



Tracy Unified School District English Learner Master Plan



Tracy Unified School District

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Tracy Unified School District

Master Plan for Services to English Learners

Introduction: This plan outlines the TUSD English Learner services that are in place to ensure compliance with state and federal law, and that are designed to give all English Learner students in TUSD access to rigorous and relevant learning experiences in preparation for college and careers. The TUSD English Learner programs are designed to help children develop English language proficiency as rapidly as possible while still maintaining their cultural identity.

All English Learners (ELs) 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). We have identified our EL students who are in other programs such as Special Education or 504 as Dually Identified EL students.

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. The 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.

The current plan was revised through the joint efforts of community partners including district personnel, DELAC Members, Parents, English Learner Coordinators, EL Task Force members, and site administrators. This plan will be updated as needed to reflect changes in state regulations and district processes as well as to provide needed clarification.

Vision: All English Learners in TUSD will become lifelong learners, responsible citizens, and leaders in the 21st Century.

Mission: TUSD prepares our English Learner population to be college and career ready for the 21st Century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our world class, culturally proficient staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses, and institutions of higher learning.

For information related to this Master Plan, please contact:

TUSD Office of Curriculum and Accountability – (209) 830-3210

TUSD Office of English Learner Programs – (209) 830-3202

I. PROGRAM GOALS

The goal of our English language development program in the Tracy Joint Unified School District is for English Language students to have access to rigorous curriculum and become fluent in English and master all the content standards required in the state of California as a foundation for college and career readiness while ensuring English Learner (EL) students and Dually Identified English Learner students will meet our LCAP, Federal Program Monitoring criteria, and EL Roadmap Guiding Principle Goals.

- 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.
- Prepare students with a linguistic, academic, social skills, and competency they require for college, career, and civic participation in a global, diverse, multi-lingual world.

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 multicultural nature of American society is vital for all since the worldview, 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 (EL Roadmap Principle 2.E FPM II-EL03)

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) (EL Roadmap Principle 3.A FPM I-EL02)

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 DELAC shall meet at least four times per school year. The date of the first meeting shall be determined by the Director of Continuous Improvement, State and Federal Programs or his/her designee. Subsequent meetings shall be set by the Committee.
4. The DELAC shall follow established by-laws that set forth officers, procedures, and other legal requirements.
5. The DELAC shall advise the school district governing board on the following tasks:
 - The development and any necessary revision of the district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSA.
 - Conducting a district-wide needs assessment on a school-by-school basis.
 - Establishment of district programs, goals and objectives for program and services for English Learners.
 - The development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
 - Review and comment on the local educational agency's (LEA) reclassification procedures and monitoring of RFEP students.
 - Review and comment on the written notifications of annual assessment and program placement to parents required to be sent to parents and guardians.
 - Review and evaluation of monitoring of RFEP students.
 - If the DELAC acts as the EL Parent Advisor Committee, the DELAC shall also review and comment on the development or annual update of the Local Control Accountability Plan (LCAP).

B. School English Learner Advisory Committee (ELAC) (EL Roadmap Principle 3.A FPM I-EL01)

1. Each school with 21 or more EL students shall establish a School English Learner Advisory Committee.
2. All sites must form an ELAC committee that shall establish by-laws that set forth officers, procedures, and other legal requirements.
3. ELAC shall advise the principal and staff on the following requirements
 - The ELAC shall be responsible for assisting in the development of the school wide needs assessment and ways to make parents aware of the importance of regular school attendance.
 - The ELAC shall be responsible for assisting in the development of a site plan for ELs and submitting the plan to the School Site council for consideration of inclusion in the Single Plan for Student Achievement.
4. Each site shall maintain records of the agendas and minutes of all ELAC meetings.

III. INITIAL IDENTIFICATION and ASSESSMENT

A. Initial Identification (EL Roadmap Principle 2.E FPM II-EL-03)

- 1. All parents are required to complete a “Home Language Survey” (HLS) form as part of the registration. If any language other than English is indicated for questions 1-3, a copy of the registration form will be provided to the site English Learner (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 students 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. If the student was previously enrolled in a California school, the EL Coordinator should contact the Assessment and Accountability department to check the student’s language fluency status in CALPADS. If no information is available within 30 calendar days of initial enrollment, the site EL Coordinator or designee will assess for English proficiency by means of the current English language proficiency assessment.

Students with disabilities may be assessed using accommodations or modifications of the English language proficiency assessment or may be assessed with the alternate initial ELPAC test if their IEP specifies for alternate assessments. 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 English language proficiency assessment indicates that the student is not fluent in English, he/she shall be designated EL. Students designated as English learners shall receive appropriate services as described in section VI. Instructional Services.
- 5. If the English language assessment indicates that the student is fluent in English, he/she shall be designated as Initial Fluent English Proficient (IFEP) and placed in the regular program. Students may be classified as initial fluent if they meet the fluent proficiency 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 reclassification criteria. These students are designated as R in Aeries. Initially Fluent English proficient students do not receive any special services.

A student must attain an ELPAC Initial Assessment (IA) Overall Performance Level of 3 to be classified as an Initial Fluent English Proficient. The designation of Initial Fluent English Proficient (IFEP) is as follows:

Initial Fluent English Proficient (IFEP) 3	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)
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Intermediate English Learner 2	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.
Novice English Learner 1	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

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 (HLS) 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 (EL Roadmap Principle 2.E FPM II-EL03)

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 opt out of English learner services
 - parent's right to participate in site English Language Advisory Council (ELAC)
2. Parents/guardians of English Learners shall be notified no 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.
3. A copy of the parent notification form is to be placed in the EL folder within the student's CUM folder.

IV. ANNUAL ASSESSMENT and RECLASSIFICATION

A. Annual Assessment and Evaluation of Students (EL Roadmap Principle 3.C FPM II-EL03 VI-EL10)

1. Each English learner is annually assessed for English language proficiency and academic progress. The English Language Proficiency Assessment for California (ELPAC) is used to assess English language proficiency. Student performance on the ELAPC is measured overall as described below.

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet

	immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

2. Academic progress is assessed using state assessments (CAASPP-SBAC), district assessments and grades.
3. Each English learner on an active individualized education plan (IEP) or Section 504 plan will be annually assessed using accommodations, modifications or alternate assessments for the current ELPAC as specified in the student’s IEP or Section 504 Plan.
4. English learners 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 (EL Roadmap Principle 2.E/3.C FPM II-EL03)

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 English language proficiency assessment will be electronic and can be accessed through the parent portal. This allows for quick access to results across a variety of electronic formats. If a copy is needed, a copy can be requested at the school site.

C. Reclassification of Students (FPM IV-EL10)

The EL Coordinator or principal’s designee will monitor students annually. The Office of Assessment and Accountability will provide schools with data reports of potential EL students for reclassification in the fall and spring.

A site Language Appraisal Team, usually made up of an administrator, the ELD or language arts teacher, an English Learner site coordinator, the parent, and the student, makes the determination regarding reclassification of English Learner students. The English 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 English 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 *Language skills appraisal for Reclassification of Special Education English Learner Students form*. This form allows the review of other 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.

1. Process for reclassification:

a. **Assessment of English Proficiency:** The student cannot be reclassified to fluent English proficient (RFEP) based on the English language assessment scores data alone. A student must meet district established criteria for fluency on the English Language Proficiency Assessment for California (ELPAC). This criterion includes a Performance level score of overall (4) Well Developed on the Summative ELPAC or a Performance level score of overall (3) Fluent English Proficient in the Summative Alternate ELPAC Assessment. This is the first piece of evidence to be used in the process. Students who fail to meet this criteria should **not** be reclassified unless there is strong evidence to suggest that the English 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 is to be considered. Students should be at Exceed Level (4) or Standard Met Level (3) or Standard Nearly Met (2). Students scoring a level 1 may be reclassified if other data (i.e. district assessments, classroom performance) indicate achievement of basic skills comparable to English only peers. Note: If students do not have SBAC scores other data (i.e. district assessments and/or classroom performance) may be used to 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 Tk-5 students should be receiving a 3 or better in ELA. At grades 6-12, students should be receiving a "C-" grade or higher in ELA. **Note:** If a student does not meet the criteria for a C- or better in ELA, the student may be reclassified if other data (including the teacher's evaluation of the student's potential in the four ELPAC domains) 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, consultation, and involvement during the reclassification process are part of the documentation. This conference can be held by telephone, in person, or by sending the *Parent Notification Letter (Reclassification)*. If a student meets all criteria, then a student may be reclassified too Fluent English proficient. The Language Appraisal Team can reclassify a student meeting all the criteria even if parent/legal guardian is in disagreement.

2. Steps to document reclassification

a. Complete reclassification paperwork including parent conference.

b. Update Student CUM

1) Sticker change. (From red dot for EL to green dot for RFEP)

2) File reclassification paperwork 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) Reclassification 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-EL10)

Students who have been reclassified must be monitored annually for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. During the first-year students will be monitored 30 days and 180 days of being reclassified. In subsequent years students will be monitored once a year after the first report card grading period. 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.

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

1. Student performance shall be evaluated by the teacher based on current grade in ELA. At grades Tk-5, students should be receiving a 3 or higher in ELA. At grades 6-12, students should be receiving a “C-” grade or higher in his/her ELA class.

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:
1 st grading period after reclassification = Aeries field “30 day”
2 nd grading period after reclassification = Aeries field “180 day”
1 year after 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 Assessment and Accountability provides lists of RFEP students who need to be monitored (those identified or reclassified within the previous 48 months).

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 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 reclassification.
2. The classroom/core/English 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 classroom/core/English 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 students cum folder.

Years 2-4 Annual Monitoring of RFEP students

1. The RFEP monitoring form shall be completed on the 2, 3 and 4-year anniversary of a student being reclassified.
2. The classroom/core/English teachers will review progress of the student to determine if the student still meets reclassification 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 and administrator to recommend appropriate interventions.

V. STAFFING and PROFESSIONAL DEVELOPMENT

A. Staffing (CA Roadmap Principle 3.A FPM V-EL11)

Tracy Unified School District ensures that teachers assigned to provide English Language Development, SDAIE and primary language instruction are properly EL authorized. California state law requires appropriate authorization of teacher to provide instruction to English Learners. All teachers who provide ELD and must be appropriately authorized with a Cross-cultural Language and Academic Development (CLAD) certificate or equivalent. All teachers who provide primary language instruction must be appropriately authorized with a Bilingual Cross-cultural Language and Academic Development (BCLAD) certificate or equivalent.

The Director of Continuous Improvement, State and Federal Programs 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 (CA Roadmap Principle 3.A FPM V-EL12)

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 the following areas:

English Language Development (ELD) Standards, Designated and Integrated ELD, Instructional Strategies for English Learners, Access to Core (direct instruction, differentiated instruction, scaffolding, interactive read aloud, text deconstruction/reconstruction, AVID strategies, Analysis of EL student data from the ELPAC assessment, and more) 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.

Professional Learning is offered to site level administrators in specific teaching practices that support English language acquisition, ELs access to core instruction, monitoring and evaluating program implementation. These trainings are provided at regularly scheduled meetings as approved by the Assistant Superintendent of Educational Services.

B. Paraprofessionals (CA Roadmap Principle 3.A FPM V-EL12)

Professional Learning is offered to site paraprofessionals in specific teaching practices that support English language acquisition, curriculum, and effective instructional strategies. These trainings are provided at sites, district, county, or during collaboration time with teachers.

VI. INSTRUCTIONAL SERVICES (CA Roadmap Principle 2.G FPM VI-EL 13)

A. Language Acquisition Program Descriptions

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and that provide instruction to English learners on the state-adopted academic content standards, including the English Language Development (ELD) 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

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 English Language Development (ELD) and access to grade level academic subject matter content.

2. Development Bilingual Programs

A language acquisition program for English learners provide instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to fifth grade with the goal of biliteracy.

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

B. Services for English Learner Students (CA Roadmap Principle 2A/B FPM VII-EL 14/15)

1. English Language Development:

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:

2012 CA ELD Standards

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 TK/Kindergarten is fifteen minutes daily. At middle and high school's English learners receive a minimum of one period of ELD class.

2. Access to Core Subjects (state adopted content standards) (CA Roadmap Principle 2.B/D FPM VII EL 15)

Access to the common core state standards is guaranteed by providing integrated ELD when the academic language needs of English learner students are addressed in every content area, and by providing access through practices and strategies to differentiate and scaffold appropriately.

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, State and Federal Programs Department provides guidance for implementation.

Structures for providing Designated ELD (From ELA/ELD Adoption Toolkit 2015) (CA Roadmap Principle 2.A)

Options for Designated ELD at Elementary Schools
<u>Option 1A: Homeroom Model</u> <ul style="list-style-type: none">Teachers schedule a block of time daily to provide designated English Language Development to the English learner student in their homeroom class.Teachers work with small groups of English learner students, grouped by English language proficiency level, while non-English learner students engage in independent literacy stations or small group work.
<u>Option 1B: School wide Regrouping (Deployment) Model</u> <ul style="list-style-type: none">Schools schedule a block of time daily to provide designated ELD by regrouping students by English language proficiency level within grade levels (or sometimes across grade levels, depending on numbers of English Learners at each grade level).Teachers sharing students collaborate frequently to plan and adapt instruction in order to meet the instructional language needs of English learner students, while non-English learner student are re-grouped to meet their literacy needs.
<u>Option 1C: Pull-out Model (rare) Approval from district needed</u> <ul style="list-style-type: none">In rare exceptions (schools with very low numbers of ELs or with newcomer ELs), English learner students may be pulled out regularly from homeroom classes to receive designated ELD instruction from an English learner paraprofessional under the guidance of the teacher.EL students must not be pulled from core content instruction, including ELA, math, and science.The English learner paraprofessional and homeroom teacher collaborate regularly to meet the instructional language needs of English learner students. The paraprofessional works under the guidance of the teacher.

2. Access to Core Curriculum/State Content Standards (CA Roadmap Principle 2.B FPM VII-EL 15)

- a. In Structured English Immersion programs for English learners the curriculum and presentation are designed for children who are learning English. 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 is a 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.

D. Program Placement for English Learners at Middle and High Schools (CA Roadmap Principle 2.B FPM VII-EL15)

Student placement in a given ELD course or mainstream ELA is based on initial assessment ELPAC scores for new students and annual ELPAC scores. The goal of ELD is for students to develop proficiency in English as quickly as possible. ELD courses shall be monitored for effective implementation to ensure students are progressing through the courses within the timeframe of the design.

Middle school and high school Newcomer ELD

This course is designed for Newcomer (less than 12 months in US schools) English learners that are considered Novice EL (1) or Intermediate EL (2) based on the ELPAC. The instructional goal is to rapidly and effectively increase students' English language proficiency.

- *Receive one period of designated ELD.
- *Receive one period of Beginning ELD (ELA)
- *Academic content classes (including ELA) provide scaffold instruction with Specially designed academic instruction in English (SDAIE) based on grade level standards and using grade-level curriculum and materials.
- *Electives taught in English using SDAIE strategies.
- *Substantial scaffolding support.

Middle school and high school Designated ELD (6th-12th)

This course is designed for English learner students. The instructional goal is to rapidly and effectively increase students' English language proficiency.

- *Receive one period of designated ELD.
- *Academic content classes (including ELA) provide scaffold instruction with Specially designed academic instruction in English (SDAIE) based on grade level standards and using grade-level curriculum and materials.
- *Electives taught in English using SDAIE strategies.
- *Moderate scaffolding support.

K-8 Elementary School

- In K-8 schools who do not follow the traditional period system but instead use core classrooms designated ELD instruction will take place during the 2-hour core classroom in which ELA and Social studies is taught. Newcomers will also receive their services during the core classroom.

Assessments (Grades 6th-12th)

ELD teacher evaluates English learner progress in ELD using district curriculum assessments and informal assessments. At a minimum, teachers use district curriculum assessments and informal assessments to make instructional decisions about the placement for ELD instruction at least twice a year. Individual and group data are compiled by trimester to monitor progress of student's English Language Development by the district's English Learner Services department.

E. Parents' Right to Opt their Child Out of EL Program/Services

Effective July 2017 with the authorization of Every Student Succeeds Act (ESSA), any parent whose child is receiving EL programs or services has the right to decline or opt his or her child out of an English Learner program or particular English learner services being offered. **The District may not recommend that a parent opt a child out of EL programs or services for any reason.**

After reviewing their child's EL Program placement, a parent may choose to have their child opt-out of the EL Program/Services. When a parent makes the request to have their child opt-out, the principal or assistant principal will schedule a meeting with the parent. At the meeting, the EL Program at the school will be explained, the student's EL data will be reviewed, and the parent will be informed that although the student may be removed from the EL Program/Services, the student retains their status as English learner until they meet the reclassification criteria. A *Notification to Opt a Student out of EL Programs or Particular EL Services* form is completed and signed at the meeting. The original is to be filed in the EL Folder and the parent receives a copy. The student will take the ELPAC Summative and their academic progress will continue to be monitored. Appropriate in-class support/modifications and/or interventions will be provided should the student need them. The parent may choose to have the student placed back in the EL Program at any time by completing and signing the *Notification to Opt a Student Back into EL Programs or Particular EL Services* form. The original is to be filed in the EL Folder and the parent receives a copy.

F. English Learners with Disabilities

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

1. Identification of Dually Identified 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 English learner 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 English learner status.
 - a. The TUSD *Pre-SST Referral Form for Culturally and Linguistic Diverse (CLD) Students* 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.
 - 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 English Learner Students (and students with 504 plans)
 - If a student's IEP specifies for the student to take an alternative state test such as the CAA, then the students will qualify to take the Alternative Summative ELPAC Assessment.

- The use of accommodations, modifications or an alternate assessment must be indicated on the students IEP/504.

3. Program Services for English Learners with Disabilities.

Special Education English learner students will receive appropriate instruction in their classroom placement as determined by their Individualized Education Plan (IEP). 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 California Teaching Credential (CTC) approved English learner authorization.

4. Reclassification of English Learners 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 English Learner 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.
6. Dyslexia Screening – All students in K-1 receive a Dyslexia Screening. EL students are monitored for Dyslexia, which includes the TUSD "Additional Screening for English Learners who are receiving Instruction in English" form. This form is located in the TUSD Dyslexia Guide.
7. **The process of filling out the CLD referral form should be conducted for all EL students when conducting SST.**

G. 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 English learner 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 number of years in the English learner program. Annually the Office of Assessment and Accountability 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:

- English Language Proficiency Assessment (Students are expected to gain one level on overall ELPAC each year, though remaining at somewhat developed for 2 years is allowed.
- District Assessments in ELA: Student demonstrates expected performance on district assessment of 3 or better.
- Academic grades of (3/C-) or better in English (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 spring. Monitoring forms pre-populated with as much information as possible, will be provided to each school by the Assessment and Accountability Office by the month of November each year. School site administrators will ensure that teachers complete the *English Learner Monitoring* forms between November 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 Assessment and Accountability Office by Winter Break. Sites keep the EL monitor forms.

Once the *English Learner Monitoring* form is completed by the teacher and the student meets expected achievement then the form is returned to the EL Coordinator to be filed in EL Folder. If the student is not meeting expected proficiency growth or is sustaining deficits in content areas, a *Plan to Overcome Academic Deficits Level I Interventions* (blue form) is completed and followed. A conference with the parent is documented as evidence that parent was informed of student not making expected achievement.

If the *Plan for Overcoming Academic Deficits Level I Interventions* (blue form) has been consistently followed and the student is still not making progress, then the teacher makes a referral to the EL Coordinator for a Student Study Team (SST) meeting. The SST may include classroom teacher(s), parent, student, counselor, administrator, and EL Coordinator. The principal or designee coordinates and facilitates the SST meetings. At this meeting the student's second language acquisition is discussed as well as student's progress in core subjects. The Culturally and Linguistic Diverse (CLD) form must be completed for all EL students when conducting as SST.

H. 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

- Pre-SST Referral Data Collection Form for Culturally and Linguistically Diverse (CLD) Students

Parent Notification Forms

- Parent Notification of Initial Assessment/Placement
- Parent Notification of Annual Assessment/Placement
- TUSD Notification to Opt Out
- TUSD Notification to Opt Back In

English Learner Services Forms

- 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 K-5
- English Learner Monitoring Form – Middle/High School
- Reclassification Form
- TUSD Reclassification Criteria
- EL Expected Achievement Chart
- RFEP Monitoring Form (Years 1-4)
- 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>)



Pre-SST Referral Data Collection Form for Culturally and Linguistically Diverse (CLD) Students

School: _____

This form is to be completed by the referring person prior to the SST for a student whose Home Language Survey indicates home language other than English. Attach to the SST.

Student Name: _____ Age: _____ DOB: _____ Grade: _____

Retained: _____ Referring Person: _____

Student Information

Current Language of Instruction: _____

What Language is Used at Home? _____

Overall ELPAC score: _____

What do you know about the child's language interactions?

- What language does the child use at home? _____
- What language do the parents use in talking to each other? _____
- What language does the mother use in talking with child? _____
- What language does the father use in talking with the child? _____
- What language do the siblings use in talking with the child? _____
- If there are others living in the home, what language do they use with the child? _____
- What language does the child use with peers at home? _____
- How long has the child attended school in the United States? _____
- At what age or grade did the child start English-only instruction? _____

Support Services

- Is the child now enrolled in EL support program? _____
- Is the student having trouble understanding or expressing himself / herself in the native language? (i.e., slow respond, baby talk, poor pronunciation, etc.) ☐ YES ☐ NO
- If yes (above), give examples _____

**English Language Proficiency Assessments for California (ELPAC)
Initial ELPAC Computer-based Assessment**

Dear Parent/Guardian:

You indicated that your child's primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects. Your child's voice is being recorded as part of the Speaking portion of the computer-based test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated.

Based on the home language survey results, **your child will be assessed with the Initial ELPAC.**

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

You also can look at sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>.

If you have any questions about your child taking the ELPAC, please contact **[insert name of school contact]** at **[insert phone number and/or e-mail address]**.

Sincerely,

[Insert name of LEA superintendent or school principal]
[Superintendent/Principal]



Tracy Unified School District

INITIAL PARENT NOTIFICATION LETTER

Federal Title I or Title III and State Requirements

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

Student ID #: _____ Date of Birth: _____ Grade: _____

Primary Language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. 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][i],[v],[vi])

Language Assessment Results

(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
Overall	Level: Score:
Oral (Listening and Speaking)	Level:
Written (Reading and Writing)	Level:

Based on results of the English language proficiency assessment, your child has been identified as a/an:

- ☐ **English Learner (EL) student** and will be assigned to a Language Acquisition Program. (See below for description of program options). The goal of this program is to help your student become proficient in English and succeed in the school's academic curriculum.
- ☐ **Fluent English Proficient (FEP) student** and will be placed in the district's regular core program.

☐ **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. (20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria for students identified as English Learners

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.
(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California Education Code [EC] Section 313[f])	District Reclassification Criteria
English Language Proficiency Assessment	ELPAC Overall Level 4
Teacher Evaluation	Meeting grade level standards in ELA on district assessments or a C or higher in ELA core class
Comparison of 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.
Parent Opinion and Consultation	Parent opinion

Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for English Learners in Tracy Unified is 89.7%. This expected rate is based on the California Department of Education's calculated graduation rate for English Learners in TUSD in 2007-2018

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 description below)

Our district also offers a **Developmental Bilingual** program for students in grades K-5 who speak Spanish as a home language. If you choose this option, your child will be placed at South/West Park School in a classroom that uses English and Spanish for instruction. (see 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. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in **Tracy Unified School District** are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

"Structured English Immersion (SEI) 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: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language 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. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, please contact **Julianna Stocking, Director of Continuous Improvement, State and Federal Programs** at (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 until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

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



English Language Proficiency Assessments for California (ELPAC)

Summative ELPAC Parent and Guardian Notification Letter Template

Dear Parent/Guardian:

As an English learner, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring. The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public. This test will give your child's teacher information about where your child may need extra support.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English.

This year, **Tracy Unified School District** will give the Summative ELPAC *in person*.

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best.
- Explore a practice test with your child at elpac.org/resources/online-practice-and-training-test/ so they are familiar with the platform and setup.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.

You will receive your child's results at or before the beginning of the next school year. The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

To learn more about these tests, go to the ELPAC Starting Smarter web page at elpac.startingsmarter.org/, or review the Parent Guides to Understanding at cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

If you have any questions about your child taking the Summative ELPAC, please contact [*insert name of school contact*] at [*insert phone number and/or e-mail address*].

Sincerely,

[*Insert name of School principal*]
[Principal]



Tracy Unified School District

Annual Parent Notification Letter

A. Federal Title I or Title III and State Requirements

To the parents/guardians of:

School:

Date:

Student SSID#

Date of Birth:

Grade:

Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner (EL) status.

English Language Assessment Results

Domain	Performance Level
Overall	
Listening	
Speaking	
Reading	
Writing	

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.

Academic Achievement Results

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts		
Mathematics		

Long Term English Learner (LTEL)/At Risk of Becoming a Long Term English Learner (ARLTEL)
[AB 81](#) requires local educational agencies and charter schools to annually notify parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL).

Your student is identified as (check if applicable):

☐ **Long Term English Learner** ☐ **At Risk of Becoming a Long Term English Learner**

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year’s English language development test; and (4) has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.

The district provides Long-Term English Learners and At-Risk of Becoming Long-Term English Learners with designated English Language Development and grade appropriate academic standards. Long-Term English Learners meet with the District English Learner Counselor for regular check-ins and progress monitoring. At-Risk of Becoming Long-Term English Learners work with a paraprofessional in small groups for additional support.

English Learner Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below.

Required Criteria (California <i>Education Code</i> Section 313[f])	Local Educational Agency (LEA) Criteria
English Language Proficiency Assessment	ELPAC: Overall Performance Level 4
Teacher Evaluation	Meeting grade level standards in ELA on district assessments or a C or higher in ELA core class
Parental Opinion and Consultation	Parent Opinion and consultation
Comparison of 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 Standard nearly met (Level 2) may qualify if other district and teacher assessment data indicates mastery of basic skills. At K-2 students, meeting grade level standards in ELA on district assessments will meet this criterion.

Graduation Rate for English Learners

The expected rate of graduation for English Learners in Tracy is **66.4%**. This expected rate is based on the California Department of Education's calculated graduation rate for English Learners.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development.

Language Acquisition Programs

We are required to offer, at a minimum, a **Structured English Immersion (SEI)** program option. (See the description below.) We also offer the following language acquisition programs:

Structured English Immersion (SEI) 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: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in Kinder.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students 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.

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact **Jose Jimenez, EL Program Coordinator (209)830-3202 x1055** to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs until the student is reclassified.

Please call your child's school if you would like to schedule a parent conference to discuss your child's instructional placement.

Reference

(California *Education Code (EC)* Section 310)

English Language Assessment Results

(20 U.S.C. Section 6312[e][3][A][ii])

Academic Achievement Results

(20 U.S.C. Section 6312[e][3][A][ii])

Long-Term English Language Learners

For more information, see Education Code 313.1

English Learner Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

Language Acquisition Programs

(ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

(*EC* Section 305[a][2])

(20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

(20 U.S.C. sections 1703[f], 6312[e][3][A][viii])

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

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

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.



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

**Notification to Opt a Student out of EL Programs
or Particular EL Services**

To: *(parent name)* _____

Date: _____

Re: *(student name)* _____

School/Grade: _____

We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your student. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to the school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

(Insert Principal's Name)
Principal

- _____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.
- _____ I am familiar with the EL programs and services the school has available for my child.
- _____ I have had the opportunity to discuss the available EL programs and services with the school.
- _____ I understand that the school believes its recommendation is the most academically beneficial for my child.
- _____ I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year with the state assessment (ELPAC) until he/she no longer meets the definition of an English Learner.
- _____ All of this information has been presented to me in a language I fully understand.

With a full understanding of the above information, I wish to:

- _____ decline **all** of the EL programs and EL services offered to my child.
- _____ decline **some** of the EL programs and/or particular EL services offered to my child.
- I wish to decline *(List program/services)*

Parent's Signature

Date

Received by: _____

Date: _____

February 2018

(copy on pink paper)



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

**Notification to Opt a Student Back Into EL Programs
or Particular EL Services**

To: (parent name)

Date: _____

Re: (student name)

School/Grade: _____

On _____ *(insert date of Notice to Opt-Out)*, you notified us of your desire to decline the English Learner (EL) program or particular EL services proposed for your child.

We understand that you have revisited your previous decision and would now like to accept the EL program or particular EL services proposed for your child. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level academic content. We believe these services will be a tremendous benefit to your child.

Please indicate below the EL program or particular EL services you would like your child to participate in. We will keep this form on file indicating that you have revisited your previous decision and do indeed want EL services for your child.

(Insert Principal's Name)
Principal

I wish to:

_____ opt my child back into all of the EL programs and services offered to my child.

_____ opt my child back into some of the EL programs or particular EL services offered to my child.

I wish to accept *(List program/services)*:

Parent's Signature

Date

Received by: _____

Date: _____



**Tracy Unified School District
English Learner Advisory Committee (ELAC)**

School Name: _____

Minutes of ELAC Meeting of ____/____/____

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

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

	1. Advise the principal and staff on the school's program and services for English Learners
	2. Advise the School Site Council on the development of the Single Plan for Student Achievement (SPSA)
	3. 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

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

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

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

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

- 1. Advice on School's Program/Services for English Learners:**
- 2. Advice on Single Plan for Student Achievement (SPSA):**
- 3. Assistance in Development of School's Needs Assessment:**
- 4. Assistance in Development of Ways to Make Parents Aware of the Importance of Regular School Attendance:**

Other Topics or Presentation:

Follow-up on Topic(s): Action to be taken ... by whom? ...when?

Meeting adjourned at _____.

Respectfully submitted,

Secretary, English Learner Advisory Committee

(Form revised June 2018)



TRACY UNIFIED SCHOOL DISTRICT
English Learner Monitoring Form
Grades K-5

All students designated as English Learners 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: _____ ELD Teacher (if different): _____

District Enter Date: _____ US School Enter Date: _____ Years in EL Program: _____

ELPAC: Spring 2022

Overall: _____

- 1=Beginning Stage
- 2=Somewhat Developed
- 3=Moderate Developed
- 4=Well Developed

Student demonstrated the expected proficiency on **ELPAC** ☐ Yes ☐ No

Based on the TUSD Expected Achievement Chart:

Student demonstrates expected performance on **district assessments** in ELA (3 or better) ☐ Yes ☐ No

Standards Met (Scored a 3 or higher on 70% of the standards assessed) in Reading..... ☐ Yes ☐ No

K – 5th 1 of 2 criteria met

Status Determination:

_____ Student meets expected achievement

_____ Student does not meet expected achievement and requires **a plan to overcome academic deficits (interventions)**

Monitoring Form completed by: Print Name _____ ☐ Teacher

Signature _____ Date: _____



TRACY UNIFIED SCHOOL DISTRICT
English Learner Monitoring Form
Grades 6-12

All students designated as English Learners 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: _____
District Enter Date: _____
English/ELD Teacher (MS/HS): _____ US School Enter Date: _____
Years in EL Program: _____

ELPAC: Spring 2022

Overall: _____

1=Beginning Stage
2=Somewhat Developed
3=Moderate Developed
4=Well Developed

Student demonstrated the expected proficiency on **ELPAC** ☐ Yes ☐ No

Academic Grades: Quarter 1

English _____

Based on the TUSD Expected Achievement Chart:

ENGLISH

Student demonstrates expected performance on **district assessments** in ELA (3 or better)... ☐ Yes ☐ No ☐ NA

Student receiving passing grade (C or better) in English..... ☐ Yes ☐ No ☐ NA

6th – 12th grade = Must meet 1 out of the 2 criteria

Status Determination:

ELA

_____ Student meets expected achievement levels

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

English/ELD Teacher: (gr.6-12)

Print Name _____

Signature _____

Date: _____



TRACY UNIFIED SCHOOL DISTRICT
Language Skills Appraisal for
Reclassification of English Learner Students

Student Information:

Name:

SSID#

Grade:

School:

Current teacher (ELD/English):

I. Assessment of English Language Proficiency:

Latest English Language Assessment (ELPAC)/(Alt ELPAC) results: Date:

Overall level:

Proficiency Level:

II. Performance in Basic Skills

Date:

Smarter Balanced Assessment (SBAC/CAA)

ELA Level:

District Assessments (percent of district assessments where student met standard):

(List for most recent available assessments)

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

III. Teacher Evaluation of Student Performance (grades K-12)

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

• **Grades in current English Language Development/Regular English:**

_____ Student has mastered objectives of course with a grade of "C/3" or better

Or if student has 1, 2, D or F complete bottom portion:

Student is performing at expected grade level in:	Yes	No
Reading and comprehending academic English:	_____	_____
Writing academic English:	_____	_____
Listening and comprehending academic English:	_____	_____
Using Academic Vocabulary when Speaking to others:	_____	_____

Has this student been making progress towards academic English proficiency?

_____ Yes: Student is making growth and is expected to meet grade level goals

_____ No: Student will need academic, and language supports (See recommendations on back page)

Recommendation and Interventions:

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: _____

English Learner Representative: _____

English/Classroom Teacher: _____

Counselor: _____

Student: _____

Other: _____

*Office Use Only

- ☐ Language Fluency changed to R ☐ RFEP Date entered on Language screen ☐ Program End Date entered (same as RFEP Date)
- ☐ LIP end date entered (day **before** reclassification date)

Revised 2023

print on green paper

page 3 of 3



TRACY UNIFIED SCHOOL DISTRICT
Language Skills Appraisal for
Reclassification of Special Education English Learner Students

This form is for use with English Learners with IEPs who do not meet the standard district EL reclassification criteria.

Student Information:

Name: _____ ID# _____
Grade: _____ School: _____ Counselor: _____
Current teacher (ELD/English): _____ Case Manager: _____

I. Assessment of English Language Proficiency:

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

Overall level: _____

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

☐ Yes ☐ No Student met language proficiency criteria as measured by ELPAC
(If Yes continue to section II. If no, complete the rest of this section.)

Results of Alternate ELPAC Assessment (if taken per IEP)

English: Overall level: ____ Listening: ____ Speaking: ____ Reading: ____ Writing: ____

☐ Yes ☐ No The IEP team has determined that the student's disability impact his or her ability to manifest English proficiency and that the student's error patterns in listening, speaking, reading and writing are typical of English only students with that disability versus students with second language issues.

☐ Yes ☐ No The student has demonstrated appropriate level of English language proficiency commensurate with his/her abilities

(If yes to both, proceed to section II. If either is no, stop here. Student is not eligible for reclassification.)

II. Performance in Basic Skills

Date: _____

Smarter Balanced Assessment (SBAC/CAA)

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: _____

☐ Yes ☐ No Student met criteria for Performance in Basic Skills.
(If Yes continue to section III. If no, complete the rest of this section.)

☐ Yes ☐ No Student's Basic Skills assessment scores appear to be commensurate with his/her intellectual ability.

☐ Yes ☐ No Error patterns noted mirror the patterns of errors made by English Only students with the same disability versus a language difference.

(If yes to both, proceed to section III. If either is no, stop here. Student is not eligible for reclassification.)

III. Teacher Evaluation of Academic 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 Academic Performance (grades 6-12)

- Grades in current English Language Development/Regular English/Core course/SDC:
_____ Student has mastered objectives of course with a grade of "C" or better

☐ Yes ☐ No Student met criteria for Teacher Evaluation of Academic Performance.

(If Yes continue to section IV. If no, complete the rest of this section.)

☐ Yes ☐ No The IEP Team has determined that the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities.

(If yes to both, proceed to section IV. If no, stop here. Student is not eligible for reclassification.)

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: _____

English Learner Representative: _____

English/Classroom Teacher: _____

Counselor: _____

Student: _____

Other: _____

*Office Use Only

☐ Language Fluency changed to R

☐ Redes Date entered on Language screen

☐ Program End Date entered (same as Redes Date)

Tracy Unified School District Reclassification Criteria

Required Criteria (California Education Code (EC) Section (313 (f))	LEA Criteria
<p>English Language Proficiency Assessment for California (ELPAC)</p> <p><i>Alternate ELPAC</i></p>	<p>Overall Performance Level 4</p> <p><i>Overall Performance Level 3 (Alt ELPAC)</i></p>
<p>Teacher Evaluation</p>	<p>Elementary (TK-5): Achievement of “3” or above in standards met in English Language Arts Secondary (6-12): “C-” or above in English Language Arts Or <i>Meets criteria in ELPAC domains if student does not meet grade or standard criteria</i></p>
<p>Parental Opinion and Consultation</p>	<p>Parent completion of Recommendation to reclassify form</p>
<p>California Assessment of Student Performance and Progress (CAASPP/SBAC/CAA)</p> <p>Or</p> <p>aReading Assessment (Fastbridge Norms)</p> <p>ELA Unit Assessment</p>	<p>Overall, ELA/Literacy Performance Level of 2 or 3 or 4</p> <p>Or</p> <p>Grades (2-12) Overall Level 3 or 4 Level 3 (Low risk) 30 -84th percentile Level 4 (College Pathway) 85 – 99th percentile</p> <p>Grades (TK-1) Score a 3 or higher on 70% of the standards assessed.</p>



Tracy Unified School District English Learner Expected Achievement Chart

Year One	Year 2 or 3	Year 4 or 5	Year 6+
ELPAC \geq Level 1	ELPAC \geq Level 2	ELPAC \geq Level 3	ELPAC \geq Level 4
aReading (Fastbridge Norms) ELA Unit Assessment		Grades (2-12) Overall Level 3 or 4 Level 3 (Low risk) 30 -84th percentile Level 4 (College Pathway) 85 – 99th percentile Grades (TK-1) Score a 3 or higher on 70% of the standards assessed.	

Note:

1. There are 2 measurements in ELA. For a check in the “Student meets expected achievement levels” (in the yellow EL monitoring form), the student has to meet **1 of the 2 assessments** in ELA.
2. The assessments for consideration are:
 - A. Latest recorded class grade in ELA is 3/C- or better.
 - B. Using the table above determine student performance in
Fast Bridge - A-Reading and A-Math
DNA Illuminate – RCD ELA and RCD Math (POST test)



TRACY UNIFIED SCHOOL DISTRICT
RFEP Monitoring Form
Years 1-4 of Redesignation

All students who are Reclassified as Fluent English Proficient (RFEP) will be monitored, for at least four years after being reclassified, to ensure they are experiencing success. The monitoring process begins on the date the student is reclassified. The classroom, core or English teacher will monitor the student at the end of the first two grading periods that follow the designation, and then yearly for four years.

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

Student Information:

Name: _____ School: _____ Grade: _____

RFEP reclassification date: _____ (Classroom/Core/English)Teacher: _____

Annual Monitoring: Assessment of English Academic Proficiency:

Date: _____ 30 days 180 days Year 1 Year 2 Year 3 Year 4

(Circle Appropriate Year)

Teacher Evaluation of Student Performance (grades K-12)

Teacher Evaluation of Student Performance (grades K-5)

Student is performing at expected grade level in ELA..... ☐ Yes ☐ No

Teacher Evaluation of Student Performance (grades 6-12)

Student is receiving C- grades or better in ELA ☐ Yes ☐ No

Status Determination:

_____Aeries update (initials)

_____ Student continues to make academic progress (Y)

_____ Student is not meeting academic progress and requires academic support (N)

(Please describe below)

Teacher Signature

Principal Signature



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 Assessment and Accountability 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/ELPAC coordinator or other staff designated by the principal	Principal		Jun-Aug	X									
2	Personnel to administer ELPAC tests have been identified	EL/ELPAC Coord		Jun-Aug	X									
3	All ELPAC Initial test administrators have been trained (must be trained annually)	EL/ELPAC Coord		Aug. 15	X									
4	A process and schedule for administering and scoring initial 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 $\geq 15\%$ of students have home language of Spanish.	Principal		ongoing	X	X	X	X	X	X	X	X	X	
7	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		
8	Process and procedures relating to the registration of EL Learners have been reviewed with office staff. A process for notifying the EL Coordinator of any new student with a home language other than English has been established.	EL/ELPAC Coord		Sept. 1	X									
9	A process for contacting the Assessment and Accountability office to check on language status/assessment data for newly enrolled students has been established	Principal/E L Coord		Sept. 1	X									
10	A process and procedures relating to the maintenance of EL records in CUMS has been reviewed with office staff	EL/ELPAC Coord		Sept. 1	X	X	X	X	X	X	X	X	X	
11	All new students with a language other than English have been tested with ELPAC Initial within 30 days (initial) and materials sent to district monthly	EL/ELPAC Coord		within 30 days	X	X	X	X	X	X	X	X	X	
12	Parents are notified of INITIAL assessment results (from ELPAC local scoring) and program placement	EL Coord; clerical		Init.=30 days	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
13	Parents are notified of ANNUAL assessment results (ELPAC Student Score Report) and program placement (if not sent in the Spring)	EL Coord; clerical		within 30 days of receiving		X								
14	Copies of Parent Notifications placed in student EL Folder (CUM)	EL/ELPAC Coord		fall & spring	x	X	x	x	x	x	x	x	X	
15	Language Proficiency level has been determined and recorded in Aeries for all Pending students within 30 days of enrollment	EL/ELPAC Coord/ clerical		Aug-May	x	X	x	x	x	x	x	x	x	
16	All Initial ELPAC tests are locally scored and saved as they are administered.	EL/ELPAC Coord		Sept. 15	x	X								
17	EL Coordinator attends all EL Coordinator meetings	Prin./ EL Coord		Monthly	x	x	x	x	x	x	x	x	x	
18	ELD Groupings are finalized and Schedule for daily designated ELD is set - Begin ELD	Prin./ EL Coord		Sept. 1	x	X								
19	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	
20	Teacher is designated to attend ELD Steering Committee meetings	Principal		Monthly			x	x	x	x	x	x	x	
21	Initial ELAC meeting held and parents informed of roles & responsibilities	Principal		by Sept. 30	x	x	X							
22	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							
23	ELAC representative (parent) designated to attend district DELAC meetings (1/quarter)	Principal		by Sept. 30		x		x			x		x	
24	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	
25	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
26	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	
27	Staff is identified and trained to administer IPT (Spanish Lang assess)	EL/ELPAC Coord.		Aug-Oct	x	x	X							
28	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/ELPAC Coord		within 90 days	x	x	x	x	x	x	x	x	x	
29	All EL students have designated EL folder in Cum (Red dot)	EL Coord/ clerical		Fall	x	x	X							

Order	Task	Person Resp.	Site Person	Timeline	Jul/ Aug	Sep	Oct	Nov/ Dec	Jan	Feb	Mar	Apr	May/ Jun	Date completed
30	EL Data updated in Aeries (data cleanup) based on Fix Lists from Assessment and Accountability or request from ISET (per CALPADS)	EL Coord; clerical		Sept, Jan		X			X					
31	Eligible students have been reclassified based on State & District criteria before December 1	Prin./ EL Coord		Fall		X	X	X						
32	Reclassification data has been entered into Aeries before Winter Break	EL Coord; clerical		Fall		X	X	X						
33	A copy of documentation of reclassification has been placed in student EL Folder (CUM)	EL/ELPAC Coord		Fall		X	X	X	X					
34	Year 2-4 RFEP students: Annual monitoring completed and documented in Aeries and EL Folder (CUM)	Prin./ EL Coord		Fall				X						
35	EL Annual Monitoring Forms are distributed and completed by teachers.	Prin./ EL Coord		November				X	x					
36	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	
37	EL Monitoring Spreadsheet indicating status of each EL student submitted to Assessment and Accountability Office	Prin./EL Coord		by mid-January					X					
38	EL Annual Monitoring Forms are filed in cums.	Prin./ EL Coord		Winter					x	x	X	x	X	
39	All ELPAC Summative test administrators have been trained (must be trained annually)	Principal		January					X					
40	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				
41	All EL students are assessed annually with ELPAC Summative and materials turned in to district	EL/ELPAC Coord		Feb-May						X	x	x	x	
42	Year 1- RFEP students: Interim monitoring completed and documented in Aeries and EL Folder(CUM)	Prin./ EL Coord		quarter/ trimester							X		X	
43	Year 2-4 RFEP students: Annual monitoring completed and documented in Aeries and EL Folder (Cum)	EL/ELPAC Coord		Fall/or spring					X		X		X	
44	Official ELPAC Summative scores distributed to parents with Annual Notice (if received from test contractor early enough in Spring)	Prin./ EL Coord		May								x	X	
45	Submit ALL Unused ELPAC & ELPAC materials to the Assessment and Accountability Office	Prin, EL Coord		May-June									X	

x = month could be completed

X = month must be completed if not previously