



*"The future belongs
to the educated"*

TRACY UNIFIED SCHOOL DISTRICT

DISTRICT MASTER PLAN FOR SERVICES TO ENGLISH LEARNERS

*Approved by the
District English Learner Advisory Committee – May 19, 2008
TUSD Board of Education – June 10, 2008
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Tracy Unified School District

Master Plan for Services to English Learners

Introduction: The Tracy Unified School District is committed to meeting the educational needs of all children with quality instructional programs. The English Learner programs are designed to help children develop English language proficiency as rapidly as possible while still maintaining their cultural identity, ensuring acquisition of skills and knowledge necessary for success in academic courses taught in English. All English Learners shall be provided explicit instruction designated to develop proficiency in listening, speaking, reading and writing in English until they are reclassified as Fluent English Proficient (FEP). For those choosing a Spanish bilingual program, the option is available to English Learners in Kindergarten through fifth grade. These students will have access to the core curriculum through their primary language.

Purpose: The District Master Plan for Services to English Learners has been revised in order to provide the educational staff and community up to date information regarding the legal requirements for English Learner programs including: English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and the primary language option. This plan explains and guides the placement, assessment, reclassification, and monitoring practices for English Learners. It addresses the programmatic needs of staffing, staff development, parent involvement committees, and implementation of instruction and curriculum. A common understanding of goals, definitions and procedures helps to ensure that English Learners receive consistently implemented services designed to meet their linguistic and academic needs.

The current plan was developed through the joint efforts of staff including members of the district English Language Development Steering Committee, district and site administrators and submitted for comment and approval to the District English Learner Advisory Committee (DELAC) during the spring of 2008. This plan was updated in July 2011 to reflect changes in language based on the December 2010 CPM instrument. Updates were also made to district processes and documents revised since 2008.

I. PROGRAM GOALS

The goal of English language development/cross-cultural education in the Tracy Joint Unified School District is to provide for the linguistic, academic, and cultural needs of English Learner (EL) students in order to insure their success in:

- Achievement of communicative and academic competence in English.
- Achievement of those academic skills necessary to further their cognitive development and proficiency in meeting the State and District standards
- Completion of requirements necessary for graduation from high school, including passing the California High School Exit Exam (CAHSEE)
- Achievement of the understanding and competencies necessary for effective participation as members of a multicultural society.
- Development of a positive self-concept.
- Preparation for post-secondary education and/or successful entrance into the job market upon graduation from high school.

The goal is based on research findings which demonstrate that:

- English language development instruction is an essential and integral part of a well organized program for English Learners.
- Structured and sequential development of communicative competence can be best furthered through the use of language the student understands.
- Understanding the multi-cultural nature of American society is vital for all since the world-view, values, traditions and lifestyles of students affect perceptions, cognition and learning styles.

Therefore, English Learner education in the Tracy Joint Unified School District will be directed to the attainment of the District's general educational goals in a manner consistent with federal and state regulations and with District policies.

Parent Notifications in Primary Language (CPM II-EL 8)

When 15 percent or more of student enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.

II. PARENT PARTICIPATION

A. The District English Learner Advisory Committee (DELAC) (CPM I-EL1, I-EL3)

1. The committee shall consist of duly elected representatives from all K-12 schools in the district that have an enrollment of 21 or more EL students. Representatives from the schools shall be elected by the site English Learner Advisory Committee (ELAC).
2. The majority of the members of the DELAC shall be parents of EL students *and* not employed by the District.
3. The committee shall meet at least four times per school year. The date of the first meeting shall be determined by the Director of Curriculum, Accountability and Continuous Improvement. Subsequent meetings shall be set by the Committee.
4. The Committee shall follow established by-laws that set forth officers, procedures, and other necessary requirements.
5. The purpose of the Committee shall be to advise the District Administration and Governing Board regarding:
 - Development and any necessary revision to the district's master plan for educational programs and services for English Learners.
 - Conducting a district-wide needs assessment on a school-by-school basis
 - Establishment of District English Language Learner goals and objectives
 - Development of any plan to ensure compliance with any applicable teacher and instructional aide requirements
 - Administration of the annual language census (R-30)
 - Review and evaluation of the district's reclassification procedures
 - Review and evaluation of written notification of annual assessment and program placement to parents
 - Review and evaluation of monitoring of RFEP students.

B. School English Learner Advisory Committee (ELAC) (CPM I-EL2)

1. Each school with 21 or more EL students shall establish a School English Learner Advisory Committee. The parents of EL students may, by majority vote of those present at the meeting, designate the School Site Council to represent EL students in lieu of the ELAC. In either case, parents of English learners must constitute at least the same percentage of the committee as their children represent of the student body. This designation must be renewed annually.
2. At sites where an ELAC is established, the committee shall establish by-laws that set forth officers, procedures, and other legal requirements as listed below.
3. The purpose of the ELAC shall be to advise the principal and staff regarding:
 - The development of a school plan for English language acquisition as part of the overall school plan submitted annually to the Governing Board
 - Conducting a schoolwide needs assessment.
 - Administration of the school's language census (R-30)
 - The development of a parent information and education program for parents of EL students including the importance of regular attendance.
4. Each site shall maintain records of the agendas and minutes of all ELAC meetings. (A template for ELAC meeting minutes is provided in the appendix.)

III. INITIAL IDENTIFICATION and PLACEMENT

A. Initial Identification (CPM II-EL 5 – 5.1, 5.2, 5.3)

1. All parents are required to complete a “Home Language Survey” form as part of the registration form. If any language other than English is indicated for questions 1-3, a copy of the registration form will be provided to the site CELDT Coordinator or other staff member as designated by the Principal. Note: In the event there is more than one HLS in the student’s cum file, the original HLS should be the one used and entered into Aeries.
2. The site CELDT Coordinator or other staff member as designated by the Principal, contacts the student’s previous district for CELDT test results. If none are available within 30 calendar days, the site ELD Coordinator or designee will test the student using the required form of the California English Language Development Test (CELDT).
3. If the only other than English language response is for question #4, the student may be considered equivalent to an English Only (EO) student, and no assessment would be needed. However, the CELDT Coordinator may determine assessment is needed at a later time if the classroom teacher(s) believes student learning is impacted by the other language.
4. Students who are designated EL shall be assessed in the areas of speaking and listening, in their primary language within 90 days of being so designated where no record of such previous assessments is available. For students whose primary language is Spanish, the IPT test shall be used. For other languages, schools will use the district’s Informal Primary Language Assessment (See Appendix)
5. If the assessment indicates that the student is not fluent in English, he/she shall be designated EL (English Learner) a further assessment must be made as to whether the student has “reasonable fluency”. Students designated as English Learner shall receive appropriate services as described in section IV. Instructional Programs.

Criteria for determining English Learner Status:

- Student’s overall CELDT level Intermediate or below
- Or • Student’s overall CELDT score is Early Advanced or Advanced
- But • One or more skill areas on CELDT is below Intermediate

Criteria for determining “reasonable fluency” in English:

- Student’s scoring beginning, Early Intermediate or intermediate on the overall CELDT have less than reasonable fluency in English.
 - Students scoring Early Advanced or Advanced have reasonable fluency in English but do not meet criteria for reclassification. Students at the higher Intermediate levels may be identified as having reasonable fluency
6. If the assessment indicates that the student is fluent in English, he/she shall be designated as FEP (Fluent English Proficient) and placed in the regular program. Students may be classified as initially fluent if they meet the fluent criteria upon initial assessment. Such students are designated as F in Aeries. Students who were initially designated as English Learners may be reclassified as fluent once they meet the fluent criteria. These students are designated as R in Aeries. Fluent English proficient students do not receive any special services.

Criteria for determining Initial Fluent English Proficient Status (IFEP):

- Student's overall CELDT level is Early Advanced or Advanced
- And
- Each skill area on CELDT is Intermediate or higher
 - A student may be classified as IFEP if the student's overall score is in the upper end of Intermediate and other data are taken into consideration including other test scores, report card grades, input from parents/teachers.

7. Student Data Entry

- a. The Attendance Clerk/Registrar enter information from student registration form for ALL students, including:
 - all 4 questions from the Home Language Survey on the language screen in Aeries
 - Birth country (including English Only)
 - US school entry date if birth country is other than US or the home language survey indicates a language other than English (mm/dd/yyyy).

Please note: if the response to a HLS questions shows more than one language on a line, enter the language other than English. If both languages listed are other than English, enter the first language listed.
- b. Enter the appropriate language in the Home Language Field on page 1 of Student Screen. Enter the "other" language from the HLS questions 1-3. (If the only place a language other than English appears is on question #4, enter English as the Home Language unless directed otherwise by the CELDT Coordinator.)
- c. In the language fluency field, students with a language other than English will be tagged as P (pending) until the CELDT coordinator verifies the status or assesses the student. All other students (those with only English on the first three questions of the HLS) will be tagged as E (English Only).

If a student is designated as IFEP, the date they are identified must be entered in the IFEP Date field of the Language screen at the time the language fluency is changed from P to F.

If a student is designated as an English Learner, the Program Start Date (the date the student began to receive services) must be entered in the language screen at the time the language fluency is changed from P to L. The Services Received code must also be entered at this time.

B. English Learner Parent Notification (CPM II-EL5-5.4, 5.5)

1. When informing the parents regarding the results of the initial assessment, the school will provide them written information in English and, whenever possible in their primary language, the following information:
 - results of the initial assessment
 - if appropriate, placement in an English Language Development program including the following information:
 - instructional goals of the program
 - academic content of the program
 - parent's rights to visit the program
 - parent's rights to request an alternative program placement for their child
 - parent's right to participate in site English Language Advisory Council (ELAC)
2. Parents/guardians of English Learners shall be notified not later than 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program) of their child's initial English-language and primary-language proficiency results, their child's language designation, English proficiency level, program placements, program options, and exit criteria. (A matrix of program services is provided in the appendix and is described in detail in section VI.)
3. A copy of the parent notification form is to be placed in the EL folder within the student's CUM folder

IV. ANNUAL ASSESSMENT and RECLASSIFICATION

A. Annual Assessment and Evaluation of Students (CPM II-EL5-5.6, 5.7, 5.8)

1. Each English learner is annually assessed for English language development and academic progress. The CELDT assessment is used to assess English language development. (Note: in the event an EL student was not assessed the prior year, the CELDT test shall be marked as “initial” as the testing contractor does not recognize a test as “annual” unless there are prior year scores. If the student qualifies as fluent, the re-classification procedures should be followed as the student was initially identified as an English Learner.) Academic progress is assessed using state assessments (CST, STS, CAHSEE) as well as district assessments and grades.
2. English Learners with disabilities will be assessed using accommodations, modifications or alternate assessments for the CELDT as specified in the student’s individualized education plan (IEP) or 504 Plan.
3. EL students shall participate, when appropriate, in all district required assessments to measure achievement in academic content areas. Such assessments may be given in the student’s primary language when instruction is in the student’s primary language.

B. Parent Notification for Annual Placement and Assessment Results (CPM II-EL 5.9)

1. Parents of English Learners must be informed each fall of student language designation, English proficiency, program placement, and exit criteria.
2. Official CELDT results are sent to parents within 30 days following receipt of the results from the test contractor.

C. Reclassification of Students (CPM IV-EL14)

The CELDT coordinator or principal’s designee will monitor students for re-classification at least annually. The Office of Curriculum, Accountability and Continuous Improvement will provide schools with data reports of potential EL students for reclassification at least annually.

A site Language Appraisal Team, usually made up of an administrator, the ELD or language arts teacher, a counselor, the parent and the student, makes the determination regarding reclassification of English Learner students. The CELDT is one of four assessment measures which will determine if the student is to be Reclassified Fluent English Proficient (RFEP) All information on actions taken is to be documented and placed in the EL folder in the student’s CUM folder and updated on Aeries annually prior to March 1 (the Language Census R-30 date). The TUSD Language Skills Appraisal for Reclassification of English Learner Students is used to document reclassifications.

1. Process for reclassification:

- a. **Assessment of English Proficiency:** The student cannot be Reclassified FEP (RFEP) based on the CELDT scores data alone. A student must have an overall score of Early Advanced or Higher on the CELDT test and a score of Intermediate overall or higher on all subsections (Listening, Speaking, Reading and Writing). This is the first piece of evidence to be used in the process. Students who fail to meet these criteria should **not** be reclassified unless there is strong evidence to suggest that CELDT score is **not** an accurate reflection of the student’s true English Fluency Level.

- b. **Performance in Basic Skills:** The student’s California Standardized Test (CST) of English Language Arts and Math must be at least B = Basic, P = Proficient or A = Advanced. (Scale score should be 325 or higher indicating they are at least strong Basic) For students in grades 11 or 12 a passing score on CAHSEE (ELA and Math) may be used in lieu of CST.
- c. **Teacher Evaluation of Student Performance:** The student should have scores of 3 = At Level or 4 = Above Level on at least 70% of the district Language Arts and Math Assessments (K-8). At grades 6-12, students should be receiving a “C” grade or higher in his/her CORE academic classes.
- d. **Parent consultation:** A conference with the parent needs to take place to share the student’s Language Skills Appraisal and intent to reclassify. The parent is informed that the student will be monitored for continuous academic progress for two years following reclassification. The parent’s opinion, suggestions and agreements are part of the documentation. This conference can be held by telephone or in person, but parent consultation must be part of the process.

If a student meets all criteria and the parent and teacher(s) agree, then a student may be re-classified to Fluent English proficient.

2. Steps to document reclassification

- a. Complete Reclassification paperwork including parent conference.
- b. Update Student CUM
 - 1) Sticker change. (from red dot for EL to green dot for RFEP)
 - 2) File reclassification paper work in the EL folder.

- c. Data Entry into Aeries (completed by the CELDT coordinator or other staff member as designated by the Principal)
 - 1) Language Fluency Tag needs to be changed from L to R
 - 2) Reclassification date needs to be entered on the Language screen.
 - 3) The Program End Date must be entered on the Language screen
 - 4) The Services Received code should be removed.

D. Monitoring of Reclassified FEP Students (CPM IV-EL 14.2)

Students who have been reclassified (R) must be monitored annually for at least two years to ensure correct classification, placement, and additional academic support, if needed. During the first year students will be monitored each grading period (trimester or quarter) Schools will use the TUSD Monitoring of Fluent English Proficient Students forms to document monitoring. Copies of these forms will be maintained in students cum folders

The following data will be reviewed to ensure that newly reclassified FEP students continue to meet the following academic achievement criteria:

- 1. A California Standardized Test (CST) performance level for English Language Arts and Math of at least B = Basic, P = Proficient or A = Advanced. (Scale score should be 325 or higher indicating they are at least strong Basic). For students in grades 11 or 12 passing CAHSEE scores for ELA and Math may be used in lieu of CST.
- 2. Scores of 3 = At Level or 4 = Above Level on at least 70% of the district Language Arts and Math Assessments (K-8)
At grades 6-12, students should be receiving a “C” grade or higher in his/her CORE academic classes.

The date and status of the each monitoring for years 1 and 2 must be entered on the Language Screen of Aeries as soon as reasonably possible following the monitoring date. For the Code use Y for Yes, student continues to meet criteria or N for No student no longer meets criteria. If a student continues to meet the academic achievement criteria, no additional steps are needed.

RFEP students who are having difficulty in the core curriculum will have access to additional academic support through the services offered at the site to all students who are not meeting standards

RFEP Monitoring Procedures

The Office of Continuous Improvement provides lists of RFEP students who need to be monitored (those identified or reclassified within the previous 24 months). This list will include assessment data from the prior year including CST and CAHSEE scores

The EL Coordinator will review the list to identify students needing monitoring and inform the classroom teacher whether the student requires interim monitoring (for the first year following reclassification) or annual monitoring (for the second year following reclassification).

Year 1 Interim RFEP Monitoring

1. When a student is reclassified, the Year 1 FEP monitoring form will be provided to the classroom/core teacher (K-8) or the English teacher (9-12). The classroom/Core/English teacher will review the progress of students at two interim points – usually the end of the two subsequent trimesters or quarters.
2. The teacher will analyze data including, but not limited to the following to determine if the student is progressing satisfactorily:
 - Grades/report card
 - District or site assessments
 - Class work/Class assessments
 - Parent input
3. The teacher will indicate the progress on the interim monitoring form. Once complete, the dates of monitoring will be documented in Aeries and the form will be filed in the student's cum folder.

Year 2 Annual Monitoring of FEP students

1. The site EL Coordinator prepares the FEP Monitoring form on each FEP student
2. The site EL Coordinator reviews the FEP monitoring form with the classroom teacher or core teacher (gr. K-8) or the English teacher (gr. 9-12).
3. If the FEP student is progressing satisfactorily, the EL Coordinator files the FEP Monitoring form in the EL folder in the student's cum.
4. If the FEP student is not progressing satisfactorily, the EL Coordinator will confer with the classroom/core teacher (K-8) or the English teacher (9-12) to recommend appropriate interventions.

V. STAFFING and PROFESSIONAL DEVELOPMENT

A. Staffing (CPM V-EL15)

The district takes all reasonable steps to ensure that teachers assigned to provide ELD or access to core curriculum instruction for English learners are appropriately authorized. The district also takes all reasonable steps to provide fully credentialed bilingual teachers for designated bilingual programs.

Teachers of English Learners (EL) must hold one of the following credential documents indicating a CTC (Commission on Teacher Credentialing) approved EL teaching authorization for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language:

1. A CTC (Commission on Teacher Credentialing) EL teaching authorization (CLAD or BCLAD credential (including Intern, Emergency and Short Term Staff Permits or equivalent).
2. A CTC credentialed teacher with an SB2913 (SB1969 or SB395) Certificate of Completion of Staff Development or a Teacher in Training for such.

The Director of Curriculum, Accountability, and Continuous Improvement shall be responsible for the overall coordination of services to English Learners. A designated CELDT coordinator at each school site, working in conjunction with the site administrator, oversees the assessment and documentation of English Learners for that site.

B. Professional Development (CPM V-EL 16)

The district provides staff development for its staff that includes articulation among programs, grade levels, and sites. Staff development includes updates on new curriculum materials, effective instructional strategies for English Learners, and information regarding research on language acquisition and development. For staff development the district utilizes qualified district or site personnel and county staff.

Schools will provide opportunities for their staff to develop a greater understanding of teaching English Learners through the sharing of best instructional practices at faculty, department, and grade level meetings.

The Educational Services Department provides ongoing professional development opportunities for personnel who work with English Learners to aid in understanding CELDT assessment results, understanding and implementing the ELD standards, and understanding and implementing research-based effective instructional practices for English Learners.

Site level administrators are trained in the requirements for education of English Learners and in appropriate methodologies including how to evaluate teachers of English Learners in SDAIE and ELD techniques. This training is provided at regularly scheduled meetings as approved by the Assistant Superintendent of Educational Services.

VI. INSTRUCTIONAL SERVICES

(CPM VII-EL 20 & 21)

A. Instructional Settings

All instructional program designs for English Learners will include:

1. English Language Development	
2. Access to Core Curriculum	
<u>English Language Programs:</u> a). Structured English Immersion (for students with less than reasonable proficiency in English) b). English Language Mainstream (for students with reasonable proficiency in English)	<u>Alternative Programs</u> (c) Bilingual Education Program <ul style="list-style-type: none"> An alternative program will be provided when there are 20 students per grade with approved waivers Alternative programs will be offered at designated school sites.
3. Structured activities designed to develop multicultural competence and self-esteem.	

Note: English Learners, who are also identified as learning disabled students, will be assigned according to their individualized education plan (IEP).

1. English Language Development:

- All English Learners are required to receive ELD instruction from a credentialed teacher and/or a paraeducator supervised by a credentialed teacher with appropriate authorization for delivering such instruction. ELD instruction is designed to develop proficiency in English as rapidly and effectively as possible. Such instruction provides opportunities to develop English language proficiencies of listening, comprehension, speaking, reading and writing, in order for students to succeed academically and socially in the mainstream. Students at Intermediate through Advanced stages of English language proficiency are instructed in academic English including developing grade level equivalent skills in reading and writing.
- The minimum recommended time for ELD instruction is thirty minutes daily (or the equivalent) in grades 1-5 and at the middle and high school levels one to two periods per day. The minimum recommended time for ELD instruction at Kindergarten is fifteen minutes daily. ELD is considered core curriculum for all English Learners. All sites are provided with annually updated proficiency scores from the CELDT so that teachers can deliver ELD instruction at the students' appropriate level of proficiency.
- English Learners' progress in English Language Development is monitored throughout the year using curriculum-based assessments.
- Tracy Unified School District has adopted supplemental materials to support ELD instruction. Santillana is used in grades K – 5, except in the bilingual program where Avenues is the adopted supplemental material. Shining Star is used in grades 6-9 and Visions is used in grades 9-12.

2. Opportunity and Equal Educational Access (CPM VI-EL 17)

Program Placement Options for English Learners:

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion**
Early Intermediate		
Intermediate		
Early Advanced	Reasonable fluency	English Language Mainstream**
Advanced		
		Other Instructional Setting as per IEP

**Or an Alternate Education Program with approved Parental Exception Waiver

All students are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. ELs placed in Structured English Immersion will be placed in an English Language Mainstream program at any time during the school year if the parent/guardian so requests. Such requests shall be made using the TUSD Parental Requests for a Change In Program Placement form. (see Appendix)

a) Structured English Immersion (SEI) – English Language Program

- Structured English Immersion is designed for students with less than reasonable proficiency in English, which includes students at the Beginning to Early Intermediate levels of English (CELDT Levels 1-Beginner, 2-Early Intermediate and low 3-Intermediate). Primary language support can be provided for clarification purposes and explanation of concepts.
- Structured English Immersion is a process in which nearly all classroom instruction is in English and the curriculum and presentation are designed for students who are learning the language. Instruction is in English with special strategies and materials for students learning English.
- The goal of the SEI process is the development of a reasonable level of proficiency in English by the EL students. The learning of English is the focus of the program and core subject areas (language arts, social studies, science, math) are used as a means to teach English. The curriculum used for ELD under Structured English Immersion may replace the adopted ELA curriculum.

b) English Language Mainstream Program

- The Mainstream English program is designed for EL students who have attained a “good working knowledge (also defined as reasonable fluency) in English, identified *as a* level of high Intermediate (or above) proficiency in English (CELDT levels high 3-Intermediate to 5-Advanced).
- The content in a Mainstream English class is based on State Content Standards and the learning of this content is the primary focus with the continued acquisition of English language as a by-product.
- The teacher is responsible for ensuring that the students receive core curriculum through the use of Specifically Designed Academic Instruction in English (SDAIE) strategies. SDAIE is modified instruction using strategies, materials, and techniques to make the district’s rigorous academic core curriculum accessible to English Learners.
- The goal of the program is to prepare the students for Reclassification as Fluent English Proficient (RFEP).

c) Alternative Program - Bilingual Education Program

- Parents may petition a school to provide instruction in the student’s native language or be allowed to transfer to a public school in which such a class is offered if the child meets the criteria for a waiver. An alternative program will be provided when there are 20 students per grade with approved waivers
- Students in a Bilingual Education Program receive daily English language development including speaking, writing and reading as well as primary language instructional support to sustain academic achievement in required course content areas.

- The content in a Bilingual Education Program is based on State Content Standards and the learning of content is a primary focus. Primary language versions of district adopted curriculum will be used.
- The quantity of instruction provided in the primary language will decrease as students move through the grades and acquire English. The district Bilingual Program matrix is provided in the Appendix

Alternative Program: Parental Exception Waiver Process (CPM VI-EL18)

1. The TUSD is responsible to inform all parents/guardians of the program options and materials and the procedure to obtain a waiver if desired.
2. Each school provides opportunities for parents to become informed of program descriptions and choices.
3. A waiver can be granted under the following circumstances:
 - a. The student is proficient in English as measured by district assessments,
 - b. The child is 10 years old or older and it is the informed belief of the school principal and education staff that an alternate course of educational study would be best for the student,
 - c. The child is determined to have special needs (physical, emotional, psychological, or educational) for which an alternative program would be best suited for the child. The evidence must be prepared in writing by the school personnel and submitted to the Director of Curriculum, Accountability and Continuous Improvement for review by the Superintendent.
4. Guidelines for (c) above: Special Needs
 Upon receipt of the waiver under category (c) above, the principal will convene a committee of educational experts to review the request. The committee will review documentation such as past grades, test scores, psychological records, discipline reports, Student Study Team records, parent input, and other information from past educational experiences. The team will come to consensus on the best instructional program for the student. A written report from the team will be submitted to the principal for action. If the site team does not reach consensus, the case will be submitted to the Director of Curriculum and Special Projects. A District-wide team will then convene to review the case and make a recommendation to the Superintendent. The school notifies the parents of action taken.
5. School personnel will work with parents requesting optional placement to ensure that the appropriate forms are completed.
6. A waiver is required for any student requesting placement in a Bilingual Program
7. A waiver may be submitted at any time for students 10 and older. A waiver sought under the category of "Special Needs" for students under the age of 10 placed in a Sheltered English Immersion Program shall not be granted until the student has been in the program for 30 calendar days.
8. Waivers must be acted upon within 20 instructional days after receipt of waiver.
9. Waivers may be transferred from previous districts of attendance in California within the same school year.
10. Waivers shall be granted unless the school principal and educational staff have substantial evidence that the alternative program requested by the parent would not be best suited for the student.
11. In cases where a waiver is denied, the parents/guardians must be informed in writing of the reason(s) for denial, and advised of the procedures to appeal the decision.

Appeal Procedures

 - (a) Principal holds a meeting with the parent to explain the reason for denial.
 - (b) Principal provides a copy of the denied form to the parent.
 - (c) Principal forwards a copy of the denied waiver to the Director of Curriculum, Accountability and Special Projects
 - (d) Principal informs parents that they may appeal the denial to the local board of education or the court.

d). Other Instructional Setting:

- Students with disabilities may be placed in an instructional program designed to meet the needs of special education students as outlined in their individual educational plan (IEP).

B. Program Structure

1. The Sheltered English Immersion setting is one in which the curriculum and presentation are designed for children who are learning the language and shall consist of:
 - At the elementary (grades K-5) level, students are placed in a regular classroom where their teacher is responsible for the academic success of the student. Additional assistance may be provided by either a credentialed teacher or a paraprofessional under the direction of a credentialed teacher.
 - At the middle school (grades 6-8) level, students are placed in core classes especially designated as ESL (English as a Second Language) or ELD (English Language Development) and provided the opportunity to receive assistance in their other required and elective classes.
 - At the high school (grades 9-12) level, students are placed in ELD (English Language Development) courses and/or other appropriate courses and be provided the opportunity to receive assistance in their other required and elective courses.
2. The English Language Mainstream setting is one in which the regular adopted ELA curriculum is used and shall consist of:
 - At the elementary (grades K-5) level, students are placed in a regular classroom where the teacher has an appropriate EL authorization and uses SDAIE techniques to ensure the academic success of the student. Additional assistance may be provided by either a credentialed teacher or a paraprofessional under the direction of a credentialed teacher.
 - At the middle school and high school (grades 6-12) level, students are placed in regular core, higher level ELD, and/or English classes in which the adopted ELD curriculum is used and where the teacher has an appropriate EL authorization and uses SDAIE techniques to ensure the academic success of the student.
3. The Alternative Program provided in the district is a bilingual education program which shall consist of:
 - At the elementary (grades K-5) level, a magnet program with self-contained classrooms with the program providing for the daily integration in an instructional setting of EL students and students who are native speakers of English.

All Programs will include English Language Development consisting of:

- At the elementary (grades K-5) level, a minimum of thirty (30) minutes of instruction daily provided by a teacher with EL authorization or a paraeducator under the direction of a certificated person with EL authorization. Students may be organized by CELDT level for ELD instruction
- At the middle school (grades 6-8) level, at least one period of ELD based on CELDT level and provided by certificated staff with EL authorization. The period of ELD may be provided through the core ELA class for students with reasonable fluency in English and enrolled in an English Language Mainstream setting.
- At the high school (grades 9-12) level, at least one period of ELD based on CELDT level and provided by certificated staff with EL authorization. The period of ELD may be provided through the regular English class for students with reasonable fluency in English and enrolled in an English Language Mainstream setting.

C. English Learners in Special Education

1. Identification of Special Education English Learners
 - Special Education referrals of English Learners must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom to provide success for EL students experiencing multiple difficulties.
 - Multiple criteria must be used for assessing/identifying students for special education in order to identify educational needs based on disability separate from educational needs based on EL status. Assessment procedures must be valid as described by applicable state and federal law.
 - Assessments must be administered by qualified personnel who are competent in the oral and written skills of the student's primary language and have a knowledge and understanding of the cultural and ethnic background of the student (CA Code of Regulations, Title V, Section 3023).
2. CELDT Testing with Special Education EL Students (and students with 504 plans)
 - The IEP Team should determine which test variations, accommodations, and/or modifications the student will use to participate in the CELDT based on the matrix of allowable testing variations published by the California Department of Education.
 - In order to determine if a student's disability would preclude him or her from taking any or all domains of the CELDT (with or without variations, accommodations, and/or modifications) the IEP Team will use the Participation Criteria for Alternate Assessment (see Appendix). If the IEP team determines that an alternate assessment is appropriate. They must also determine which alternate assessment(s) is needed for the domain(s) of the CELDT that a student is unable to take.
 - The IEP or Section 504 Plan must specify exactly how and for what domain(s) of the CELDT that test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. Any alternate assessment(s) the student will use must be identified in the IEP and the domain(s) of the CELDT the alternative assessment(s) is replacing must be noted. The IEP should also include a notation of how the student's disability precludes the student from taking any or all sections of the CELDT. The use of accommodations, modifications or an alternate assessment must be indicated on the CELDT test booklet/answer document.
3. Special Education EL students will receive appropriate instruction in their classroom placement as determined by their IEP (Individualized Education Plan.) The IEP will include linguistically appropriate goals and objectives including, when appropriate, use of the student's primary language. The IEP will also specify the services required including goals and objectives for ELD instruction that are aligned with the ELD standards. At least one member of the IEP team must possess a CTC approved EL authorization.
4. Teachers providing instruction in the district's core curriculum to special education English Learners will be properly certified.

D. Ongoing Plan for Overcoming Academic Deficits

Each school in the district receives an allocation from EIA-EL funds for the purpose of providing supplemental educational services for English Learners. Schools will earmark these funds for educational services which help EL students overcome language barriers, and to help them recoup any academic deficits, which may have been incurred in the core curricular areas as a result of language barriers.

The district employs multiple measures to monitor student progress. The TUSD Expected Achievement Chart outlines a reasonable timeline for English Learners to demonstrate academic success based on the level of English proficiency at enrollment and the number of years in the English Learner program. Annually the Office of Curriculum, Accountability and Continuous Improvement provides schools with a report on the performance of English Learners to determine if each student is on-target for meeting expectations (see TUSD EL Expected Achievement in Appendix) Students are expected to demonstrate expected achievement in the following areas:

- CELDT (Students are expected to gain one level on overall CELDT each year, though remaining at the intermediate level for 2 years is allowed)
- District Assessments in Math (scores from prior school year) and District Assessments in ELA (scores from fall term – quarter or trimester - of current year) – expected percent proficient based on chart.
- CST in Math and CST in ELA (scores from prior Spring testing – expected proficiency level based on chart)
- Academic grades of C or better in English and Math (from last grading period)
- CAHSEE in Math and ELA

English Learners will be monitored annually in the fall to determine if they are making the expected progress based on their years in the program and CELDT level from the prior year.

When students do not meet expected proficiency growth in English or are sustaining deficits in content areas, a Plan to Overcome Academic Deficits will be developed and followed. They may be provided with the following support:

- Classroom interventions to support academic deficits
- Before, during and/or after school tutorials
- Intersession/Summer School

APPENDIX

Assessment

- Informal Primary Language Assessment Form
- Participation Criteria for Alternate Assessment

Parent Notification Forms

- Parent Notification of Initial Assessment/Placement
- Parent Notification of Annual Assessment/Placement

English Learner Services Charts

- Initial Identification Flowchart
- Reclassification Flowchart
- Program Services Chart
- Parental Request for a Change in Program Placement
- Alternative Program Chart - Bilingual Program at South/West Park Elementary
- Parental Exception Waiver Form
- Written Description of Special Needs

Monitoring Forms

- ELAC Minutes Template
- English Learner Monitoring (Elementary and HS versions)
- Plan for Overcoming Academic Deficits
- EL Expected Achievement Chart
- Reclassification Form – Language Skills Appraisal
- RFEP Monitoring Year 1
- RFEP Monitoring Year 2
- Principal's EL Checklist



"The future belongs to the educated"

Tracy Unified School District
1875 W. Lowell Ave. Tracy, Ca. 95376

Informal Primary Language Assessment
(for primary languages other than Spanish)
(revised 5/10/2010)

Dear Parent:

Your child recently enrolled in the Tracy Unified School District. When you filled out the Home Language Survey, you indicated that you, your child, or someone in your home spoke a language other than English. We have tested your child to determine his or her skills in English, and we would like to know more about your child's skills in your home language.

Child's name: _____ Grade: _____

School: _____ Date: _____

Reported Home Language(s)/Dialect(s): _____

Please circle or write in your answer:

Speaking and Understanding

How much does your child understand in his or her home language?

Very little	Some	Most	Everything
1	2	3	4

What percentage of time **do you speak** your home language to your child?

0% 25% 50% 75% 100%

What percentage of time **does your child speak** your home language?

0% 25% 50% 75% 100%

Reading and Writing

Please check the line that best describes your child's ability to **read** in the home language.

_____ Does not read it _____ Reads it a little _____ Reads it well

If they read in the home language, what do they read?

- _____ Books (appropriate to their age)
- _____ Magazines
- _____ Newspapers
- _____ Other: _____

Please describe your child's ability to **write** in the home language:

_____ Does not write in it _____ Writes in it sometimes _____ Writes in it well

Does your child write letters or messages to friends or relatives in the home language? Yes No

School Experience

If you came to the United States from another country, did your child attend school in that country?
Yes No

If "No", was your child taught to **read** in the home language at home? Yes No
Was your child taught to **write** in the home language at home? Yes No

If "Yes", how many total years did your child attend school in that country? _____

Describe your child's school attendance in your home country (select one):

- _____ Attended regularly with few absences
- _____ Attended most of the time with some absences
- _____ Did not attend regularly or had many absences

Describe your child's school performance in your home country (circle one)

Poor/below average Good/Average Excellent/Above Average

(Please provide a copy of a recent grade report if available.)

Parent/Guardian signature

Date

* * * * *

Please complete and return this form as soon as possible to your child's school.

If you have any questions about this form, please call [ADD NAME, POSITION] at your child's school at [ADD TELEPHONE NUMBER].

Thank you for your cooperation.

For School Use Only:

Determination of Primary Language (L1) Proficiency

L1 Oral Proficiency: Not Proficient Limited Proficiency Fully Proficient

L1 Literacy: Not Proficient Limited Proficiency Fully Proficient

Comments:

School Official Name/Title

Signature

Date

This completed form is to be placed in the student's EL folder in their cum.

(rev 5/10/10)



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1875 W. Lowell Ave. Tracy, Ca. 95376

Participation Criteria for Alternate Assessments for students with an IEP

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in one or more parts of the California English Language Development Test (CELDT) even with test variations, accommodations, and/or modifications. In order to assist an IEP team in determining whether a student should use alternate assessments, the criteria below should be considered. (from: CELDT Planning for Students with Disabilities, Aug. 2009 CDE)

Circle "Agree" or "Disagree" for each item: If the answer to one or more of the criteria is "Disagree," the team should consider including the student in the CELDT with the use of any necessary test variations, accommodations, and/or modifications.

- | | | |
|--------------|-----------------|---|
| Agree | Disagree | The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments. |
| Agree | Disagree | The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student's learning objectives and expected outcomes focus on the functional applications of the general curriculum. |
| Agree | Disagree | The student cannot take the CELDT even with test variations, accommodations, and/or modifications. |
| Agree | Disagree | The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services. |
| Agree | Disagree | The decision to participate in an alternate assessment is not based on excessive or extended absences. |
| Agree | Disagree | The decision to participate in an alternate assessment is not based on language, cultural, or economic differences. |
| Agree | Disagree | The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities. |
| Agree | Disagree | The decision to participate in an alternate assessment is not based primarily on a specific categorical program. |
| Agree | Disagree | The decision for using an alternate assessment is an IEP team decision rather than an administrative decision. |



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Tracy Unified School District
1875 W. Lowell Ave. Tracy, Ca. 95376

Parent Notification of INITIAL Assessment Results and Program Placement

To the parents of: _____

Date: _____

School: _____

Grade: _____

Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to California law, our school district is required to assess the English and primary language proficiency of your child. These assessments are used to determine appropriate instruction and program placement. This form is intended to notify you of these assessment results; your child's recommended program placement, the program options that are available to your child, and the district's exit (re-classification) criteria.

English Language Assessment Results
California English Language Development Test (CELDT)

	Beginner	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening					
Speaking					
Reading					
Writing					
Overall					

Primary Language Assessment Results (for students designated as EL)

Primary Language: _____	Testing Date: _____
Listening and Speaking	<input type="checkbox"/> Limited Proficient <input type="checkbox"/> Proficient

Based on the results of the CELDT test, your child has been identified as:

- English Learner (EL)** with *less than reasonable fluency in English* and will be assigned to the Structured English Immersion Program*
- English Learner (EL)** with *reasonable fluency in English* and will be assigned to the Mainstream English Program*
- Fluent English Proficient (FEP)** student and will be placed in the district's regular core program.

English Learners, who are also identified as learning disabled students, will be assigned according to their individualized education plan (IEP).

Sincerely,

Principal

Date

Please call the school if you would like to schedule a parent conference to discuss English language program options for your child.

***See reverse for descriptions of all program options and exit criteria.**

(copy to be placed in EL folder of Student's Cum.)

page 1 of 2

Program Placement Options for English Learners:

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency	English Language Mainstream**
Early Advanced		
Advanced		
		Other Instructional Setting as per IEP

**Or an Alternate Education Program with approved Parental Exception Waiver

Descriptions of Program Options and Goals for English Learners

- » All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD) and the use of Specially Designed Academic Instruction in English (SDAIE) strategies
- » The goals of all programs are for students to learn English and to meet age appropriate academic standards for grade promotion and graduation
- » There are four program options for English Learners:
 - **Structured English Immersion (SEI):** is for students with less than reasonable proficiency in English. SEI is a process in which nearly all classroom instruction is provided in English, but may be supported with assistance in the student's primary language. Instruction is with special strategies and materials for students learning English. The goal of the SEI process is the development of a reasonable level of proficiency in English.
 - **English Language Mainstream (ELM):** is for students with reasonable proficiency in English. ELM provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional support and appropriate instruction in order to meet the requirements to be reclassified as fluent English proficient (FEP).
 - **Alternative Program (Alt):** A bilingual program for English language acquisition in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. An alternative program will be provided when there are 20 or more students per grade with approved waivers. Alternative programs will be offered at designated school sites. *(Note: California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a parental exception waiver each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, d) is a student under 10 years of age, was placed in a English language program for 30 calendar days, and special needs exist.*
 - **Other Instructional Setting:** provides an instructional program designed to meet the needs of special education students as outlined in their individual educational plan (IEP).

**Parents/Guardians have the right to request
a parental exception waiver for an alternative program.**

A school visitation is required to request a waiver!

Exit (Reclassification) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. The district's reclassification criteria are indicated below.

Required Criteria (State Ed Code)	District Criteria
English Language Proficiency Assessment (CELDT)	Overall score of Early Advanced or higher Subscores of Intermediate or higher
Performance in Basic Skills	Performance level of at least Basic on CST (A score of at least 325 is preferred)
Teacher Evaluation of Curriculum Mastery	Meeting grade level standards in ELA on district assessments or a C or higher in core classes
Parental Opinion and Consultation	Parent opinion

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Tracy Unified School District
1875 W. Lowell Ave. Tracy, Ca. 95376

Parent Notification of ANNUAL Assessment Results and Program Placement

To the parents of: _____ School: _____ Grade: _____ Date: _____

Your child was designated as an English Learner and has received special services in English Language Development for the past year. Each school year English Learners are assessed for English language proficiency. This form is intended to notify you of these assessment results, your child's program placement for the current school year, the program options that are available to your child, and the district's exit (reclassification) criteria.

English Language Assessment Results
California English Language Development Test (CELDT)

	Beginner	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening					
Speaking					
Reading					
Writing					
Overall					

Based on the results of the CELDT test, your child has been identified as:

- English Learner (EL)** with *less than reasonable fluency in English* and will be assigned to the Structured English Immersion Program*
- English Learner (EL)** with *reasonable fluency in English* and will be assigned to the Mainstream English Program*
- English Learner (EL)** and continuing in an Alternative Program – Bilingual Education Program
(A parental exception waiver is on file at the school site.)

English Learners, who are also identified as learning disabled students, will be assigned according to their individualized education plan (IEP).

Sincerely,

Principal

Date

Please call the school if you would like to schedule a parent conference to discuss program options for your child.

Program Placement Options for English Learners:

*See reverse for descriptions of all program options and exit criteria.

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency	English Language Mainstream**
Early Advanced		
Advanced		
		Other Instructional Setting as per IEP

**Or an Alternate Education Program with approved Parental Exception Waiver

Descriptions of Program Options and Goals for English Learners

- » All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD) and the use of Specially Designed Academic Instruction in English (SDAIE) strategies
- » The goals of all programs are for students to learn English and to meet age appropriate academic standards for grade promotion and graduation
- » There are four program options for English Learners:
 - **Structured English Immersion (SEI):** is for students with less than reasonable proficiency in English. SEI is a process in which nearly all classroom instruction is provided in English, but may be supported with assistance in the student's primary language. Instruction is with special strategies and materials for students learning English. The goal of the SEI process is the development of a reasonable level of proficiency in English.
 - **English Language Mainstream (ELM):** is for students with reasonable proficiency in English. ELM provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional support and appropriate instruction in order to meet the requirements to be reclassified as fluent English proficient (FEP).
 - **Alternative Program (Alt):** A bilingual program for English language acquisition in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. An alternative program will be provided when there are 20 or more students per grade with approved waivers. Alternative programs will be offered at designated school sites. *(Note: California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a parental exception waiver each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in a English language program for 30 calendar days, and special needs exist.*
 - **Other Instructional Setting:** provides an instructional program designed to meet the needs of special education students as outlined in their individual educational plan (IEP).

**Parents/Guardians have the right to request
a parental exception waiver for an alternative program.**

A school visitation is required to request a waiver!

Exit (Reclassification) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement.

The district's reclassification criteria are indicated below.

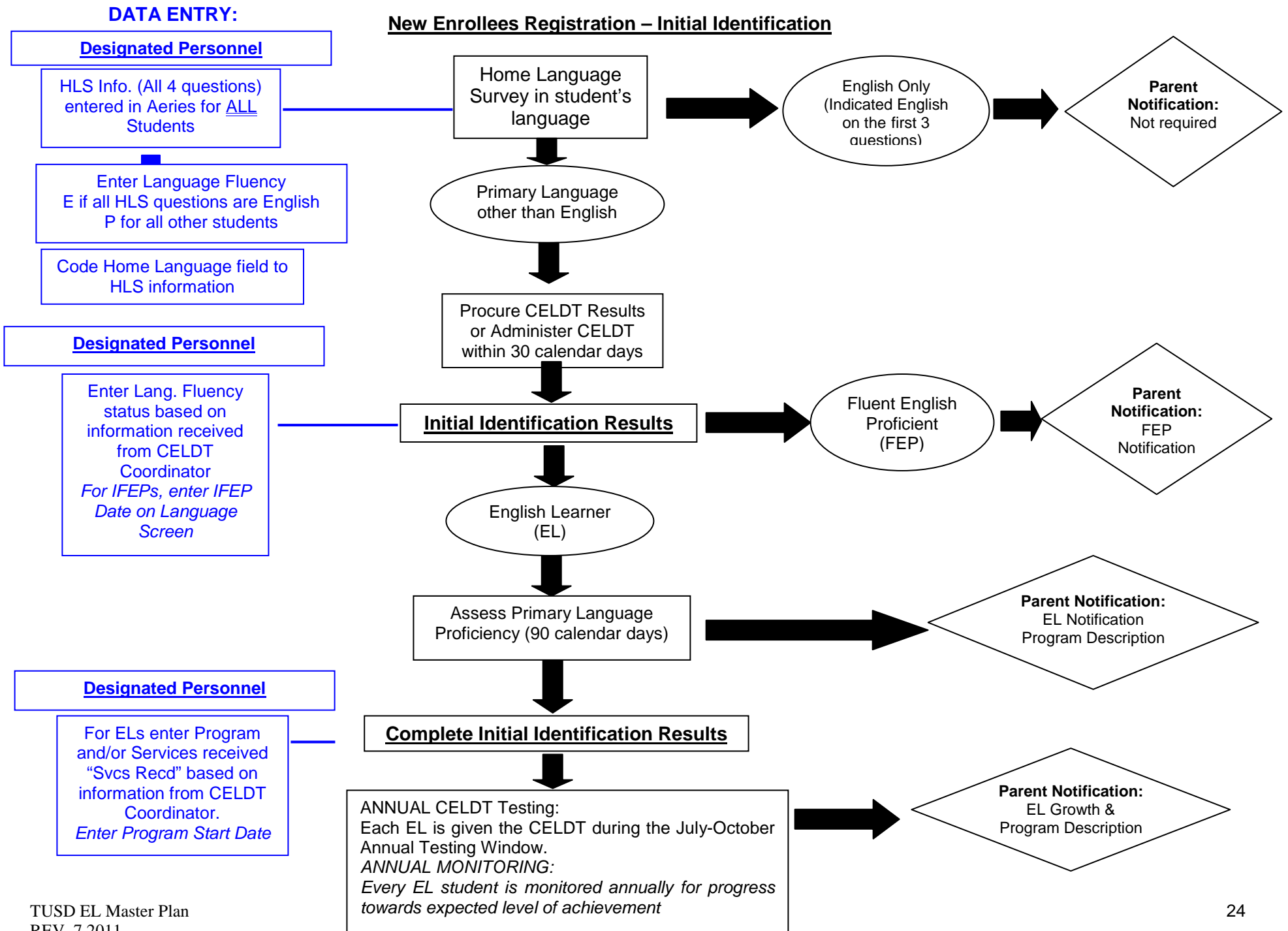
Required Criteria (State Ed Code)	District Criteria
English Language Proficiency Assessment (CELDT)	Overall score of Early Advanced or higher Subscores of Intermediate or higher
Performance in Basic Skills	Performance level of at least Basic on CST (A score of at least 325 is preferred)
Teacher Evaluation of Curriculum Mastery	Meeting grade level standards in ELA on district assessments or a C or higher in core classes
Parental Opinion and Consultation	Parent opinion

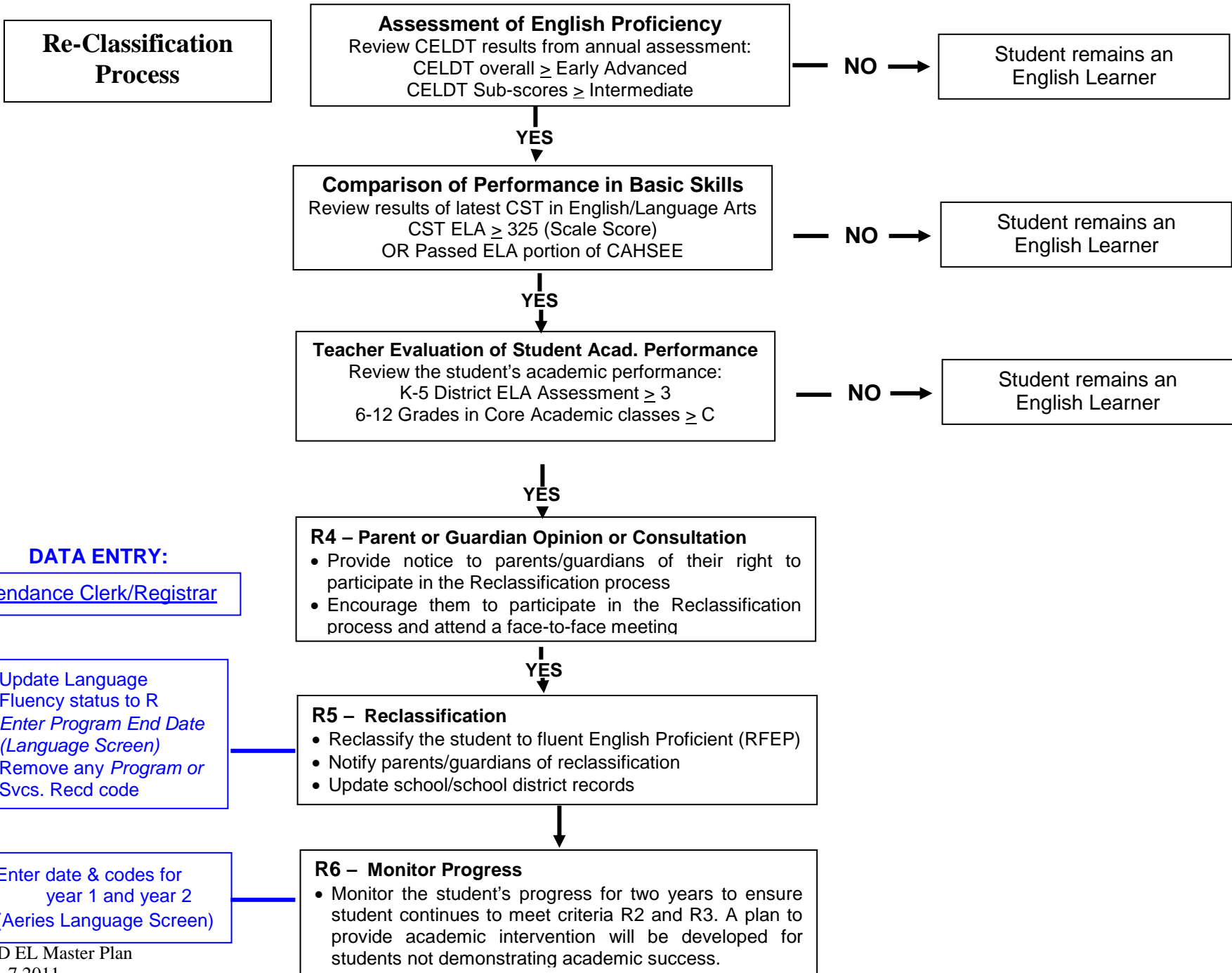
(copy to be placed in EL folder of Student's Cum.)

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rev. 9/08

New Enrollees Registration – Initial Identification





TUSD Program Services Chart

Program Setting (Program – Lang. Screen)	Srvcs Rcvd	Services Received (Srvcs Rcvd) (Based on CLAD authorization and instruction student receives)
(Not based on CLAD authorization)	330 331 332 334 335	<p>330 **CLAD teacher English Language Development <i>Few elementary students and some secondary students.</i></p> <ul style="list-style-type: none"> • ELD. • ELD and <i>one</i> SDAIE or ELD subject class. • ELD, <i>one</i> SDAIE or ELD subject class, and some Primary Language Support.
<p><u>1. Structured English Immersion</u></p> <p>(Students who do not have reasonable fluency in English and are “enrolled in an English-language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are designed for children who are learning the language” (p.7 R-30-LC instructions) Reasonable fluency is defined as overall CELDT level of 4 or 5, and some high level 3 students.</p>		<p>331 **CLAD teacher ELD and SDAIE <i>Most students K-12</i> English Language Instruction <i>and</i> Specially Designed Academic Instruction (SDAIE) provided by CLAD credentialed teacher(s).</p> <ul style="list-style-type: none"> • Elementary classrooms that provide ELD and content-area instruction. • ELD English and at least <i>two</i> SDAIE or ELD subject classes (which give student subject area credit, e.g., ELD Biology gives science credit). • Special Ed student enrolled in regular education classes.
<p><u>2. Alternative Course of Study</u> Bilingual Education <i>(with approved Parental Exception Waiver only)</i></p>	333	<p>332 **CLAD teacher ELD and SDAIE with Primary Language Support Services as described above (331) with Primary language support from a CLAD credentialed teacher or a paraeducator for at least <i>two</i> periods (or 2 hours) everyday.</p> <p><i>(Paraeducators must be supervised by CLAD teacher)</i></p>
<p><u>3. English Language Mainstream</u> (for students with reasonable fluency in English which is defined as level 4 or 5 on CELDT or by parent request for students at lower CELDT levels)</p>	330 331 332 334 335	<p>333 **CLAD teacher ELD and SDAIE Through Primary Language Instruction <i>South/West Park Bilingual classes only.</i> At least two academic subjects taught through primary language instruction. <i>(Parent Exception Waiver on file)</i></p>
<p><u>4. Other Instructional Settings</u> e.g., Special Day Class</p>	334 335	<p>334 ** CLAD or non-CLAD teacher Instructional Services Other Than Those Defined Above <i>SDC Students, few others</i> Instruction that is specifically designed for English Learners, but not described above. <i>(Anything other than what is specifically stated in 330, 331 or 332, but receives some type of ELD and/or SDAIE instruction.)</i></p> <ul style="list-style-type: none"> • No ELD English class, but in SDAIE or ELD subject classes. • SDAIE/ELD subject, and/or ELD English classes taught by one or more non-CLAD credentialed teachers. • Non-CLAD credentialed teacher is teaching using ELD or SDAIE strategies. • Special Day Class (SDC) in which EL student’s needs are addressed.
		<p>335 **CLAD or non-CLAD teacher Not Receiving Any English Learner Services No instructional services specifically designed for an English Learner.</p> <ul style="list-style-type: none"> • Teacher with or without CLAD is not using ELD or SDAIE strategies and there is no primary language support given to student.

Descriptions of program settings and services received are based on the Instructions for the Language Census R-30-LC. Numbers represent codes used in Aeries.

Tracy Unified School District Alternative (Bilingual Program) –South/West Park School

Competency Level in English Grade	<u>Instruction in the Core Curriculum</u> The quantity of instruction provided in each language is determined by the student’s fluency level in English and the complexity of the material. English instruction includes specially designed instruction and materials appropriate for students learning English as a second language.					
Advanced Gr. 4-5	<u>Spanish = 20%</u> Language Arts Social Studies	<u>English = 80%</u> Language Arts Social Studies Mathematics	English as a Second Language Science P.E.	Art Music		
Intermediate Gr. 3	<u>Spanish = 50%</u> Language Arts Social Studies	Mathematics Science	<u>English = 50%</u> Language Arts Social Studies Mathematics	English as a Second Language Science P.E.	Art Music	
Limited Gr. 1-2	<u>Spanish = 60%</u> Language Arts Social Studies	Mathematics Science	<u>English = 40%</u> English as a Second Language P.E.		Science Art Music	
Kindergarten	<u>Spanish = 80%</u> Language Arts Social Studies	Mathematics Science	<u>English = 20%</u> English as a Second Language P.E.			Art Music

Nota: This program is designed for students who have been in the bilingual program. Students who enter the program later, speaking little or no English will need additional instruction in the primary language. Please refer to the English competency levels rather than grades for the appropriate program for these students. This model is adapted from “Building Bilingual Instruction: Putting the Pieces Together”, California Department of Education, Sacramento, 1994.

rev. 9/98

Alternative Program: Parental Exception Waiver Request and Appeal Process

1. The TUSD is responsible to inform all parents/guardians of the program options and materials and the procedure to obtain a waiver if desired.
2. Each school provides opportunities for parents to become informed of program descriptions and choices.
3. A waiver can be granted under the following circumstances:
 - a. the student is proficient in English as measured by district assessments,
 - b. The child is 10 years old or older and it is the informed belief of the school principal and education staff that an alternate course of educational study would be best for the student,
 - c. The child is determined to have special needs (physical, emotional, psychological, or educational) for which an alternative program would be best suited for the child. The evidence must be prepared in writing by the school personnel and submitted to the Director of Curriculum and Special Projects for review by the Superintendent.
4. Guidelines for (c) above: Special Needs
Upon receipt of the waiver under category (c) above, the principal will convene a committee of educational experts to review the request. The committee will review documentation such as past grades, test scores, psychological records, discipline reports, Student Study Team records, parent input, and other information from past educational experiences. The team will come to consensus on the best instructional program for the student. A written report from the team will be submitted to the principal for action. If the site team does not reach consensus, the case will be submitted to the Director of Curriculum and Special Projects. A District-wide team will then convene to review the case and make a recommendation to the Superintendent. The school notifies the parents of action taken.
5. School personnel should work with parents requesting optional placement to ensure that the appropriate forms are completed.
6. A waiver is required for **any** student requesting placement in a Bilingual Program or a change in English Program.
7. A waiver may be submitted at any time for students 10 and older. A waiver sought under the category of "Special Needs" for students under the age of 10 placed in a Sheltered English Immersion Program shall not be granted until the student has been in the program for 30 calendar days.
8. Waivers must be acted upon within 20 instructional days after receipt of waiver.
9. Waivers may be transferred from previous districts of attendance in California within the same school year.
10. Waivers shall be granted unless the school principal and educational staff have substantial evidence that the alternative program requested by the parent would not be best suited for the student.
11. In cases where a waiver is denied, the parents/guardians must be informed in writing of the reason(s) for denial, and advised of the procedures to appeal the decision.
 - Appeal Procedures
 - (a) Principal holds a meeting with the parent to explain the reason for denial.
 - (b) Principal provides a copy of the denied form to the parent.
 - (c) Principal forwards a copy of the denied waiver to the Director of Curriculum, Accountability and Special Projects
 - (d) Principal informs parents that they may appeal the denial to the local board of education or to the court.



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Tracy Unified School District

Written Description of Special Needs

(For School Use Only)

To be attached to approved Parent Exception Waiver for Participation in the Bilingual Program

Student's Name: _____ Gr. _____ School: _____

Based on input from the parent and our professional observations, it is our informed belief that the Structured English Immersion Program has resulted in substantial academic deficits for this student.

- This student does not understand all of the classroom instruction.
- This program has caused confusion for this student because it conflicts with the instruction he/she received in previous years.
- This student is not receiving grade level instruction in math, science, social studies and language arts.
- This student is emotionally upset and does not like attending school.
- The parent does not want this student to fall behind in schoolwork.
- The parent wants this student to be bilingual.
- Other: _____
- Other: _____

We believe that an alternate course of educational study would be better suited to the above named student's overall educational development.

Site Administrator

Other Educational Staff

Date

date



Tracy Unified School District
English Learner Advisory Committee (ELAC)
School Name: _____

Minutes of ELAC Meeting of ____/____/____

MEMBERS PRESENT: See attached list which represents _____ parents, _____ school staff, _____ guests, and _____.

Legal Requirement/Training Covered: (Check topic(s) covered at *this* meeting and reflected in Minutes)

	1. Advise the principal and staff on the school’s program for English Learners
	2. Assist in development of school’s Needs Assessment
	3. Administration of the school’s Annual Language Census (R-30 Report)
	4. Ways to make parents aware of the importance of regular school attendance.

Additional Legal Requirements

	<ul style="list-style-type: none"> ELAC Minutes of _____ (date) indicate that parent members have been elected by parents or guardians of English Learners. The elected members of the ELAC committee must constitute at least the same percentage of the committee membership as their children represent of the student body.
	<ul style="list-style-type: none"> ELAC Minutes of _____ (date) show that the ELAC has advised School Site Council on the development of the site <i>Single School Plan for Student Achievement</i>.

The meeting called to order at _____ by Chairperson _____. S/he welcomed all present to the _____ School English Learner Advisory Committee and asked everyone to introduce him/herself.

Meeting Minutes: Secretary _____ read the minutes from the _____ meeting. It was moved by _____ and seconded by _____ that the minutes be approved as written (or as corrected/amended).

Legal Requirements: The following is a summary of discussion/action(s) taken on any of the four above-described Legal Requirement(s) – (What and by whom)

- 1. Training Activity: School’s Program for English Learners:** *If this legal requirement is discussed, a guest speaker addresses this topic and/or any action is taken regarding this topic summarize briefly here. Otherwise delete this section from these Minutes.*
- 2. Training Activity: Needs Assessment:** *If this legal requirement is discussed, a guest speaker addresses this topic and/or any action is taken regarding this topic summarize briefly here. Otherwise delete this section from these Minutes.*
- 3. Training Activity: Language Census (R-30 Report):** *If this legal requirement is discussed, a guest speaker addresses this topic and/or any action is taken regarding this topic summarize briefly here. Otherwise delete this section from these Minutes.*
- 4. Training Activity: Importance of Regular School Attendance;** *If this legal requirement is discussed, a guest speaker addresses this topic, and/or any action is taken regarding this topic, summarize briefly here. Otherwise delete this section from these Minutes.*

Legal Requirements: Parent Input/Advice/Comments on Legal Requirements: *When parents offer input, advice or comments on any of the four legally-required training topics, summarize briefly here under the correct category. Otherwise delete the section from these Minutes.*

- 1. School's Master Plan:** *Sample: Three parents volunteered to serve on the Master Plan Revision Committee*
- 2. Training Activity: Needs Assessment:** *Sample: One parent commented that the Needs Assessment is a very good communication tool.*
- 3. Training Activity: R-30 Report:** *Sample: Many parents expressed that they were happy that all the demographical information was placed into one comprehensible document.*
- 4. Training Activity: Importance of Regular School Attendance:** *Sample: One parent stated that she had read about a new program to encourage parents to purchase alarm clocks for student to combat tardiness. She will bring further information to the next meeting.*

Other Presentations or Guest Speakers:

In this section, summarize any other subjects discussed at the meeting and/or give the name and title of the guest speaker as well as his/her topic.

Other Topics or Presentations: Parent Input/Advice/Comments

- Sample: Mrs. Avila stated that she would like to go to the Board of Education meeting. Principal _____ explained available district services, including providing simultaneous oral translations during the Board of Education meetings.*
- Sample: Several parents expressed how grateful they were for the presentation on CAT/6 testing this evening.*

Follow-up on Topic(s): Action by whom?

- Sample: Mrs. _____ will bring copies of the Board of Education Agenda template to the next ELAC meeting.*
- Sample: Secretary _____ will bring copies of the updated membership roster to the next meeting.*

Meeting adjourned at _____.

Respectfully submitted,

Secretary, English Learner Advisory Committee



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TRACY UNIFIED SCHOOL DISTRICT

English Learner Monitoring Elementary Version

(rev. Sept. 2010)

All students designated as English Learner will be monitored annually to ensure they are making progress at the expected rate as established on the TUSD Expected Achievement Chart. *This form is to be completed each fall and filed in the EL folder in the student's cumulative record once complete.*

Student Information:		
Name: ___ School: _____		Grade: _____
Teacher/Counselor: _____		ELD Teacher (if different): _____
District Enter Date: _____		US School Enter Date: _____
Years in EL Program: _____		
<u>CELDT (2 years ago – 2008/09):</u>	<u>CELDT (prior year - 2009/10):</u>	<u>CELDT (current year – 2010/11):</u>
Overall: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____ (1=B; 2=EI; 3=I; 4=EA; 5=A)	Overall: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____ (1=B; 2=EI; 3=I; 4=EA; 5=A)	Overall: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____ (1=B; 2=EI; 3=I; 4=EA; 5=A)
Date: <u>Spring 2010</u>		<u>Academic Grades</u> (Trimester 1 for grades 4-8)
<u>California Standards Test (CST):</u>		
ELA Score: _____ Level: _____		English _____ Math: _____
Math Score: _____ Level: _____		
<u>California Modified Assessment (CMA)</u>		<u>CAPA</u>
ELA Score: _____ Level: _____		
Math Score: _____ Level: _____		
Based on the TUSD Expected Growth Chart:		
Student demonstrated the expected growth in CELDT		<input type="checkbox"/> Yes <input type="checkbox"/> No
Student demonstrates expected performance on district assessments in ELA.....		<input type="checkbox"/> Yes <input type="checkbox"/> No
in Math.....		<input type="checkbox"/> Yes <input type="checkbox"/> No
Student demonstrated the expected performance level on CST in ELA.....		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
in Math.....		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Student receiving passing grade (C or better) in Reading.....		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
in Math.....		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Status Determination:		
_____ Student meets expected performance (see TUSD Expected Achievement Chart for criteria)		
_____ Student does not meet expected performance and requires a plan to overcome academic deficits		
Monitoring Form completed by: Print Name _____		<input type="checkbox"/> Teacher <input type="checkbox"/> Other: _____
Signature _____		Date: _____



Tracy Unified School District English Learner Expected Achievement Chart (revised October 2010)

The TUSD English Learner Expected Achievement Chart establishes the achievement goals for English Learners based on the prior year's level of English proficiency and the number of years in the English Learner program in TUSD. English Learner achievement is based on multiple measures including progress/achievement on the CELDT, CST, CAHSEE and district assessments. English Learner achievement will be measured annually based on the chart below and will be documented on the English Learner Monitoring form. Students will be evaluated in Language Arts and in Mathematics. Students must make the expected growth or meet expected level of achievement in at least 75% the areas*. For students not meeting this expectation, a Plan for Overcoming Academic Deficits will be implemented to remediate deficits in the students' academic growth in that subject area.

Note: Use the section based on years in program. If the student's prior year CELDT is lower than the lowest level represented, use the growth expectations for the lowest level listed for that section. If a student has been in the program (district) for more than 5 years, use the Five+ column.

YEAR ONE			YEAR TWO			YEAR THREE			YEAR FOUR			YEAR FIVE+		
CELDT (prior yr)	CST	DISTRICT	CELDT (prior yr)	CST	DISTRICT	CELDT (prior yr)	CST	DISTRICT	CELDT (prior yr)	CST	DISTRICT	CELDT (prior yr)	CST	DISTRICT
Level	Level	Percent	Level	Level	Percent	Level	Level	Percent	Level	Level	Percent	Level	Level	Percent
1	FBB-1	0-10	1	FBB-1	11-30	1	BB-2	31-50	1	BB-2	31-50	1	B-3	51-70
2	FBB-1	11-30	2	FBB-1	11-30	2	BB-2	31-50	2	BB-2	31-50	2	B-3	51-70
3	BB-2	31-50	3	BB-2	31-50	3	BB-2	31-50	3	BB-2	31-50	3	B-3	51-70
4	B-3	51-70	4	B-3	51-70	4	B-3	51-70	4	B-3	51-70	4	B-3	51-70
5	B/P-34	71-100	5	B/P-34	71-100	5	B/P-3/4	71-100	5	B/P-3/4	71-100	5	B/P-3/4	71-100

There are nine possible areas to be monitored which include:

- CELDT (1) (Students are expected to gain one level on overall CELDT each year, though remaining at the intermediate level for 2 years is accepted) – both Math and English teachers should consider CELDT CST in Math and CST in ELA
- (2) (scores from prior Spring testing – expected proficiency level based on chart above)
- District Assessments in Math (scores from prior school year) and in ELA (scores from fall term – quarter or trimester - of current year) (2). Expected percentages for proficiency are based on the chart above.
- Academic grades of C or better in English (Reading) and Math (2) (from last grading period for grades 4-12)
- CAHSEE in Math and ELA (2) (passing score for students in grades 11 and 12 only)

* To achieve the expected achievement students would need to meet:

- 2 of 3 criteria
- 4 of 5 criteria
- 4 of 6 criteria
- 5 of 7 criteria
- 6 of 8 criteria
- 7 of 9 criteria

Bilingual Program at South/West Park: Students must meet the CELDT, CST and Academic Grade requirements as described above. In addition, they must achieve 70% proficient on district assessments in Spanish and score at least Basic on the STS – Standards Test in Spanish- for Lang. Arts and Math.

District Assessments include the adopted district assessments in Language arts and Mathematics.

The percent indicates the percent of district assessments English Learners are expected to meet with a score of at least 3.



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TRACY UNIFIED SCHOOL DISTRICT

Language Skills Appraisal for Reclassification of English Learner Students

I. Student Information:

Name: _____ ID# _____

Grade: _____ School: _____ Counselor: _____

Current teacher (ELD/English): _____

II. Assessment of English Proficiency:

Latest CELDT results: _____ Date: _____

Overall level: _____

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

III. Performance in Basic Skills

California Standards Test (CST): _____ Date: _____

ELA Score: _____ Level: _____ Math Score: _____ Level: _____

California High School Exit Exam CAHSEE (grades 11-12 only)

ELA score: _____ Pass: Y N Math score: _____ Pass: Y N

IV. Teacher Evaluation of Student Performance (grades K-5)

- Student is performing at expected grade level in:

Reading: Y N Writing: Y N Math: Y N Oral Language: Y N

Teacher Evaluation of Student Performance (grades 6-12)

- Grades in current English Language Development/Regular English/Core course:
_____ Student has mastered objectives of course with a grade of "C" or better
- Grades content courses where no specialized language services are provided:
_____ Student has mastered objectives of course with a grade of "C" or better
- GPA: _____ Credits: _____ On target for graduation: ____ yes ____ no

V. Language Appraisal Team Meeting Information

1. Date of Language Appraisal Team Meeting: _____
2. Redesignation initiated by: _____
3. Date of Parent Notification of Language Appraisal Team Meeting: _____

VI. Recommendation of Language Appraisal Team:

- _____ Reclassify to Fluent English Proficient (RFEP) - has met exit criteria
_____ Continue as English Learner (EL) - has not met exit criteria

Team Members (signatures):

- Site Administrator: _____
Resource Teacher for Services to EL Students/ELD Coordinator: _____
English/Classroom Teacher: _____
Counselor: _____
Parent/Guardian: _____
Student: _____
Other: _____

VII. Parent Notification:

Parent/Guardian was notified of outcome of this Language Appraisal Team meeting on

_____ by (whom) _____

- Method: in person
 by phone
 in writing
 other: _____

Office Use Only

- Language Fluency changed to R
- Redes Date entered on Language screen
- Program End Date entered (same as Redes Date)
- Remove Services Received Code



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TRACY UNIFIED SCHOOL DISTRICT

Monitoring of R-FEP Students

Year 1

All re-designated students will be monitored, for at least two years after being re-designated, to ensure they are experiencing success. The monitoring process begins on the date the student is re-classified. The classroom, Core, or English teacher will monitor the student at the end of the first two grading periods that follow the designation. The site EL coordinator and classroom teachers will review the annual assessment data for two years.

This form is to be filed in the student's cum folder once complete. The monitoring dates and outcome must be documented in the Language Screen in Aeries.

Student Information:		
Name: _____	School: _____	Grade: _____
RFEP re-classification date: _____ (Classroom/Core/English)Teacher: _____		

Year 1 Interim Monitoring (to be completed by the classroom/Core/English teacher)

Date: (Aeries field: 30 day) _____ updated (initials)	<p>To be completed at the end of the 1st grading period after re-designation "30 day follow-up":</p> <p>Student is receiving S or C grades or better in all core curricular areas <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Student work indicates continued progress in ELA standards <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> The student is performing successfully</p> <p><input type="checkbox"/> The student needs additional support (describe support to be provided)</p> <p>_____</p> <p>_____ Teacher Signature _____ Principal Signature</p>
	<p>To be completed at the end of the 2nd grading period after re-designation "180 day follow-up":</p> <p>Student is receiving S or C grades or better in all core curricular areas <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Student work indicates continued progress in ELA standards <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> The student is performing successfully</p> <p><input type="checkbox"/> The student needs additional support (describe support to be provided)</p> <p>_____</p> <p>_____ Teacher Signature _____ Principal Signature</p>

Date: _____

Year 1 Annual Monitoring: Assessment of English Academic Proficiency:

California Standards Test (CST):	Date: _____	CAHSEE (grades 11-12 only)
ELA Score: _____ Level: _____		ELA score: _____ Pass: Y N
Math Score: _____ Level: _____		Math score: _____ Pass: Y N

Teacher Evaluation of Student Performance (grades K-5)

Student is performing at expected grade level in all core curricular areas Yes No

Teacher Evaluation of Student Performance (grades 6-12)

Student is receiving C grades or better in all English Yes No

Student is receiving C grades or better in other core curricular areas..... Yes No

Student is on target for graduation..... Yes No

Status Determination: _____ Aeries updated (initials)

_____ Continues to meet criteria for Fluent designation (Y)

_____ No longer meets criteria for Fluent designation and requires academic support (N) (describe below)



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TRACY UNIFIED SCHOOL DISTRICT

Monitoring RFEP Students

Year 2

All re-designated students will be monitored, for at least two years after being re-designated, to ensure they are experiencing success. The monitoring process begins on the date the student is re-classified (RFEP). The classroom, Core, or English teacher will monitor the student at the end of the first two grading periods that follow the designation. The site EL coordinator and classroom teachers will review the annual assessment data for two years.

This form is to be filed in the student's cum folder once complete and the monitoring date and outcome must be documented in the Language Screen in Aeries.

New pertinent data reflected in this document was entered into Aeries on (date) _____ by _____

Student Information:	
Name: _____ School: _____ Grade: _____	
RFEP re-classification date: _____(Classroom/Core/English)Teacher: _____	
Date: _____	
Year 2 Annual Monitoring: Assessment of English Academic Proficiency:	
<u>California Standards Test (CST):</u> Date: _____ ELA Score: _____ Level: _____ Math Score: _____ Level: _____	<u>CAHSEE (grades 11-12 only)</u> ELA score: _____ Pass: Y N Math score: _____ Pass: Y N
Teacher Evaluation of Student Performance (grades K-5)	
Student is performing at expected grade level in all core curricular areas <input type="checkbox"/> Yes <input type="checkbox"/> No	
Teacher Evaluation of Student Performance (grades 6-12)	
Student is receiving C grades or better in all English <input type="checkbox"/> Yes <input type="checkbox"/> No	
Student is receiving C grades or better in other core curricular areas..... <input type="checkbox"/> Yes <input type="checkbox"/> No	
Student is on target for graduation..... <input type="checkbox"/> Yes <input type="checkbox"/> No	
Status Determination:	
_____ Continues to meet criteria for Fluent designation (Y)	
_____ No longer meets criteria for Fluent designation and requires academic support (N) (describe below)	

revised July 2011



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TUSD - English Learner Program Task List

school year: _____

Site: _____

Instructions: In the fall indicate the site person responsible for each task. Throughout the school year, indicate when each task is completed.
The completed Task List is to be turned in to the Continuous Improvement Office at the end of the school year.

Order	Task	Person Resp.	Site Person	Timeline	Jul/ Aug	Sep	Oct	Nov/ Dec	Jan	Feb	Mar	Apr	May/ Jun	Date completed
1	A Certificated teacher has been identified as EL/CELDT coordinator	Principal		Sept. 15	X	X								
2	Staff members have been designated for EL Data entry (Aeries) including: for Initial Registrations AND for updates from the EL CELDT Coordinator	Principal		Sept. 15	X									
3	Personnel to administer CELDT tests have been identified	EL/CELDT Coord		Jun-Aug	X									
4	All CELDT test administrators have been trained	ELCELDT Coord		Sept. 1	X	X	X							
5	Principal and EL Coordinator schedule and hold regular meetings (minimum 3 times/yr) to monitor implementation of EL Master Plan	Prin./ EL Coord		Sept-May min 3 x)	X		X		X			X		
6	Process and procedures relating to the registration of EL Learners has been reviewed with office staff. A process for notifying the EL/CELDT Coordinator of any new student with a home language other than English has been established.	EL/CELDT Coord		Sept. 15	X									
7	A Process for requesting CELDT scores and EL information from prior schools has been established	Principal		Sept. 15										
8	Process and procedures relating to the maintenance of EL records in CUMS has been reviewed with office staff	EL/CELDT Coord		Sept. 15	X	X	X	X	X	X	X	X	X	
9	EL Coordinator attends all CELDT Coordinator meetings	Prin./ EL Coord		Monthly	X	X	X	X	X	X	X	X	X	
10	Teacher is designated to attend ELD Steering Committee meetings	Principal		Monthly			X	X	X	X	X	X	X	
11	Initial ELAC meeting held and parents informed of roles & responsibilities	Principal		by Sept. 30	X	X	X							
12	ELAC Committee determined to continue as ELAC with adopted bylaws OR to be represented on School Site Council (documented in minutes	Principal		by Sept. 30	X	X	X							

Order	Task	Person Resp.	Site Person	Timeline	Jul/ Aug	Sep	Oct	Nov/ Dec	Jan	Feb	Mar	Apr	May/ Jun	Date completed
13	ELAC representative (parent) designated to attend district DELAC meetings (1/quarter)	Principal		by Sept. 30		X		X			X		X	
14	Meet with ELAC Chairperson or ELAC rep. to SSC to determine meeting agendas and dates	Principal		ongoing		X	X	X	X	X	X	X	X	
15	Hold ELAC/SSC meetings with required agenda items: 1) Plan for ELs, 2) School needs assess.; 3) admin. of lang. census R-30; 4) Parent info. and education (incl. importance of attendance)	Principal/ ELAC Chair		periodically throughout school year	X	X	X	X	X	X	X	X	X	list all dates
16	ELAC meeting agendas and minutes documented and maintained at site (See EL Master Plan for Template)	Principal/ ELAC Chair		ongoing		X	X	X	X	X	X	X	X	
17	Monitor that each EL student receives a minimum of 30 min/day of ELD instruction	Prin./ EL Coord		July/June	X	X	X	X	X	X	X	X	X	
18	Monitor that district adopted ELD supp. materials are used	Prin./ EL Coord		July/June	X	X	X	X	X	X	X	X	X	
19	Identify staff and train to administer IPT (Spanish Lang assess)	EL/CELDT Coord.		Aug-Oct	X	X	X							
20	All new students with a language other than English have been CELDT tested within 30 days (initial)	EL/CELDT Coord		within 30 days	X	X	X	X	X	X	X	X	X	
21	All EL students have been CELDT tested (annual) and materials turned in to district	EL/CELDT Coord		Oct. 14	X	X	X							
22	All Initial CELDT tests are locally scored and results are saved in Excel format	EL/CELDT Coord		Oct. 14	X	X	X							
23	All Annual CELDT tests are locally scored and results are saved in Excel format	EL/CELDT Coord		Sept - May	X	X	X	X	X	X	X	X	X	
24	All new students with a language other than English have been assessed for Primary Language Fluency within 90 days (IPT - Spanish; informal language assess for other lang.)	EL/CELDT Coord		within 90 days	X	X	X	X	X	X	X	X	X	
25	Language Proficiency level has been determined and recorded in Aeries for all Pending students	EL/CELDT Coord/ clerical		Sept-May		X	X	X	X	X	X	X	X	
26	All EL students have designated EL folder in Cum (Red dot)	EL/CELDT Coord/ clerical		Fall	X	X	X							
27	EL Data updated in Aeries (data cleanup)	EL/CELDT Coord; clerical		Sept, Jan		X			X					
28	Parents are notified of INITIAL assessment results and program placement	EL/CELDT Coord		Init.=30 days Annual=Fall		X	X	X						

Order	Task	Person Resp.	Site Person	Timeline	Jul/ Aug	Sep	Oct	Nov/ Dec	Jan	Feb	Mar	Apr	May/ Jun	Date completed
29	Parents are notified of ANNUAL assessment results and program placement	EL/CELDT Coord		Init.=30 days Annual=Fall		X	X	X						
30	Copies of Parent Notifications placed in student EL Folder (CUM)	EL/CELDT Coord		fall		X	X	X						
31	Eligible students have been reclassified based on District criteria	Prin./ EL Coord		Fall +/-or Spring		X	X	X		X	X	X	X	
32	Documentation of reclassification has been entered into Aeries	EL/CELDT Coord/ clerical		Fall +/-or Spring		X	X	X		X	X	X	X	
33	A copy of documentation of reclassification has been placed in student EL Folder (CUM)	EL/CELDT Coord		Fall +/-or Spring		X	X	X		X	X	X	X	
34	EL Annual Monitoring Forms are distributed and completed by teachers.	Prin./ EL Coord		November				X						
35	EL's not making annual growth targets have a plan for overcoming academic deficits. Student is monitored and Level 2 plan is implemented as needed	Prin./ EL Coord		Winter				X	X	X	X			
36	EL Annual Monitoring Forms are filed in cums.	Prin./ EL Coord		Winter					X	X	X			
37	Year 1- RFEP students: Interim monitoring completed and documented in Aeries and EL Folder(CUM)	Prin./ EL Coord		quarter/ trimester				X			X		X	
38	Year 2- RFEP students: Annual monitoring completed and documented in Aeries and EL Folder (CUM)	Prin./ EL Coord		Fall +/-or Spring				X						
39	Official CELDT scores distributed to parents (when received from test contractor)	Prin./ EL Coord		Feb/Mar					X	X				
40	Data for R-30 Language Census and SNOR verified (data clean-up)	EL/CELDT Coord		Jan/Feb					X	X				
41	Data for R-30 is compiled and submitted to the district	Prin./ EL/CELDT Coord		March							X			
42	Eligible students in grades 5 and 8 have been reclassified based on District criteria	Prin./ EL/CELDT Coord		Spring								X		
43	Standards Test in Spanish (formerly Aprenda) administered to students as required	Principal Test Coord		Mar-April							X	X		