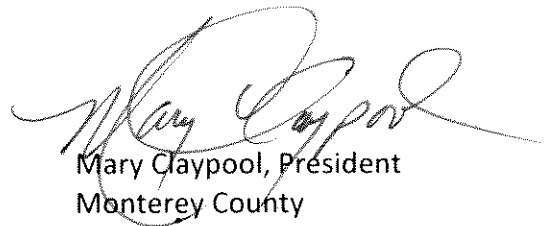
While we had various reactions to the findings and recommendations in this report, we appreciate the focus the report has brought to the needs of our ELs. We are fully committed to providing the leadership, support and service our school districts need as together we engage in this important work. Our primary issue with this report is the misconception that MCOE has authority over local districts. Local boards have authority over local districts. We collaborate and work in tandem with our school districts.

All kids are *our* kids, and it takes all of us, parents, schools and community, working together to prepare them for success at each step of their educational journey. The Monterey County Office of Education will continue to lead in this endeavor.

Sincerely,



Nancy Kotowski, Ph.D.  
Monterey County  
Superintendent of Schools



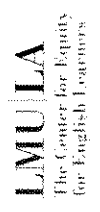
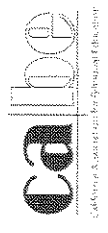
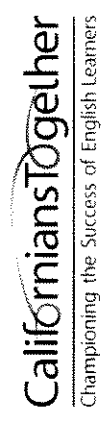
Mary Claypool, President  
Monterey County  
Board of Education

Attachment A: Does Your Local Control Accountability (LCAP) Plan Deliver on The Promise of Increased or Improved Services for English Learners? *10 Research Aligned Rubrics to Help Answer the Question and Guide Your Program*



# Does Your Local Control Accountability (LCAP) Plan Deliver on The Promise of Increased or Improved Services for English Learners?

## 10 RESEARCH ALIGNED RUBRICS TO HELP ANSWER THE QUESTION AND GUIDE YOUR PROGRAM



## Introduction

The intent of California's Local Control Funding Formula (LCFF) was to give districts more flexibility with their state funding but at the same time to create a new school finance system that recognizes that students with specific demographic factors need greater support to address their academic needs and improve educational outcomes: English learners, low income students and foster youth. As Governor Brown stated in January 2013, "Equal treatment for children in unequal situations is not justice". LCFF recognizes that students with additional academic needs require additional financial resources to "improve or increase services". LCFF was designed as a step towards a more equitable school finance system.

As a component of LCFF, all LEAs are required to prepare a Local Control and Accountability Plan (LCAP) which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. Supplemental and concentration grant amounts are calculated based on "unduplicated pupil" counts. Given that California enrolls approximately 1.4 million English learners, 22.7% of total enrollment, the LCAP represents a significant opportunity for LEAs to plan for and fulfill the promise of improved or increased services for English learners. As such, the LCAP requires LEAs to set forth their goals, address the eight state priorities and describe the improved or increased services to close achievement gaps.

To provide guidance for LEAs in designing, funding and implementing programs for English Learners using LCFF guidelines, Californians Together, the California Association for Bilingual Education (CABE), California Rural Legal Assistance (CRLA), and the Center for Equity for English Learners (CEEL) developed a set of rubrics that address 10 focus areas with high impact on English Learners. They are:

1. English Language Development
2. Parent Engagement
3. Professional Development
4. Programs and Course Access
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
9. Proportionality
10. English Learner Data to Inform Goal



The identification of these 10 focus areas and their respective indicators was informed by examining research based principles and practices for English Learners. Additionally, the rubrics include principles and recommendations put forth by Drs. Patricia Gándara and María Estela Zarate in their recent publication titled “Seizing the Opportunity to Narrow the Achievement Gap for English Learners: Research based Recommendations for the Use of LCFF Funds” from the Civil Rights Project at UCLA.

In an applied use of the rubrics, the aforementioned organizations reviewed many first-year LCAPs through the lens of English Learners. Selected district LCAP reviews included districts with high numbers of English learners, high percentages of English learners, and those with a record of providing quality English learner programs. Reviewers represented a cross section of the California educational community, including legal services, educators, and EL advocates. Results from this convening assisted the development team in refining and finalizing rubrics for wider distribution and use.

These rubrics constitute a valuable resource and important tool for district administrators, teachers, parents, board and community members to analyze the strengths and limitations of their proposed programs and services for English Learners in their LCAP. It is hoped that the rubrics will help all stakeholders prioritize what needs to be improved and addressed in the annual revision of the LCAPs.

We grant permission to duplicate and distribute the rubrics for use in the districts and community but ask that they be attributed to Californians Together, California Association for Bilingual Education (CABE), California Rural Legal Assistance (CRLA), and Center for Equity for English Learners (CEEL).

As a community we can be responsible for assuring that the intent and goals of the this new school finance system, LCFF, delivers on the promises of “improved or increased” services and programs that lead to high levels of academic achievement for all students with an intentional target on English Learners, low income students and foster youth.

A COLLABORATION OF THE FOLLOWING SPONSORING ORGANIZATIONS



CRLA

CaliforniansTogether  
Championing the Success of English Learners



California Association for Bilingual Education

LAUCLA  
The Center for Equity  
for English Learners

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# RUBRIC FOR LCAP REVIEW

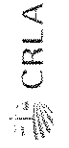
## FOCUS AREA # 1 - English Language Development

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No mention of <u>research-based ELD program</u> .	<input type="checkbox"/> Focus on the implementation of a <u>research-based ELD program</u> includes limited goals and activities for articulated ELD programs and standards-based ELD curricular materials.	<input type="checkbox"/> Focus on the implementation of a <u>research-based ELD program</u> includes some goals and activities for articulated ELD programs and standards-based ELD curricular materials.	<input type="checkbox"/> Focus on the implementation of a <u>research-based ELD program</u> includes explicit goals and activities for articulated ELD programs and standards-based ELD curricular materials.
<input type="checkbox"/> No mention of <u>ELD standards</u> .	<input type="checkbox"/> <u>Limited activities</u> for ELD standards professional development solely for teachers.	<input type="checkbox"/> Focus on <u>ELD standards</u> is identified to allow teachers, administrators and counselors to make meaning of the standards for the designated ELD.	<input type="checkbox"/> Focus on <u>ELD standards</u> is identified as an <u>explicit</u> , targeted set of activities of sufficient duration to allow teachers, administrators and counselors to make meaning of the standards and plan collaboratively for implementation in designated ELD and in content areas.
<input type="checkbox"/> <u>No mention of professional development</u> related to ELD.	<input type="checkbox"/> <u>Minimal goals and activities</u> for ELD Standards professional development.	<input type="checkbox"/> <u>Some goals and activities</u> for ELD standards professional development priorities.	<input type="checkbox"/> <u>Explicit goals and activities</u> for ELD standards professional development priorities based on needs assessment.
<input type="checkbox"/> <u>Limited professional development</u> for Common Core Standards.	<input type="checkbox"/> Presentation of Common Core Standards <u>without mention of ELD standards</u> .	<input type="checkbox"/> <u>Sequential presentation</u> of Common Core Standards and ELD standards for teachers and administrators of ELs.	<input type="checkbox"/> <u>Simultaneous presentation</u> of Common Core Standards and ELD standards for teachers and administrators of ELs.

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Evidence:  
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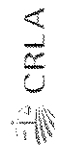


**FOCUS AREA # 2 - PARENTS**  
**Part A – For development of the LCAP**

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No mention of DELAC or any other EL subcommittee providing input to LCAP.	<input type="checkbox"/> General statement of presenting LCAP to DELAC.	<input type="checkbox"/> District met with DELAC to seek input prior to completing the LCAP.	<input type="checkbox"/> District met with DELAC to provide training and seek input prior to completing the LCAP.
<input type="checkbox"/> No mention of superintendent meeting and responding to DELCA recommendations.	<input type="checkbox"/> Oral response or written response by the superintendent not specific to the DELAC recommendations.	<input type="checkbox"/> Superintendent met with DELAC to review draft LCAP and received comments.	<input type="checkbox"/> Superintendent met multiple times with DELAC to review draft LCAP and received comments throughout the process.
<input type="checkbox"/> No DELAC recommendations included in the plan.	<input type="checkbox"/> Minimal recommendations included in the plan or lack of timeline.	<input type="checkbox"/> LCAP includes some concrete DELAC recommendations.	<input type="checkbox"/> LCAP includes many concrete DELAC recommendations.
<input type="checkbox"/> No EL Focus group.	<input type="checkbox"/> No EL Focus groups or other EL parent groups for EL recommendations.	<input type="checkbox"/> Mention of other parent meetings in addition to DELAC for EL recommendations.	<input type="checkbox"/> In addition to DELAC, district met with EL focus groups to discuss recommendations for programs and services for ELs.
<input type="checkbox"/> No representation of EL parents on parent advisory committee.	<input type="checkbox"/> Minimal representation of EL parents on parent advisory committee.	<input type="checkbox"/> Some representation of EL parents on parent advisory committee.	<input type="checkbox"/> Proportional representation of EL parents on parent advisory committee.
<input type="checkbox"/> No translations available for drafts or final version of the LCAP.	<input type="checkbox"/> Translation available only for the summary of the plan.	<input type="checkbox"/> Provided translated version of final LCAP.	<input type="checkbox"/> Provided translated version of drafts and final LCAP.

Evidence:  
(cite page #s)

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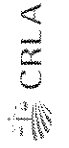


**FOCUS AREA # 2 - PARENTS**  
**Part B – Implementation of the LCAP**

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No plan for oral or written translation.	<input type="checkbox"/> <u>Limited plan</u> for oral or written translation.	<input type="checkbox"/> <u>General plan</u> for oral or written translation.	<input type="checkbox"/> <u>Explicit plans</u> for oral and written translation.
<input type="checkbox"/> <u>No hiring practices</u> to attract and increase numbers of bilingual office staff or community/parent liaisons.	<input type="checkbox"/> <u>Limited plan</u> for hiring practices for bilingual office staff or community/parent liaisons.	<input type="checkbox"/> <u>General hiring practices</u> to ensure presence of qualified bilingual office staff or community/parent liaisons.	<input type="checkbox"/> <u>Detailed hiring practices</u> and professional development processes to ensure presence of qualified bilingual office staff and community/parent liaisons.
<input type="checkbox"/> <u>No plans</u> to increase, parental involvement.	<input type="checkbox"/> <u>EL parental involvement limited to</u> DELAC services.	<input type="checkbox"/> <u>General plan</u> for increasing EL parental involvement in decision making committees.	<input type="checkbox"/> <u>Explicit plan</u> for increasing EL parental involvement in district/school-wide decision-making committee.
<input type="checkbox"/> <u>No plan</u> to increase parent leadership development.	<input type="checkbox"/> <u>General plans</u> for parental involvement and development without targeted attention to EL parent population.	<input type="checkbox"/> <u>Short term plan</u> for parent leadership development programs.	<input type="checkbox"/> <u>Long-term plan</u> to build capacity for parent leadership development programs.
<input type="checkbox"/> <u>No mention</u> of DELACs meeting.	<input type="checkbox"/> <u>General plans</u> for DELACs to meet.	<input type="checkbox"/> <u>General plans</u> for DELACs to meet regularly to review and monitor the implementation of the LCAP.	<input type="checkbox"/> <u>Explicit plans</u> for the DELACs and ELACs to meet regularly to review and monitor the implementation of the LCAP.

Evidence:  
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### FOCUS AREA # 3 - Professional Development

No Evidence Included	Weak	Good	Exemplary
<p><input type="checkbox"/> No mention of teacher/stakeholder input or needs assessment for EL teaching or learning.</p>	<p><input type="checkbox"/> District leadership team had minimal input from teacher/stakeholders to identify differentiated learning needs for EL teaching and learning.</p>	<p><input type="checkbox"/> District leadership team had some input from teacher/stakeholders to identify differentiated learning needs for EL teaching and learning.</p>	<p><input type="checkbox"/> District leadership team conducted needs assessments and met with teachers/stakeholders multiple times to seek input and identify differentiated learning needs for EL teaching and learning.</p>
<p><input type="checkbox"/> No mention of professional development for EL teachers, administrators, support staff or counselors.</p>	<p><input type="checkbox"/> Limited activities described for professional development of EL teachers without any reference to specific topics based upon teacher needs.</p>	<p><input type="checkbox"/> Professional development plan includes some goals for teachers of ELs and effective PD elements such as teacher collaboration, classroom-based application, OR teacher reflection or inquiry cycles.</p>	<p><input type="checkbox"/> Detailed professional development (PD) plan includes long-term goals for teachers of ELs and describes many effective PD elements, including teacher collaboration, classroom-based application, AND teacher reflection or inquiry cycles.</p>
<p><input type="checkbox"/> No EL PD activities described for administrators, support staff or counselors.</p>	<p><input type="checkbox"/> Limited EL PD activities described for administrators, support staff or counselors.</p>	<p><input type="checkbox"/> PD activities identify some training on EL issues for district/site administrators, instructional support staff, OR counselors on just one or two topics.</p>	<p><input type="checkbox"/> PD activities explicitly identifies training on EL issues for district and site administrators, instructional support staff, AND counselors including but not limited to implementation of ELD Standards, addressing the language and academic needs of the different profiles of ELs, newcomers, Long Term English Learners, literacy and content instruction in L1 and English.</p>
<p><input type="checkbox"/> No mention of PD training for cultural proficiency or responsiveness.</p>	<p><input type="checkbox"/> Minimal cultural proficiency/competency training elements are identified in PD.</p>	<p><input type="checkbox"/> Some cultural proficiency/competency training elements are identified in PD.</p>	<p><input type="checkbox"/> PD activities address many 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.</p>

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No systems in place to evaluate effectiveness of PD plan.	<input type="checkbox"/> Minimal systems in place to evaluate effectiveness of PD plan.	<input type="checkbox"/> Some systems in place to evaluate effectiveness of PD plan.	<input type="checkbox"/> Explicitly details systems to evaluate effectiveness of PD plan based on degree of implementation, participant feedback, and student outcome data.
<p>Evidence: (cite page #s)</p>			

## FOCUS AREA # 4 – PROGRAM AND COURSE ACCESS

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No mention of increased availability of early learning opportunities for ELs.	<input type="checkbox"/> Limited program and activities to promote early learning opportunities (e.g. pre-school) for ELs with no mention of home language.	<input type="checkbox"/> General program and activities provide/promote early learning opportunities (e.g. pre-school) for ELs with reference to support in the home language and English.	<input type="checkbox"/> Detailed program and activities to increase the availability of early learning opportunities (e.g. pre-school) for ELs that includes the development of both primary language and English.
<input type="checkbox"/> No evidence of program and activities to increase EL access to rigorous academic content in all core content areas, including college prep courses for MS/HS.	<input type="checkbox"/> Limited program and activities to increase EL access to rigorous academic content in core content areas with no designation to grade levels.	<input type="checkbox"/> General program and activities increase EL access to rigorous academic content in core content areas TK, K-12 <sup>th</sup> grade, including college prep courses for MS/HS.	<input type="checkbox"/> Detailed program and activities to increase EL access to rigorous academic content TK, Kinder – 12 <sup>th</sup> grade in all core content areas, including college prep courses for MS/HS.
<input type="checkbox"/> No mention of Long Term English Learners (grades 6-12)	<input type="checkbox"/> Mention of Long Term English Learners but no description of what is to be provided. (gr. 6-12).	<input type="checkbox"/> Described specialized ELD courses for Long Term English Learners. (grades 6-12)	<input type="checkbox"/> Detailed program and activities to have specialized ELD courses for Long Term English Learners and access to all core curriculum (grades 6-12).
<input type="checkbox"/> No evidence of program and activities for increased EL participation in enrichment courses (e.g. GATE, AP, IB, music).	<input type="checkbox"/> Limited program and activities to promote EL participation in enrichment courses (e.g. GATE, AP, IB, music).	<input type="checkbox"/> General program and activities provide/promote EL participation in enrichment courses (e.g. GATE, AP, IB, music).	<input type="checkbox"/> Detailed program and activities to increase EL participation in enrichment courses (e.g. GATE, AP, IB, music).
<input type="checkbox"/> No evidence of program and activities for extended learning time or differentiated intervention programs for ELs.	<input type="checkbox"/> Limited program and activities to provide extended learning time and differentiated intervention programs for ELs.	<input type="checkbox"/> General program and activities to provide extended learning time and differentiated intervention programs for ELs.	<input type="checkbox"/> Detailed program and activities to provide extended learning time and differentiated intervention programs for ELs.

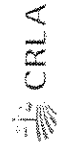
No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No plan to provide Bilingual programs for ELs.	<input type="checkbox"/> Limited plan to provide Bilingual programs for ELs.	<input type="checkbox"/> General plan for Bilingual programs for ELs, such as bilingual or two-way dual language programs.	<input type="checkbox"/> Long-term plans to provide Bilingual programs for ELs, such as bilingual or two-way dual language programs.
<input type="checkbox"/> No program and activities to provide EL access to extra-curricular activities.	<input type="checkbox"/> Limited program and activities to promote EL access to extra-curricular activities.	<input type="checkbox"/> General program and activities to provide/promote EL access to extra-curricular activities.	<input type="checkbox"/> Detailed program and activities to provide increased EL access to extra-curricular activities.
<p><b>Evidence:</b> (cite page #s)</p>			

## FOCUS AREA # 5 - Expenditures

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No actions and services are specific to ELs and are linked to specific expenditures.	<input type="checkbox"/> Minimal actions and services are specific to ELs and are not linked to specific expenditures.	<input type="checkbox"/> Some actions and services are specific to ELs and linked to specific expenditures.	<input type="checkbox"/> All actions and services specific to ELs are linked to specific expenditures.
<input type="checkbox"/> Uses exclusively Federal Title III and/or Title I money to pay for EL programs and services.	<input type="checkbox"/> Comingles funding from all sources and does not provide how much money will be used from each source.	<input type="checkbox"/> Identifies some funding sources for programs and services for ELs.	<input type="checkbox"/> Identifies non-LCFF, state and federal funding sources for programs and services for ELs.
<input type="checkbox"/> Does not provide any Funding source for EL programs and services.	<input type="checkbox"/> Uses mostly Federal Title III money to pay for EL programs and services.	<input type="checkbox"/> Provides for EL expenditures with LCFF funds without distinguishing supplemental, concentration and base funds.	<input type="checkbox"/> Identifies base, supplemental or concentration grant funding for each EL program and service provided (LCFF funds).
<input type="checkbox"/> No Title I or Title III funds are designated for EL programs and services.	<input type="checkbox"/> Limited funding from Title I and III for EL programs and services.	<input type="checkbox"/> Designates EL programs and services funded by Title III and Title I but it is not clear if these services are supplemental.	<input type="checkbox"/> Designates EL programs and services funded by Title III and Title I which supplement programs and services provided by LCFF.
<input type="checkbox"/> No indication of increased EL spending from prior years.	<input type="checkbox"/> Demonstrates minimal increase in EL spending from subsequent years.	<input type="checkbox"/> Demonstrates some increase in EL spending for subsequent years.	<input type="checkbox"/> Demonstrates an increase in EL spending from prior years.

Evidence:  
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CRLA

Californians Together  
Empowering the Future of Every Child



LAWLA  
The National Education

**FOCUS AREA # 6 - Part A: DISTRICT WIDE USE OF SUPPLEMENTAL AND CONCENTRATION GRANT FUNDS - IF ENROLLMENT OF UNDUPLICATED PUPILS IS MORE THAN 55% OF TOTAL ENROLLMENT:**

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No indication of total unduplicated pupils in the district/ percentage of total district enrollment.	<input type="checkbox"/> Some indication that enrollment of unduplicated pupils exceeds 55% of total district enrollment, but exact percentage of total enrollment not provided.	<input type="checkbox"/> Specific indication that enrollment of unduplicated pupils exceeds 55% of total district enrollment and exact percentage provided.	<input type="checkbox"/> Specific indication that enrollment of unduplicated pupils exceeds 55% of total district enrollment and exact percentage provided along with total number of unduplicated pupils.
<input type="checkbox"/> No mention of extent to which concentration or supplemental grant funds will be provided on a district wide basis.	<input type="checkbox"/> Some mention that concentration or supplemental grant funds will be provided on a district wide basis but: <ol style="list-style-type: none"> <li>(1) no identification in LCAP of specific services that are provided on a district wide basis and/or</li> <li>(2) no description in LCAP of how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.</li> </ol>	<input type="checkbox"/> Mentions that concentration or supplemental grant funds will be provided on a district wide basis and: <ol style="list-style-type: none"> <li>(1) identification in LCAP of specific services that are provided on a district wide basis;</li> <li>and</li> <li>(2) general description in LCAP of how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.</li> </ol>	<input type="checkbox"/> Mention that concentration or supplemental grant funds will be provided on a district wide basis and: <ol style="list-style-type: none"> <li>(1) identification in LCAP of specific services that are provided on a district wide basis;</li> <li>and</li> <li>(2) specific description in LCAP of how such services are directed towards meeting the district's goals for unduplicated pupils in the state priority areas.</li> </ol>
			<input type="checkbox"/> LCAP addresses how district wide use of concentration or supplemental grant funds will benefit ELs, specifically, in meeting the district's goals in the state priority areas.

**FOCUS AREA # 6 - Part A: DISTRICT WIDE USE OF SUPPLEMENTAL AND CONCENTRATION GRANT FUNDS - IF ENROLLMENT OF UNDUPLICATED PUPILS IS LESS THAN 55% OF TOTAL ENROLLMENT:**

<p><input type="checkbox"/> <u>No mention</u> of total unduplicated pupils in the district/ percentage of total district enrollment.</p>	<p><input type="checkbox"/> <u>Some indication</u> that enrollment of unduplicated pupils is less than 55% of total district enrollment, but exact percentage of total enrollment not provided.</p>	<p><input type="checkbox"/> <u>Specific indication</u> that enrollment of unduplicated pupils is less than 55% of total district enrollment and exact percentage provided.</p>	<p><input type="checkbox"/> <u>Specific indication</u> that enrollment of unduplicated pupils is less than 55% of total district enrollment and exact percentage provided along with total number of unduplicated pupils.</p>
<p><input type="checkbox"/> <u>No mention</u> of extent to which supplemental grant funds will be provided on a district wide basis.</p>	<p><input type="checkbox"/> <u>Some mention</u> that supplemental grant funds will be provided on a district wide basis but:          (1) no identification in LCAP of specific services that are provided on a district wide basis;          (2) no description in LCAP of how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas;          (3) no description of how the services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.</p>	<p><input type="checkbox"/> <u>Mention</u> that supplemental grant funds will be provided on a district wide basis and:          (1) identification in LCAP of specific services that are provided on a district wide basis;          (2) general description in LCAP of how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas;          (3) general description of how the services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.</p>	<p><input type="checkbox"/> <u>Mention</u> that supplemental grant funds will be provided on a district wide basis and:          (1) identification in LCAP of specific services that are provided on a district wide basis;          (2) specific description in LCAP of how such services are directed towards meeting the district's goals for unduplicated pupils in the state priority areas;          and          (3) specific description of how the services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.</p>
			<p><input type="checkbox"/> LCAP <u>addresses</u> how district wide use of supplemental grant funds will benefit ELs, specifically, in meeting the district's goals in the state priority areas.</p>



Evidence:  
(cite page #)



**FOCUS AREA # 6 Part B: SCHOOL WIDE USE OF SUPPLEMENTAL AND CONCENTRATION GRANT FUNDS - IF ENROLLMENT OF UNDUPLICATED PUPILS IS MORE THAN 40% OF TOTAL SCHOOL ENROLLMENT**

No Evidence Included	Weak	Good	Exemplary
<p><input type="checkbox"/> No indication of total unduplicated pupils in the school/ percentage of total school enrollment.</p> <p><input type="checkbox"/> No mention of extent to which concentration or supplemental grant funds will be provided on a school wide basis.</p>	<p><input type="checkbox"/> Some indication that enrollment of unduplicated pupils exceeds 40% of total school enrollment, but exact percentage of total enrollment not provided.</p> <p><input type="checkbox"/> Some mention that concentration or supplemental grant funds will be provided on a school wide basis but:                      (1) no identification in LCAP of specific services that are provided on a school wide basis;                      (2) no description in LCAP of how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas;</p>	<p><input type="checkbox"/> Specific indication that enrollment of unduplicated pupils exceeds 40% of total school enrollment and exact percentage provided.</p> <p><input type="checkbox"/> Mentions that concentration or supplemental grant funds will be provided on a school wide basis and:                      (1) identification in LCAP of specific services that are provided on a school wide basis;                      (2) general description in LCAP of how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.</p>	<p><input type="checkbox"/> Specific indication that enrollment of unduplicated pupils exceeds 40% of total district enrollment and exact percentage provided along with total number of unduplicated pupils.</p> <p><input type="checkbox"/> Mentions that concentration or supplemental grant funds will be provided on a school wide basis and:                      (1) identification in LCAP of specific services that are provided on a school wide basis;                      (2) specific description in LCAP of how such services are directed towards meeting the district's goals for unduplicated pupils in the state priority areas;</p> <p><input type="checkbox"/> LCAP addresses how school wide use of concentration or supplemental grant funds will benefit ELs specifically in meeting the district's goals in the state priority areas.</p>

**FOCUS AREA # 6 Part B: SCHOOL WIDE USE OF SUPPLEMENTAL AND CONCENTRATION GRANT FUNDS - IF ENROLLMENT OF UNDUPLICATED PUPILS IS LESS THAN 40% OF TOTAL SCHOOL ENROLLMENT**

No Evidence Included	Weak	Good	Exemplary
<p><input type="checkbox"/> No indication of total unduplicated pupils in the school/ percentage of total school enrollment.</p> <p><input type="checkbox"/> No mention of extent to which concentration or supplemental grant funds will be provided on a schoolwide basis.</p>	<p><input type="checkbox"/> Some indication that enrollment of unduplicated pupils exceeds 40% of total school enrollment, but exact percentage of total enrollment not provided.</p> <p><input type="checkbox"/> Some mention that concentration or supplemental grant funds will be provided on a school wide basis but:                      (1) no identification in LCAP of specific services that are provided on a school wide basis;                      (2) no description in LCAP of how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas;                      (3) no description of how the services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.</p>	<p><input type="checkbox"/> Specific indication that enrollment of unduplicated pupils exceeds 40% of total school enrollment and exact percentage provided.</p> <p><input type="checkbox"/> Mentions that concentration or supplemental grant funds will be provided on a school wide basis and:                      (1) identification in LCAP of specific services that are provided on a school wide basis;                      (2) general description in LCAP of how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas;                      (3) general description of how the services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.</p>	<p><input type="checkbox"/> Specific indication that enrollment of unduplicated pupils exceeds 40% of total district enrollment and exact percentage provided along with total number of unduplicated pupils.</p> <p><input type="checkbox"/> Mentions that concentration or supplemental grant funds will be provided on a school wide basis and:                      (1) identification in LCAP of specific services that are provided on a school wide basis;                      (2) specific description in LCAP of how such services are directed towards meeting the district's goals for unduplicated pupils in the state priority areas;                      and                      (3) specific description of how the services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.</p> <p><input type="checkbox"/> LCAP addresses how schoolwide use of concentration or supplemental grant funds will benefit ELs specifically in meeting the district's goals in the state priority areas.</p>
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

Evidence:  
(cite page #)



## FOCUS AREA # 7 - Actions and Services

Services address and meet the specific needs of English Learners

No Evidence Included	Weak	Good	Exemplary
<p><input type="checkbox"/> No distinction by proficiency level or EL profile is made for services for English Learners.</p>	<p><input type="checkbox"/> General services and programs do not differentiate for EL proficiency levels nor are specific to the various profiles of English Learners.</p>	<p><input type="checkbox"/> Services and programs recognize the needs of some different profiles of students: newcomers, L1/L2 proficient students, LTELs, students at risk of becoming LTELs, preschool - 12th grade.</p>	<p><input type="checkbox"/> Specific services, programs and actions address the language and academic needs of the different profiles of students: newcomers, L1/L2 proficient students, LTELs, students at risk of becoming LTELs, preschool - 12th grade.</p>
<p><input type="checkbox"/> EL Students are not annually assessed on language development.</p>	<p><input type="checkbox"/> ELs are assessed annually on language development but results play no role in program placement or development.</p>	<p><input type="checkbox"/> Services for ELs are based on ELs being assessed on an annual basis (summative) on language development and placed by their ELD level.</p>	<p><input type="checkbox"/> Services for ELs are based on all ELs being assessed appropriately (L1 when appropriate) on an annual (summative) and on going basis (formative) on language development and being placed in appropriate programs options.</p>
<p><input type="checkbox"/> Students are placed in programs and provided services without considering their EL level and profile.</p>	<p><input type="checkbox"/> Program options for ELs are difficult to distinguish from English only students.</p>	<p><input type="checkbox"/> Program options for ELs take into consideration the needs of the ELs and district resources to determine placement and options.</p>	<p><input type="checkbox"/> The program options for English learners are based upon the needs of the ELs, the resources in the district and the preferences of the parents and community.</p>
<p><input type="checkbox"/> Supplemental and concentration funds are used in the same way that base funds are.</p>	<p><input type="checkbox"/> No description is included on EL services provided through supplemental and concentration funding.</p>	<p><input type="checkbox"/> Services provided through supplemental and concentration funding are aligned to EL needs.</p>	<p><input type="checkbox"/> Improved and increased services through supplemental and concentration funding add additional support, opportunities, personnel, resources etc. for enhancing the base program for all English learners.</p>

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> Staff and students language use is limited to English.	<input type="checkbox"/> Staff are monolingual English speakers and not encouraged to use or learn another language.	<input type="checkbox"/> Some bilingual personnel are available and assigned to instruct and support students.	<input type="checkbox"/> Services to students are provided by bilingual personnel who are trained and available to provide appropriate services and instruction.
<p><b>Evidence:</b> cite page #)</p>			

## FOCUS AREA # 8 - Proportionality (LCAP Section 3C & 3D)

Actions taken by the LEA will demonstrate proportionate funding in supplemental and concentration funding for English learners

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No mention of proportionality percentage.	<input type="checkbox"/> The determined proportionality percentage is stated without any explanation on how it was calculated.	<input type="checkbox"/> The steps used to determine proportionality percentage are explained without reference to the detailed steps of the formula.	<input type="checkbox"/> The steps used to determine proportionality percentage are clearly explained and displayed.
<input type="checkbox"/> No quantitative and qualitative description of services being increased and improved for ELs in comparison to all pupils.	<input type="checkbox"/> Minimal quantitative and qualitative description of services being increased and improved for ELs in comparison to all pupils.	<input type="checkbox"/> General quantitative and qualitative description of services being increased and improved for ELs in comparison to all pupils.	<input type="checkbox"/> Detailed quantitative and qualitative description of services being increased and improved for ELs in comparison to all pupils.
<input type="checkbox"/> No description of increased programs and services in proportion to the increased funding is specific to ELs.	<input type="checkbox"/> Minimal description of increased programs and services in proportion to the increased funding is specific to ELs.	<input type="checkbox"/> General description of increased programs and services in proportion to the increased funding is specific to ELs.	<input type="checkbox"/> Detailed description of increased programs and services in proportion to the increased funding is specific to ELs.
<input type="checkbox"/> The LCAP does not indicate an increased in funding over the last EIA allocation.	<input type="checkbox"/> The LEA does demonstrate increased funding without mentioning supplemental and concentration grant funding over last EIA allocation.	<input type="checkbox"/> The LCAP demonstrates an increase in funds without differentiating concentration and supplemental funding sources over the last year of EIA funding.	<input type="checkbox"/> The LCAP clearly demonstrates that the funds allocated for supplemental and concentration grant are an increase over the last year of EIA funding.
<b>Evidence:</b> <b>(cite page #)</b>			

**FOCUS AREA # 9 - EL Data to Inform Goals**  
**Part A. Data Elements to Inform Goals**

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No EL data elements were used to inform district goals, programs and services to address the language and academic needs of ELs.	<input type="checkbox"/> Few EL data elements including, but are not limited to, length of time in US schools, EL proficiency level, L1 proficiency and literacy and program type (e.g. dual-language, structured-English immersion, etc.) informed the development of the <u>district goals, programs and services to address the language and academic needs of ELs.</u>	<input type="checkbox"/> Some EL data elements including, but are not limited to, length of time in US schools, EL proficiency level, L1 proficiency and literacy and program type (e.g. dual-language, structured-English immersion, etc.) informed the development of the <u>district goals, programs and services to address the language and academic needs of ELs.</u>	<input type="checkbox"/> Many EL data elements including, but not limited to, length of time in US schools, EL proficiency level, L1 proficiency and literacy and program type (e.g. dual-language, structured-English immersion, etc.) informed the development of the <u>district goals, programs and services to address the language and academic needs of ELs.</u>
<input type="checkbox"/> Only general data elements were presented to stakeholders to inform the goals.	<input type="checkbox"/> Few EL data elements were presented to some stakeholders resulting in minimal impact on the development of the <u>district goals.</u>	<input type="checkbox"/> Some EL data elements were presented to all stakeholders to help inform the development of the <u>district goals.</u>	<input type="checkbox"/> Many EL data elements were presented to all stakeholders to help inform the development of the <u>district goals.</u>
<p><b>Evidence:</b>  <b>(cite page #)</b></p>			



**FOCUS AREA # 9 - EL Data to Inform Goals**  
**Part B. Teacher Recruitment and Assignment**

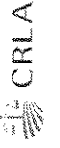
No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No plan for the recruitment, hiring and retention of credentialed bilingual teachers. In the district.	<input type="checkbox"/> Limited plan for the recruitment, retention and hiring of credentialed bilingual teachers in the district.	<input type="checkbox"/> General plan for the hiring and recruitment of bilingual teachers in the district.	<input type="checkbox"/> Detailed 3 year plan for the recruitment, and hiring of a credentialed bilingual teacher workforce with appropriate funding.
<input type="checkbox"/> No plan detailing the hiring of new teachers with bilingual credential.	<input type="checkbox"/> Minimal plan detailing expected increases in the number of new teacher hires with bilingual credential.	<input type="checkbox"/> General 3 year plan for the retention and development of a credentialed bilingual teacher workforce.	<input type="checkbox"/> Detailed 3 year plan for the retention and development of a credentialed bilingual teacher workforce.
<input type="checkbox"/> No data on the number of tenured credentialed bilingual teachers in the district.	<input type="checkbox"/> Identify number of tenured teachers with bilingual credentials.	<input type="checkbox"/> General plan to increase in the number of new teacher hires with bilingual credential annually.	<input type="checkbox"/> Detailed plan to increase the number of new teacher hires with bilingual credential annually.
<b>Evidence:</b> <b>(cite page #)</b>			

**FOCUS AREA # 10 - Student Outcomes**  
**Part A – Measures of English Language Development**

No Evidence Included	Weak	Good	Exemplary
<input type="checkbox"/> No English language proficiency benchmarks to measure language growth in English.	<input type="checkbox"/> Minimal outcomes on English language proficiency are identified and are measured only by CELDT.	<input type="checkbox"/> Desired outcomes on English language proficiency are measured only by CELDT.	<input type="checkbox"/> Desired outcomes on English language proficiency are included and are measured by CELDT, language development benchmarks, or other indicators.
<input type="checkbox"/> The AMAO 2 data is not included.	<input type="checkbox"/> English proficiency as reported by AMAO 2 without expected growth is included.	<input type="checkbox"/> English proficiency as reported by AMAO 2 increases yearly.	<input type="checkbox"/> English proficiency as reported by AMAO 2 increases yearly and is reported by grade level and years in US schools.
<input type="checkbox"/> No mention of Long Term English Learners and students at risk of becoming Long Term English Learners.	<input type="checkbox"/> Numbers of Long Term English Learners are reported.	<input type="checkbox"/> Numbers of Long Term English Learners are reported and their numbers or % of LTELs is expected to decrease yearly.	<input type="checkbox"/> Numbers of Long Term English Learners and students at risk of becoming Long Term English learners are reported and a decrease in numbers or % of these EL students is expected yearly.
<input type="checkbox"/> No expected growth or outcome for students meeting district reclassification criteria.	<input type="checkbox"/> The % of EL students who meet the district reclassification criteria is expected to increase.	<input type="checkbox"/> The % of EL students reported by grade level who meet the district reclassification criteria is expected to increase.	<input type="checkbox"/> The number of EL students and the % of EL students reported by grade level and years in US Schools who meet the district reclassification criteria are expected to increase.

Evidence:  
(cite page #)

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**FOCUS AREA # 10 - Student Outcomes**  
**Part B – Academic Growth Targets**

<p><input type="checkbox"/> Desired outcomes for ELs are only reported in English and no assessment data is reported in the student's primary language.</p>	<p><input type="checkbox"/> Desired outcomes on assessments are reported in English and the primary language of the students who are being instructed in the home language but limited to one or two grade levels.</p>	<p><input type="checkbox"/> Desired outcomes on assessments are reported in English and the primary language of the students who are being instructed in the home language.</p>	<p><input type="checkbox"/> Desired outcomes on assessments are reported in English and the primary language of the students who are literate in their home language or are being instructed in the home language.</p>
<p><input type="checkbox"/> Specific Academic growth measures for ELs are not included.</p>	<p><input type="checkbox"/> Few specific academic growth measures (including A-G, Graduation rate, AP, and EAP passing scores) are disaggregated by ELs.</p>	<p><input type="checkbox"/> Some specific academic growth measures (including A-G, Graduation rate, AP, and EAP passing scores) are disaggregated by ELs. Academic growth equals the expected growth of English only students.</p>	<p><input type="checkbox"/> All specific academic growth measures (including A-G, Graduation rate, AP, and EAP passing scores) are disaggregated by ELs and reported by grade level and levels of English proficiency. EL academic growth exceeds the expected growth of English only students to demonstrate the closing of the achievement gap.</p>
<p><input type="checkbox"/> Transcripts from non-U.S. schools are not evaluated.</p>	<p><input type="checkbox"/> Transcripts from non-U.S. schools are evaluated but no credit is given for courses from non-US schools.</p>	<p><input type="checkbox"/> Transcripts from non-U.S. schools are evaluated so that students can be accurately placed in grade level and appropriate courses.</p>	<p><input type="checkbox"/> 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.</p>
<p><input type="checkbox"/> District does not mention the State Seal of Biliteracy.</p>	<p><input type="checkbox"/> The numbers of seniors receiving the State Seal of Biliteracy remains the same.</p>	<p><input type="checkbox"/> The numbers of seniors receiving the State Seal of Biliteracy increases every year.</p>	<p><input type="checkbox"/> The numbers of seniors receiving the State Seal of Biliteracy and schools offering the State Seal of Biliteracy are expected to increase every year.</p>

<input type="checkbox"/> District does not mention <u>Biliteracy Pathway Awards</u> .	<input type="checkbox"/> The numbers of ELs receiving the <u>Biliteracy Pathway Awards</u> remains the same.	<input type="checkbox"/> The numbers of ELs receiving the <u>Biliteracy Pathway Awards</u> increases every year.	<input type="checkbox"/> The number or % of ELs receiving <u>Biliteracy Pathway Awards</u> are expected to increase each year.
<p><b>Evidence:</b> (cite page #)</p>			

**Additional Comments:**

<p>Focus Area: _____</p>
<p>Focus Area: _____</p>
<p>Focus Area: _____</p>

