**Federal Program Monitoring Tracking Checklist/Tool**

**Based on the California Department of Education English Learner 2023-2024 Program Instrument [October 30, 2023]**

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| **Dimension I. Involvement****Item EL 01: English Learner Advisory Committee (ELAC)****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A.****Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| ELACAdvising | EL01: ELACadvsry | ER | **English Learner Advisory Committee:** Current & previous year documents including: |  |  | Sample: Jan 16, 2022 |
| Rosters (w/EL Acquisition Status) |  |  |  |
| Roles |  |  |  |
| Meeting agendas |  |  |  |
| Minutes |  |  |  |
| Input for the SPSA |  |  |  |
| Sign-ins |  |  |  |
| Needs assessment |  |  |  |
| Training materials |  |  |  |
| *If the* *ELAC has opted to create bylaws (not required for ELAC), please provide them.* |  |  |  |
| Participants | EL01: ELACadvsry | 1.0 | A school site with 21 or more English learners (ELs) must have a functioning ELAC. |  |  |  |
| ELAC Advising | EL01: ELACadvsry | 1.0(a) | Parent members are elected by parents or guardians of ELs |  |  |  |
| ELAC Advising | EL01: ELACadvsry | 1.0(b) | Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body. |  |  |  |
| ELAC Advising | EL01: ELACadvsry | 1.0(c) | The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment & ways to make parents aware of the importance of regular school attendance. |  |  |  |
| ELAC Advising | EL01: ELACadvsry | 1.0(d) | The ELAC shall advise the principal & staff in the development of a site plan for ELs & submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA). |  |  |  |
| ELAC Advising | EL01: ELACadvsry | 1.0(e) | The ELAC receives training materials & training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. |  |  |  |
| ELAC Advising | EL01: ELACadvsry | 1.1 | A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b”, above. |  |  |  |
| ELAC Advising | EL01: ELACadvsry | 1.2 | Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA).  |  |  |  |

| **Dimension 1. Involvement****Item EL 02: District English Learner Advisory Committee (DELAC)****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| DELAC Advising | EL 02: DELACadvsry | ER | **District English Learner Advisory Committee:** training materials, & written input into LCAP development.  |  |  |  |
| Rosters |  |  |  |
| Roles |  |  |  |
| Meeting agendas |  |  |  |
| Minutes |  |  |  |
| Input for the SPSA |  |  |  |
| Sign-ins |  |  |  |
| Needs assessment |  |  |  |
| Training materials |  |  |  |
| Written input into LACP development |  |  |  |
| *If the DELAC has opted to create bylaws (not required for DELAC), please provide them.* |  |  |  |
| Participants | EL02: DELACadvsry | 2.0 | Each LEA with 51 or more ELs must form a DELAC unless the district designates a subcommittee of an existing districtwide advisory committee.  |  |  |  |
| DELAC Advising | EL02: DELACadvsry | 2.1 | The DELAC shall advise the school district governing board on all of the following tasks:  |  |  |  |
| DELAC Advising | EL02: DELACadvsry | 2.1(a) | Development of an LEA master plan, including policies guiding consistent implementation of EL educational programs & services that takes into consideration the SPSAs. |  |  |  |
| DELAC Advising | EL02: DELACadvsry | 2.1(b) | Conducting of an LEA-wide needs assessment on a school-by-school basis. |  |  |  |
| DELAC Advising | EL02: DELACadvsry | 2.1(c) | Establishment of LEA program, goals, & objectives for programs & services for ELs per the SBE-adopted EL Roadmap Policy. |  |  |  |
| DELAC Advising | EL02: DELACadvsry | 2.1(d) | Development of a plan to ensure compliance with any applicable teacher & instructional aide requirements. |  |  |  |
| DELAC Advising | EL02: DELACadvsry | 2.1(e) | Review & comment on the LEA’s reclassification procedures. |  |  |  |
| DELAC Advising | EL02: DELACadvsry | 2.1(f) | Review & comment on the written notifications required to be sent to parents & guardians.  |  |  |  |
| DELAC Advising | EL02: DELACadvsry | 2.1(g) | Under the local control funding formula, LEAs with at least 50 ELs & whose total enrollment includes at least 15% ELs must establish a DELAC, & that DELAC must carry out specific responsibilities related to the LCAP. If the DELAC acts as the ELAC, the DELAC shall also review & comment on the development or annual update of the LCAP. |  |  |  |
| DELAC Training | EL02: DELACadvsry | 2.2 | Each LEA provide appropriate training materials & training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. |  |  |  |
| Consol Appl-Certification  | EL02: DELACadvsry | 2.3 | Consolidated application- include certifications by appropriate district advisory committees, incl DELAC, that the application was developed with review & advice of those committees.  |  |  |  |

| **Dimension II. Governance and Administration****Item EL 03: EL Identification and Assessment****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A.****Program****Item** | **B.****Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| EL Enrollment | EL 03: CombAll ELData | ER. | **Combined EL Assessment, Placement, & Enrollment Data:** Most recent ELP & academic assessment results & dates, & language acquisition program placement. Identify long term English learners (LTELs) or ELs at risk of becoming LTELs. *Include all currently enrolled ELs in the LEA. See sample spreadsheet for EL 03, 13, & 15 in Resource Box.* |  |  |  |
| Identification | EL 03: ELId | ER. | **EL Identification:** Home Language Surveys.*Three samples of actual completed, dated, Home Language Surveys for each site under review.* |  |  |  |
| Policies & Procedures | EL:03: ELIdPlcsPrcdrs:  | ER. | **EL Identification Policies & Procedures:** LEA policies & procedures for the initial identification of ELs. *Current board policies, administrative regulations, EL Master Plan or EL plan.* |  |  |  |
| Support & Accommo-dation | EL 03: ELPACDsgntdSprtsAcmdtns | ER. | **ELPAC Designated Supports & Accommodations:** ELP assessment of ELs on an active IEP or Section 504 Plan. *Three samples of completed EL IEPs and/or Section 504 Plans containing ELP assessment results & ELD) instructional placement from each site under review.* |  |  |  |
| Student Assessment | EL 03: CombALL ELData | 3.0 | Each LEA must properly identify & assess all students who have a home language other than English. |  |  |  |
| Home Lang. Survey | EL 03: CombALL ELData | 3.1 | At or before the time of a student’s initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English. |  |  |  |
| ELPAC Assessment | EL 03: CombALL ELData | 3.2 | If a parent or guardian HLS response indicates a primary or native language other than English, & the LEA determines the student is eligible for initial assessment, the LEA shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. |  |  |  |
| Notification | EL 03: CombALL ELData | 3.3 | The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor |  |  |  |
| and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student’s initial date of California enrollment. |  |  |  |
| Annual Assessment | EL 03: CombALL ELData | 3.4 | Each LEA must annually assess the English language proficiency (ELP) & academic progress of each EL. An LEA shall administer the ELPAC summative assessment during the annual summative assessment window. |  |  |  |
| IEP/Sect. 504 Accommo-dations | EL 03: CombALL ELData | 3.5 | When administering an initial or summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil’s individualized education program (IEP) or Section 504 plan. When a pupil’s IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in 1 or more of the domains (listening, speaking, reading, & writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. |  |  |  |
| IEP SpecialAssessment | EL 03: CombALL ELData | 3.6 | When a pupil’s IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil’s IEP. |  |  |  |

| **Dimension II. Governance and Administration****Item EL 04: Implement, Monitor & Revise Title III Plan****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Admin | EL04: ImgrntSrvcsPrcdrs | ER | **Immigrant Services & Procedures:** LEA procedures to provide enhanced instructional opportunities to eligible immigrant children & youth. *Provide local procedure for making available any specialized immigrant student instructional opportunities or family outreach services funded by Title III Immigrant funds.* |  |  |  |
| Admin | EL04: TtlIIIPln | ER | **LEA Title III Plan:** LEA Title III Plan for the current subgrant year, such as:  |  |  |  |
| LCAP Federal Addendum |  |  |  |
| Annual evaluation |  |  |  |
| Title III spending plan revision, which meets the criteria of EL 04. |  |  |  |
| MOU | EL04: Ttl3Icnsrtia | ER | **Title III Consortia Memorandum of Understanding:** Applies only to Title III consortium leads & members MOU between lead & member LEA(s). *Provide Title III consortium MOU with appropriate signatures. If not applicable, please state so in the CDE Monitoring Tool (CMT) comment section.* |  |  |  |
| Admin | EL04: ImgrntSrvcsPrcdrs | 4.0 | Each LEA & consortium receiving Title III funds must annually update, implement, & monitor a Title III plan for the use of funds in a subgrant year. |  |  |  |
| Admin | EL04: ImgrntSrvcsPrcdrs | 4.1 | The LEA receiving Title III funds must use these supplemental funds to implement effective approaches & methodologies for teaching ELs & immigrant children & youth. Each LEA must use Title III funds to: |  |  |  |
| Admin | EL04: ImgrntSrvcsPrcdrs | 4.1(a)4.1(a)i4.1(a)ii | Increase the ELP of ELs by providing effective language instruction educational programs that meet the needs of ELs & demonstrate success in increasing:ELP; andStudent academic achievement. |  |  |  |
| Admin | EL04: ImgrntSrvcsPrcdrs | 4.1(b) | Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals & other school leaders, administrators, & other school or community-based organizational personnel, that is: |  |  |  |
| AdminAdmin | EL04: ImgrntSrvcsPrcdrsEL04: ImgrntSrvcsPrcdrs | 4.1(b)i4.1(b)ii | Designed to improve the instruction & assessment of ELs;Designed to enhance the ability of such teachers, principals, & other school leaders to understand & implement curricula, assessment practices & measures, & instructional strategies for ELs; |  |  |  |
| Admin | EL04: ImgrntSrvcsPrcdrs | 4.1(b)iii | Effective in increasing children’s ELP or substantially increasing the subject matter knowledge, teaching knowledge, & teaching skills of such teachers; & |  |  |  |
| Admin | EL04: ImgrntSrvcsPrcdrs | 4.1(b)iv | Of sufficient intensity & duration (which shall not include activities such as 1-day or short-term workshops & conferences) to have a positive & lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher & the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, & any LEA employing the teacher, as appropriate. |  |  |  |
| Admin | EL04: ImgrntSrvcs Prcdrs. | 4.1(c)4.1(c)i | Provide & implement other effective activities & strategies that enhance or supplement language instruction educational programs for ELs, which:Shall include parent, family, & community engagement activities; & |  |  |  |
| 4.1(c)ii | May include strategies that serve to coordinate & align related programs. |
| Admin | EL04: ImgrntSrvcsPrcdrs | 4.24.2 (a) | Authorized subgrantee activities may use funds by undertaking one or more of the following activities:Upgrading effective EL instructional strategies; |  |  |  |
| 4.2(b) | Improving EL instructional programs through supplemental curricula, instructional materials, educational software, & assessment procedures; |  |  |  |
| 4.2(c)i4.2(c)ii | Providing to ELs:Tutorials & academic or career & technical education; and |  |  |  |
| Intensified instruction, which may include materials in a language that the student can understand, interpreters, & translators; |  |  |  |
| 4.2(d) | Developing & implementing effective preschool, elementary, or secondary school language instruction programs coordinated with other relevant programs & services |  |  |  |
| 4.2(e) | Improving the ELP & academic achievement of ELs; |  |  |  |
| 4.2(f) | Providing community participation programs, family literacy services, parent & family outreach, & training activities to ELs & their families to: |  |  |  |
| 4.2(f)i | Improve the English language skills of ELs; & |  |  |  |
| 4.2(f)ii | Assist parents & families in helping their children to improve their academic achievement & become active participants in the education of their children. |  |  |  |
| Admin | EL04: ImgrntSrvcsPrcdrs | 4.2(g) | Improving the instruction of ELs, which may include ELs with a disability, by providing: |  |  |  |
|  |  | 4.2(g)i | The acquisition or development of educational technology or instructional materials, |  |  |  |
|  |  | 4.2(g)ii | Access to, & participation in, electronic networks for materials, training, & communication, and |  |  |  |
|  |  | 4.2(g)iii | Incorporation of resources into curricula & programs, and |  |  |  |
|  |  | 4.2(h) | Offering early college high school or dual or concurrent enrollment programs to help ELs achieve success in post-secondary education.  |  |  |  |
|  |  | 4.2(i) | Carrying out other activities that are consistent with the purposes of this section.  |  |  |  |
| Admin | EL04: ImgrntSrvcsPrcdrs | 4.34.3(a)4.3(b)4.3(c) | Immigrant children & youth means individuals who:Are aged 3 through 21;Were not born in any U.S. State; andHave not been attending 1 or more schools in any 1 or more U.S. State for more than 3 full academic years. |  |  |  |
| Instruction | EL04: ImgrntSrvcsPrcdrs | 4.4 | Each LEA receiving Title III Immigrant funds must provide instructional opportunities for immigrant children & youth, which may include: Each LEA receiving Title III Immigrant funds must provide instructional opportunities for immigrant children & youth, which may include: |  |  |  |
| Instruction | EL04: ImgrntSrvcsPrcdrs | 4.4(a) | Family literacy, parent & family outreach, & training activities for parents & families; |  |  |  |
| 4.4(b) | Recruitment of & support for personnel, including teachers & paraprofessionals, who have been trained, or are being trained, to provide services to immigrant children & youth; |  |  |  |
| 4.4(c) | Provision of tutorials, mentoring, & academic or career counseling; |  |  |  |
| 4.4(d) | Identification, development, & acquisition of curricular materials, educational software, & technologies; |  |  |  |
| 4.4(e) | Basic instructional services directly attributable to the presence of immigrant children & youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services; |  |  |  |
| 4.4(f) | Instructional services designed to assist the achievement of immigrant children & youth in United States schools, such as programs of introduction to the educational system & civics education; & |  |  |  |
| 4.4(g) | Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents & families of immigrant children. |  |  |  |

| **II. Governance and Administration****EL 05: EL Program Inclusion in the SPSA (Schoolwide)****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Admin | EL 05: ELinSPSA | ER | **EL Program Inclusion in the SPSA or School Plan:** Current board approved SPSA or school plan for each site under review, with evidence of EL program inclusion. Indicate the pages or sections that address all criteria set forth in EL 5.1 (a–b) & 5.2 (a–c). *Include the school name, a budget with specific federal program information that aligns to the school’s academic goals & key improvement strategies, & evidence of required approvals by School Site Council & local governing board.* |  |  |  |
| Admin | EL 05: ELinSPSA | 5.0 | The EL program must be included in the development of the SPSA, & shall include the following actions: |  |  |  |
| Admin | EL 05: ELinSPSA | 5.15.1(a) | The development of the SPSA shall include the following actions:The SPSA administration of a comprehensive needs assessment with an analysis of academic performance & language development data to determine EL student & program needs.  |  |  |  |
| Admin | EL 05: ELinSPSA | 5.1(b) | The process for annually evaluating & monitoring implementation & progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs & students at risk of not meeting state academic content standards. |  |  |  |
| Admin | EL 05: ELinSPSA | 5.25.2(a) | An approved SPSA must contain:Goals to improve student outcomes, identified through the needs assessment which address the academic & language proficiency needs of ELs. |  |  |  |
| 5.2(b) | Evidence-based strategies, actions, or services to reach goals. |  |  |  |
| 5.2(c) | Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, & school-level budgeting, if applicable. |  |  |  |
| 5.3 | The SPSA shall be reviewed & updated annually, & approved by the local governing board whenever there are material changes to the plan.  |  |  |  |

| **II. Governance and Administration****EL 06: Title III Inventory****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Inventory | EL 06: EqpmntInvntyRcrds | ER | **Equipment Inventory Records:** Historical inventory list of all equipment purchased for $500 or more per EDGAR/EC requirements & a record of the last physical check of items. If no purchases were made, indicate that in a comment. *For Title III purchases only, include the last five years of purchases, & record of physical verification of location.* |  |  |  |
| Inventory | EL 06: EqpmntInvntyRcrds  | 6.06.0(a) | For all categorical programs, each LEA must maintain a historical inventory record for each piece of equipment with an acquisition cost of more than $500 per unit that is purchased with Title III funds. The record must describe the acquisition by:Type/description |  |  |  |
| 6.0(b) | Model/name; |  |  |  |
| 6.0(c) | Serial/Identification number; |  |  |  |
| 6.0(d) | Funding source; |  |  |  |
| 6.0(e) | Acquisition date; |  |  |  |
| 6.0(f) | Original Cost; |  |  |  |
| 6.0(g) | Location & use; |  |  |  |
| 6.0(h) | Percentage of Federal participation in the project costs for the Federal award under which the property was acquired; |  |  |  |
| 6.0(i) | Title holder; |  |  |  |
| 6.0(j) | Current condition; and |  |  |  |
| 6.0(k) | Transfer, replacement, or disposition of obsolete or unusable equipment. |  |  |  |
| 6.1 | Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.  |  |  |  |
| 6.2 | Equipment purchased with a fair market value in excess of $5,000 may be retained, sold, or disposed of with written approval of the Federal awarding agency or pass-through entity. Equipment with a current fair market value of $5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to the Federal awarding agency or pass-through entity.  |  |  |  |
| 6.3 | Each LEA must have conducted a physical check of the inventory of equipment within the past 2 years & reconciled the results with inventory records. |  |  |  |

| **III. Funding** **EL 07: Supplement, Not Supplant with Title III****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Inst. Materials | EL 07: InstrctnlMtrls | ER | **Instructional Materials:** A list of purchased standard & supplemental instructional materials for all courses in which ELs are enrolled, for all grades, with the funding sources. *See sample template for EL 07 & EL 14 in the CMT Resource File.* |  |  |  |
| Expense Rpt | EL 07: T3expndtrRpt | ER | **Title III Expenditure Report:** Detailed general ledger for the current & previous year, with the beginning & ending balances for standardized account code structure resource codes 4203-Title III EL & 4201-Title III immigrant. Include a chart of accounts, including carryover & administrative costs. *Title III general ledger for 2020–21 & 2021–22; include:*(*additional documents may be requested.)* |  |  |  |
|  |  | ER(i) | Ledger date  |  |  |  |
| ER(ii) | Ledger description |  |  |  |
| ER(iii) | Vendor name |  |  |  |
| ER(iv) | Total amount for each expenditure line item for entire period(s) under review. |  |  |  |
| PD | EL 07: T3FndPrfnlDvlpmt | ER | **Title III Funded Professional Development:** A list of standard instructional program professional development & Title III funded supplemental professional development (denoting funding sources) designed to enhance the learning & instruction of ELs & immigrant students. |  |  |  |
| Duty Statements | EL 07: DtyStmnt | ER | **Duty Statements:** An individual employee’s duty statement describing responsibilities & activities (cost objectives), as agreed to by employer & employee. *Include all positions partially or completely funded with Title III. Delineate duties by funding source.* |  |  |  |
| Payroll | EL 07: PrlRcrds | ER | **Title III Payroll Records:** Record of salaries & benefits paid to employees that work at the LEA for the current & previous fiscal year under review, that identifies the employees’ name, hours worked, gross pay, net pay, deductions, & payroll period. *Submit payroll records showing wages & benefits funded by Title III resources (4201 & 4203). Upon review, additional documents may be requested.* |  |  |  |
| Fund Allocation | EL 07: InstrctnlMtrls | 7.0 | General fund resources must be used to provide services & programs for ELs, including ELD & access to the standard instructional program. The provision of such services & programs must not be contingent on the receipt of state or federal supplementary funds. |  |  |  |
| Title III Funds | EL 07: InstrctnlMtrls | 7.1 | Each LEA must use Title III funds only to supplement, not supplant federal, state, & local public funds that, in the absence of such availability, would have been expended for programs for ELs & immigrant children & youth & in no case to supplant such federal, state, & local public funds.  |  |  |  |
| Title III Funds | EL 07: InstrctnlMtrls | 7.2 | The LEA shall ensure that costs charged to the program(s) under Title III are reasonable, necessary, & allocable in accordance with applicable statutes, regulations, & program plan(s).  |  |  |  |
| Title III Funds | EL 07: InstrctnlMtrls | 7.3 | Each LEA must use no less than 98% of Title III EL apportionments on direct services to ELs & may not use more than 2% of such funds for the cost of administration of this program for a fiscal year |  |  |  |

| **III. Funding** **EL 08: Time and Effort Requirements (Title I and Title III)****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Procedures | EL 08: TmEffrtPlcyPrcdrs | ER | **Time & Effort Policies & Procedures:** The LEA’s established written policies & procedures for documenting time & effort of employees that work on federal programs. Current year. *Documentation for LEA’s should include:* Specific policies & procedures for documenting actual hours worked |  |  |  |
| Related internal controls |  |  |  |
| Employee training |  |  |  |
| Reconciliation processes |  |  |  |
| Deadlines |  |  |  |
| Authority |  |  |  |
| Records | EL 08: TmEfrtRcrds | ER | **Time & Effort Records:** Documentation to support salaries & benefits charged to each program funding source under review in accordance with federal requirements. Records may include personnel activity reports, semiannual certifications, or other equivalent records. Budget estimates do not qualify as support. *Provide time & effort records for any employee whose duties and/or activities were charged to Title III, including extra duties, overtime, or stipends.*  |  |  |  |
| Duty Statements | EL 08: DtyStmnt | ER | **Duty Statements:** An individual employee’s duty statement describing responsibilities & activities (cost objectives), as agreed to by employer & employee. Include all positions partially or completely funded with Title III. *Delineate duties by funding source.* |  |  |  |
| Budget Rpt | EL 08: T3posCont | ER | **Title III Position Control Report:** Budget report of employees planned to be paid in whole, or in part, with federal funds by resource code in the previous & current fiscal year under review. *This LEA-wide report should include the employees’ name, resource code(s), salary or hourly rate, & benefits for all funding sources.* |  |  |  |
| Time Acct | EL 08: TmAcntngRcrds | 8.0 | The LEA must properly charge & document allowable salaries & wages that are reasonable & necessary in accordance with applicable Title III program requirements & federal accounting requirements.  |  |  |  |

| **IV. Standards, Assessment and Accountability** **EL 09: Evaluation of Title III - Funded Services and Programs****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Suppl Pgrm Eval | EL 09: TtlIIIFnddSrvcsMtrlsRpt | ER | **Title III-Funded Services & Supplemental Program Evaluation:** An evaluation of the effectiveness of Title III funded activities. Include all supporting data listed in 9.1 (a–f). *Provide relevant EL-related data & an analysis of findings that may result in recommended changes to improve the effectiveness of Title III-funded programs & services.* |  |  |  |
| Effectiveness Eval | EL 09: TtlIIIFnddSrvcsMtrlsRpt | 9.0 | Each LEA must evaluate all services & programs funded by Title III to determine the effectiveness of those activities. |  |  |  |
| 9.19.1(a) | Each LEA receiving Title III funds must provide a report that includes:A description of the programs & activities conducted with Title III funds, including how such programs & activities supplemented programs funded primarily with state or local funds; |  |  |  |
| 9.1(b) | The number & percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability; |  |  |  |
| 9.1(c) | The number & percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4; |  |  |  |
| 9.1(d) | The number & percentage of ELs reclassified each school year; |  |  |  |
| 9.1(e) | The number & percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability; |  |  |  |
| 9.1(f) | The number & percentage of LTEL students & their date of first enrollment at the LEA or charter; & |  |  |  |
| 9.1(g) | Analytical findings on the effectiveness of Title III-funded services & programs. |  |  |  |

| **IV. Standards, Assessment and Accountability** **EL 10: Reclassification****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| RFEP Criteria | EL 10: ReclsCrtria | ER | **Reclassification Criteria:** Current approved LEA reclassification criteria for grades kindergarten through twelve (K–12) that includes the statewide criteria of overall performance level 4 on the ELPAC. |  |  |  |
| RFEP Process | EL 10: ReclsPrcs | ER | **Reclassification Process:** Current approved local board policy or administrative regulations that describe the reclassification process. |  |  |  |
| RFEP Rcrds/ Forms | EL 10: ReclsRcrdsFrms | ER | **Reclassification Records/Forms:** For each site under review, reviewer will request three completed reclassification records/forms with proof of parent/guardian consultation. *Reviewer will select from RFEP progress monitoring spreadsheet provided by the LEA.* |  |  |  |
| RFEP Monitoring | EL 10: RFEPPrgsMntrng | ER | **Reclassified to Fluent English Proficient (RFEP) Progress Monitoring:** Submit a sortable spreadsheet of all students in the LEA reclassified beginning in 2017–18 through the current year. *Data should include: local student ID; school site; grade level; ELPAC test date; ELPAC summative score; RFEP date; current status showing courses failed or standard not met; interventions (if applicable). For RFEP through the IEP process, please notate in a separate column on the spreadsheet.* |  |  |  |
| RFEP Process | EL 10: ReclsCrtria | 10.010.0(a) | Each LEA must reclassify a student from EL to proficient in English by using a process & criteria that includes, but is not limited to the following:Assessment of ELP |  |  |  |
|   |   | 10.0(b) | Teacher evaluation that includes, but is not limited to, the student’s academic performance. The term “teacher” refers to the classroom teacher & other certificated staff with direct responsibility for teaching or placement decisions of the student.  |  |  |  |
|  |  | 10.0(c) | Opportunities for parent opinion, consultation, & involvement during the reclassification process. |  |  |  |
|  |  | 10.0(d) | Comparison of student’s performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. |  |  |  |
| RFEP Rcrds  | EL 10: ReclsRcrdsFrms | 10.110.1(a) | Regardless of the physical form of such record & to ensure transfer of documentation, each LEA must maintain the following in the student’s permanent record:Language & academic performance assessments; |  |  |  |
| 10.1(b) | Participants in the reclassification process; & |  |  |  |
|  | 10.1(c) | Any decisions regarding reclassification. |  |  |  |
| RFEP RcrdsEL 10: | RFEPPrgsMntrng | 10.2 | Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, & additional academic support, as needed. |  |  |  |

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| **V. Staffing and Professional Development** **EL 11: Teacher EL Authorization****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Tchr Auth | EL 11: ELTchrAthrztn | ER | **EL Teacher Authorization:** Sortable spreadsheet with all currently employed teachers listed only once by:  |  |  |  |
| name (first, middle, & last), site, &  |  |  |  |
| appropriate Commission on Teacher Credentialing EL authorization code (e.g., ELA1, S12, BLSP, etc.)  |  |  |  |
| or evidence of a temporary county certificate (TCC) with EL authorization. |  |  |  |
| Tchr Auth | EL 11: ELTchrAthrztn | 11.0 | Teachers assigned to provide ELD & instruction in subject matter courses in which ELs are enrolled must have the appropriate authorizations & be fluent in English. |  |  |  |

| **V. Staffing and Professional Development** **EL 12: Professional Development Specific to English Learners****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| EL PD | EL 12: ELspecPD | ER | **EL-Specific Professional Development:** LEA & site level EL-specific PD provided to classroom teachers, administrators, & support staff that is of sufficient intensity & duration, to impact EL achievement. |  |  |  |
| PD calendars |  |  |  |
| Agendas |  |  |  |
| Descriptions |  |  |  |
| Presentation materials |  |  |  |
| Sign-in sheets |  |  |  |
| EL PD Reqs | EL 12: ImplmntnELpd | ER | **Implementation of EL-Specific PD**, Provide evidence that demonstrates the implementation of EL-specific PD relevant to the grade-level standard instructional program, including ELD. *Three samples from each site under review.* |  |  |  |
| Sample observations |  |  |  |
| lesson plans with student outcomes, |  |  |  |
| other |  |  |  |
| PD Reqs | EL 12: ELspecPD | 12.0 | Each LEA must provide sufficient professional development (PD) to effectively implement the LEA’s EL program. |  |  |  |
| PD ReqsPD ReqsPD ReqsPD Reqs | EL 12: ELspecPDEL 12: ELspecPDEL 12: ELspecPDEL 12: ELspecPD | 12.112.1(a) | PD is provided to classroom teachers, principals & other school leaders, administrators, & other school or community-based organizational personnel, that is:Designed to improve the instruction & assessment of ELs; |  |  |  |
| 12.1(b) | Designed to enhance the ability of teachers, principals, & other school leaders to understand & implement curricula, assessment practices & measures, & instructional strategies for ELs; |  |  |  |
| 12.1(c) | Effective in increasing the student’s English language proficiency or substantially increasing the teacher’s subject matter knowledge, teaching knowledge, & teaching skills as demonstrated through classroom observation; & |  |  |  |
| 12.1(d) | Of sufficient intensity & duration (which shall not include activities such as one-day or short-term workshops & conferences) to have a positive & lasting impact on the teacher’s performance in the classroom. |  |  |  |

| **VI. Opportunity and Equal Educational Access****EL 13: Language Acquisition Program Options and Parent Choice****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Enrollmnt Data | EL 13: CombAllELdata | ER | **Combined EL Assessment, Placement, & Enrollment Data:** Most recent ELP & academic assessment results & dates, & language acquisition program placement. *Identify (include all currently enrolled ELs in the LEA):*  |  |  |  |
| *Long term English learners (LTELs)*  |  |  |  |
| *ELs at risk of becoming LTELs.* |  |  |  |
| Parent Notice | EL 13: PrntlNtc | ER | **Parental Notice:** The LEA’s parental notice of rights & responsibilities required by EC 48980 & 48981 which includes: .  |  |  |  |
| Information in 13.2 above, including: |  |  |  |
| Language acquisition |  |  |  |
| Language programs offered, including SEI |  |  |  |
| The local procedure for determining placement which demonstrates parent choice |  |  |  |
| LEAs parent handbook or parent rights & responsibilities |  |  |  |
| Notice provided to all parents/guardians upon a child’s enrollment |  |  |  |
| *EL program placement must demonstrate parent’s right to choose a program for their child.* |  |  |  |
| Pgrm Request | EL 13: PrgrmRqstPrcs | ER | **Program Request Process:** Submit LEA board policy, administrative regulations, board adopted EL master plan (or EL plan) with processes & procedures for schools responding to parent requests for language acquisition programs. *The process for parents to request an additional program must be present in board policies as well as the annual notice of parent & guardian rights & responsibilities.* |  |  |  |
| Pgrm Reqs | EL 13: CombAllELdata | 13.0 | School districts & county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum & a presentation designed for students who are learning English. |  |  |  |
| Pgrm Reqs | EL 13: PrntlNtc | 13.1 | Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition program” refers to educational programs designed for English learners to ensure English acquisition as rapidly & as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research & must lead to grade level proficiency & academic achievement in both English & another language. |  |  |  |
| Parent Notice | EL 13: PrntlNtc | 13.2 | The annual notice of parent & guardian rights & responsibilities shall also notify parents of the language acquisition & language programs available in the LEA. The annual notice must be distributed as required by EC sections 48980 & 48981. Parents of all pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice of rights & responsibilities described above upon enrollment.  |  |  |  |
| Notify parents of the language acquisition & language programs available in the LEA. |  |  |  |
| Distribution |  |  |  |
| 13.2(a) | The annual notice of parent & guardian rights & responsibilities shall include all of the following:A description of any language acquisition programs provided, including Structured English Immersion; |  |  |  |
| 13.2(b) | Identification of any language to be taught in addition to English, when the program model includes instruction in another language; |  |  |  |
| 13.2(c) | The information set forth in section *5 CCR* Section 11309[c]; |  |  |  |
| 13.2(d) | The process to request establishment of a language acquisition program. |  |  |  |
| 13.2(e) | If the LEA offers language programs, the notice shall specify the language(s) to be taught, & may include the program goals, methodology used, & evidence of the proposed program’s effectiveness. |  |  |  |
| Prgm Req | EL 13: PrgrmRqstPrcs | 13.3 | Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. |  |  |  |
| Prgm Req | EL 13: PrgrmRqstPrcs | 13.4 | When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines & requirements in 5 CCR Section 11311[h] are met by the LEA. |  |  |  |
| Prgm Req | EL 13: PrgrmRqstPrcs | 13.5 | In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided & may offer an alternate option that can be implemented at the school. |  |  |  |

| **VII. Teaching and Learning****EL 14: ELD****Legend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Pgrm Desc Reqs | EL 14: DsgntdELDPrgmDscptn | ER | **Designated ELD Program Description:** A description of designated ELD programs, for all grades, transitional kindergarten through grade twelve (TK–12), & all ELP levels. *Course descriptions, grouping, course placement, & expected objectives to progress into the next course.* |  |  |  |
| Pgrm Sched | EL 14: InstrctnlSchdlng | ER | **EL Instructional Scheduling:** Evidence of EL enrollment in ELD & the standard instructional program. *Provide a master or daily schedule for all sites under review. In addition, provide 3 redacted transcripts or schedules with current ELP level, for each secondary site under review.*  |  |  |  |
| Pgrm Eval | EL 14: ELDEvltn | ER | **ELD Evaluation:** An evaluation of whether the LEA’s comprehensive ELD program has been implemented effectively & whether adjustments are needed to assist ELs in overcoming language barriers within a reasonable amount of time. *Include all supporting data (ELPAC, RFEP, EL graduation rates, etc.) & a report on analytical findings.* |  |  |  |
| InstrctnMat'rls | EL 14: InstrctnlMtrls | ER | **Instructional Materials:** A list of locally adopted & supplemental instructional materials for all courses in which ELs are enrolled, for all grades, with the funding sources. *See sample template for EL 07 & EL 14 in CMT Resource.* |  |  |  |
| Pgrm Stratagies | EL 14: IntgrdELDPrgmDscptn | ER | **Integrated ELD Program Description:** A description of integrated instructional strategies for all grades, TK–12, & ELP levels. |  |  |  |
| Pgrm Desc | EL 14: DsgntdELDPrgmDscptn | 14.0 | As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which shall include designated & integrated ELD. |  |  |  |
| Pgrm Desc | EL 14: DsgntdELDPrgmDscptn | 14.0(a) | Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. |  |  |  |
| Pgrm Desc | EL 14: DsgntdELDPrgmDscptn | 14.0(b) | Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.  |  |  |  |
| Pgrm Desc | EL 14: DsgntdELDPrgmDscptn | 14.1 | ELD instruction must be designed for ELs to develop proficiency in English as rapidly & effectively as possible & to meet state priorities. |  |  |  |
| Pgrm Desc | EL 14: DsgntdELDPrgmDscptn | 14.2 | Each LEA must take appropriate action to overcome language barriers that impede equal participation by students in instructional programs. Title III funds shall be used to supplement the standard instructional ELD program. |  |  |  |
| Pgrm Eval | EL 14: ELDEvltn | 14.3 | ELD must be based on sound educational theory, implemented effectively with adequate resources & personnel, and, after a trial period, evaluated for its effectiveness in overcoming language barriers. |  |  |  |

| **VII. Teaching and Learning****EL 15: Access to Standard Instructional ProgramLegend for Column G:** To keep track of progress on Action Steps for each item as it is updated: Note the update date, and color the cell for the item Red if there has been No Progress on the Action Steps, Yellow if they are In Progress, and Green when they are Completed. |
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| **A. Program Item** | **B. Subsection** | **C. Evidence Request (ER)** | **D.****Evidence** | **E.****Responsible and****Target Date** | **F.****Action Steps Needed** | **G. Progress Status** |
| Enrollmnt Data | EL 15:CombAllELdata | ER | **Combined EL Assessment, Placement, & Enrollment Data:** Most recent ELP & academic assessment results & dates, & language acquisition program placement. Identify long term English learners (LTELs) or ELs at risk of becoming LTELs. *Include all currently enrolled ELs in the LEA.*  |  |  |  |
| Pgrm Access | EL 15:AcsSndrdInstrnlPrgm | ER | **EL Access to the Standard Instructional Program:** Procedural guidelines & criteria for placement of ELs in grades 6–12, at all proficiency levels, in the standard instructional program & interventions. |  |  |  |
| Instructional program |  |  |  |
| Interventions |  |  |  |
| Pgrm Sched | EL 15:InstrctnlSchdlng | ER | **EL Instructional Scheduling:** Evidence of EL enrollment in ELD & the standard instructional program. *Provide a master or daily schedule for all sites under review. In addition, provide 3 redacted transcripts or schedules with current ELP level, for each secondary site under review.* |  |  |  |
| Master schedule |  |  |  |
| Transcripts (redacted) |  |  |  |
| Stdnt Progress Mntrng | EL 15:StdntPrgrsMntrng | ER | **EL Student Progress Monitoring:** Description of progress monitoring & support services implemented for ELs in the standard instructional program. *Provide a description & three redacted samples from each site under review of individual EL student progress monitoring that includes interventions & objectives for exiting intervention programs.*  |  |  |  |
| Description of intervention |  |  |  |
| EL student progress monitoring (include interventions & objectives for exiting) |  |  |  |
| PgrmDiffrtiation | EL 15:LngInstrctnCrCntnt | ER | **Language Instruction in the Standard Instructional Program:** Descriptions of how instructional strategies & materials in the standard instructional program classes are differentiated for ELs at different grade levels. |  |  |  |
| Design & Implmntion | EL 15:LngInstrctnCrCntnt | 15.0 | Academic instruction for ELs in grades TK–12 must be designed & implemented to ensure that ELs meet the LEA’s content & performance standards for their respective grade levels within a reasonable amount of time. Academic instruction may be facilitated by the SBE EL Roadmap policy. |  |  |  |
| Stdnt PgrmAccess | EL 15: AcsSndrdInstrnlPrgm | 15.115.1(a)15.1(a)i | Each LEA must ensure that ELs in middle & high school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following:Enrollment in the standard instructional program, which, at a minimum consists of:Core curriculum courses (reading/language arts, mathematics, science, & history/social science) |  |  |  |
| 15.1(a)ii | Courses required to meet state & local high school graduation requirements,  |  |  |  |
| 15.1(a)iii | Courses required for middle school grade promotion; |  |  |  |
| 15.1(b) | Enrollment in a full course load of courses that are part of the standard instructional program, & |  |  |  |
| 15.1(c) | Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses. |  |  |  |
| Stdnt PgrssMonitring | EL 15: StdntPrgrsMntrng | 15.2*(see ER for details)* | Each LEA must monitor student academic progress & provide additional & appropriate educational services to ELs in grades TK–12 for the purposes of overcoming language barriers in each subject matter.  |  |  |  |
| Actions to overcome content academic barriers must be taken before the deficits become irreparable. |  |  |  |