Example 1 - Serving and Accelerating Long Term English Learners
included in the LCAP of Los Angeles Unified School District

The LCAP of Los Angeles Unified School District
includes metrics for reducing the number of Long
Term English Learners in the district, and specifically
outlines actions and services related to building
classes to accelerate both the academic ELD
and Literacy skills of English Learners who have
not met the criteria to be reclassified after five
full years of instruction in LAUSD. This program
option ultimately aims to ensure that LTELS have
access to and meet A-G graduation requirements
to be college-prepared and career-ready, ensure
that these students are able to perform at a level
comparable to their native-English speaking peers
and reduce the risk of dropping out of school.

The course titles are “Advanced ELD” and “Literacy
and Language for English Learners.” Advanced
ELD focuses on language development and
opportunities to practice meaningful discourse
about topics related to the core content. Literacy
and Language for English Learners is designed
to incorporate language development with
intensive, accelerated literacy skills. The courses are
designed around effective reading strategies and
student-centered activities that are culturally and
linguistically responsive.

A key feature of the program is developing resiliency
through literature. Teachers employ an inquiry-
based process and build student achievement
through real-life applications. Additionally, students
learn organizational and study skills, develop
their critical thinking, learn to be resourceful, and
participate in motivational enrichment activities.
Reading, writing, listening and speaking skills are
assessed periodically using multiple measures to
determine ELD/ELA levels.

The LCAP provides funds for teachers to receive
professional development both initially to
implement the new courses, and continuing
professional development in subsequent years.
Additionally, the District holds LTEL Symposiums to
highlight best practices and is developing a cadre
of LTEL teachers who will continue to develop and
improve units of study in this field. Teachers in the
schools with the highest EL population also receive
the support of an instructional coach who works to
build teacher capacity in EL instruction.
Example 2 - Journalism for English Learners: Preventing Long Term English Learners included in the LCAP of El Monte City Schools

The Journalism for English Learners Program, a project-based intervention program, has as its goal preventing English Learners from becoming Long Term English Learners (LTELs) by improving their academic achievement before leaving elementary school. El Monte City Schools is one of five districts partnering with the Center for Equity for English Learners at Loyola Marymount University, to implement this research-based program. The Journalism for English Learners Program seeks to improve the English skills and academic achievement of ELs in grades 3-5 who have been in US schools at least four years; are at the Beginning, early intermediate or intermediate English proficiency; and scored below “Basic” levels on state Language Arts assessments. It is a specialized, intensive after-school intervention that focuses on the basic linguistic underpinnings of the English language through a specially designed journalism curriculum with real-world application of language skills culminating in the development of a community-based newspaper featuring articles written by participating student-journalists. The 10-unit curriculum is delivered through a cycle of 40 hours of instruction, 4 hours per week, develops listening, speaking, reading and writing skills through analyzing the structure and elements of written investigative and featured journalism articles. Students use a variety of technologies throughout the program. They also research their topics, develop and conduct field-based interviews with professionals.

This program not only addresses the needs of students “at-risk” of becoming LTELs by increasing their reading and writing skills but also refines and improves teachers’ instructional practices for English Learners through intensive professional development. By focusing on this targeted population, this program improves English language and literacy skills while engaging students in real-world, college and career readiness skills through experiencing the important role journalism plays in their communities. El Monte City Schools wrote the implementation of this program into their LCAP linked to goals related to increasing numbers of English Learners achieving English proficiency.
Example 3 - SEAL (Sobrato Early Academic Language): A PreK-3 approach to preventing the Creation of Long Term English Learners

included in the LCAP of San Lorenzo Unified School District, the Oak Grove School District, Mountain View School District (El Monte)

SEAL (Sobrato Early Academic Language) is a preschool through third grade program that powerfully develops the language and literacy skills of young Spanish-speaking English Learner children. It was designed to demonstrate how to prevent the creation of Long Term English Learners, and to demonstrate the implementation of the Common Core standards with English Learners at the center.

SEAL is an intensive approach that emphasizes language development throughout the school day through integrated standards-based thematic units and curriculum incorporating the Common Core standards, Next Generation Science standards, and state social studies standards. Utilizing effective instructional strategies, teachers support English Learners and others to reach rigorous levels of language and literacy. SEAL emphasizes active student engagement and participation. Teaching strategies help children understand how language works, and how to make it their own. Wherever feasible, SEAL promotes the development of biliteracy. For all students, the SEAL classroom brings to life the rigor and richness called for by the Common Core Language Arts standards and the new California English Language Development standards. Finally, SEAL stresses articulation across PreK-3 grade-levels to provide English Learners with a consistent and coherent process of language development from year to year to avoid the gaps that are so harmful to vulnerable students, preparing children in a developmentally appropriate manner for a successful academic journey, and ramping up the rigor and effectiveness of early literacy education.

An external evaluation found that SEAL has a significant impact on parents and literacy activities at home, a statistically significant impact on student growth and development in language, literacy and cognition, and that SEAL students consistently outperform demographically similar comparison groups in growth and achievement, especially in areas related to language and literacy. Both Oak Grove School District and San Lorenzo wrote in the implementation of the SEAL model as actions and services for English Learners, using LCAP dollars to support professional development, and to pay for teacher release time for curriculum planning and collaboration.