TRACY UNIFIED SCHOOL DISTRICT

DISTRICT MASTER PLAN FOR SERVICES TO ENGLISH LEARNERS

Revised Spring/Summer 2017

Updated Summer 2018

TUSD Board of Education – August 22, 2017

District English Learner Advisory Committee – Fall 2017

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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 (RFEP). 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 provides 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 revised through the joint efforts of staff including members of the district English Language Development Steering Committee and district and site administrators. It reflects changes resulting from new state and federal regulations **and the implementation of the new state English Language Proficiency Assessment of CA (ELPAC).**~~that took effect July 1, 2017~~. This plan will be updated as needed to reflect changes in state regulations and district processes as well as to provide needed clarification.

The Office of ~~Curriculum~~ **Assessment &** Accountability and Continuous Improvement**, State & Federal Programs** oversee programs and services for English Learners in TUSD. For information related to this Master Plan ~~or programs/services for English Learners~~ please contact ~~this~~ **these** offices
Assessment & Accountability (209) 830-3275
(for assessment, identification, reclassification, monitoring, and compliance)
Continuous Improvement, State & Federal Programs (209) 830-3210
(for programs and services to students).

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 ensure 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.
- 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 (FPM II-EL02)

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. Correspondence Language can be indicated in Aeries in the CorrLng field on the student screen. This field may be changed to reflect the language the parent prefers for correspondence from the school. (The RptgLng field MUST reflect the home language of the student as indicated on the Home Language Survey.)

II. PARENT PARTICIPATION

A. The District English Learner Advisory Committee (DELAC) (FPM I-EL05)

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:
   - The 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 Learner goals and objectives
   - The development of any plan to ensure compliance with any applicable teacher and instructional aide requirements
   - Administration of the annual language census including the process for collecting data and a review of district results.
   - 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.
   - Review and Input on the LCAP – Local Control Accountability Plan

B. School English Learner Advisory Committee (ELAC) (FPM I-EL04)

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 including the process for collecting data and a review of site results
   - 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 (FPM II-EL-06)

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 EL Coordinator or other staff member as designated by the Principal. For students in grades K-5 who are new enrollees to the US and report Spanish as a home language, a copy of the registration form should be sent to the EL Coordinator at South/West Park so that parents can be informed about the availability of the bilingual program. 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. 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 EL Coordinator may determine assessment is needed at a later time if the classroom teacher(s) believes student learning is impacted by the other language.

3. ~~The site EL Coordinator or other staff member as designated by the principal, contacts the student's previous district for state language proficiency assessment results~~. If the student was previously enrolled in a California school, the EL Coordinator should contact the Director of ~~Continuous Improvement~~ **Assessment & Accountability** to check the student's language fluency status in CALPADS. If none are available within 30 calendar days, the site ELD Coordinator or designee will test the student using the appropriate state language proficiency assessment.

   Students with disabilities may be assessed using accommodations or modifications of the state language proficiency assessment, or may be assessed with the district's alternate assessment (TALPA – Tracy Alternate Language Proficiency Assessment). Decisions about assessment are made by the IEP Team (or Section 504 Plan Team) and must be documents in the IEP or 504 Plan. See section VI for information related to English Learners with Disabilities.

4. If the state language proficiency 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 VI. Instructional ~~Programs.~~ **Services.**

   ### Criteria for determining English Learner Status using ~~CELDT~~ ELPAC:

   - Student's overall ~~CELDT level Intermediate or below~~ **ELPAC is 3 (moderately developed) or lower**

   Or
   - Student's overall ~~CELDT~~ **ELPAC** score is ~~Early Advanced or Advanced~~ **4 (Well developed)** with one or more ~~skill~~ **domain** areas on ~~CELDT below Intermediate~~ **ELPAC (listening, speaking, reading, writing) is level 2 (somewhat developed) or lower**

   ### Criteria for determining reasonable fluency in English using ~~CELDT~~ ELPAC:

   - Student's scoring beginning **stage**, ~~Early Intermediate or intermediate~~ **or somewhat developed** on the overall ~~CELDT~~ **ELPAC** have less than reasonable fluency in English.
   - Students scoring ~~Early Advanced~~ **moderately developed** or ~~Advanced~~ **well developed on overall ELPAC** have reasonable fluency in English but who do not meet criteria for reclassification. ~~Students at the higher Intermediate levels may be identified as having reasonable fluency~~

   ~~**Note**: The ELPAC will become operational for initial assessments in the fall of 2018. Criteria for determine EL status and "reasonable fluency" using the ELPAC will be used once established by the~~

~~California Department of Education~~.

5. 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). If the primary language assessment indicates that the student has no proficiency in the primary language the site EL Coordinator should gather information about primary language use and consult with the Director of ~~Continuous Improvement~~ **Assessment & Accountability** about the possibility of an English Only designation.

6. If the state language 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) using ~~CELDT~~ ELPAC +:

- Student's overall ~~CELDT~~ **ELPAC** level is ~~Early Advanced or Advanced~~ **well developed**

And

- Each skill area on ~~CELDT~~ **ELPAC** is ~~Intermediate or higher~~ **well developed**
- A student may be classified as IFEP if the student's ~~overall~~ **skill area** scores ~~is in the upper end of Intermediate~~ **are moderately developed** and other data are taken into consideration including other test scores, report card grades, input from parents/teachers.

~~**Note**: The ELPAC will become operational for initial assessments in the fall of 2018. Criteria for determine FEP status using the ELPAC will be used once established by the California Department of Education.~~

7. Student Data Entry
   a. The Attendance Clerk/Registrar or designated staff member 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
      - US school entry date.

      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 Reporting Language Field (RptgLng) on the Demographics page of the 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 EL Coordinator.) (*Note that the correspondence language (CorrLng) may be used to reflect the language in which parents prefer to receive communication*.)

   c. In the language fluency (LangFlu) field, students with a language other than English will be tagged as P (pending) until the EL 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.

B. English Learner Parent Notification (FPM II-EL07)

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 remove a student from a program or choose another program or method of instruction.
    - 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 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. (Copies of the notification letters are provided in the appendix.)

IV. ANNUAL ASSESSMENT and RECLASSIFICATION

A. Annual Assessment and Evaluation of Students (FPM II-EL06 VI-EL14)

1. Each English learner is annually assessed for English language development and academic progress. The state language proficiency assessment **ELPAC** is used to assess English language development. Academic progress is assessed using state assessments (CAASPP-SBAC) as well as district assessments and grades.

2. English Learners with disabilities will be assessed using accommodations, modifications or alternate assessments for the state language proficiency assessment 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 (FPM II-EL07)

1. Parents of English Learners must be informed annually of student language designation, English proficiency, program placement, and exit criteria.

2. Official results of the state language proficiency assessment are sent to parents within 30 days following receipt of the results from the test contractor.

C. Reclassification of Students (FPM IV-EL14)

The EL Coordinator or principal's designee will monitor students for re-classification at least annually. The Office of ~~Curriculum, Accountability and Continuous Improvement~~ **Assessment & Accountability** will provide schools with data reports of potential EL students for reclassification at least annually, **typically in the fall.**

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 state language proficiency assessment 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 immediately after the reclassification is approved. The TUSD Language Skills Appraisal for Reclassification of English Learner Students is used to document reclassifications. This form is to be completed for all students who meet the state language assessment criteria for reclassification even if they fail to meet other criteria and the Team decides not to reclassify.

For Special Education students who do not meet the district reclassification criteria the IEP team may use the district's alternate assessment (TALPA) and additional data to determine how English language proficiency compares to proficiency in the primary language and whether factors other than English language proficiency are responsible for low academic performance. Based on this information the IEP team may decide to reclassify the student. A staff member with expertise in English Learner education must be part of this process. For more information, refer to the *TUSD English Learners with Disabilities* document.

1. Process for reclassification:

a. **Assessment of English Proficiency:** The student cannot be Reclassified to fluent English proficient (RFEP) based on the state language assessment scores data alone. A student must meet established criteria for fluency on the state language proficiency assessment **(ELPAC)**. **This criteria includes a score of Well developed (4) overall, and with Well developed (4) or Moderately developed (3) in oral language or written language.** 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 state language assessment score is **not** an accurate reflection of the student's true English Fluency Level.

b. **Performance in Basic Skills (State Standards):** An assessment of student performance on an objective assessment of basic skills in English-language arts. Performance on the CAASPP assessment in ELA and Math is to be considered. Students should be meeting or exceeding standards (score of level 3 or 4). Students scoring a level 2 may be reclassified if other data (i.e. district assessments, classroom performance) indicate achievement of basic skills comparable to English only peers.

c. **Teacher Evaluation of Student Performance:** Student performance shall be evaluated by the teacher based on student performance on district assessments and classwork. The student should be performing at the level of an average native English speaker. At grades 4-12, students should be receiving a "C" grade or higher in his/her CORE academic classes. **Note:** If a student does not meet the criteria for a C or better in all core academic subjects, the student may be reclassified if other data (including the teacher's evaluation of the student's potential) indicates that the student is capable of performing C or better work and/or other data (e.g. ELA assessments or classroom performance) indicates strong English language basic skills comparable to English only Students.

d. **Parent consultation/notification:** 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 four 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. <u>Steps to document reclassification</u>

a. Complete Reclassification paperwork including parent conference.
b. Update Student CUM
    1) Sticker change. (from <u>red</u> dot for EL to <u>green</u> dot for RFEP)
    2) File reclassification paper work in the EL folder.
c. Data Entry into Aeries (completed by the EL Coordinator or other staff member as designated by the Principal)
    1) Language Fluency Tag needs to be changed from L to R
    2) Redesignation date needs to be entered on the Language screen.
    3) The Program End Date must be entered on the Language screen (same as Redes Date)

D. Monitoring of Reclassified FEP Students (FPM IV-EL14)

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. ~~With the passage of ESSA, Title III requires that students who have been reclassified be monitored annually for at least four years~~. During the first year students will be monitored each grading period (trimester or quarter). In subsequent years students will be monitored on the anniversary of their reclassification. Schools will use the TUSD Monitoring of R-FEP Students forms to document monitoring. Copies of these forms will be maintained in students cum folders. (See appendix for copy of the form.)

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

1. An assessment of student performance on an objective assessment of basic skills in English-language arts. Performance on the CAASPP assessment in ELA and Math is to be considered. Students should be meeting or exceeding standards (score of level 3 or 4). A score at level 2 is acceptable if other data (i.e. district assessments, classroom performance) indicate achievement of basic skills comparable to English only peers.

2. Student performance shall be evaluated by the teacher based on student performance on district assessments and classwork. The student should be meeting grade level expectations and performing at the level of an average native English speaker. At grades 4-12, students should be receiving a "C" grade or higher in his/her CORE academic classes.

The date and status of each monitoring must be entered on the Language Screen of Aeries as soon as reasonably possible following the monitoring dates. 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.

<u>Data Entry into Aeries for RFEP Monitoring</u>

Year 1 Interim Monitoring:

1st grading period after ~~redesignation~~ **reclassification**= Aeries field "30 day"

2nd grading period after ~~redesignation~~ **reclassification**= Aeries field "180 day"

1 year after ~~redesignation~~ **reclassification**= Aeries field "1 Yr"

Year 2-4 Monitoring = Aeries field “2 Yr”, “3 Yr” etc.

RFEP students who are having difficulty in the core curriculum and no longer meeting the criteria for reclassification 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~~ **Assessment & Accountability** provides lists of RFEP students who need to be monitored (those identified or reclassified within the previous 48 months). This list will include assessment data from the prior year including state assessments (CAASPP-SBAC) 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, third and fourth year following reclassification).

Year 1 Interim RFEP Monitoring

1. When a student is reclassified, the Year 1 RFEP 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, as well as at the 1-year anniversary of ~~redesignation~~ **reclassification.**
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.

Years 2-4 Annual Monitoring of RFEP students

1. The Year 2 RFEP monitoring form shall be completed on the 2, 3 and 4-year anniversary of a student being ~~redesignated~~ **reclassifed**.
2. The classroom/English teachers will review progress of the student to determine if the student still meets ~~redesignation~~ **reclassified** criteria.
3. The completed monitoring form is to be filed in the EL folder in the student’s cum.
4. If the RFEP student is not progressing satisfactorily, the classroom/core or English teacher will confer with the EL Coordinator to recommend appropriate interventions.

V. STAFFING and PROFESSIONAL DEVELOPMENT

A. Staffing (FPM V-EL15)

Only a teacher who possesses an appropriate authorization issued by the Commission on Teacher Credentialing (CTC) shall provide ELD, SDAIE, and/or primary language instruction in a class with one or more English learners. 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.

The Director of Curriculum, Accountability, and Continuous Improvement shall be responsible for the overall coordination of services to English Learners. A designated EL Coordinator at each school site, working in conjunction with the site administrator, oversees the assessment and documentation of English Learners for that site. **Oversight is provided by the Director of Assessment and Accountability.** See the English Learner Program Task List in the appendix for a full list of site responsibilities.

B. Professional Development (FPM V-EL16)

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 results of state language assessments, understanding and implementing the ELD standards, and understanding and implementing research-based effective instructional practices for English Learners. Project GLAD training is provided for teachers annually and continuing support for these strategies is also provided.

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

(FPM VII-EL 19 & 20)

A. Language Acquisition Program Descriptions

Language acquisition programs refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to pupils on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to pupils shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. Language acquisition programs may include, but are not limited to:

1. **Structured English Immersion (SEI) – English Language Program**
   Structured English immersion programs for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English

2. **Transitional or Developmental Bilingual Programs**
   Bilingual programs for English learners provide instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction and enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.

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

B. Components of Language Acquisition Programs

1. **<u>English Language Development:</u>**
   The CDE 2014 ELA/ELD Framework highlights the fact that "language development, especially academic language, is crucial for learning. It is the medium of literacy and learning; it is with and through language that students learn, think, and express." (p. 78) The Framework describes comprehensive ELD instruction as a combination of Designated and Integrated ELD to address the CA ELD Standards. (For more information see Chapter 2 of the CDE 2014 ELA/ELD Framework.) The 2012 CA ELD Standards are organized into 3 parts:

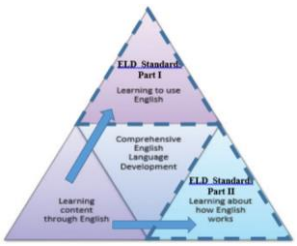
<u>2012 CA ELD Standards</u>

- Part I: Interacting in Meaningful Ways
  - A. Collaborative
  - B. Interpretive
  - C. Productive
- Part II: Learning About How English Works
  - A. Structuring Cohesive Texts
  - B. Expanding & Enriching Ideas
  - C. Connecting & Condensing Ideas
- Part III: Using Foundational Literacy Skills
  (may be addressed in English Language Arts)

c. **Integrated ELD** – is academic language instruction provided throughout the instructional day and across the disciplines. Teachers use the CA ELD standards in addition to their focal ELA and other content standards to support the linguistic and academic progress of English learners.

- ELD Standards are used in tandem with other content standards
- Activities should require students to interact in challenging and meaningful ways with texts and tasks that support EL's linguistic and academic progress.

d. **Designated ELD** – is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.



- ELD standards are the focus of instruction.
- Activities should be explicitly linked to the ELA Core Curriculum and/ other content areas.
- Instruction should focus on the linguistic features of English, the structure of English, and foundational skills needed to successfully engage in core instruction develop academic (e.g. vocabulary and grammatical structure).
- Until reclassified, all EL students receive at least 30 consecutive minutes per day of designated ELD specifically targeted to their English proficiency level. The minimum recommended time for ELD instruction at Kindergarten is fifteen minutes daily.

2. <u>Access to Core Subjects (state adopted content standards)</u>

English learner students receive instruction in state-adopted academic content standards that is designed to support their academic achievement as well as their acquisition of academic English.

C. Program Placement for English Learners at Elementary Grades

1. ELD – English Language Development

   At the elementary (grades K-5) level scheduling Designated ELD varies depending on the number of ELs at each grade and proficiency level. School sites make decisions about the specific Designated ELD implementation structure that best serves their EL students. English learners should not be removed from other core content instruction (e.g., ELA, science) in order to receive designated ELD instruction. Designated ELD must be provided in addition to all core content instruction. The district has identified three options for sites to consider (see below). The Continuous Improvement Department provides guidance for implementation.

Models of Designated ELD for Elementary
(from ELA/ELD Adoption Toolkit 2015)

Options for Designated ELD at Elementary Schools
Option 1A: Homeroom Model • Teachers schedule a block of time to provide designated EL to the EL student in their homeroom class. • Teachers (and ELD specialists pushing in) work with small groups of ELs, grouped by English language proficiency level, while non-ELs engage in independent literacy stations or small group work.
Option 1B: Schoolwide Regrouping • Schools schedule a block of time to provide designated ELD by regrouping students by English language proficiency level within grade levels (or sometimes across grad levels depending on numbers of ELs at each grade level). • Teachers sharing students collaborate frequently to plan and adapt instruction in order to meet EL students' needs.
Option 1C: Pull-out Model (rare) • In rare exceptions (schools with very low numbers of ELs or with newcomer ELs), students may be pulled out regularly from homeroom classes to receive ELD instruction from am ELD specialist. • EL students must not be pulled from core content instruction, including ELA, math and science. • The ELD specialist and homeroom teacher collaborate regularly to meet EL student' needs.

2. Access to Core Curriculum/State Content Standards

   a. In Structured English Immersion programs for English learners the curriculum and presentation are designed for children who are learning the language. At the elementary (grades K-5 and K-8) 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.

   b. The district offers a Developmental Bilingual Program at the elementary (grades K-5) level. This magnet bilingual program is housed at South/West Park School and serves Spanish-speaking students from across the district. The program provides for the daily integration of EL students and students who are native speakers of English in an instructional setting.

C. Program Placement for English Learners at Middle and High Schools

- English learner students who have limited fluency in English are typically enrolled in two periods of ELD and in sheltered (SDAIE) content courses (where available*) with other ELs at similar S
- ELs who are considered reasonably fluent are typically enrolled in either Advanced ELD, where the adopted ELA curriculum is used, or a regular English class and EL Support or ALAS (Academic Language and Support). The ALAS class is specifically designed for long-term English learners.

EL Typology	**Newcomer/Developing EL**			**Developing EL/Long Term EL**	
Fluency	limited English fluency			Reasonably Fluent	
~~Instruction~~	~~Structured English Immersion (SEI~~)			~~English Language Mainstream (ELM)~~	
~~CELDT~~/ ELPAC	~~Beginner~~ **Beginning Stage** ~~Emerging~~	~~Early Interm.~~ ~~High Emerging~~	~~Intermediate~~ **Somewhat developed** ~~Expanding~~	~~Early Advanced~~ **Moderately developed** ~~Low Bridging~~	~~Advanced~~ **Well developed** ~~Bridging~~
SBAC-ELA	SBAC-ELA = Standard Not Met/Nearly Met			SBAC-ELA = Standard Not Met/Nearly Met	SBAC-ELA ≥ Standard Met
Years in Prog.	0-1	~~0-2~~	0-3	0-3 = Developing EL 4-5 = At Risk for LTEL ≥ 6 = LTEL	Developing EL
Recommended ELD/English Course	Beginning ELD **or somewhat developed** (2 periods)	~~Early Interm. ELD (2 periods)~~	~~Intermediate~~ **somewhat developed** ELD (1 period)	Option A (for Developing ELs) : Advanced ELD Option B (for LTELs): ALAS + CP English	Option A: ALAS + CP English Option B: CP English with EL Authorized teacher
Content Courses*	SDAIE Classes with L1 Support (if available) PE/Electives ~~with ELM~~			CP Class with SDAIE/GLAD Strategies PE/Electives ~~with ELM~~	

* Content Courses (Science, Social Studies, Math) are recommended based previous course completed and on level of support needed. If the recommended level is not available, the following chart can be used to find the next best available option.

Level of Support	**Class Type**
Highest	SDAIE class – all EL students (with teacher or para who speaks L1 when possible)
High	SDAIE cluster – Group of EL students in CP class with teacher who uses SDAIE/GLAD (with teacher or para who speaks L1 when possible)
Moderate	CP Class – teacher uses SDAIE/GLAD strategies (with teacher or para who speaks L1 when possible)
Low	CP Class – teacher SDAIE/GLAD trained (with teacher or para who speaks L1 when possible)
Lowest	CP Class (EL Authorized teacher)

Note: All teachers with English Learners must have credential with appropriate EL authorization.

C. Right to Opt Out

Effective July 2017 with the passage of ESSA, Parent of EL students have the right to opt out of an EL program or particular English learner services. Parents must submit this request in writing to the school principal. The school will then provide the parent with the Notification to Opt Out form which the parent must complete and return. (See the appendix for the form). An additional form to opt back into programs/services is also available should a parent later change

their mind. (see appendix)

E. English Learners with Disabilities

(See *TUSD English Learners with Disabilities* for documents referenced in this section)

1. Identification of English Learners with Disabilities

- 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. - A flowchart of English Learner Initial Referral and Decision Making Process outlines the steps that should be taken in referring an English learner who is experiencing academic and/or behavioral difficulties.
    a. The TUSD ~~PSP Pre-Referral Background Variables~~ **SST Referral CLD (Culturally, Linguistic Diverse** for English Learners form must be completed. This form provides for a review of physical/psychological factors, language development factors, and learning environment factors that may impact learning.
    b. The TUSD English Learner Observation Record and Questions to Consider when Conducting Observations of English Learners may be used to collect additional information about the English learner in the classroom setting.
    c. Figure 4.2 "Language Differences vs Disabilities" from the book ELLs with Disabilities should be used to analyze the identified difficulties as an additional method of distinguishing educational needs based on disability from educational needs based on EL status.

- 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. Language Proficiency 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 state language proficiency assessment based on the matrix of allowable testing variations published by the California Department of Education. The IEP or Section 504 Plan must specify exactly how and for what domain(s) of the assessment (listening, speaking, reading, writing) that test variations, accommodations, and/ or modifications are to be implemented relative to the student's disability.

- In order to determine if a student's disability would preclude him or her from taking any or all domains of the state language proficiency assessment (with or without variations, accommodations, and/or modifications) the IEP Team will use the Participation Criteria for Alternate Assessment. If the IEP team determines that an alternate assessment is appropriate they must also determine the domain(s) of the state language proficiency assessment that a student is unable to take and indicate that the TALPA (Tracy Alternate Language Proficiency Assessment) will be used as the alternate assessment for the appropriate sections. The TALPA assesses the student in English and in the primary language. Determination of English learner status is based on a comparison of performance in English and the primary language. A copy of the TALPA is available through the Continuous Improvement Department.

- The use of accommodations, modifications or an alternate assessment must be indicated on the test booklet/answer document of the state language proficiency assessment.

3. Program Services for ELs with Disabilities.

   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. Reclassification of ELs with Disabilities

   For Special Education students who do not meet the district reclassification criteria the IEP team may use alternate assessments and additional data to determine whether factors other than English language proficiency are responsible for low academic performance and whether it is reasonable to reclassify the student. A special version of the district's reclassification form includes consideration of such factors. A staff member with expertise in English Learner education must be part of this process. When an IEP team makes the decision to reclassify, they will document this decision in the IEP and also complete the district's Reclassification of Special Education EL Students Form, indicating that it was an IEP team decision. The completed Reclassification Form is to be provided to the site EL Coordinator or designated office staff to ensure the change is reflected in Aeries.

5. Teachers providing instruction in the district's core curriculum to special education English Learners will be properly certified.

E. Annual Monitoring of English Learners

Each school in the district receives an allocation from state 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:

- State Language Proficiency Assessment (Students are expected to gain one level on overall ~~CELDT~~ **ELPAC** each year, though remaining at the ~~intermediate~~ **somewhat developed** level for 2 years is allowed. ~~Expected progress on the ELPAC will be determined once data is available.)~~ **For the 2018019 school year the ELPAC criteria will be based on expected proficiency level based on years in US schools since only one year of data is available.**
- District Assessments in Math and ELA – expected percent proficient based on chart.
- CAASPP-SBAC in ELA and (scores from prior Spring testing – expected performance based on chart)
- Academic grades of C or better in English and Math (from last grading period)

English Learners will be monitored annually, typically in the fall to determine if they are making the expected progress based on their years in the program and language proficiency level from the prior year. Monitoring forms pre-populated with as much information as possible, will be provided to each school by the ~~Continuous Improvement~~ **Assessment & Accountability** Office by November 1st each year. School sites will ensure that teachers complete the monitoring forms between November 1st and Winter Break. A list of all EL students with the status of monitoring (meets expectations or does not meet expectations) will be returned to the ~~Continuous Improvement~~ **Assessment & Accountability** Office by Winter Break.

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

F. Retention of English Learners

English Learners may be considered for retention but are evaluated based on the expected achievement using the annual EL Monitoring process. English Learners are not to be retained solely because they fail to meet grade level expectations. For more information on retention and, specifically, the retention of English Learners please refer to the TUSD Promotion and Retention Packet.

APPENDIX

¶

Assessment

- Informal Primary Language Assessment Form

Parent Notification Forms

- Parent Notification of Initial Assessment/Placement
- Parent Notification of Annual Assessment/Placement
- ~~Parent Request for a Change in EL Program~~

  TUSD Notification to Opt Out

  TUSD Notification to Opt Back In

English Learner Services Charts & Forms

- Initial Identification Flowchart
- Reclassification Flowchart
- Parent Request for a Change in Program Placement
- Alternative Program Charts

  Bilingual Program at South West Park

Monitoring Forms

- ELAC Minutes Template
- English Learner Monitoring Form - Elementary
- English Learner Monitoring Form - Elementary
- EL Growth Expectation Chart
- Reclassification Form
- RFEP Monitoring Year 1
- RFEP Monitoring Year 2
- TUSD Principal's EL Checklist

(Note: Electronic versions of these forms are available to staff on the EL Coordinators Portal Site at [https://staff.tusd.net/sites/ELCoord)](https://staff.tusd.net/sites/ELCoord)

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)

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

Parent Notification of INITIAL Assessment Results and Program Placement (K-12)

(meets Federal Title 1/Title III and State Requirements)

To the parent(s)/**guardian(s)** of: _____ Date: _____

School: _____ Grade: ____ **Primary Language:** _____

~~Upon enrollment~~ **When your child enrolled in our school**, 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.~~ **The law requires us to assess your child and notify you of your child's proficiency level in English**. ~~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~~. **We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code section 6312[e][3][A]).**

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 ❒ Limited Proficient ❒ Proficient~~

Domain	**English Language Proficiency Assessment**		**Primary Language Proficiency Level Test: IPT Informal L1 Assess. Date Administered: _____ (Optional)**
Listening		**Oral Language:**	
Speaking			
Reading		**Written Language:**	
Writing			
Overall			
A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual student reports from the contractor.			

Based on the results of the ~~CELDT~~ **English language proficiency assessment** ~~test~~, your child has been identified as:

❒ **an English Learner (EL)** and will be assigned to a Language Acquisition Program. ~~The goal of this program is to help your student become proficient in English and succeed in the school's academic curriculum. English learners receive instruction in English language development as well as support in the content areas.~~

❒ **a Fluent English Proficient (FEP)** student and will be placed in the district's regular core program.

Check if applicable: □ Individualized Education Program (IEP) on file
A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

~~Your child is assigned to a:~~

~~❑ **Structured English Immersion Program** in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.~~

~~❑ **Developmental Bilingual Program (South/West Park)** that utilizes English and a pupil's native language (Spanish) for literacy and academic instruction and enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.~~

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

~~❒ **Fluent English Proficient (FEP)** student and will be placed in the district's regular core program.~~

~~Please call the school (*insert school office number)* if you would like to schedule a parent conference to discuss your child's instructional placement. Parents have the right to remove their child from a program or to request another program or method of instruction. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC).~~

Sincerely,

_____ _____

Principal Date

(copy to be placed in EL folder of Student's Cum.) page 1 of 2

~~**Parents/Guardians have the right to request placement in a bilingual program.**~~

~~The expected rate of graduation for English Learners in Tracy Unified is 87.5%. This expected rate is based on the California Department of Education's calculated graduation rate for English Learners in TUSD in 2015 – 16, the most recent year for which such data is available.~~

English Learner 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~~ or ELPAC)	~~CELDT: Overall score of Early Advanced or higher~~ ~~Subscores of Intermediate or higher~~ ELPAC: ~~to be determined~~ **Well developed (4) overall, and with well developed (4) or moderately developed (3) in oral language or written language.** ~~(the ELPAC will be administered beginning Spring 2018~~)

Performance in Basic Skills	Performance level of meets standards (level 3) or exceeds standards (level 4) on the state ELA assessment (SBAC). A score of approaching standards (level 2) may qualify if other district and teacher assessment data indicates mastery of basic skills. At K-2 this criterion will be met by student meeting grade level standards in ELA on district assessments.
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

Graduation Rate for English Learners

The expected rate of graduation for English Learners in Tracy Unified is 91.4%. This expected rated is based on the California Department of Education's calculated graduation rate for English Learners in TUSD in 2015-16, as reported in the Fall 2017 California School Dashboard, the most recent year for which such data is available.

Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below).

Our district also offers a Developmental Bilingual program that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and another language for instruction. (See the description below).

Request a Language Acquisition Program

Language acquisition program are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (EC Section 306[c]).

Description of Program Options and Goals for English Learners

Language acquisition programs provided in the Tracy Unified School District are listed below. Please select the program that best suits your child.

Structured English Immersion Program: A language acquisition program for English Learners in which nearly all classroom instruction is proved in English, but with curriculum and presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Developmental Bilingual Program (South/West Park): Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language (Spanish) for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to fifth grade.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a]).

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact Julie Stocking, Director of Continuous Improvement, State and Federal Programs (209-830-3210)) to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]). However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Please call the school (insert school office number) if you would like to schedule a parent conference to discuss your child's instructional placement. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC).

Sincerely,

_____ _____

Principal **Date**

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

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

Parent Notification of ANNUAL Assessment Results and Program Placement (gr.K-12)

(meets Federal Title I/Title III and State Requirements)

To the parent(s)/**guardian(s)** of: _____ Date: _____
School: _____ Grade: _____ Primary Language: _____

~~**Dear Parent(s) or Guardian(s):**~~ **Your child continues to be identified as an English Learner.** Each year we are required **access your child and** ~~by law~~ to notify you of your child's proficiency level in English. We must also **describe the available language acquisition program options for which you may choose the one that bests suits your child.** ~~provide you with the school's recommendation for program placement and describe all available program options~~. This letter also **contains the criteria for a student to** ~~explains how we decide when a student is ready to~~ exit the English learner program. **(20 United States Code 6312[e][3][A]).**

~~English Lang. Assessment Results~~ ~~English Language Proficiency Assessment of California (ELPAC)~~	
	~~Level~~
~~Listening~~	
~~Reading~~	
~~Writing~~	
~~Speaking~~	
~~Overall~~	

~~Academic Achievement Results~~ ~~(for students in grades 4-9, 12 from prior Spring)~~		
~~Skill Area~~	~~SBAC Level~~	~~Most Recent Academic Grade (gr. 4-12)~~
~~English Lang Arts~~		
~~Mathematics~~		
~~History-S.S.~~		
~~Science~~		

Assessment Results

English Language Proficiency Assessment Results (Administered Spring 20___)			**Academic Achievement Results** (Administered Spring 20__ in grades 3-8, 11)	
	Level			SBAC Level
Listening		Oral Lang:	English Language Arts	
Speaking				
Reading		Written Lang:	Mathematics	
Writing				
Overall			**Primary Language Academic Achievement**	
A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual student reports from the contractor.			Spanish Language Arts (for students in the bilingual program only)	

~~Based on the results of the ELPAC test and Academic Achievement Results, your child has been identified as:~~

☐ ~~**English Learner (EL)** and will be assigned to a Language Acquisition Program. The goal of this program is to help your student become proficient in English and succeed in the school's academic curriculum. English learners receive instruction in English language development as well as support in the content areas. Your child is assigned to a:~~

☐ ~~**Structured English Immersion Program** in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.~~

- ❑ **Developmental Bilingual Program (South/West Park)** that utilizes English and a pupil's native language (Spanish) for literacy and academic instruction and enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.

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

Please call the school (*insert school office number)* if you would like to schedule a parent conference to discuss your child's instructional placement. Parents have the right to remove their child from a program or to request another program or method of instruction. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC).

Sincerely,

_____ _____

Principal Date

(copy to be placed in EL folder of Student's Cum.) page 1 of

Parents/Guardians have the right to request placement in a bilingual program.

The expected rate of graduation for English Learners in Tracy Unified is 87.5%. This expected rate is based on the California Department of Education's calculated graduation rate for English Learners in TUSD in 2015-16, the most recent year for which such data is available.

English Learner 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 or ELPAC)	CELDT: Overall score of Early Advanced or higher Subscores of Intermediate or higher ELPAC: to be determined **proficiency level of well developed (4) overall and with well developed (4) or moderately developed (3) in oral or written language.** (the ELPAC will be administered beginning Spring 2018)
Performance in Basic Skills	Performance level of meets standards (level 3) or exceeds standards (level 4) on the state ELA assessment (SBAC). A score of approaching standards (level 2) may qualify if other district and teacher assessment data indicates mastery of basic skills. At K-2 this criterion will be met by student meeting grade level standards in ELA on district assessments.
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

Graduation Rate for English Learners

The expected rate of graduation for English Learners in Tracy Unified is 91.4%. This expected rate is based on the California Department of Education's calculated graduation rate for English Learners in TUSD in 2015-2016, as reported in the Fall 2017 California School Dashboard, the most recent year for which such data is available.

Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Our district also offers a Developmental Bilingual program that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and Spanish for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (EC Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the Tracy Unified School District are listed below. Please select the program that best suits your child.

□ Structured English Immersion Program: A language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

□ Developmental Bilingual Program (South/West Park): Language acquisition program for English Learners that provides instruction to pupils utilizing English and a pupil's native language (Spanish) for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues to fifth grade with the goal of biliteracy for student who complete the program.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents of legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact Julie Stocking, Director of Continuous Improvement, State and Federal Programs (209-830-3210) to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's

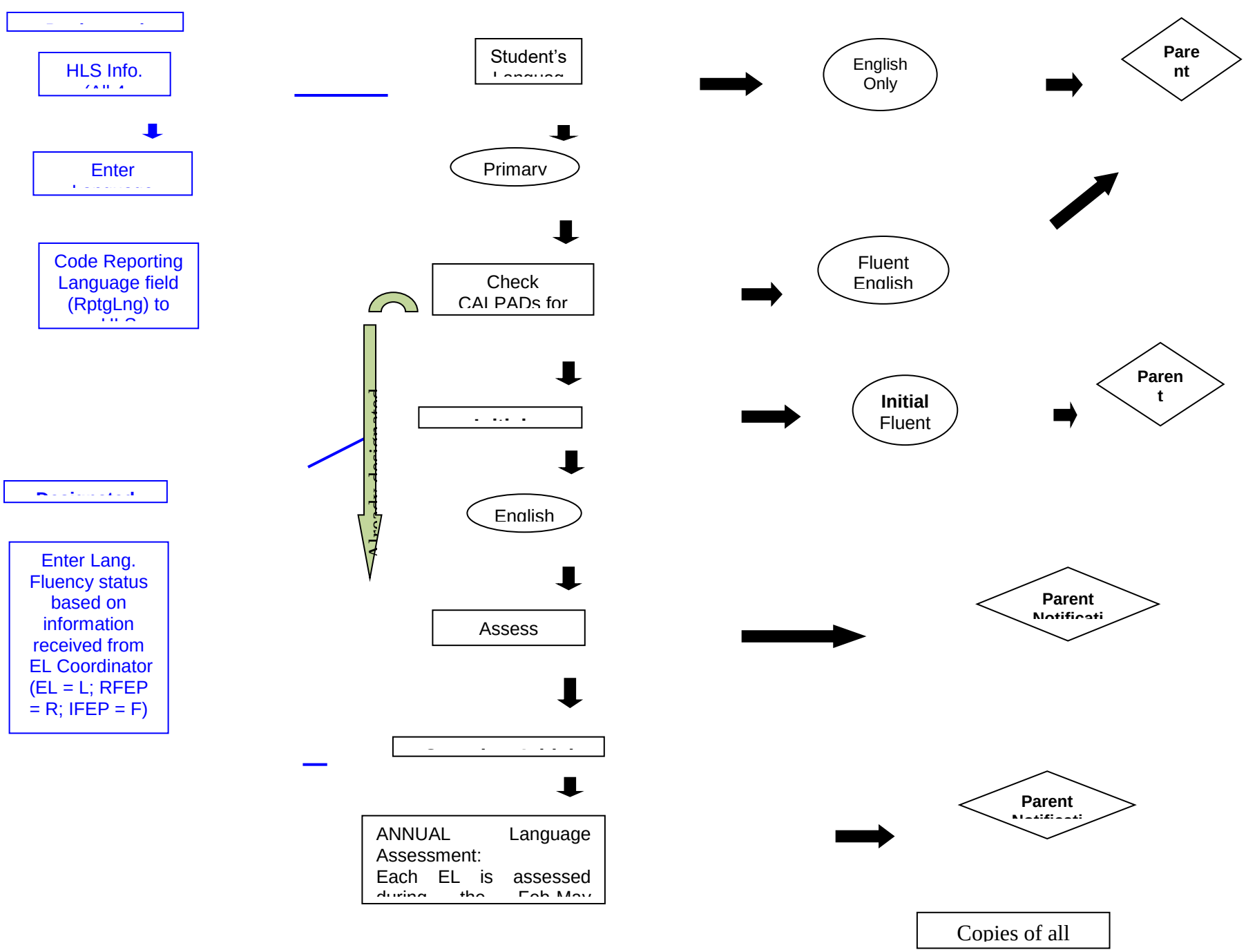
language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]. However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

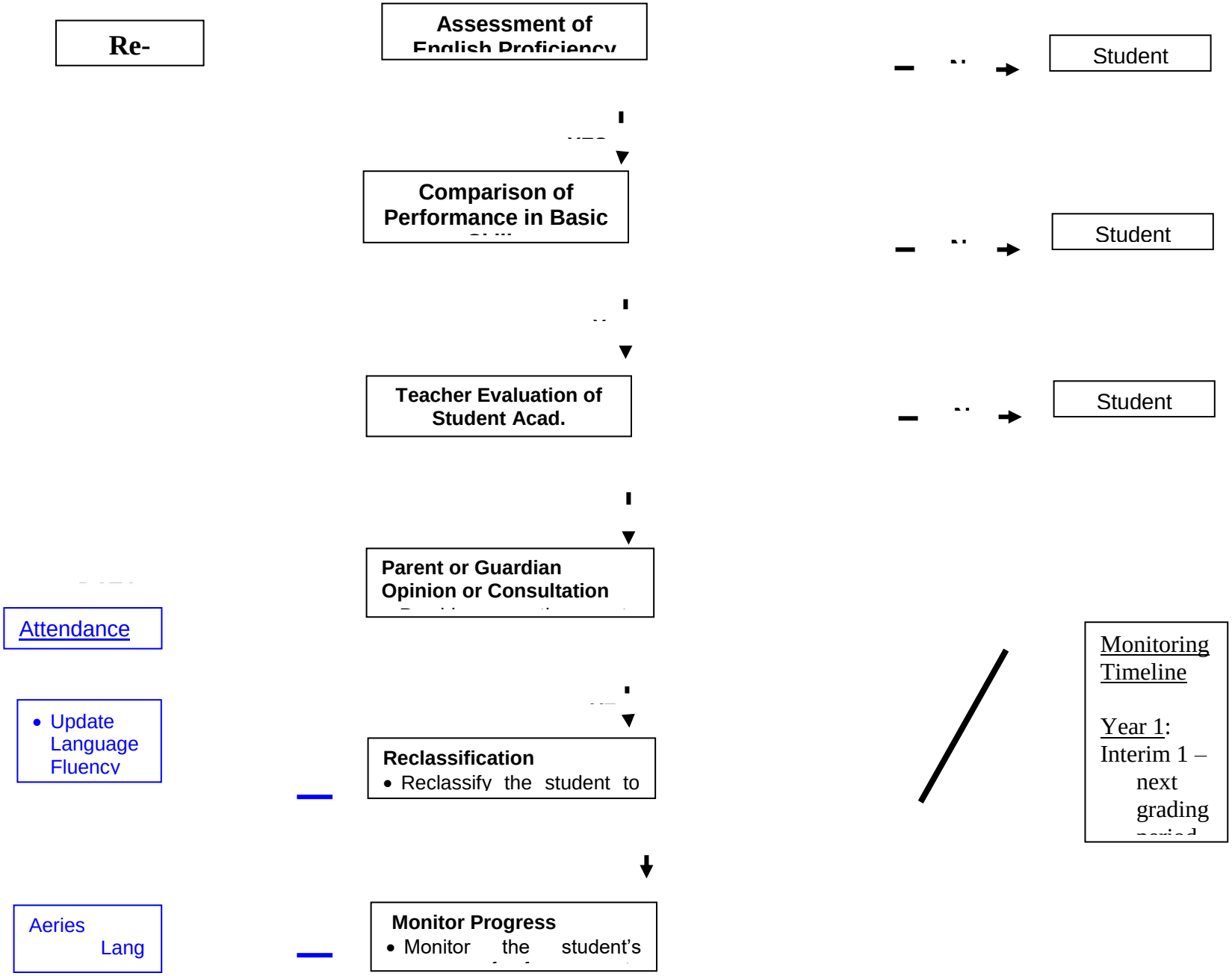
Please call the school (insert school office number) if you would like to schedule a parent conference to discuss your child's instructional placement. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC).

Sincerely,

_____ _____

Principal **Date**


HLS Info.
Enter
Code Reporting Language field (RptgLng) to
Enter Lang. Fluency status based on information received from EL Coordinator (EL = L; RFEP = R; IFEP = F)
Student's
Primary
Check CALPADs for
English
Assess
ANNUAL Language Assessment:
Each EL is assessed
English Only
Pare nt
Fluent English
Initial Fluent
Paren t
Parent
Parent
Copies of all


Re-
Assessment of English Proficiency
Student
Comparison of Performance in Basic
Student
Teacher Evaluation of Student Acad.
Student
Parent or Guardian Opinion or Consultation
Attendance
Monitoring Timeline
Year 1:
Interim 1 – next grading
• Update Language Fluency
Reclassification
• Reclassify the student to
Aeries
Lang
Monitor Progress
• Monitor the student's

Tracy Unified School District
Bilingual Program–South/West Park School

Competency Level in <u>English</u> 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 — English as a Second Language Social Studies — Science — Art Mathematics — P.E. — Music
Intermediate **Gr. 3**	**<u>Spanish = 50%</u>** Language Arts — Mathematics Social Studies — Science **<u>English = 50%</u>** Language Arts — English as a Second Language Social Studies — Science — Art Mathematics — P.E. — Music
Limited **Gr. 1-2**	**<u>Spanish = 60%</u>** Language Arts — Mathematics Social Studies — Science **<u>English = 40%</u>** English as a Second Language — Science P.E. — Art — Music
Kindergarten	**<u>Spanish = 80%</u>** Language Arts — Mathematics Social Studies — Science **<u>English = 20%</u>** English as a Second Language P.E. — Art — Music

Note: 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

TUSD Parental Request for A Change in English Learner Program Placement

Student Name	Date of Birth	Home School	Grade
_____	_____	_____	_____

I. Present Placement:

The program designations listed are those defined by the California Department of Education. The options for classroom placement under each program vary from school to school. Parents have the right to remove their child from a program or to request another program or method of instruction. Please schedule a meeting at your child's school to discuss class placement options.

My child is presently placed in the following program:

____ Structured English Immersion

Designed for students who are not yet proficient 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.

____ Developmental Bilingual Education Program (K-5 at South West Park)

Designed to provide instruction in the student's native language using primary language versions of district adopted curriculum. Daily instruction to promote English language development is also provided.

II. Request for Change in Placement to:
I request the following changes to my child's EL Program:

____ Remove from bilingual program and place in regular (English instruction) class.

____ Remove from sheltered content classes and place in regular content class.

____ Other: _____

Parent Signature:_____ Date: _____

FOR SCHOOL USE ONLY:

Your request for a change in services has been:

_____ **approved**.

_____ **approved with reservation** because _____

The new program placement begins on _____
(See attached for new schedule for High School students)

Principal :_____ Date: _____
(copy to be placed in EL folder in student's cum.)

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~~ **Advise the School Site Council on the development of the Single Plan for Student Achievement (SPSA)**
	3. ~~Administration of the school's Annual Language Census~~ **Assist the school in the development of the school's needs assessment**
	4. **Assist the school in the development of** ways to make parents aware of the importance of regular school attendance.

Additional Legal Requirements

	6. 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.
	7. ELAC Minutes of _____ (date) show that the ELAC has advised School Site Council on the development of the site *Single School Plan for Student Achievement.*

The meeting was 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).

<u>Legal Requirements</u>: 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.*~~ **Advice on School's Program/Services for English Learners:**
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.*~~ **Advice on Single Plan for Student Achievement (SPSA):**
3. ~~**Training Activity: Language Census:** *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. **Assistance in Development of School's Needs Assessment:**

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.* **Assistance in Development of Ways to Make Parents Aware of the Importance of Regular School Attendance:**

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 Program for English Learners:** *Sample: Three parents volunteered to serve on the School 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

1. 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.

2. 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?

1. Sample: Mrs. _____ will bring copies of the Board of Education Agenda template to the next ELAC meeting.

2. Sample: Secretary _____ will bring copies of the updated membership roster to the next meeting.

Meeting adjourned at _____.

Respectfully submitted,

_____

Secretary, English Learner Advisory Committee

TRACY UNIFIED SCHOOL DISTRICT

English Learner Monitoring
Elementary Version
(rev. ~~Fall 2017~~ **May 2018**)

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: ___

~~CELDT (3 years ago – 2014/15):~~ **ELPAC**	~~CELDT (2 years ago – 2015/16):~~	~~CELDT (prior year – 2016/17):~~
Overall: _____ **(1=Beginning; 2=Somewhat; 3=Moderately; 4=Well developed)** 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: _____

CAASPP:

Smarter Balanced Assessment (SBAC):

ELA Score: ____Level:__

Math Score: _____ Level: _____

Level 1=Standard Not Met Level 2= Standard Nearly Met

Level 3=Standard Met Level 4=Standard Exceeded

Academic Grades
(Trimester 1 for grades 4-8)

English _____ Math: _____

CAA (Calif. Alternate Assessment)
ELA Score: ____ Level: _____

Math Score: ____ Level:_____

Based on the TUSD Achievement Growth Chart:

Student demonstrated the expected growth in ~~CELDT~~ **ELPAC**……	❒ Yes	❒ No	
Student demonstrates expected performance on district assessments in ELA……	❒ Yes	❒ No	
in Math……	❒ Yes	❒ No	
Student demonstrated the expected performance level on SBAC in ELA……	❒ Yes	❒ No	❒ NA
in Math……	❒ Yes	❒ No	❒ NA
Student receiving passing grade (C or better) in Reading……	❒ Yes	❒ No	❒ NA
in Math……	❒ Yes	❒ No	❒ NA

Status Determination:

_____ Student meets expected achievement (see TUSD Expected Achievement Chart for criteria)

_____ Student does not meet expected achievement and requires a plan to overcome academic deficits

Monitoring Form completed by: Print Name _____ ❒Teacher ❒Other: _____

Signature _____ Date: _____

TRACY UNIFIED SCHOOL DISTRICT

English Learner Monitoring
MS/HS Version

(rev. ~~Fall 2016~~ **May 2018**)

All students designated as English Learner will be monitored annually to ensure they are achieving 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: _____ District Enter Date: _____

English/ELD Teacher (MS/HS): _____ US School Enter Date: _____

Math Teacher (MS/HS): _____ Years in EL Program: _____

~~CELDT (3 years ago – 2014/15):~~ **ELPAC**	~~CELDT (2 years ago – 2015/16):~~	~~CELDT (prior year – 2016/17):~~
Overall: _____ (1=Beginning; 2=Somewhat; 3=Moderately; 4=Well developed 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)~~

CAASPP: Smarter Balanced (SBAC):

Date: _____

ELA Score: _____ Level: ___.

Math Score: _____ Level: ____.

Level 1=Standard Not Met **Level 2= Standard Nearly Met**

Level 3=Standard Met **Level 4=Standard Exceeded**

CAA(Calif. Alternate Assessment
ELA Score:_____ Level:_____
Math Score:_____ Level:_____

Academic Grades Q1
English:_____ Math:_____

Based on the TUSD Achievement Growth Chart:	**ENGLISH**	**MATH**
Student demonstrated the expected growth in ~~CELDT~~ **ELPAC**……	❒ Yes ❒ No	❒ Yes ❒ No
Student demonstrated the expected performance level on SBAC in ELA……❒ Yes ❒ No ❒ NA		
in Math……	❒ Yes ❒ No ❒ NA	
Student demonstrates expected performance on district assessments in ELA…❒ Yes ❒ No ❒ NA		
in Math……..… …. ……	❒ Yes ❒ No ❒ NA	
Student receiving passing grade (C or better) in English……..❒ Yes ❒ No ❒ NA		
in Math……	❒ Yes ❒ No ❒ NA	

Status Determination:

ELA Math

_____ _____ Student meets expected achievement levels

_____ _____ Student does not meet expected achievement and requires a plan to overcome academic deficits.

English/ELD Teacher:

Print Name _____

Signature _____

Date: _____

Math Teacher (gr. 7-12)

Print Name _____

Signature _____

Date: _____

Tracy Unified School District
English Learner Expected Achievement Chart
(revised ~~Fall 2017~~ **May 2018**)

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 **based on US School enter Date) and performance on most recent ELPAC** ~~in TUSD~~. English Learner achievement is based on multiple measures including progress/achievement on the ~~CELDT~~ **ELPAC**, CAASPP-SBAC 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 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 **(in US Schools)**. ~~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~~ **US Schools**) for more than ~~5~~ **6** years, use the ~~Five~~ **Six**+ 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~~

YEAR ONE			YEAR TWO or THREE			YEAR FOUR or FIVE			YEAR SIX+		
ELPAC ≥ Level 1			ELPAC ≥ Level 2			ELPAC ≥ Level 3			ELPAC Level 4		
Use the student's actual ELPAC Overall level to determine the expectations for SBAC and District Assessments using the chart below											
Actual ELPAC	SBAC	DIST. ASSESS	Actual ELPAC	SBAC	DIST. ASSESS.	Actual ELPAC	SBAC	DIST. ASSESS	Actual ELPAC	SBAC	DIST. ASSESS
Level	Level	Percent	**Level**	**Level**	**Percent**	**Level**	**Level**	**Percent**	**Level**	**Level**	**Percent**
1 Min. Dev.	Not met-1	>10%	1 Min. Dev.	Not met-1	>30%	1 Min. Dev.	Not met-1	>30%	1 Min. Dev.	Nearly Met -2	>50%
2 Somewhat Dev.	Not met-1	>30%	2 Somewhat Dev.	Not met-1	>30%	2 Somewhat Dev.	Nearly Met -2	>50%	2 Somewhat Dev.	Nearly Met -2	>50%
3 Mod. Devel	Nearly Met -2	>50%	3 Mod. Devel	Nearly Met -2	>50%	3 Mod. Devel	Nearly Met -2	>50%	3 Mod. Devel	Met-3	>70%
4 Well Devel	Nearly Met -2	>50%	4 Well Devel	Nearly Met -2	>50%	4 Well Devel	Nearly Met -2	>50%	4 Well Devel	Met-3	>70%

There are seven possible areas to be monitored which include:

~~CELDT~~ **ELPAC**(1)**Since there is only one year of ELPAC data available in the Fall of 2018, the criteria for meeting is the expected level of proficiency based on years in US Schools. Beginning in the fall of 2019 when there is a of ELPAC data, the criteria will be revised to expected growth** ~~(Students are expected to gain one level on overall year, though remaining at the intermediate level (3-Int) for 2 years is accepted). Students scoring at the Advanced (5- must stay at that level in order to be considered as meeting expectations – both Math and English teachers should CELDT~~

* To achieve the expected achievement students

expectation second year ~~CELDT each Adv) level consider~~

~~**Note: There is no annual CELDT data for 2017-18. The ELPAC will be administered in the Spring of2018. Criteria for ELPAC will be established when information is available.**~~

SBAC in Math and SBAC in ELA (2) (expected proficiency level based on ~~chart above – scores from spring 2016~~ **years in program and most recent ELPAC Overal level using above – scores from Spring 2018**)

District Assessments****** in Math (2) (results from so far this fall) and in ELA (scores from fall term of current year (e.g. Unit 1 assessment). Expected percent of assessments on which student needs to be proficient are listed in the chart above.

Academic grades of C or better in English (Reading) and Math (2) (from ~~last~~ **first quarter/trimester** grading period for grades 4-12)

Bilingual Program at South/West Park: There are ~~nine~~ **eight** possible criteria for students in the bilingual program. Students must meet the ~~CELDT~~ **ELPAC**(1), SBAC (2) and Academic Grade (2) requirements as described above. In addition, they must achieve 70% proficient on district assessments in Spanish (2) and score at least Basic on the ~~2017~~ STS – Standards Test in Spanish- for Lang. Arts (1) ~~as well most recent Assessment for ELD~~ .

**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.

TRACY UNIFIED SCHOOL DISTRICT

Language Skills Appraisal for
Reclassification of English Learner Students
(revised ~~Fall 2016~~ **Feb. 2017**)

Student Information:

Name: _____ ID# _____

Grade: _____ School: _____ Counselor: _____

Current teacher (ELD/English): _____

I. Assessment of English Proficiency:

Latest State Language Assessment (~~CELDT~~/ELPAC) results: Date: _____

Overall level: _____

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

II. Performance in Basic Skills Date: _____

Smarter Balanced Assessment (SBAC)

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

District Assessments (percent of district assessments where student met standard):
(List for most recent available assessments)

ELA/Reading Scores: _____ ELA/Writing Scores: _____ Math Scores: _____

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

Evaluation was based on: ☐ Classroom Performance ☐ District Assessments
☐ Progress toward IEP goals ☐ Formative Assessments

- 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 4-12)

- 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

IV. Parent Consultation

☐ Yes ☐ No The parent/guardian participated in this discussion.

Parent Comments: _____

My signature indicates that I have been given an opportunity to express my opinion and to consult with the school staff during the reclassification process.

Parent/Guardian Signature: _____

Printed Name: _____

Parent Notification:

If parent is not able to attend:

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

_____ by (whom)_____

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

Recommendation of Language Appraisal Team: Date of Meeting: _____

_____ 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: _____

*Office Use Only

❒ Language Fluency

TRACY UNIFIED SCHOOL DISTRICT
Monitoring of R-FEP Students
Year 1

All ~~re-designated~~ **reclassification** students will be monitored, for at least two years after being ~~re-designated~~ **reclassification**, to ensure they are experiencing success. The monitoring process begins on the date the student is reclassified **(RFEP)**. The classroom, Core, or English teacher will monitor the student at the end of the first two grading periods that follow the ~~designation~~ **reclassification.** 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)

To be completed at the end of **the 1st grading period** after ~~re-designation~~ **reclassification** "30 day follow-up":

Student is receiving S or C grades or better in all core curricular areas …….. ❒ Yes ❒ No
Student work indicates continued progress in ELA standards ……..… ❒ Yes ❒ No
❒ The student is performing successfully
❒ The student needs additional support (describe support to be provided)

_____

_____ _____
Teacher Signature Principal Signature

Date: (Aeries field: 180 day) ___updated (initials)

To be completed at the end of the **2nd grading period** after ~~re-designation~~ **reclassification** "180 day follow-up":

Student is receiving S or C grades or better in all core curricular areas …….. ❒ Yes ❒ No
Student work indicates continued progress in ELA standards ……..… ❒ Yes ❒ No
❒ The student is performing successfully
❒ The student needs additional support (describe support to be provided)

_____

_____ _____
Teacher Signature Principal Signature

Date: _____

Year 1 Annual Monitoring: Assessment of English Academic Proficiency:

Smarter Balanced (SBAC-CAASPP): Date: _____

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

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 4-12)

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 (H.S. only)……..…….... ❒ 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)

_____

_____

_____ _____

Teacher Signature	Principal Signature

Revised 2016 *print on green*

TRACY UNIFIED SCHOOL DISTRICT

Monitoring RFEP Students

Year 2-4

All ~~re-designated~~ **reclassification** students will be monitored, for at least two years after being ~~re-designated~~ **reclassification**, to ensure they are experiencing success. The monitoring process begins on the date the student is reclassified (RFEP). The classroom, Core, or English teacher will monitor the student at the end of the first two grading periods that follow the ~~designation~~ **reclassification**. 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: _____

Annual Monitoring: Assessment of English Academic Proficiency:

Date: _____ Year 2 Year 3 Year 4 (circle appropriate year)

Smarter Balanced (SBAC-CAASPP): Date: _____

ELA Score: _____ Level:_____.

Math Score: _____ Level: _____.

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 4-12)

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 (H.S. only) ……...…… ❒ Yes ❒ 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)

_____

_____

_____ _____

Teacher Signature Principal Signature

revised 2017 *print on green*

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~~ **ELPAC** coordinator **or other staff designated by the principal**	Principal		Jun-Aug	X									
2	Personnel to administer ~~CELDT~~ **ELPAC** tests have been identified	EL/~~CELDT~~ **ELPAC** Coord		Jun-Aug	X									
3	All ~~CELDT~~/ELPAC test administrators have been trained (must be trained annually)	EL/~~CELDT~~**ELPAC** Coord		Aug. 15	X									
4	Process and schedule for administering and scoring initial ~~CELDT~~ **ELPAC** has been established.	Principal		by Aug. 15	X									
5	Staff members have been designated for EL data entry (Aeries) incl.: for Initial Registrations AND for updates from the EL Coordinator	Principal		Sept. 15	X									
6	All parent communication is provided in Spanish if ≥ 15% of students have home language of Spanish.	Principal		ongoing	x	x	x	x	x	x	x	x	x	
7	~~Queries are run monthly to identify newly enrolled students and/or pending students~~.	Principal , EL Coord		monthly			x	x	x	x	x	x	x	
8	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		
9	Process and procedures relating to the registration of EL Learners has been reviewed with office staff. A process for notifying the EL/~~CELDT~~ **ELPAC** Coordinator of any new student with a home language other than English has been established.	EL/~~CELDT~~**ELPAC** Coord		Sept. 1	X									
10	A process for requesting ~~CELDT~~**ELPAC** scores and EL information from prior schools has been established	Principal/EL Coord		Sept. 1	X									
11	Process and procedures relating to the maintenance of EL records in CUMS has been reviewed with office staff	EL/~~CELDT~~**ELPAC** Coord		Sept. 1	X	x	x	x	x	x	x	x	X	

Order	Task	Person Resp.	Site Person	Timeline	Jul/ Aug	Sep	Oct	Nov/ Dec	Jan	Feb	Mar	Apr	May/ Jun	Date completed
12	All new students with a language other than English have been ~~CELDT~~ **ELPAC** tested within 30 days (initial) and materials sent to district monthly	EL/~~CELDT~~ **ELPAC**Coord		within 30 days	x	x	x	x	x	x	x	x	x	
13	Language Proficiency level has been determined and recorded in Aeries for all Pending students	EL/~~CELDT~~ **ELPAC** Coord/ clerical		Aug-May	x	X	x	x	x	x	x	x	x	
14	All **Initial** ~~CELDT~~**ELPAC** tests ~~from beginning of year~~ are locally scored ~~and results are~~ **and** saved **as they are administered** ~~in Excel format, saved on thumb drive and sent to Continuous Improvement office.~~	EL/~~CELDT~~**ELPAC** Coord		Sept. 15	x	X								
15	EL Coordinator attends all EL Coordinator meetings	Prin./ EL Coord		Monthly	x	x	x	x	x	x	x	x	x	
16	ELD Groupings are finalized and Schedule for daily designated ELD is set - Begin ELD	Prin./ EL Coord		Sept. 1	x	X								
17	Monitor that EL students receive daily (≥ 30 minutes) Designated ELD based on their English proficiency level.	Prin./ EL Coord		Sept. - May	x	x	x	x	x	x	x	x	x	
18	Teacher is designated to attend ELD Steering Committee meetings	Principal		Monthly			x	x	x	x	x	x	x	
19	Initial ELAC meeting held and parents informed of roles & responsibilities	Principal		by Sept. 30	x	x	X							
20	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							
21	ELAC representative (parent) designated to attend district DELAC meetings (1/quarter)	Principal		by Sept. 30		x		x			x		x	
22	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	
23	Hold ELAC/SSC meetings with required agenda items: 1) Plan for ELs, 2) School needs assess.; 3) admin. of lang. census; 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
24	ELAC meeting agendas, minutes and sign-in sheets documented and maintained at site (See EL Master Plan for Template)	Principal/ ELAC Chair		ongoing	x	x	x	x	x	x	x	x	x	
25	Staff is identified and trained to administer IPT (Spanish Lang assess)	EL/~~CELDT~~**ELPAC** Coord.		Aug-Oct	x	x	X							

26	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~~ **ELPAC** Coord		within 90 days	x	x	x	x	x	x	x	x	x	
27	All EL students have designated EL folder in Cum (Red dot)	EL Coord/ clerical		Fall	x	x	X							
28	EL Data updated in Aeries (data cleanup) based on Fix Lists from ~~Continuous Improvement~~ **Assessment & Accountability** or request from ISET (per CALPADS)	EL Coord; clerical		Sept, Jan		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 INITIAL assessment results and program placement	EL Coord; clerical		Init.=30 days	x	X	x	x	x	x	x	x	x	
30	Copies of Parent Notifications placed in student EL Folder (CUM)	EL/~~CELDT~~**ELPAC** Coord		fall & spring	x	X	x	x	x	x	x	x	X	
31	Eligible students have been reclassified based on District criteria; ~~Eligible students in grades 5 and 8 are reclassified before moving to next school.~~ **Before December 1st**	Prin./ EL Coord		Fall +/or Spring		x	x	X		x	X	x	X	
32	Reclassification data has been entered into Aeries **before winter break**	EL 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~~ **ELPAC** 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	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	x	X	
36	EL Monitoring Spreadsheet indicating status of each EL student submitted to Continuous Improvement Office	Prin,/EL Coord		by mid-January					X					
37	EL Annual Monitoring Forms are filed in cums.	Prin./ EL Coord		Winter					x	x	X	x	X	
38	All ELPAC test administrators have been trained (must be trained annually)	Principal		January					X					
39	All EL students are assessed annually (ELPAC) and materials turned in to district	EL/~~CELDT~~**ELPAC** Coord		by April 1					X	x	x			
40	Official ~~CELDT~~/ELPAC scores distributed to parents (when received from test contractor)	Prin./ EL Coord		Nov/May				X	x			x	X	
41	Year 1- RFEP students: Interim monitoring completed and documented in Aeries and EL	Prin./ EL Coord		quarter/ trimester				X			X		X	

	Folder(CUM)														
42	Determine what accessibility supports ELs need for the CAASPP testing, if any, and communicate to site testing coordinator to have them set up prior to testing.	Prin./ EL Coord		By February					x	X					
43	Year 2-4 RFEP students: Annual monitoring completed and documented in Aeries and EL Folder (CUM)	Prin./ EL Coord		Fall +/or Spring				X			X		X		
44	Parents are notified of ANNUAL assessment results and program placement for following year	EL/~~CELDT~~**ELPAC** Coord		Annual= Spring							x	x	X		
45	Submit ALL Unused ~~CELDT~~ & ELPAC materials to the ~~Continuous Improvement~~ **Assessment & Accountability** Office	Prin, EL Coord		May-June									X		

x = month could be completed

X = month must be completed if not previously