



District:

School:

1. On which educational theory are the EL services and program options based?
2. What are the resources needed to effectively implement the chosen program?
3. Does the school have qualified staff to implement the chosen program?
4. How are placement in a particular EL program and the provision of EL services informed by a student's English proficiency level, grade level, and educational and language backgrounds?
5. Are EL services and programs provided to all eligible ELs, regardless of scheduling conflicts, grade, disability, or native language?
6. Does the chosen EL program include instruction aligned to the state ELP standards and grade-level content standards?
7. Are there measurable goals for English language proficiency for all ELs through the chosen language models and is everyone involved in supporting these students on board with these goals?
8. Do the EL services and programs provide ELs in all grades with equal opportunities to participate meaningfully and equally in all of the schools' curricular and extracurricular programs?
9. Are EL services and programs designed to provide more intensive instruction for ELs who are the least proficient in English?
10. Are ELs at the highest levels of ELP and Long Term ELs continuing to receive EL services until they have exited from EL services and programs?
11. Are there additional EL services and programs available for ELs who have not made expected progress despite extended enrollment in the EL program (i.e. LTELs)?
12. What criteria is being used to evaluate its program and determine if it is meeting its goals?

For example:
 - a. Are there processes and criteria in place to monitor ELs in and across programs in both academic content and ELP?
 - b. Is there a process for modifying or replacing the EL program if data shows that students are not making expected progress within a reasonable period of time?
 - c. Is there a process for monitoring ELs after exiting the program?