

The following checklist has been reprinted with permission from Californians Together, a statewide group of parents, teachers, educators, and civil rights leaders promoting equal access to quality education for all children. It is taken from *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners* by Laurie Olsen. Though it references the California English Language Development Test (CELDT) and the California Standards Tests, the checklist can be adapted and used to address the needs of LTELs in other states.

A DISTRICT CHECKLIST STEPS FOR ADDRESSING THE NEEDS OF LONG TERM ENGLISH LEARNERS

District and school leadership should be knowledgeable about the diversity of the EL enrollment (typologies) and understand the implications of that diversity for program design, program implementation and instructional practices. District systems should be created to prevent the development of Long Term English Learners and serving those Long Term English Learners who are enrolled in secondary schools across the district.

An LEA addressing the needs of Long Term English Learners should have the following in place:		YES	NO
1	We have a formal definition for Long Term English Learners.		
2	We have designated annual benchmark expectations for English Learners by number of years in United States schools and by progress towards English proficiency.		
3	We have conducted our own inquiry (including analysis of data, student interviews, and focus groups, review of cumulative file histories, and classroom observations) to develop a deeper understanding of our own Long Term English Learner population.		
4	We have an English Learner Master Plan that includes descriptions of research based program models for different typologies of English Learners, including a designated program and pathway for Long Term English Learners.		
5	Site and district leadership are knowledgeable about the diversity of the English Learner enrollment in our district, including the different needs of newcomer students, normatively progressing English Learners, and Long Term English Learners.		
6	Our data system enables us to analyze English Learner achievement data by length of time in United States schools and by English proficiency levels.		
7	We can analyze data longitudinally to assess issues of program consistency and long-term program impact for our English Learners.		
8	We regularly disaggregate English Learner data by length of time in the United States and English proficiency level and review that data to inform and trigger district planning.		
9	We identify “Long Term English Learner candidates” in fourth grade and develop a catch up and program consistency plan for those students.		
10	At the secondary school level, we have specially designed English Language Development (ELD) to focus on the unique needs of Long Term English Learners, including academic language and writing.		
11	At the secondary school level, Long Term English Learners are in classes with high quality SDAIE [Specially Designed Academic Instruction in English] instruction in clusters within rigorous classes along with English fluent students.		
12	Our programs at the elementary, middle and high schools support the development of students’ native language to threshold levels of rich oral language and literacy—and students have the opportunity to develop their native language through Advanced Placement levels.		
13	Our elementary school programs are research-based and we use the most powerful models of English Learner language development. The district monitors and ensures these are well-implemented with consistency.		
14	We hold meetings, publish materials, and fully expect that all administrators, teachers, English Learner students, and their parents know about and understand the reclassification criteria.		
15	We report annually to English Learner parents on: their child’s status compared to the number of years that research indicates English Learners need to achieve English proficiency and compared to district expectations. These reports include longitudinal test data for their child including the CELDT initial score and date, plus all subsequent CELDT proficiency levels, as well as scores on the California Standards Test in English Language Arts and Math for the three most recent years, and yearly benchmark growth targets		

	for English Learners based on the California Standards Test and CELDT by years of United States schooling.		
16	The district has adopted and purchased English Language Development materials and our teachers have received professional development in their use.		
17	Our Long Term English Learners are knowledgeable about the purposes of the CELDT and implications of their CELDT scores. They know what they need to do in order to reach reclassification criteria.		
18	We calendar the CELDT with sufficient advance notice so sites can protect the testing window and ensure supportive conditions for testing. Students are tested by their English teachers and the district provides subs and release time to enable teachers to do the testing.		
19	Professional development and collaborative planning time for teachers of classes with Long Term English Learners is a high priority for the use of professional development funds.		
20	We assign the most experienced and most prepared teachers to the classrooms and sites with the highest need.		
21	We monitor student schedules and class schedules to ensure that English Learners have access to the full curriculum.		
22	We provide supplementary materials and relevant literature for academic classes with Long Term English Learners in order to enhance access, engagement, and academic success.		
23	Our secondary school counselors have received professional development in appropriate placements and monitoring for Long Term English Learners, and work together with district/site English Learner Coordinators in developing each individual English Learner's schedule and in planning the school master schedule to facilitate flexible and accelerated progress.		

Comments: