

Temple City Unified School District

Master Plan for English Learner's Success

Presented to the Board of Education on
August 28, 2024

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Acknowledgements

The Temple City Unified School District (TCUSD) Master Plan for Services to English Learners was developed from the input of administrators, teachers, paraprofessionals, and parents. We greatly appreciate each person's time, support, and contributions in writing this plan. Thank you to the English Language Development Committee for providing valuable input and vision in laying the groundwork for this document, a document that will lead our District forward in improving the delivery and implementation of programs for our English Learners.

English Language Master Plan Input

Wendy Madrigal	ELD Coordinator, Cloverly
Quebet King	ELD Coordinator, Emperor
Kristy Sexton	ELD Coordinator, Temple City High School
Hana Song	ELD Teacher, Oak Avenue
Scott Sherman	Assistant Principal, Temple City High School
Gina Camperi	Information Specialist
Amy Gerling	Curriculum Coordinator
Stacy Ayers	Director of State and Federal Programs
Richard Lohman	Assistant Superintendent, Educational Services

Parents and site representatives also provided input by participating on the Parent Advisory Committee / District English Learner Advisory Committee (PAC/DELAC).

Parent Advisory Committee

Heather Brown-Hom	Cloverly	Sandra Su	Oak
Annie Song	Emperor	Melanie McShane	TCHS
Dorothy Lai	La Rosa	Cathy Hamano	TCHS
Sarai Mark	Longden	Llayada Punsal	TCELA
Josephine Saranana	SPED rep	Natalie Fernandez	Community rep

District English Learner Advisory Committee

Wendy Madrigal	Cloverly	Jo Woo	Longden
Sophie Wong	Emperor	Michael Huang	Oak
Simon Wong	La Rosa	Alex Chan	TCHS
Ning Li	Longden		

Educational Services Message

English Learners (ELs) have a dual challenge; that of learning English and mastering subject-matter content. Through such challenges students acquire language development skills and are more prepared for college and career in a global community. Temple City Unified School District welcomes the diversity and varied cultures our students bring to the classroom through the lens of 1,080 (20 percent) English Learners and 32 different languages spoken in the home.

To ensure our English Learners are successful in acquiring English, we developed an English Learner Master Plan that encapsulates a systematic approach in learning English, and in providing full access to a challenging academic curriculum. This plan is a guide for all staff to ensure that we provide consistent and coherent services to each and every English Learner in our District, each and every day. In addition, this plan allows us to hold ourselves accountable for closing the language gap, capitalizing on best practices, and working in partnership with families.

The Master Plan for English Learner Success is based on State and Federal laws, District Board policies, research, and input from educational partners. The U.S. Department of Education (ED), U.S. Department of Justice (DOJ) and the Office of Civil Rights (OCR) remind states, school districts and schools of their obligations under federal law to ensure that English Learners have equal access to a high-quality education and the opportunity to achieve their full academic potential. Collaboratively, they created the following resources which have been used extensively as guides in the creation of Temple City Schools' English Learner Master Plan:

English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs), the Newcomer Toolkit, California English Learner Roadmap Policy and the Dear Colleague Letter. TCUSD fully embraces the *Lau v. Nichols* (1974) Supreme Court decision that states:

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.”

The purpose of this plan is to provide a framework of instruction for English Learners and to acquaint their teachers, administrators, and parents with federal, state, and district policies as well as programs, resources, and staff/parent development opportunities. TCUSD personnel at the district and school level: teachers, counselors, classified personnel, and administrators, are expected to follow the procedures specified in the English Learner Master Plan.

The plan is underscored by these goals propelling our work to ensure the very best pedagogy, practice, and procedures are implemented in our schools.

The District's Goals for English Learners (ELs)

Provide structure and support to ensure ELs have access to the curriculum

Provide a consistent, progressive plan for ELs to achieve reclassification

Ensure competency in ELA and ELD Standards

Provide additional language support through the assistance of paraprofessionals and support materials

Provide administrators, teachers, and paraprofessionals opportunities to attend staff development pertaining to ELD instruction and instructional strategies

Encourage EL families to become partners in their children’s educational experience by facilitating opportunities for parent engagement, ELAC meetings, DELAC meetings, and reviewing ways to promote attendance at school through two-way communication between school and home.

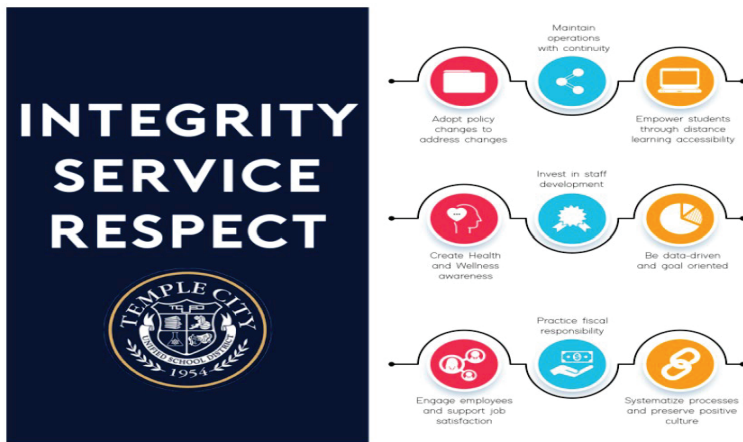
The District’s Vision

Temple City Unified School District, in partnership with our surrounding community, provides meaningful opportunities to all students while maintaining a nurturing and safe learning environment in which we embrace diversity and collaboration.

The District’s Mission

Temple City Unified School District will provide a rigorous comprehensive education in a nurturing environment that embraces the diversity of all students.

The District’s Core Values



The District’s LCAP Goals

Goal 1 Student Outcomes	Goal 2 Engagement	Goal 3 School Climate
State Priorities 1, 2, 4, 7, & 8	State Priorities 1,3, 5, & 7	State Priorities 1,5 & 6
Ensure 21 st Century learning through the implementation of a tech-enriching, articulated standards-based curriculum, instruction, and assessment to ensure multiple pathways to College and Career Readiness and life-long success for all students.	Create equitable engagement opportunities for rigorous academic and social-emotional success for all students through innovative, inclusive, and responsive instruction and support.	Create innovative learning environments that are safe, healthy, positive, welcoming, and attractive for all learners that fosters a sense of belonging and accessibility for the entire school and community.

Support to Schools, Teachers, and Families

At the site level, we have talented paraprofessionals and certificated teachers who provide strategies that strengthen the bonds of collaboration between our schools and families in the education of our students. Each site holds parent English Language Advisory Committee meetings and together, review the progress and path of our English Learners. We also invite parents to participate in the reclassification of their students and continuously seek better ways to deliver instruction.

At the District level, we hold regular ELD coordinator meetings, where we calibrate with site personnel, on completing State and Federal documentation. We review curriculum and bring in trainers who demonstrate the use of materials and/or encourage attendance at academic conferences, such as the California Association for Bilingual Education (CABE). We also provide professional development and guidance to teachers, review English Language Development (ELD), and Specifically Designed Academic Instruction in English (SDAIE) strategies. In addition, we offer our ELD coordinators' training in educational technology and current transitions in classroom learning strategies. Similarly, to the site ELAC meetings, we hold PAC/DELAC meetings - Parent Advisory Committee/District English Learner Advisory Committee meetings and seek parent input on program components.

In fulfilling the precepts of this plan, we are committed to embracing all aspects from identification, to curriculum, to working as a community to strengthen language skills and acclimation of English Learners into our classrooms. Our students have various needs and deserve the best we can offer. Therefore, we present this plan as a plan of action with guiding procedures.

Sincerely,

Richard Lohman
Assistant Superintendent
Educational Services

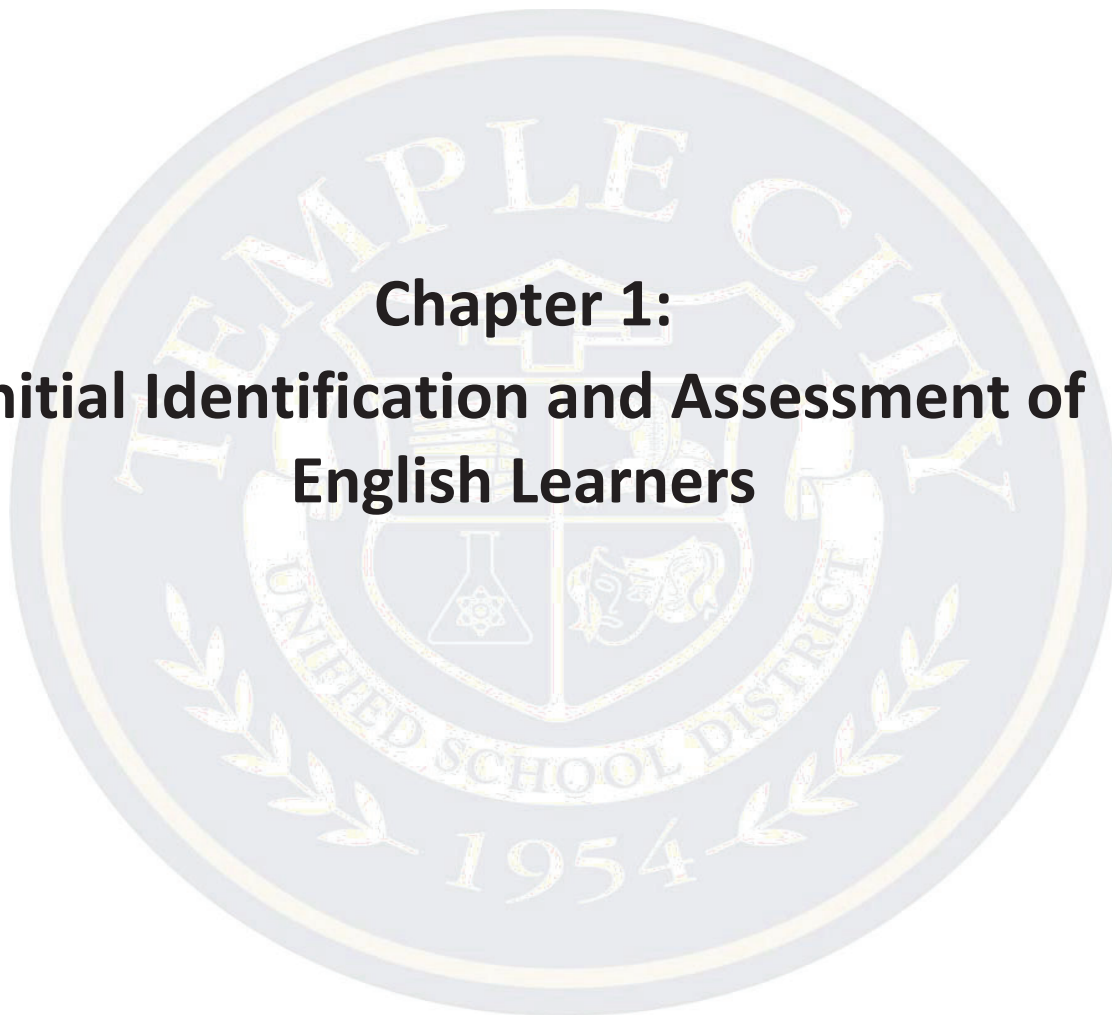
Stacy Ayers, Ed.D.
Director of State and Federal Programs and Special Projects
Educational Services

Description of English Learners

English Learners (ELs) are identified as students whose primary or home language is a language other than English. Upon enrollment, students are assessed initially using the Initial English Language Proficiency Assessment for California (Initial ELPAC) and a home language survey.

The English language development progress of all ELs will be assessed via the Summative English Language Proficiency Assessment for California (Summative ELPAC) every Spring. Students identified as English Learners *receive instruction in English Language Development (ELD)* and receive academic assistance to enable them to meet Federal, State and District goals through ELD and Specifically Designed Academic Instruction in English (SDAIE) strategies.



The seal of Temple City Unified School District is a circular emblem. It features a central shield divided into four quadrants: top-left shows an open book, top-right shows a sun, bottom-left shows a laboratory flask, and bottom-right shows a profile of a head. The shield is surrounded by a laurel wreath. The outer ring of the seal contains the text "TEMPLE CITY" at the top, "UNIFIED SCHOOL DISTRICT" at the bottom, and "1954" at the very bottom.

**Chapter 1:
Initial Identification and Assessment of
English Learners**

Chapter 1: Initial Identification and Assessment of English Learners

As noted in the California English Language Road Map (page 1), it is critical to affirm, welcome, and respond to a diverse range of English Learner strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, social skills, and competencies they require for college, career, and civic participation in a global, diverse, Multilingual world, thus ensuring a thriving future for California.

When we think about identifying ELs, it is critical to explicitly ensure that identification and services are based entirely on linguistics and students' language backgrounds, not their ethnicity. There are 42 languages other than English spoken in our District with Spanish and Mandarin being the most common. As educators, we must take care to be conscious of and avoid implicit bias based on incorrect presumptions about language and culture, which undermine and neglect the rich backgrounds, skill sets, and linguistic aptitude that students bring to school.

Home Language Survey

TCUSD will identify EL students (grades TK-12) in need of language assistance services in a timely manner. The Home Language Survey (HLS) is a questionnaire given to parents or guardians at enrollment that helps the District identify which students are potential ELs, and who will require assessment of their English Language Proficiency (ELP).

Once students are identified as potential ELs, they will be assessed with the English Language Proficiency Assessments for California (ELPAC)—a valid and reliable assessment—to determine if they are indeed ELs. The ELPAC assesses the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing).

The survey is completed by the parent or guardian at the time of the student's initial enrollment in the District. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the District's Student Information System (SIS) and the student's cumulative record (CUM).

The HLS consists of the following questions:

1. Which language did your child learn when he/she first began to talk?
2. What language does your child most frequently speak at home?
3. What language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

The questions in the HLS are used to determine a student's home language status as follows:

English Only (EO)

The student is classified as "English Only" if the answers to the first three questions on the HLS are "English" and the student's CUM and CALPADS documentation supports this.

To Be Determined (TBD)

If the answers to the first three questions on the HLS are a language other than English, the Registrar will enter “To Be Determined” as the language fluency until the student’s English proficiency is assessed. TK students will remain TBD until they are assessed in their Kindergarten year.

English Learner (EL)

A student may possibly be classified as English Learner (EL) if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language. The student’s English proficiency shall be assessed to measure his/her current performance level in English and to identify the student’s language acquisition status. Home Language Survey and Equitable Services

Home Language Survey and Equitable Services

As part of equitable services, private schools within the TCUSD areas that are accessing Title III funds must also administer the Home Language Survey. Based on the results of this survey, TCUSD will assess the language fluency of the private school students using: IDEA proficiency test (IPT), Language Assessment Scales (LAS), Woodcock-Munoz, or Bilingual Syntax Measure (BSM). The initial ELPAC is not an approved test currently to assess private school students.

Classification Correction of Errors

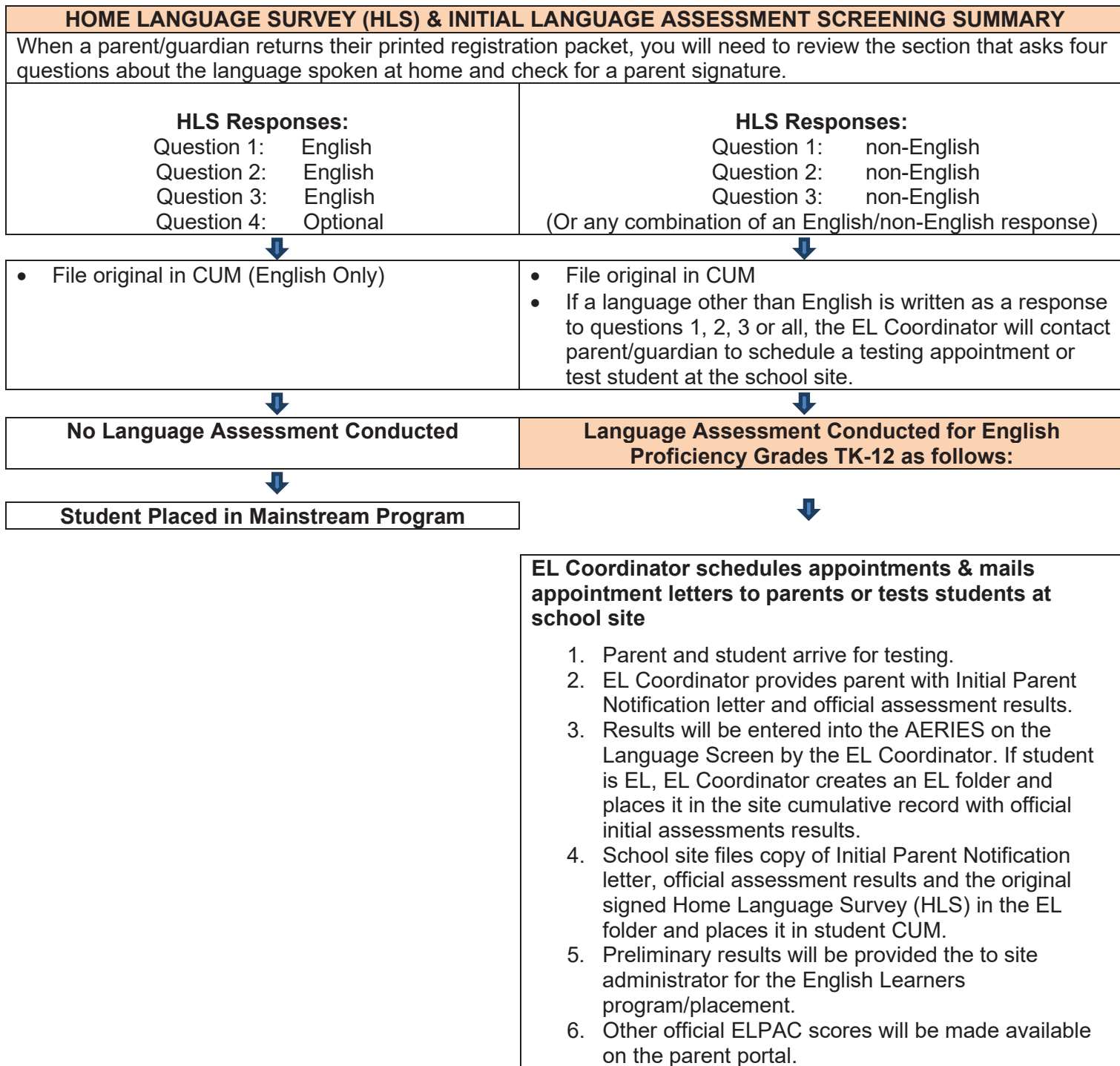
A correction process may be requested by a parent/guardian or a certificated employee of the LEA after the administration of the Initial ELPAC, but before the Summative ELPAC. The LEA must collect and review evidence about the student’s English language proficiency. Based on this review, a team determines whether the pupil’s classification, initial fluent English proficient or English learner, should remain unchanged or be changed in California Longitudinal Pupil Achievement Data System. An administrator notifies the parent/guardian of the result. A student’s EL designation may be changed from EL to IFEP based on a review of evidence. Refer to the Correction of Errors form to determine what the evidence will be. HLS may be changed even after administering the ELPAC Initial. Correction may only be done once. Three criteria will be considered for a Correction of Errors.

If a student is classified as English Only, but the school has an indication that the pupil’s primary or native language is not English, and the student is unable to perform ordinary classroom work in English.

If an LEA administers an Initial or Summative ELPAC to a student who is not eligible for the assessment.

After the administration of the Initial ELPAC to a student designated as an English Learner, but before the student takes the Summative.

Registration and Initial Placement Flow Chart



The following pertains to students in grades TK-12th that are new to public schools in California:

When a parent/guardian returns their printed registration packet, please review the Home Language Survey (HLS) form with them to make sure they understood the 4 questions (see screen shot below). Inform them that the HLS becomes a legal document and no corrections can be made after the administration of the Summative ELPAC. Please have the parent sign the registration packet.

- Registrar will ask parent/guardian: **“Will this be your student’s first-time attending a public school in California?”**
 - If “yes”, verify that the 4 questions were correctly answered on the form and in Aeries.
 - Which language did your child learn when he/she first began to talk?
 - What language does your child most frequently speak at home?
 - What language do you (the parents or guardians) most frequently use when speaking with your child?
 - Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)
 - If it’s not the student’s first time in a public school in California, the form should not be completed by parents. TCUSD staff will ask parent to mark “X” over their responses then sign and date if they completed the form. Staff will also delete the entries on the “Home Language Survey” screen in Aeries found on the Language Assessment page (see screenshot below) and add the languages from the original HLS.
 - The original HLS must be **signed* and filed** in the student’s cumulative file

Other:	-	0	0	0	0	0	0
Home Language Survey							
First	at Home	Primary	by Adults	Survey Completed Date			
01- Spanish	00- English	00- English	00- English				

*An electronic signature will be accepted

Temple City Unified ELD Initial Placement Criteria - Grades K-12

Overall Performance Level	Overall Scale Score Minimum	Overall Scale Score Maximum
Novice English Learner	150	369
Intermediate English Learner	370	449
Initial Fluent English Proficient (IFEP)	450	600

ELPAC Initial English Learner Identification Criteria

Overall Performance Level	Initial Descriptors
Novice English Learner 150-369	Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.
Intermediate English Learner 370-449	Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Initial Fluent English Proficient (IFEP) 450-600	Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.

Placement in Classes at the Elementary School Level

When a new student arrives with a Home Language Survey indicating a language other than English, the student will be placed in a class with a teacher who has the appropriate EL teaching authorization. If the student is found to be an English learner (either by being previously identified in another district, or as determined by TCUSD administering the initial ELPAC), the student will receive ELD instruction from an authorized teacher, with SDAIE strategies taught to help him/her access the core curriculum.

Placement in Classes at the Middle School and High School Level

When a new student arrives with a Home Language Survey indicating a language other than English, and the student does not have documentation from a previous district with English proficiency information, the ELD “Express” Assessment should be administered to determine his/her initial placement. This is only a temporary measure until more information is received about the student’s previous placement, or until the initial ELPAC is administered. The enrollment of the student may not be delayed while awaiting formal assessment, or due to a lack of transcripts. If the student does not have transcripts, the grade level placement will be based on age. TCUSD schools have 30 days from the date the student first attends classes to make the placement determinations and any changes

that may be necessary. Thus, the student's grade level and/or classes may change after the school receives more information about his/her/their language proficiency level.

Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign and date a Home Language Survey (HLS) for each of their school-aged children. Students new to TCUSD register through the [Aeries initial enrollment process](#). A Home Language Survey for each entering student is completed by a parent/guardian during this process. When a parent or legal guardian enrolls his/her child in our District for the first time, the parent/legal guardian completes the HLS as part of the District's enrollment process. The HLS remains on file in each student's cumulative record file in the school office as well as in the student information system for easy retrieval. This information will assist schools in providing appropriate instruction for all students.

English Language Proficiency Assessment for California (ELPAC) - All students whose HLS indicates a language other than English on questions 1, 2, or 3 of the HLS, must be assessed in English language skills within thirty calendar days of initial enrollment. The state-approved assessment instrument, the initial ELPAC, is currently administered TK-12 to determine English language proficiency skills.

When the parent/guardian brings in their enrollment documentation, the following additional indicators should also be noted and documented by staff on the HLS to justify the need to give an English Language Proficiency Assessment.

- Parent/Guardian requires an interpreter to communicate in English.
- Parent/Guardian speaks to their student in a language other than English.
- The HLS is completed in a language other than English (including spelling the word "English" in another language, e.g., ingles).
- Student initiates interaction with their parents/guardians in a language other than English.
- It is revealed that the student, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English.

If there is evidence of significant non-English exposure, then the student shall be administered the state English Language Proficiency Assessment of California (ELPAC). The parent shall be advised by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of this student. Teachers will include students who have been identified to take the initial ELPAC in their ELD lessons beginning on their first day of instruction until the student has been assessed. Students listed as TBD will receive DELD services pending Initial ELPAC results. If the student is identified with an IFEP score, the student will no longer continue in ELD.

When reasonable doubt is established, the school shall annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee shall sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, once the student is assessed on the

ELPAC and is identified as an English Learner, any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to ELPAC administration, the school shall honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent’s or student’s observed linguistic behavior.

Parents who enroll their students in TCUSD shall complete the HLS as part of the enrollment process. The first HLS on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the initial HLS are documented permanently in the SIS and CALPADS.

AB 699 Student Survey

All new enrollees must complete Google Form AB 699 (Not just English Learners)

After enrollment is completed, the parent is provided with the AB 699 Student Survey Form and registrar checks that all fields are complete.

Registrar enters the following on the Language Assessment screen under important dates for students in TK-12th grades:

- U.S. Entry
- U.S. School K-12 (The Student Initial US School Enrollment Date must be greater than 4 years from the Student Birth Date)
- CA School

Registrar enters the following on the Demographics screen:

- Birth City, State, and Country

Site files form in the CUM

Language Assessment Screen

The screenshot displays the Language Assessment Screen with the following components:

- Home Language Survey:** A table with columns for language type and survey completion date.

First	at Home	Primary	by Adults	Survey Completed Date
00- English	00- English	03- Chinese - Cantonese	02- Vietnamese	
- Initial ELPAC Result:** Fields for Initial Date and Initial Fluency.
- ELPAC Electronic Test Results:** A dropdown menu for Scores Available.
- Important Dates:** A table with columns for US Entry, US School Age 3 & Up, US School K-12, CA School, District Entry, and School Entry.

US Entry	US School Age 3 & Up	US School K-12	CA School	District Entry	School Entry
3/10/2020		8/12/2019	8/12/2019	08/23/2021	08/23/2021
- English Learner Program:** A blue bar at the bottom of the screen.

A yellow callout box points to the 'US School K-12' date (8/12/2019) with the text: "First time in US/CA public school (K-12)".

Demographics Screen

The screenshot shows a student's profile page with a sidebar on the left containing navigation options like 'Search students', 'Reports', 'Favorites', 'Filter Pages', 'Home', 'Communications', 'Student Data', 'Profile', 'Demographics', 'Supplemental', 'Contacts', 'Attendance', 'Attendance Enrollment', 'Enrollment History', 'Attendance History', 'Grades', 'Test Scores', 'Medical', 'Scheduling', 'Programs', 'Other', 'Multi Student Search', 'Reports', 'Attendance Accounting', 'Grade Reporting', and 'Standards Based Grades'.

The main content area displays the following information:

- Student Information:** Student ID, Last Name, First Name, Middle Name, Suffix, Gender, Grid, Age, Birthdate.
- Residence and Mailing Address:** Address Verified Valid - 11/10/2020.
- Supplemental:** Grid Code, Red/Ct, In/Ctr, Res/Ctr, In/Ctr Exp Dt, Home Add Ver.
- Contacts:** Alicia Cortez Elementary School (308).
- Attendance:** Name, Ed Lvl, Email.
- Attendance History:** Prog, Alt Prog 1, Alt Prog 2, US School Age 18 Up, US School K-12, Dir Enter Dt, Sch Enter Dt, Sch Leave Dt.
- Grades:** Regular Program, Distance Learning (D), 8/25/2024, 5/6/2024, 5/6/2024.
- Teacher:** [Redacted]
- Medical:** [Redacted]
- Scheduling:** Ethnicity (Y), Race (White), Country (Spanish), Reporting (LEP (L)), Birth City (Pomona), State (CA), County (US), US Sch < 3 yrs.
- Programs:** Op/Cat, User1, User2, User3, Special, Revised, GATE, User1, User2, User3, User4, User5, User6, Message.
- Reports:** Next Sch, Next Grid, Next Trn, School Grp, Elementary School Physical Fitness, Not Tested Undetermined.
- Attendance Accounting:** Next Grid Code, Next Prog, Next Prog 1, Next Prog 2.
- Grade Reporting:** Regular Program, Distance Learning (D).
- Standards Based Grades:** Next Test/Ct, Next In/Ctr, Next Res/Ctr.

A yellow callout box with the text "DO NOT CHANGE 'REPORTING LANGUAGE IF STUDENT IS IFEP, RFEP or LEP" is overlaid on the 'Reporting' field in the Scheduling section, with three yellow arrows pointing to the 'Reporting', 'Birth City', and 'State' fields.

Each identified English Learner is assessed annually for English proficiency and progress with the Summative ELPAC.

Based on these assessments, students are classified as either Initially Fluent English Proficient (IFEP), English Learner (EL), or Redesignated Fluent English Proficient (R-FEP).

Primary Home Language Proficiency Survey – Through a primary home language survey, parents/guardians of all students English Learners respond to questions about proficiency in the student’s primary language within ninety calendar days of initial enrollment.

Primary Language Assessment - A fluent speaker of the student's primary language, who is trained in test administration and evaluation, conducts a primary language assessment as needed and if available in that student's primary language. With categorical flexibility, the primary language assessment is no longer required, yet our district exercises the right to test a student when there is a discrepancy between the Primary Language Survey and the student's ability.

Parent Notification of Initial Program Placement - Parents receive written notification of the preliminary results of their child's initial English language assessment. Testing results are provided to parents in an annual parent notification program description letter. The purpose of the notification letter is to notify the parent of English proficiency, program options, student recommended placement, and the waiver process for an alternative program. In addition, a copy of the letter and initial testing results are provided to the child's teacher(s). A copy of assessment results is placed in the student's EL Profile folder.

Parent Notification of On-Going Program Placement - At frequent intervals throughout the year, the site EL personnel reviews data regarding the student's academic performance to make recommendations for program placement for the coming school year. Parents or guardians are provided with program placement recommendations, written descriptions of program options, and information about the waiver process. If the parent/guardian has any questions regarding program placement or the waiver process the principal will meet with the parent/guardian.

Transfers from Other California Schools - Students transferring into the District from another district within the state often have records of a Home Language Survey, scores on the ELPAC, and an initial language status (EO, IFEP, EL). These students do not need to go through the initial identification process because they are in the system already. Staff evaluates the student's records, and an appropriate placement is made. If records are missing, staff contacts the former district to obtain records. Once records are obtained from the previous school/district, the appropriate information is entered into the District's record keeping system, Aeries. If these records cannot be acquired at the time of enrollment, English and primary language assessments proceed, and the identification/notification/placement process is implemented. The district of origin is encouraged to expedite the process of sharing information through emailing records.

Transfers from Out of State or from Other Countries - District procedures are followed in administering language assessments, classification, and placement as described above for any new student from a different country. The student's District enrollment date is entered into the student's records and the student's database system as the date the student first enrolled in a California school and when appropriate, the date the student first enrolled in a US school. The student will be placed in the grade level that is aligned with the District "Rule of Three Chart".

Once a language other than English is noted on a student's initial Home Language Survey (HLS), state and federal laws require a district to assess a student's proficiency level in English. Parents are notified of the results within 30 days of enrollment.

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

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

Language Acquisition Programs Offered

TCUSD offers a Structured English Immersion (SEI) program option (EC Section 305[a][2]). SEI is 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 students who are learning English. Students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. Students with Disabilities (SWD) will be placed according to their Individualized Education Plan (IEP).

Option 1 - Structured English Immersion (SEI) Program: Provides sequential ELD instruction to students and access to the core curriculum, by providing language support through ELD and SDAIE strategies. SEI students’ English levels range from minimally developed to a well-developed level. Included in the ELD and SDAIE strategies are instructional modifications to text, teacher language, and other approaches designed to make instruction comprehensible to a non-English proficient student. District-adopted language materials are used for the instruction in the core subjects. Supplemental materials complement ELD instruction such as:

<p>Elementary Schools: La Rosa Cloverly Emperor Longden</p>	<ul style="list-style-type: none"> ◆ Imagine Learning ◆ i-Ready ◆ Heggerty ◆ Sylvan
<p>Oak Intermediate School</p>	<ul style="list-style-type: none"> ◆ i-Ready ◆ Study Sync ◆ Heggerty ◆ Sylvan
<p>Temple City High School Dr. Doug Sears Learning Center</p>	<ul style="list-style-type: none"> ◆ Renaissance ◆ Study Sync ◆ Apex ◆ Get Ready!

- **Option 2 - Alternative Program:** Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].)

To make such a request, individual parents/guardians are required to compose a written proposal of their desired language acquisition program and address it to the site principal. Submit the written request to the school office of the attending student for administrative review. TCUSD Board of Education has been researching the option of starting a Dual Language Immersion Program.

In the 2025-26 school year, a Dual-Language Immersion (DLI) Program will be offered for entering Kindergarten at Longden Elementary. DLI is a language acquisition program also referred to as Two-Way Immersion that provides language learning and academic instruction

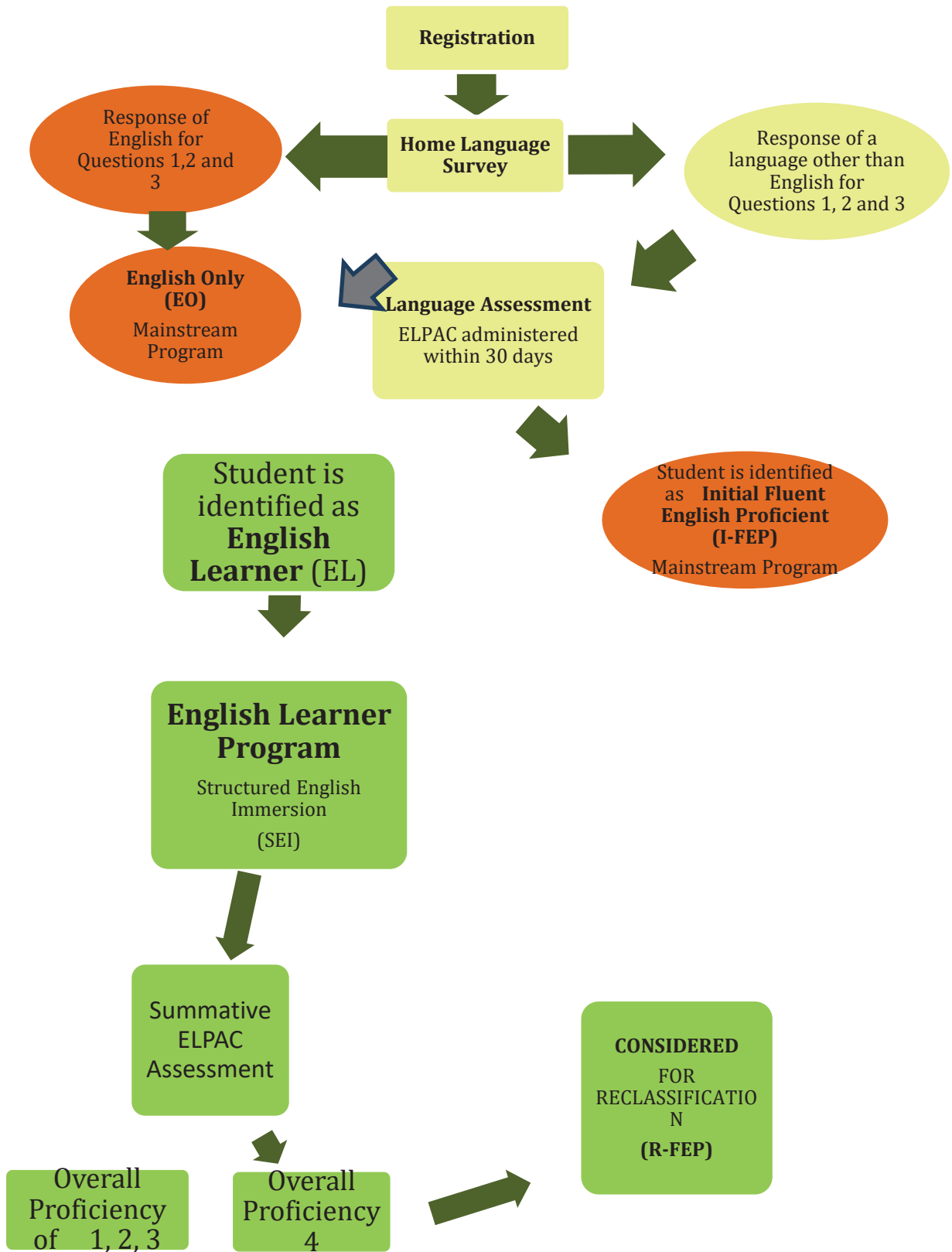
for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten and continues to sixth grade. Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If a school does not currently offer a Dual Language Immersion Program but the parents/guardians of 30 or more students at the school, or 20 or more students at the same grade level, request the establishment of such a program, the district shall determine whether it is possible to offer such a program in accordance with 5 CCR 11311. They may also reach out to Dr. Stacy Ayers, Director of State and Federal Programs at 626-548-5025.

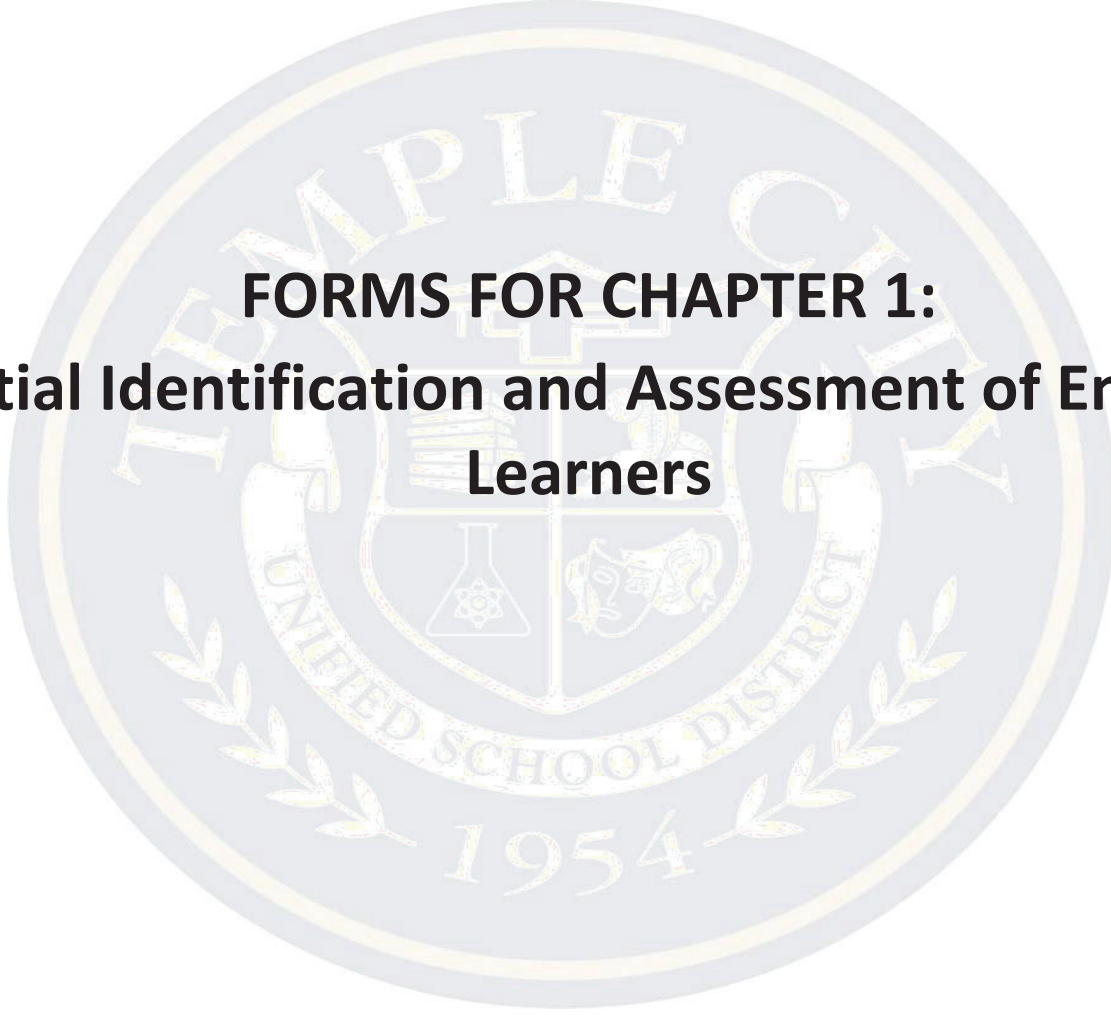
These programs are designed to support EL, IFEP and EO students to develop language and academic content in two languages, with the goal of achieving full bilingualism and biliteracy. CVUSD is engaged in the multi-year process of fully building out our Dual Language program. The goal of the Dual Language Two-Way Immersion Program is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs, EOs, and IFEP/bilingual students. This model is open to students of all language backgrounds, however, students who enroll in a Dual Language program after first grade should demonstrate a minimum level of competency in the target language in order to ensure they are successful with this model of instruction. Ideally, classes are composed of a balance of EOs, ELLs and bilingual students. Content learning in both languages facilitates language learning among the students as they engage in a collaboration that values both languages equally.

Program Features of Dual Language Two-Way Program

Students Served and Exit Criteria
<p>1. ELs of any proficiency level, including newcomers and students with disabilities with any proficiency level in the target language for their Kindergarten year. Note that for students with certain disabilities, such as language processing disabilities, special support may be necessary in order for the Dual Language program to be successful.</p> <p>2. In first grade, students who enroll in a Dual Language program should demonstrate a minimum level of competency in the target language.</p> <p>3. Since Dual Language is being built out to a full K-6 education program, there is no “exit” apart from promotion to middle school. In the event that a family chooses to discontinue their child’s participation in the Dual Language instructional program, parents shall be informed of the negative effects of changing language programs from one year to the next, and ELs should be monitored to ensure their academic success during their transition to the ELAP instructional program.</p> <p>4. Each class has ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent).</p>
Program Components
<p>In addition to the Program Components bullets from the ELAP instructional program above, the Dual Language Two-Way Immersion Model should include these features:</p> <ol style="list-style-type: none"> 1. Clearly articulated K-6 Dual Language Pathway 2. BOTH Integrated ELD and Integrated Language Development for all students 3. Daily focused language study for all students in BOTH languages: ELLs in Designated ELD, EOs/IFEPs in Designated ILD 4. Purposeful and strategic separation of languages during the instructional day

ENGLISH LEARNER PLACEMENT CHART



The seal of Temple City Unified School District is a circular emblem. It features a central shield divided into four quadrants: top-left with an open book, top-right with a classical head, bottom-left with a flask, and bottom-right with a classical head. The shield is flanked by two figures holding a banner. The outer ring contains the text 'TEMPLE CITY' at the top, 'UNIFIED SCHOOL DISTRICT' at the bottom, and '1954' at the very bottom. The seal is rendered in a light, faded style.

**FORMS FOR CHAPTER 1:
Initial Identification and Assessment of English
Learners**

ELPAC Correction of Errors Request

TCUSD

Date Initiated: _____ Initiated by: ___ Site/Teacher ___ Parent/Guardian ___ District

Student Name: _____ Student ID#: _____

School: _____ Grade Level: _____

Teacher: _____ Primary Language: _____

Please check the criteria that applies to this Correction Request:

- The student is classified as English Only, but the school has an indication that the pupil's primary or native language is not English and the student is unable to perform ordinary classroom work in English
- The student was administered the Initial or Summative ELPAC, but they were not eligible to take the test.
- The student took the Initial ELPAC and is designated as an English Learner, but team should evaluate this prior to administration of the ELPAC Summative.
- Parent is requesting a change to the Home Language Survey.

Home Language Survey

- A copy of the Home Language Survey is attached.

Initial ELPAC Results

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

Test Date	Composite	Scale Score	Performance Level
	Overall		
	Oral Language		
	Written Language		

Pupil Performance as of (date): _____

Please complete the following information capturing the student's strength and challenges based on ELA/ELD standards.

Instructional Data	Comments
Reading (Iready, STAR Literacy, Lexile, etc)	
Writing	
Report Card/Progress Grade ELA _____ Math _____	
Results of the language screener or Express Assessment	
Should student continue to receive ELD services? Please explain.	

Teacher Signature _____ Date Completed: _____

Parent Consultation (Add Narrative)

Final Action

Evidence of Parent Notification of Final Action Date: _____

Action Taken:

- Student's classification remains the same _____ on _____.
- Student's classification is changed from _____ to _____ on _____.

LEA ELD Coordinator _____ Date Completed: _____

Home Language Survey



Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk?

2. Which language does your child most frequently speak at home?

3. Which language do you (the parents and guardians most frequently use when speaking with your child?

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian: _____

Date: _____

California Department of Education Form HLS, Revised July 2020

家庭语言调查



Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____

Grade Level of Student: _____

Teacher Name: _____

致家长和监护人：

加利福尼亚州《教育法》(Education Code)

含有法定要求，即各个学校必须评估学生的英语水平。对家庭语言调查的回复将有助于确定学生是否应该参加测试英语水平。本信息对于各学校提供完善的辅导课程和服务来说至关重要。

作为家长或监护人，您需要给予积极的配合以便学校能够顺利执行这些要求。请尽可能准确地回答下列四个问题。请在每个问题所提供的空白处填写相应语言的名称。请勿遗漏任何问题。如果这份家庭语言调查的答复有任何错误，您可以在对学生英语水平作出评估之前请求更正。

1. 您的孩子开始学习说话时学的是哪种语言? _____

—

2. 您的孩子在家中最常讲的是哪种语言? _____

—

3. 您 (家长或监护人)
在与您的孩子交谈中最常使用哪种语言? _____

4. 家里的成人 (家长、监护人、祖父母或任何其他成年人) 最常讲的是哪种语言?

请在下面相应的空白处签名并注明填写日期，然后将本表返回给您孩子的老师。多謝合作。

(家长或监护人签名)

(日期)

California Department of Education Form HLS, Revised July 2020

Encuesta del Idioma en el Hogar



Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____

Grade Level of Student: _____

Teacher Name: _____

Instrucciones para padres y tutores: El Código de Educación de California contiene requisitos legales que guían a las escuelas a dar un examen de proficiencia en inglés a los estudiantes. El proceso comienza con determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Las respuestas a esta encuesta del idioma ayudarán al personal de la escuela saber si el estudiante debe tomar el examen. Esta información es esencial para que la escuela pueda proveer programas y servicios adecuados a los estudiantes.

Como padre o tutor, su cooperación es necesaria para cumplir con estos requisitos. Por favor responda a cada una de las cuatro preguntas siguientes de la forma más precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda a todas las preguntas. Si contestó con error a las preguntas de esta encuesta de idioma, Ud. puede solicitar corrección de su respuesta antes de que la proficiencia de su estudiante sea evaluada.

1. ¿Qué idioma aprendió su hijo cuando empezó a hablar?

2. ¿Qué idioma habla su hijo en casa con más frecuencia?

3. ¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?

4. ¿Qué idioma se habla con más frecuencia entre los adultos en el hogar (padres, tutores, abuelos o cualquier otro adulto)?

Por favor firme y feche este formulario en el espacio suministrado a continuación y devuelva el formulario al maestro de su hijo. Muchas gracias por su cooperación..

Firma del padre/madre o tutor: _____

Fecha: _____

California Department of Education Form HLS, Revised July 2020



Express Assessment of Primary Language Proficiency

Please use this form to acquire more information about English learners' primary language skills. This form may be completed by the teacher/counselor in conference with the parent or by the student.

The purpose of the Informal Assessment of Primary Language Proficiency is to provide additional information, along with the results of the English Language Proficiency Assessments for California (ELPAC), to design appropriate instruction and support services.

Person completing form: ___ Parent/Guardian ___ Teacher ___ Counselor ___ Student

I. General Information

Student's Name: _____ School: _____

Primary Language: _____ Grade: _____ Date: ____ / ____ / ____

II. School Experience

List the country or countries where the student attended school and the grade levels that were completed.

Country	Grade	Completed	
		Yes	No
		____	____
		____	____

Oral Language

Check the box that best describes the student's ability to speak and understand the primary language.

A. The student uses the primary language at home:

- Never
- Sometimes
- Almost always

B. The student uses the primary language with siblings and/or friends:

- Never
- Sometimes
- Almost always

Literacy

Place a check in the box that best describes the student's ability to read and write in the primary language.

C. How often does the student *read* in the primary language?

- Never (does not know how to read in primary language)
- Reads sometimes
- Almost always (prefers to read in primary language)

D. How often does the student *write* in the primary language?

- Never (does not know how to write in primary language)
- Writes sometimes
- Almost always (prefers to write in primary language)

III. Comments

Provide any comments that will give more information to the school about the student's primary language proficiency, academic background, and ability to function in school.

{Enter School Logo}



{Enter School Name} School

Dear TCUSD Parent/Guardian:

When registering your child for school, you listed that your child speaks a language other than English. 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 a required test that will help identify students who need help learning English by determining whether the student is an English learner or is fluent in 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.**

This year, ELPAC tests may be administered remotely, in person, or through a combination of in-person and remote testing, based on county public health department guidelines. At this point, **{Enter ELD Site Coordinator Name}** is planning to administer ELPAC tests **in person** to all eligible students. We will be providing more information on spring testing soon.

- For more information, visit the Parents/Guardians Resources web page at <https://www.elpac.org/resources/parent-resources/>

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 your child 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 review 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 **Principal {Enter Principal Name}** at **{Enter School Email Address – ex: larosa@tcusd.net}**

Sincerely,

Principal {Enter Principal Name}

{Enter School Logo}



{Enter School Name} School

尊敬的家长/监护人：

您在为孩子注册入学时填写过您的孩子除英语外还说一门外其他语言。在加州公立学校中，所有首次入学的家庭语言非英语的学生都要接受加州英语语言能力初始评估（“ELPAC初评”）。

ELPAC初评是一项必需的测试，旨在评估学生是英语学习者还是英语精通者并以此来促进识别在英语学习方面需要帮助的学生。这项测试有助于学生获得所需支持，以在学校各科目上取得好成绩，因此十分重要。作为计算机化口语测试的一部分，您的孩子将会被录音。少数学生回答将用于验证评分的准确性，而不会用于身份识别。所有回答的录音都将于评分验证完毕后销毁。

根据“家庭语言调查”结果，您的孩子将接受ELPAC初评。

今年，根据县公共卫生部的指南，ELPAC测试可能会通过远程、现场或远程与现场相结合的方式举行。目前，{Enter ELD Site Coordinator Name}计划要为所有符合资格的学生举办亲自ELPAC测试。我们将很快提供春季测试的更多信息。

- 如需更多信息，请访问家长/监护人资源网页：<https://www.elpac.org/resources/parent-resources/>。

您在孩子的教育过程中起着重要作用。您可以通过以下方式帮助孩子为测试做好准备：

- 定期为孩子读书，或者让孩子读书给您听。
- 使用图片，让孩子告诉您在图片中看到了什么，或者每张图中正在发生什么。
- 为孩子提供在校外使用语言的机会。
- 与孩子的老师谈论您孩子的听、说、读、写能力，以帮助孩子取得进步。

想要了解更多有关ELPAC测试的信息，请访问加州教育厅家长理解指南网页，网址为：<https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>。

您还可以登录ELPAC起步智慧网站<https://elpac.startingsmarter.org/>，查看模拟测试中的例题。

如果您对参加ELPAC测试存在任何疑问，请通过 {Enter School Email Address – ex: larosa@tcusd.net} 联系 Principal {Enter Principal Name}。

此致

敬礼

Principal {Enter Principal Name}

{Enter School Logo}



{Enter School Name} School

Estimado padre o tutor:

Cuando inscribió a su hijo(a) en la escuela, usted indicó que su hijo(a) habla un idioma distinto del inglés. En las escuelas públicas de California, a todos los alumnos cuya lengua materna no es el inglés que ingresan a la escuela por primera vez, se les aplica la Evaluación Inicial de Dominio del Idioma Inglés de California, o “ELPAC Inicial” (por sus siglas en inglés), la cual es una prueba obligatoria que nos permite identificar a aquellos alumnos que necesitan ayuda para aprender inglés, al determinar si el alumno apenas está aprendiendo el idioma o si ya lo habla con fluidez.

Esto es importante para que puedan recibir el apoyo que necesitan a fin de tener un buen desempeño en todas las materias escolares. La voz de su hijo(a) se grabará como parte de la sección de expresión oral del examen que se presenta en computadora. Un pequeño porcentaje de las respuestas de los alumnos se utiliza para validar la precisión del puntaje obtenido y no será utilizado para fines de identificación. Todas las respuestas registradas se destruirán una vez que los resultados sean validados.

Basándonos en la encuesta que usted respondió sobre el idioma que se habla en el hogar, **su hijo(a) será evaluado(a) con el examen ELPAC inicial.**

Este año, es posible que las pruebas ELPAC se apliquen de manera remota, en persona o mediante una combinación de exámenes en persona y a distancia, según las directrices que el departamento de salud pública del condado establezca. En este momento, **{Enter ELD Site Coordinator Name}** está planeando aplicar las pruebas ELPAC **en persona** a todos los alumnos que sean candidatos para presentarlas. Pronto les haremos llegar más información sobre el periodo de exámenes en la primavera.

- Para obtener más información, visite la página web de Recursos para Padres o Tutores en <https://www.elpac.org/resources/parent-resources/>.

Usted es una parte importante de la educación de su hijo(a). Para ayudarle a prepararse para el examen, le recomendamos que haga lo siguiente:

- Léale a su hijo(a) o pídale que él/ella le lea a usted de manera periódica.
- Utilice imágenes y pídale a su hijo(a) que le cuente lo que ve o lo que ocurre en cada una.
- Ofrézcale a su hijo(a) oportunidades para utilizar el idioma fuera de la escuela.
- Hable con la/el maestro(a) de su hijo(a) sobre sus habilidades de comprensión auditiva, expresión oral, lectura y escritura para apoyar su progreso.

Para obtener más información acerca de los exámenes ELPAC, visite la página web del Departamento de Educación de California y consulte las “Guías de padres para comprender” en: <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

También puede revisar las preguntas de los exámenes de práctica que se encuentran en el sitio web de ELPAC *Starting Smarter* en: <https://elpac.startingsmarter.org/>.

Si tiene alguna pregunta sobre los exámenes ELPAC que debe presentar su hijo(a), póngase en contacto con **Principal {Enter Principal Name}** en **{Enter School Email Address }**.

Atentamente

Principal {Enter Principal Name}

TEMPLE CITY UNIFIED SCHOOL DISTRICT
EL/RFEP FOLDER

Student Name: _____ School: _____
 Aeries Student ID: _____ Date of Birth: _____
 Primary Language: _____ Date Entered US Schools: _____
 Grade Level: _____ Date Entered This School: _____
 IEP: Start Date: _____ End Date: _____ Gender: Male
 504 PLAN Start Date: _____ End Date: _____

CHECK ITEMS AS FILED:

<p>INITIALLY FEP (AT ENTRY) - 1-FEP</p> <input type="checkbox"/> Home Language Survey <input type="checkbox"/> ELPAC Score Sheet (Tested in TCUSD) <input type="checkbox"/> ELPAC report (Test results from another district) <input type="checkbox"/> Parent notification letter <input type="checkbox"/> AERIES Updated <p><i>Note:</i> When 1-FEP, complete the top portion of folder and this section. Place documents in CLJM with blue copy of this folder's cover.</p>		<p>RECLASSIFICATION</p> Month/Year _____ Grade ____ <input type="checkbox"/> R-FEP Cover Form Completed <input type="checkbox"/> Recent ELPAC <input type="checkbox"/> Recent SBAC/I-Ready <input type="checkbox"/> Copy of Report Card/ SOLOM <input type="checkbox"/> Other Supporting Documents <input type="checkbox"/> AERIES Updated <input type="checkbox"/> Reclassifying District
<p>ENGLISH LANGUAGE LEARNER (ELL)</p> <input type="checkbox"/> Home Language Survey <p>INITIAL ASSESSMENT</p> <input type="checkbox"/> Initial results ELPAC Score Sheet <input type="checkbox"/> Parent notification of initial placement <input type="checkbox"/> AERIES Updated <input type="checkbox"/> Challenge of placement folder (if needed) <p>ANNUAL ASSESSMENT</p> <input type="checkbox"/> Summative results ESR <input type="checkbox"/> Annual parent notification of placement	<p>RECLASSIFICATION FOLLOW UP</p> <input type="checkbox"/> R-FEP Follow Up Year 1 (Date _____) <input type="checkbox"/> R-FEP Follow Up Year 3 (Date _____) <input type="checkbox"/> R-FEP Follow Up Year 2 (Date _____) <input type="checkbox"/> R-FEP Follow Up Year 4 (Date _____)	

Reviewed by Principal and/or Designee upon transfer:

Current Site

Transfer Site:

Name _____	Date _____	School & Grade _____
Name _____	Date _____	School & Grade _____

Grade 7	Grade 8
Grade 9	Grade 10
Grade 11	Grade 12

Temple City Unified School District
English Learner Program Record Sheet

Student Name: _____ Last Name _____ First Name _____ DOB: _____ Student ID: _____

Anecdotal Record

Date (month/day)	Who (Your name/teacher/parent)	How (Conference, Phone)	What (Purpose of Notification)	Response (Parent's Response)
---------------------	-----------------------------------	----------------------------	-----------------------------------	---------------------------------

--	--	--	--	--	--

TRANSITIONAL KINDERGARTEN	KINDERGARTEN
Grade 1	Grade 2
Grade 3	Grade 4
Grade 5	Grade 6



**Temple City Unified School District
Initial Parent Notification Program Placement Letter
Federal Title I and III and State Requirements**

To:
Re:
Address:
City/State/Zip:

Grade:
School:
Primary Language:
Date:

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 test your child’s English. The results of this test are used to decide the best program placement for your child. We are required to inform you of the test results, our program recommendation, all the placement options available for your child, and your right to challenge an EL classification. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. (20 *United States Code*, Section 7012; *California Education Code* sections 52164.1[b]; and Title 5 of *California Code of Regulation* sections 11307[a] and 11511.)

Results of Initial English Language Proficiency Assessment for California (ELPAC)

Overall Performance Level	Overall Score	Oral Language	Written Language
		Combined in overall score	Combined in overall score

Based on results of the initial English Language Proficiency Assessment for California (ELPAC), your child has been identified as an:

 English learner (EL) with less than reasonable fluency in English who will be placed in the Structured English Immersion (SEI) Program.

 Initial Fluent English proficient (I-FEP) student, not an English Learner, who will be placed in the district’s General Program.

Check if applicable:

 Individualized Education Program (IEP) on file

Program Placement Options for English Learners

The chart below shows all program placement options (a more detailed description follows).

Initial English Language Proficiency Levels		Program Placement
Novice (Level 1)	An English Learner with minimally developed oral (listening and speaking) and written (reading and writing) English skills	Structured English Immersion (SEI)
Intermediate (Level 2 or 3)	An English Learner with somewhat to moderately developed oral (listening and speaking) and written (reading and writing) skills.	Structured English Immersion (SEI)
Initially Fluent English Proficiency - IFEP (Level 4)	Initial Fluent English Proficient (IFEP) student with well-developed oral (listening and speaking) and written (reading and writing) skills.	District's General Program
		Other Instructional Setting based on IEP

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

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

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



Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact the District Office at (626) 548-5000 to ask about the process.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	TCUSD Criteria for Grades K through 12
1. Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and	<u>English Language Proficiency Assessment of California (ELPAC):</u> A student must receive an overall score of 4 (well developed) on the ELPAC
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and	<u>Teacher Recommendation Form (OPTEL):</u> Level 2-4 in Expressive and Receptive
3. Comparison of student performance in academic skills against an established range based on the performance of English proficient students of the same age; and	<u>Smarter Balanced Assessment (SBA):</u> Standards met or exceeded in the most recent grade level ELA SBA assessment (only grades 3-8 & 11) OR <u>ELA Local Diagnostic Score:</u> Standards met or exceeded in the most recent grade level local assessment (i-Ready) OR <u>Lexile Score:</u> Standard met for grade level proficiency
4. Parent input and consultation	<u>Reclassification Parent Meeting(s) / Signatures</u>

天普市联合学区

初始家长通知函

联邦I号和III号文件以及州要求

致：

年级：

关于：

学校：

地址：

主要语言：

城市/州/邮编：

日期：

亲爱的家长或监护人：

当您为孩子注册时，在您孩子家庭语言调查表中显示您的孩子使用除英语之外的其他语言。

法律要求您的孩子需要进行英语测试。该测试结果用于决定将您的孩子安置在最适合他的教学项目中。我们需要通知您测试结果、我们的课程建议、您孩子可用的所有安排选项，以及您对EL分类提出质疑的权利。我们还列出了学区用来决定学生何时准备退出英语学习计划的信息。

(20《美国法典》第7012节；《加利福尼亚州教育法典》第52164.1[b]节；以及《加利福尼亚州法规》第5篇第11307[a]节和第11511节)

加利福尼亚州初始英语水平评估 (ELPAC) 结果

总成绩水平	总分	口语	写作
		综合于总分中	综合于总分中

测试方制定的评分指南用于确定评估结果

请参阅随附的页面

根据加利福尼亚州英语语言能力初步评估 (ELPAC) 的结果，您的孩子被认定为：

_____ 英语不太流利的英语学习者 (**EL**) 将被安排在结构化英语浸入式课程中。

_____ 首次评估流利英语熟练 (**I-FEP**) 学生, 非英语学习者, 将进入学区普通课程。

如适用请勾选：

_____ 存档的个性化教育计划 (**IEP**)

英语学习者的课程安排选项

下表为所有课程安排选项（以下是更详细的说明）

首次评估英语水平		安置课程
初级 (等级1)	英语口语和书面技能最低的英语学习者	结构化英语沉浸
中级 (等级2等级 3)	英语学习者，英语口语和写作能力有一定程度的发展	结构化英语沉浸
首评流利 - IFEP (等级4)	初级流利英语熟练学生，英语口语和书写能力良好	学区统教项目
		基于IEP的其他教学设置

英语学习者的课程安排选项和目标描述

所有课程都包括英语语言发展（ELD）和针对每个学生英语语言水平的教学策略。这些策略用于帮助每个学生熟练掌握英语口语、阅读和写作，并在所有核心科目上取得学业成功。

- **结构化英语沉浸 (SEI) :**

分数低于合理流利程度的学生被安排在SEI项目中，并以英语授课。

可以用母语提供一些学习上的帮助。授权教师使用学区采用的教科书和补充材料，向学生教授ELD和其他核心科目。教学基于ELD和年级内容标准

英语学习者的家长有权拒绝或选择其子女退出学区的语言习得计划，或选择退出语言习得计划内的特定英语学习者服务（《美国法典》第20卷第6312[e][3][a][viii]节）。然而，天普学区

仍有义务向学生提供有意义的指导，直到学生被重新分类，当学生没有进步时通知家长，并同时向家长提供课程和服务。

家长/监护人可以选择最适合他们孩子的语言习得课程。如果每所学校有30名或以上学生的家长或法定监护人，或任何年级有20名或以上的学生的家长和法定监护人要求开设旨在提供语言教学的语言习得课程，则应要求学校尽可能提供此类课程（EC第310[a]节）。

在制定地方控制责任计划期间，家长可以就语言习得计划提供建议/意见。如果您对不同于上述的学习项目感兴趣，请致电（626）548-5000联系学区办事处询问该流程。

重新分类 (退出) 标准

英语学习者计划的目标是让学生完全精通英语，并尽快达到州学术成就标准。学区英语学习者重新分类标准如下：

所需标准 (加利福尼亚州教育法规 313[d])	天普学区K-12年级标准
1. 使用客观评估工具评估英语语言能力，包括但不限于英语语言发展的州统测；和	<u>加州英语水平评估 (ELPAC)**:</u> 学生的ELPAC总分必须为4分 (发展良好)
2. 教师评估，包括但不限于对学生课程掌握情况的审查；和	<u>OPTEL评分量表***:</u> 理解力、流利度、词汇和语法达到4级或以上 (发音可以为3级)
3. 学生学术技能表现与基于同龄英语熟练学生表现的既定范围的比较	<u>更智能的平衡评估 (SBA)**** :</u> 英语语言艺术/读写能力达到或超过标准 或者 ELA 本地診斷分數：在最近的年級本地評估中達到或超過標準 (i-Ready) 或者 Lexile 分數：達到年級熟練程度標準
4. 家长意见和商讨；和	重新分类家长会议/形式



**Distrito Escolar Unificado de Temple City
CARTA DE NOTIFICACIÓN INICIAL A LOS PADRES
Requisitos Federales del Título I y III y del Estado**

Para:
Re:
Dirección:
Ciudad/Estado/Código Postal:

Grado:
Escuela:
Lengua Materna:
Fecha:

Estimado(s) Padres o Tutor(es):

Cuando inscribió a su hijo(a) en la escuela, usted indicó que su hijo(a) habla un idioma distinto del inglés. La ley nos exige que hagamos una prueba de inglés a su hijo. Los resultados de esta prueba se utilizan para decidir la mejor ubicación en el programa para su hijo. Estamos obligados a informarle de los resultados de la prueba, nuestra recomendación de programa, todas las opciones de colocación disponibles para su hijo y su derecho a impugnar una clasificación EL (por sus siglas en inglés). También hemos enumerado la información que nuestro distrito utiliza para decidir cuándo un estudiante está listo para salir del programa de aprendices de inglés. (20 Código de los Estados Unidos, Sección 7012; Código de Educación de California, secciones 52164.1[b]; y Título 5 del Código de Regulación de California, secciones 11307[a] y 11511).

Resultados de la evaluación del lenguaje de la Evaluación del Dominio del Idioma Inglés para California (ELPAC)

Nivel de Rendimiento General	Puntuación General	Lenguaje Oral	Lenguaje Escrito
		Puntuación general combinada	Puntuación general combinada

Para determinar estos resultados se ha utilizado una guía de puntuación elaborada por el contratista de las pruebas para determinar estos resultados, véase la página adjunta.

Basado en los resultados de la evaluación inicial del dominio del idioma inglés para California (ELPAC), su hijo ha sido identificado como un:

 Aprendiz de inglés (EL por sus siglas en inglés) con menos de una fluidez razonable en inglés que serán colocados en el Programa de inmersión en inglés estructurado

 Estudiante con Dominio Inicial del Inglés (I-FEP), no estudiante de inglés, que será colocado en el Programa General del distrito.

Marque si corresponde:

____ Programa de Educación Individualizada (IEP por sus siglas en inglés) en el archivo

Opciones de Colocación en el Programa para Aprendices de Inglés

La siguiente tabla muestra todas las opciones de colocación del programa. (A continuación se ofrece una descripción más detallada).

Niveles iniciales de dominio del idioma inglés		Colocación en el Programa
Principiante (Nivel 1)	Un Aprendiz de inglés con habilidades orales y escritas mínimas en Inglés	Inmersión Estructurada en el Idioma Inglés
Intermedio (Nivel 2 o 3)	Un estudiante de inglés con habilidades orales y escritas de un nivel básico a moderado en Inglés.	Inmersión Estructurada en el Idioma Inglés
Inicialmente fluido en inglés (IFEP) (Nivel 4)	Estudiante con dominio inicial del inglés, con habilidades orales y escritas bien desarrolladas en inglés	Programa General del Distrito
		Otro Entorno Educativo basado en el IEP

Descripción de las Opciones de Colocación del Programa y Objetivos para los Aprendices de Inglés

Todos los programas incluyen el Aprendizaje Progresivo del Idioma Inglés (ELD, por sus siglas en inglés) y estrategias de enseñanza diferenciadas para el nivel de dominio del idioma inglés de cada estudiante. Estas estrategias se utilizan para ayudar a cada estudiante a alcanzar la competencia en el habla, la lectura y la escritura en inglés, y a tener éxito académico en todas las materias básicas.

- **Inmersión Estructurada en el Idioma Inglés (SEI):** Los alumnos que obtienen una puntuación **inferior a una fluidez razonable** son colocados en un programa SEI y se les enseña mayoritariamente en inglés. Se puede proporcionar alguna ayuda en la lengua primaria. Los estudiantes reciben clases de ELD y otras materias básicas por parte de profesores autorizados que utilizan libros de texto y materiales

complementarios adoptados por el distrito. La enseñanza se basa en el ELD y en los estándares de contenido del nivel de grado.

Los padres de los estudiantes de inglés tienen el derecho de rechazar u optar por que sus hijos no participen en el programa de adquisición del idioma del distrito escolar o de optar por no recibir determinados servicios para aprendices de inglés dentro de un programa de adquisición del idioma (20 U.S.C Sección 6312[e][3][A][viii]). Sin embargo, el TCUSD sigue estando obligado a proporcionar al estudiante una instrucción significativa hasta que el estudiante sea reclasificado, informar a los padres cuando no se logre un progreso, y ofrecer a los padres programas y servicios en ese momento.

Los padres/tutores legales pueden elegir el programa de adquisición del idioma que mejor se adapte a su hijo. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición del idioma que esté diseñado para proporcionar instrucción lingüística deberán ofrecer dicho programa en la medida de lo posible (EC Sección 310[a]).

Los padres pueden dar su opinión sobre los programas de adquisición de idiomas durante el desarrollo del Plan de Control Local de Rendición de Cuentas. Si está interesado en un programa diferente de los mencionados anteriormente, por favor, póngase en contacto con la Oficina del Distrito para preguntar sobre el proceso.

Criterios de Reclasificación (Salida)

El objetivo del programa para estudiantes de inglés es que los estudiantes lleguen a ser totalmente competentes en inglés y que dominen los estándares estatales de rendimiento académico lo más rápido posible. Los criterios de reclasificación de este distrito se indican a continuación:

Required Criteria (California Education Code Section 313[d])	Criterios de TCUSD para los grados K a 12
1. Evaluación del dominio del idioma inglés, utilizando un instrumento de evaluación objetivo, incluyendo, pero sin limitarse a, la prueba estatal de desarrollo del idioma inglés; y	<u>Evaluación del Dominio del Inglés de California (ELPAC)**:</u> Un estudiante debe recibir una puntuación global de 4 (bien desarrollado) en el ELPAC
2. La evaluación del maestro, que incluye, pero no se limita a, una revisión del dominio del plan de estudios del estudiante; y	OPTEL***: Nivel 2-4 o superior en comprensión, fluidez, vocabulario y gramática (La pronunciación puede estar en un 3)
3. Comparación del rendimiento de los estudiantes en las habilidades académicas con un rango establecido basado en el rendimiento de los estudiantes de la misma edad que dominan el inglés	<u>Smarter Balanced Assessment (SBA)****:</u> Normas cumplidas o normas superadas en la parte sobre las Artes del Lenguaje Inglés/Alfabetización

	<p>O <u>Puntuación de diagnóstico local de ELA:</u> Puntuación de diagnóstico de ELA que cumple o supera la puntuación escalada del nivel de grado (i-Ready)</p> <p>O <u>Puntuación Lexile:</u> Estándar cumplido para el dominio del nivel de grado</p>
4. La aportación y consulta de los padres; y	Junta con los padres para la reclasificación / Formularios

Temple City Unified School District Annual Parent Notification Letter

Temple City Unified School District, CA
Annual Parent Notification Letter
7000024

Student Address Here

SAMPLE generated from ELLevation



Annual Parent Notification Letter Federal Title I or Title III and State Requirements

Student Information

Student		Grade Level	5	School	Emperor Elementary School
EL Status:	EL	Student ID#		LTEL	No
At Risk of LTEL	No	TK	No		

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 are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

English Language Proficiency Tests

Test Name & Date	Overall				Listening			Speaking			Oral Language			
ELPAC Summative 3/8/2024	1	2	3	4	1	2	3	1	2	3	1	2	3	4
	3				3			3			4			
	(1546)										(1548)			
	Reading			Writing			Written Language							
	1	2	3	1	2	3	1	2	3	4				
	2			2			3							
							(1543)							

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

While the rate of English language development (ELD) varies between students, many exit the ELD program in 4-6 years.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
English Language Proficiency Assessment	A student must receive an overall score of 4 (well developed) on the ELPAC/estudiante debe recibir una puntuación global de 4 (bien desarrollado) en el ELPAC
Comparison of Performance in Basic Skills	Smarter Balanced Assessment (SBA): Standards met or exceeded in the most recent grade level ELA SBA assessment (only grades 3-8 & 11)/ Smarter Balanced Assessment (SBA): Normas cumplidas o normas superadas en la parte sobre las Artes del Lenguaje Inglés/Alfabetización/ ELA Local Diagnostic Score: Standards met or exceeded in the most recent grade level local assessment (i-Ready)/ Puntuación de diagnóstico local de ELA: Puntuación de diagnóstico de ELA que cumple o supera la puntuación escalada del nivel de grado (i-Ready)
Teacher evaluation	Teacher Recommendation Form (OPTEL): OPTEL Levels 2-4
Parental Opinion and Consultation	Reclassification Parent Meeting(s) and Signatures/ Junta con los padres para la reclasificación y Formularios

Students who exit the program are monitored for academic success for 4 years.

Standardized Test Results

Test Name & Date	Grade Level	Results
i-Ready Diagnostic Math 5/21/2024	4	Percentile: 18 Placement: 3 Quantile: 535 Relative Placement: 1 Grade Level Below Scale Score: 446 Stretch Growth Progress (%): 29 Typical Growth Progress (%): 43
i-Ready Diagnostic ELA 5/15/2024	4	Lexile: 670 Percentile: 59 Placement: 4 - Early Relative Placement: Early On Grade Level Scale Score: 569 Stretch Growth Progress (%): 117 Typical Growth Progress (%): 210
SBAC Math 5/9/2024	4	Achievement Level: 1 - Standard Not Met Scale Score: 2406
SBAC ELA 5/1/2024	4	Achievement Level: 3 - Standard Met Scale Score: 2478

Long-Term English Learner (LTEL)

Long-term English learner (LTEL) means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT), English Language Proficiency Assessment for California (ELPAC) or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test, or any successor test.

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk")

English learner at risk of becoming a long-term English learner means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the CELDT, ELPAC or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts test of the California Standards Tests, or any successor test, he or she is identified as an English Learner at risk of becoming an LTEL.

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

The expected rate of graduation for students in this program is 90% percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>

Language Acquisition Programs Offered

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305(a)(2)).

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). 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 (20 U.S.C. Section 6312(e)(3)(A)(viii)(III); EC Section 310(a)). Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability [Plan](#)(EC Section 52062). 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 Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703(f), 6312(e)(3)(A)(viii)).

Structured English Immersion

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

English Language Development

English Language Development (ELD) Instruction delivered by a highly qualified teacher that focuses directly on teaching about the English language, using the four domains of reading, writing, listening, and speaking. The primary focus is explicit English instruction based on the student's current level of English proficiency. The curriculum teaches academic vocabulary needed to access grade-level content. Instruction usually takes place in English with little to no use of the student's primary language.

Summer School

Extended School Year (ESY) One-on-one or small group tutoring/assistance to ELLs outside of school hours, concentrated on accelerating English language proficiency.

If you have any questions about your child's placement or the type of program options available to you, please contact Dr. Stacy Ayers, Director of State and Federal Programs, at 626-548-5025.



ELPAC

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

Score Request Form

To: Local Educational Agency (LEA) ELPAC Coordinator

Directions: Under state and federal law, schools and LEAs are required to provide student ELPAC results to schools receiving students who are English learners. You are receiving this form because one of your previous English learners has enrolled in another LEA. Please complete all of this form and return it within 10 calendar days after receiving the request.

Receiving School or LEA Information

Today's Date (mm/dd/yy): _____

Requestor's Name

LEA Name

Phone

Fax

E-mail

Mailing Address

City

ZIP Code

English Language Proficiency Assessment Information

Statewide Student Identifier #: _____

Has the student taken the ELPAC? No Yes

Date of **most recent** Summative ELPAC: _____

Date of **Initial ELPAC**, if known: _____

Date of enrollment into a California public school, if different from the Initial ELPAC date: _____

Most recent Summative ELPAC results for the _____ grade:

Overall Score: _____

Overall Level: _____

Oral Language Score: _____

Written Language Score: _____

Oral Language Level: _____

Written Language Level: _____

Listening Domain Level: _____

Reading Domain Level: _____

Speaking Domain Level: _____

Writing Domain Level: _____

Reclassification

If the student is reclassified, please provide the date: _____

Initial ELPAC English Learner Acquisition Status (ELAS):

Initial Fluent English Proficient (IFEP)

English learner (EL)

Initial ELPAC results for the _____ grade, if available:

Overall Score: _____

Overall Performance Level: _____

Oral Language Level: _____

Written Language Level: _____

LEA

Signature (Previous Enrolled School Site Representative)

Date

Printed Name



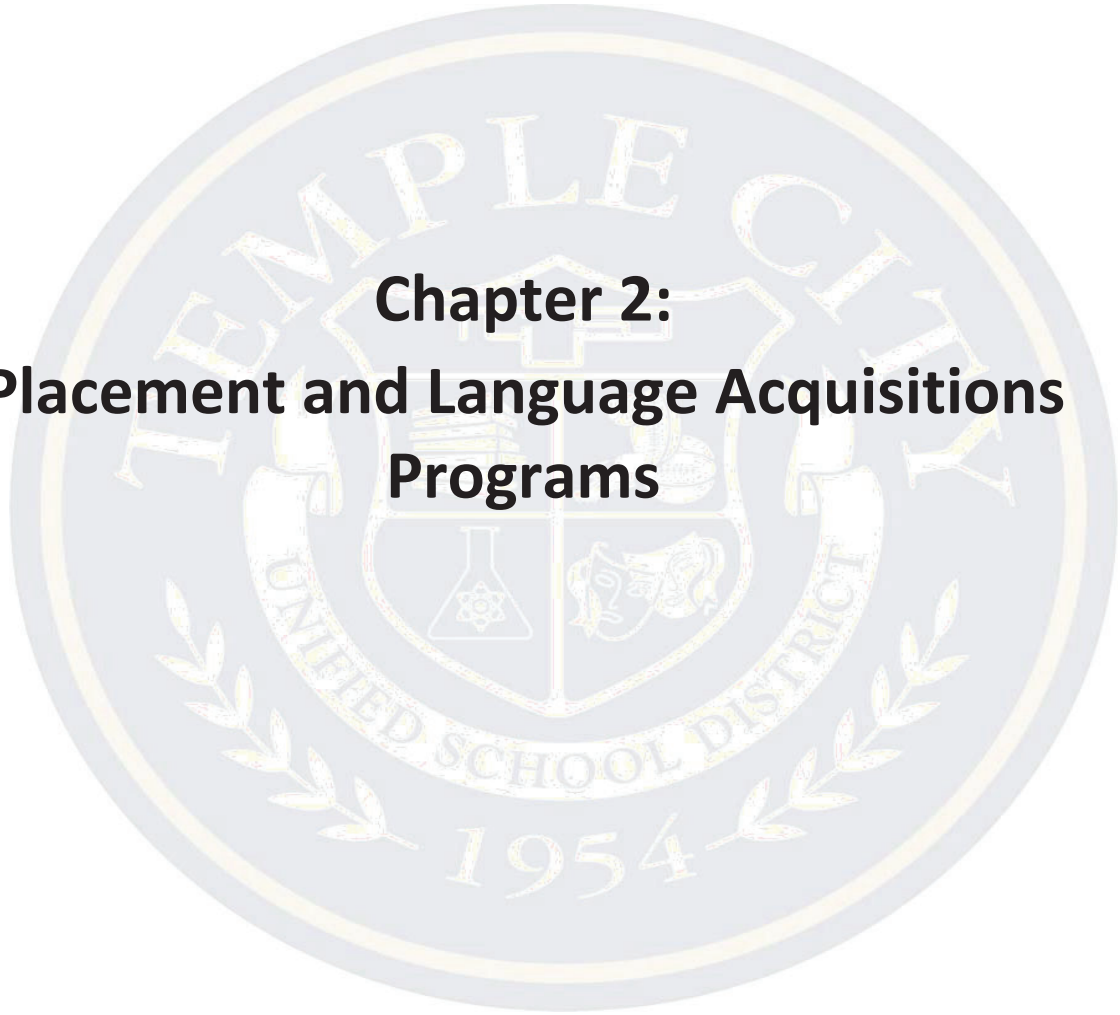
Student Age Requirement Rule of 3

1. If a pupil enters a school with records from their previous school district: The student will be placed in the appropriate grade level according to those records with the following exception: If a pupil will be 16 or 20 by June 30th by the time he/she graduates from Oak Avenue or High School, respectively, rule# 3 below will apply.
2. If a pupil enters school with only a certificate verifying date of birth: The student will be placed in the grade level of their peer age group. September 1st is the cut-off for entry into Kindergarten; therefore, this date should mirror other grade-level entry dates. Grade placement will be according to current TCUSD age level requirements for September 1st entry. See matrix in rule #3.
3. If a pupil enters school with records and will be 16 or 20 by June 30th by the time they graduate from Oak or from High School, respectively then:
 - a. An Oak student will be admitted to the 7th or 8th grade according to school records and at a grade that the pupil will not be 16 years old by June 30th or the student's 8th grade year.
 - b. At High School, a pupil will be admitted to 9th, 10th, 11th, or 12th grade according to school records and at a grade such that the pupil will not be 20 years old by June 30th of the 12th grade year.

The following matrix should be considered for placement of newly enrolled students who have proof of age and previous school records. This should be used as a guideline for grade-level age appropriateness

Grade	K	1	2	3	4	5	6
Age by 9/1	5	6	7	8	9	10	11
Age by 9/1	6	7	8	9	10	11	12

Grade	7	8	9	10	11	12
Age by 9/1	12	13	14	15	16	17
Age by 9/1	13	14	15	16	17	18
Age by 9/1	14	15	16	17	18	19

The seal of Temple City Unified School District is a circular emblem. It features a central shield divided into four quadrants: top-left shows a book, top-right shows a globe, bottom-left shows a flask with a chemical structure, and bottom-right shows a profile of a head. The shield is flanked by two figures holding a banner that reads "UNIFIED SCHOOL DISTRICT". The outer ring of the seal contains the text "TEMPLE CITY" at the top and "1954" at the bottom, with laurel branches on the sides.

**Chapter 2:
Placement and Language Acquisitions
Programs**

Chapter 2: Placement and Language Acquisition Programs

English Language Learner Program Description

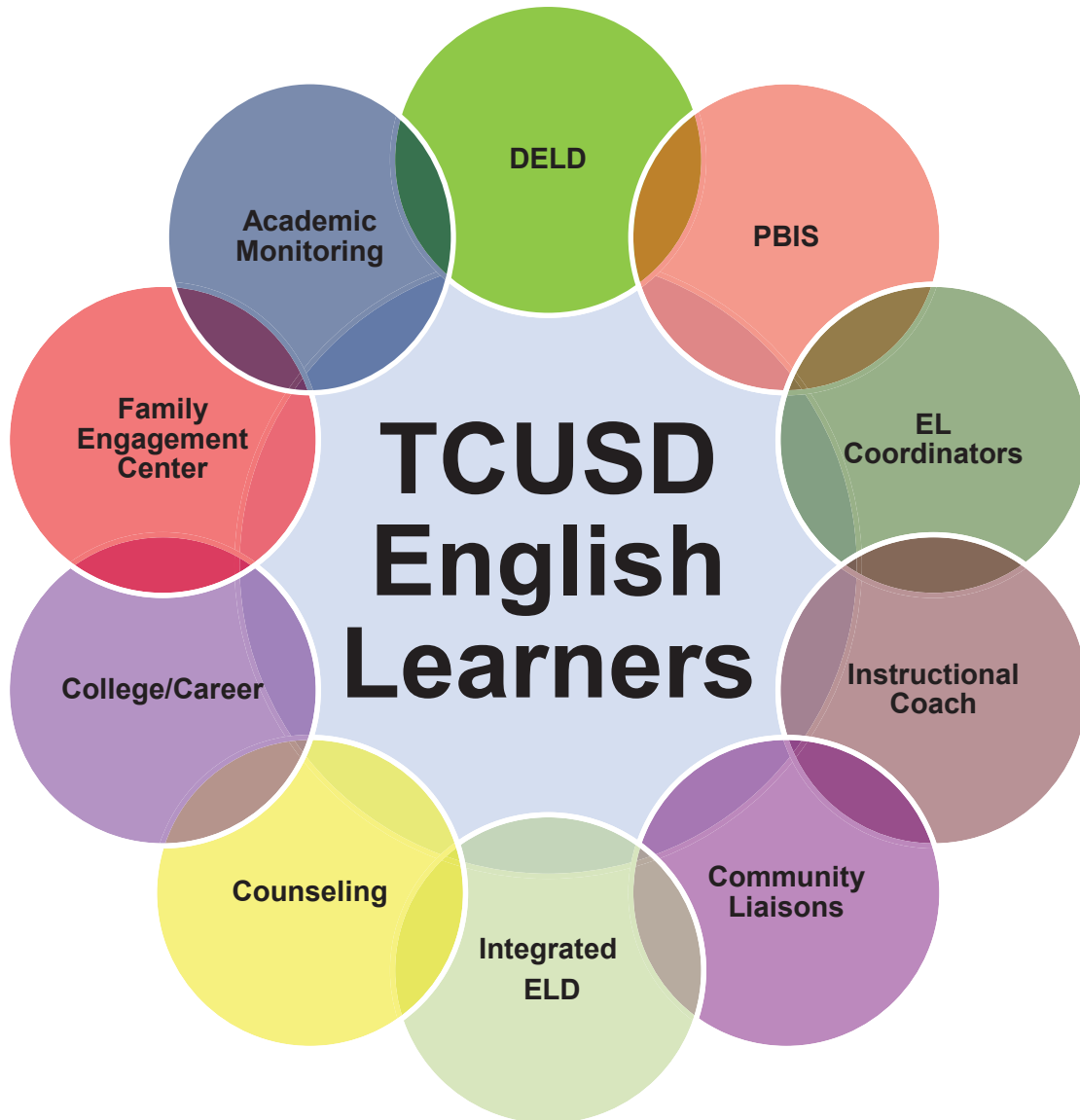
The district is providing services to English Learners to ensure that they are acquiring English language proficiency and supported in other areas of the core curriculum. The district provides additional and appropriate educational services to English Learners in transitional kindergarten (TK) through grade twelve in any and all classroom situations. These services are for the purposes of enabling English Learners to overcome language barriers until they have demonstrated English- language proficiency comparable to that of the district's average native English speakers and support students in other areas of the core curriculum.

The support programs for English Learners in Temple City Unified School District are designed to help students acquire fluency in English, academic language, and to provide equal access to the academic core curriculum, while maintaining a positive self-concept. It is a requirement upon hiring that all teachers hold a CLAD or EL authorization to ensure that highly qualified teachers teach students. English Language Development (ELD) support instruction is part of the curriculum for English Learners at the elementary level and is delivered by both the classroom teacher (who holds a CLAD or similar authorization) and an EL paraprofessional in a small group setting. Secondary ELD classes are taught by certificated teachers who hold a CLAD or similar authorization, (such as AB 2913) in which they were trained in the principles of language development and methodologies for teaching English Learners. Student learning is supported through district-adopted texts and supplemental materials, and through paraprofessional assistance.

ELD instruction is aligned to the California English Language Arts and English Language Development standards and is based on the student's level of English proficiency. ELD classes provide the foundation for literacy development (reading and writing) and align to the English Language Arts (ELA) Content standards.

ELD instruction is provided to all English Learners until reclassified to fluent English proficient (R-FEP). Some students need additional assistance and receive more intensive instruction or an ELD block as determined by multiple measures. The chart on page 14 depicts ELD program components at the elementary, intermediate, and high school levels.

The Temple City Unified School District utilizes a multi-tiered system of support approach to address the various needs of our English Learners. English Learner and RFEP students comprise 40.3% of the student population (Dataquest 2022-23) and requires the attention and dedication of all teachers and support staff.



Language Acquisition Program Instruction

After ELs have been identified using a valid and reliable English Language Proficiency Assessment, TCUSD will provide ELs with appropriate language assistance services and programs, commonly known as “EL services and programs.” TCUSD will provide English Language Acquisition Programs and Services (ELAPS) for all English learners and if a student requires Special sei this would be in addition to the ELAPS. ELs who have been identified to warrant such services will have an ELD goal within their IEP. These will be explained in greater detail in this chapter.

According to the Dear Colleague Letter, from the U.S. Department of Education and the U.S. Department of Civil Rights, EL programs must be designed and reasonably calculated to enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.

TCUSD will provide appropriate EL services and programs that meet civil rights requirements and best meet the needs of our EL student population so that ELs attain both English proficiency and

parity of participation in the standard instructional program within a reasonable amount of time. TCUSD will offer appropriate EL Services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs through the Reclassification Process.

To determine which EL services and programs are best suited for a student identified as an EL, TCUSD will consider the student's (1) English proficiency level, (2) grade level, and (3) educational background, as well as (4) language background for bilingual programs. Other child-centered factors that TCUSD will consider including the student's native language literacy; acculturation into U.S. society; and age he or she entered the United States.

For new arrivals and students with interrupted formal education, TCUSD will establish newcomer programs. These programs offer specialized services and classes to help these students acclimate to U.S. schools, develop foundational skills in content areas (e.g., basic literacy and math concepts), and prepare them for the other EL programs offered to other ELs. Newcomer programs are short-term, typically lasting no longer than one year.

2013 California Education Code 313.1. a & b defines a Long-Term English Learner (LTEL) as “an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years” as determined by the state’s annual English language development test. In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state’s annual English language development test the fourth year and score at the below basic or far below basic level on the English language arts standards-based achievement test. TCUSD will provide a designated program for LTELs to focus on their unique needs, including academic language and writing until they meet the reclassification criteria.

The graphic below summarizes TCUSD’s instructional programs for ELs. Notice that English Language Acquisition Program (ELAP) is the base program for all EL programs. The three specialized programs include all the elements of ELAP with specific additions and changes.

English Language Acquisition Program (ELAP)		
<p>Base program for all sites and classrooms serving ELs Strengthens grade-level instruction for ELs and ALL students Includes Integrated and Designated ELD (DELD) All sites and staff have the skills and resources to effectively deliver</p>		
<p>TCUSD offers a Structured English Immersion (SEI) program option (<i>EC Section 305[a][2]</i>). SEI is 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 students who are learning English.</p>		
Newcomer Support and Programs	Long-Term English Learner Support	Bi-Literacy Programs
<ul style="list-style-type: none"> • ELAP plus: • Determine if student meets the definition of unaccompanied youth to offer services through Student Services • Intensive support within their first academic year in TCUSD • Connect families to Resources (Khanmigo, Imagine Learning) • Support in language & content learning, cultural knowledge building, & social emotional learning • Includes both universal supports and intensive Newcomer Program versions • Students in U.S. 2 years or less 	<ul style="list-style-type: none"> • ELAP plus: • Targeted support in academic language and literacy • Progress monitoring • Students classified as EL’s more than 6 years 	<ul style="list-style-type: none"> • ELAP plus: • All students in the program could become fully biliterate and bilingual • Integrated and Designated Language Development in BOTH English and target language • Special staffing and training • Chosen by families of EL, EO, IFEP and RFEP students

*School personnel should be mindful of the needs of students who are new to the country. These immigrant students may or may not be English Learners. Schools should provide appropriate supports considering the needs of the child.

Designated ELD and Integrated ELD Instruction

All teachers with EL students in their classrooms should use the California ELD standards in addition to their local California Common-Core State Standards for ELA/Literacy and other content standards to support their ELs linguistic and academic progress. English learners at all English proficiency levels and at all ages require **both** Integrated ELD **and** specialized attention to their particular language learning needs, or Designated ELD.

Classification of English Learners

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (*California Code of Regulations, Title 5 [5 CCR] Section 11300[a]*).

- **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to help them meet the tasks.
- **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
- **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As English Learners progress along the ELD continuum, these activities also increase in sophistication.
- **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

CA ELD-ELA Framework Chapter 2 (2015)

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (*5 CCR Section 11300[c]*).

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded to provide strategic support that moves learners toward independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

CA ELD-ELA Framework Chapter 2 (2015)

English Learners (EL): A student whose primary language is not English and has been assessed and determined to need English language support.

Native United States (U.S.) Born ELs: Depending on circumstances, native U.S. born EL may have limited proficiency in their primary language. As they progress through the grade levels, English may become their more dominant language. However, their command of academic language may be limited.

Foreign Born ELs: Depending on circumstances, these students may or may not have a strong foundation in their primary language. They may also have mixed emotions about being in a new country. Reasons for immigrating to the U.S can affect their language acquisition.

Newcomer ELs: These students have been in the U.S. for 1-2 years and may experience culture shock or might have mixed emotions about being in the U.S. Depending on the situation, newcomer students can have varied levels of motivation as they prepare to learn English.

Highly Schooled Newcomer: These students have been in the U.S. for 1-2 years but have attained a high-quality education in their primary language. These students typically transfer their knowledge of language and acquire English more rapidly.

Immigrant Student: These students have been in the U.S. for less than 3 years and may experience culture shock or might have mixed emotions about being in the U.S. Depending on the situation, immigrant students may speak English as their primary language or can have varied levels of motivation as they prepare to learn English as a second language.

Students with Interrupted Formal Education: These are students who had limited to no access to school in their home country or whose education was interrupted. Depending on the age of the students, this factor could significantly impact a student's acquisition of English. Students who never attained a strong foundation in early literacy skills, such as reading foundational skills, can experience significant challenges. Students who come from rural areas may have experienced a period with no schooling; therefore, policies and practices of American schools may be highly unfamiliar and confusing.

Transnational ELs: ELs who frequently travel between the U.S. and their home. These students experience the fluidity of moving back and forth between countries and cultures. For some, the expectation of permanently residing in the U.S. and needing to speak English is unclear and may affect a student's motivation to acquire English.

Long-Term English Learners (LTELs): Students who remain classified as EL for five years or longer. These students have not redesignated despite long-term enrollment in a U.S. school. Often, they have attended the same school throughout their educational history; however, some may have attended many different schools. English might be the dominant language of these students and they may sound like native English speakers when engaged in day-to-day conversations. Gaps in English proficiency become more apparent when students must read, write, and speak about academic topics using academic language. Because of their oral fluency, educators may not recognize these students as English Language Learners. In fact, the students themselves might not realize that they are still classified as English learners.

LTELS are identified as follows:

1. Is enrolled on Information Day (the first Wednesday in October) in grades six to twelve, inclusive; and
2. Has been enrolled in a US school for **six or more years**; 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 **ELPAC**; and
4. For students in grades six to nine, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.

In addition, please note the following:

1. Students for whom **one or more of the required testing criteria are not available** are categorically determined to be an LTEL; and
2. The assessment component of LTEL determination for students in **grades ten to twelve, inclusive, is based solely on the ELPAC criteria** outlined above.

At-Risk LTELS are identified as follows:

1. Is enrolled on Information Day (the first Wednesday in October) in grades three to twelve, inclusive; and
2. Has been enrolled in a US 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 identified or developed pursuant to EC Section 60810, or a score determined by the Superintendent on any successor test; and,
4. For students in grades three to nine, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following:

1. Students for whom **one or more of the required testing criteria are not available** are categorically determined to be “At-Risk”; and
2. The assessment component of “At-Risk” determination for students in **grades ten to twelve, inclusive, is based solely on the ELPAC criteria** outlined above; and
3. The CAASPP-ELA component of “At-Risk” determination is not applied to students in grade three, as outlined in EC Section 313.1(b)(1)(D), because the CAASPP ELA is administered in grades three to eight, inclusive, and grade eleven, so students enrolled in grade three on Information Day will not have prior year CAASPP ELA test scores available.

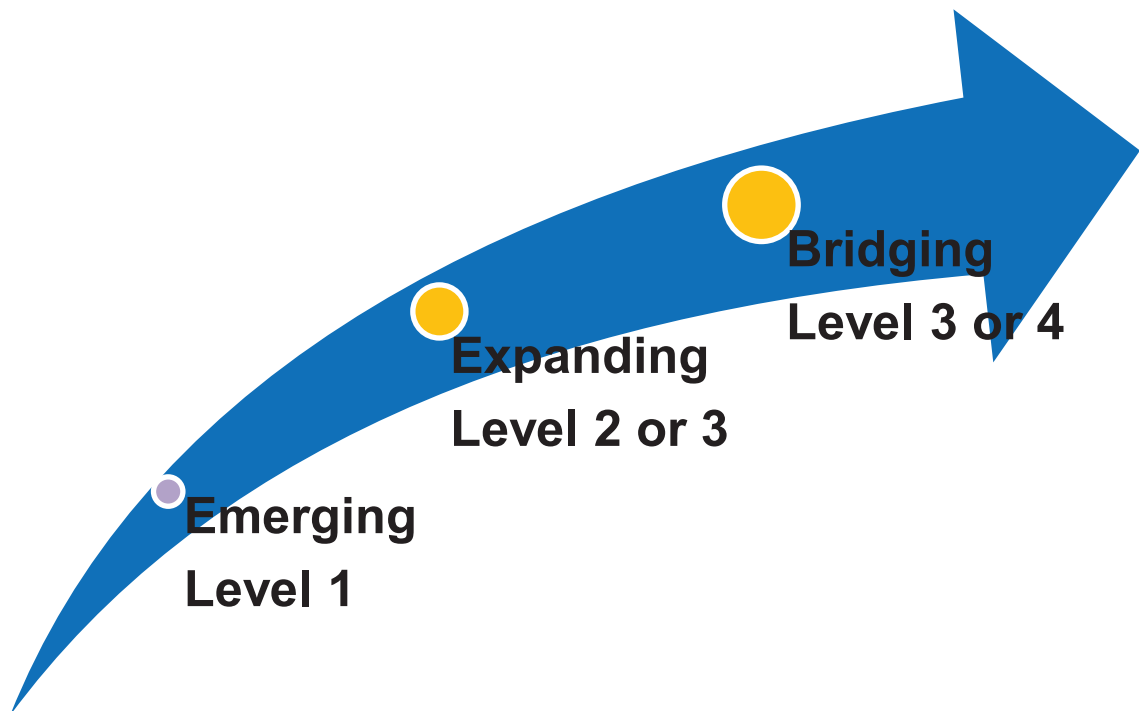
Reclassified Fluent English Proficient Students (RFEP): Reclassified English Learners are former English Learners who have met their state’s linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs. These students are no longer receiving services to support their acquisition of English. However, language can still be problematic for these students when the cognitive demand is high, the situation or environment is stressful or challenging, or the content is abstract and complex. Language supports may still be needed.

English Learner Students with Disabilities (EL-SWD): EL-SWD are English Learners who have also been identified as students with disabilities. Additionally, for eligible ELs with disabilities, Special Education and related services, and supplementary aids and services, as specified in their Individualized Education Programs (IEPs), will be provided in conjunction with the general education curriculum and any EL services.

Elementary DELD Placement

The ELD component of the Wonders adopted curriculum addresses all proficiency levels within each unit. It is recommended that students be placed by grade level first, then by English proficiency levels within that grade level. Common DELD time is a best practice that allows for greater flexibility with placement. **All English Learner (EL) students, regardless of ELPAC levels, must have Designated ELD instruction until reclassification.** Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. EL students may also take part in intervention, if needed.

- 1. Curriculum:** *Wonders English Language Development Program.*
- 2. Time Required:** 30-45 minutes daily (30 minutes minimum).
- 3. Proficiency Level:** ELs with proficiency *Level 1,2,3,4.*
- 4. Group Size:** The maximum number of EL students in a class is 10 or should make up no more than 1/3 of the class.



Designated English Language Development (DELD) is to be implemented using the ELD Standards. TCUSD uses the *Wonders* curriculum to deliver language development instruction. Students who are identified as To Be Determined (TBD) or Limited-English Proficient (LEP) in the STU.LF field in Aeries are required to receive DELD for 30 minutes per day by a certificated teacher authorized to teach ELD. Services do not need to be provided to RFEP, IFEP, or for students who have a parent who signed a Placement by Parent form to opt them out of ELD for the school year.

The maximum number of ELs in a class should be around 10 or 1/3 of the class. If there are less than 10 ELs at a given grade level, place all ELs in one classroom. You would want to divide groups into emerging, expanding (low and high), and bridging. EL students require support throughout the day through **Integrated ELD** strategies used by the classroom teacher to increase content access and academic success.

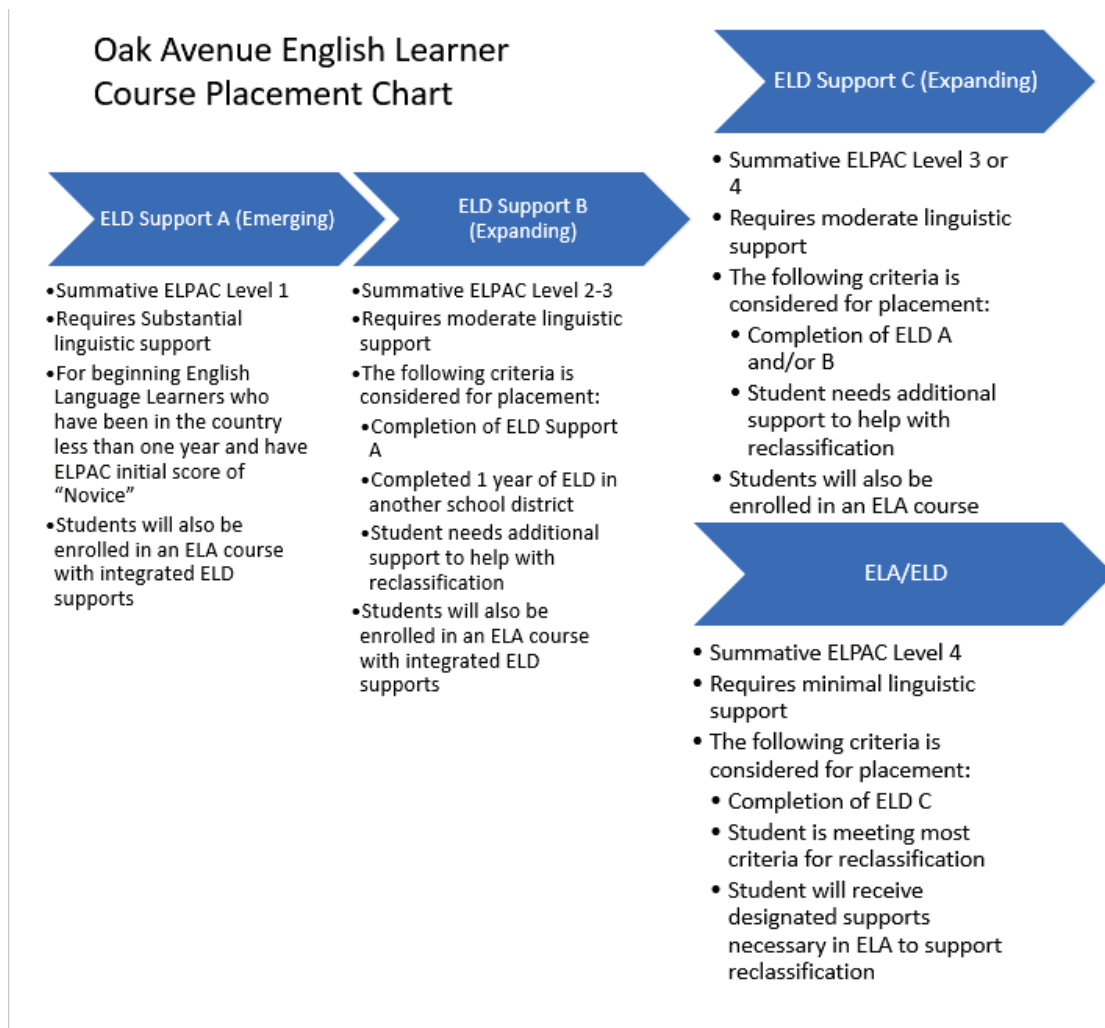
Best Practice

- Place EL students by grade level first
- Then place students by English proficiency levels
- No more than 1/3 of students in a class are EL
- Teachers have common DELD time

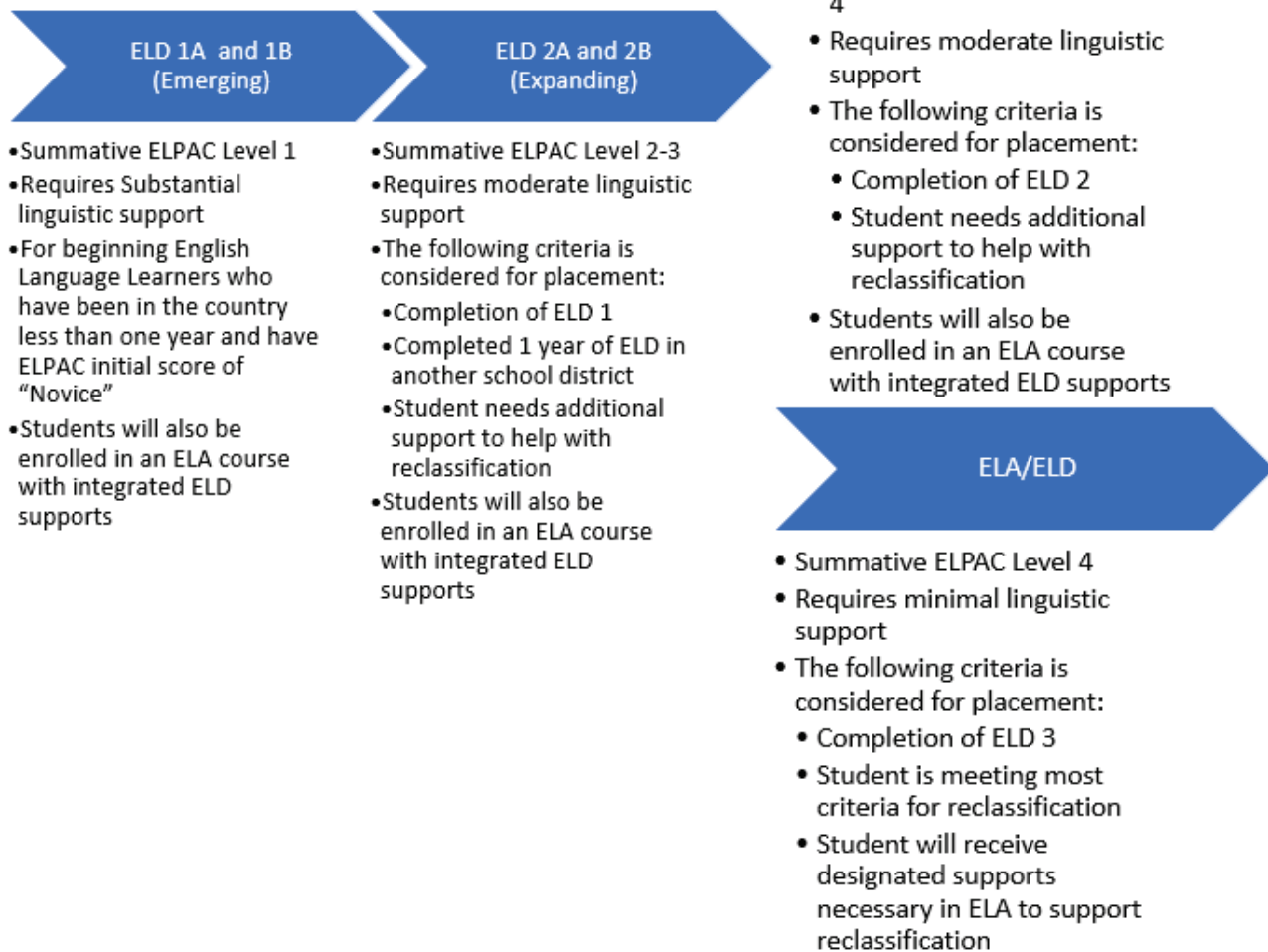
Secondary English Learner Placement

It is important for secondary EL students to attain equal participation in the standard instructional program within a reasonable length of time and be on track to earn a regular high school diploma in four years. The District is committed to provide ELs in high school the opportunity to be competitive in meeting college entrance requirements by having access to A-G courses. In addition to offering equal access to the core curriculum, the District has an obligation to provide ELs with equal opportunities to participate meaningfully in “all programs and activities, whether curricular, co-curricular, or extracurricular.” (U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice, January 2015). This also means that the District must also provide ELs with equal access to Advanced Placement (AP), Honors, and Gifted and Talented Education (GATE) Programs.

All English learners must receive both, DELD and I-ELD until reclassified. Placement decisions for DELD are made using the charts below. A best practice for placement in core academic classes is to place EL students by English proficiency levels.



TCHS English Learner Course Placement Chart



Secondary Guidance

Designated English Language Development (DELD) is to be implemented using the ELD Standards. TCUSD uses Study Sync curriculum to deliver language development instruction. Students who are identified as TBD or EL in the STU.LF field in Aeries are required to receive DELD by a certificated teacher authorized to teach ELD. Services do not need to be provided to RFEP, IFEP, or for students who have a parent who signed a form to opt them out of ELD for the school year.

- English learners with that have a designation of TBD in the STU.LF field in Aeries or students with ELPAC **Emerging** levels and new to the country, should be enrolled in **ELD 1**.
- English learners with **Expanding** levels, who have not been enrolled in ELD 2 previously at the same level (Jr. High vs. High School), should be enrolled **ELD 2** and an English class with integrated supports.

- English learners with ***Bridging*** levels, who have taken ELD 2 previously and are still considered EL, should be enrolled in **ELD 3** and English class or in an ELA class with embedded designated ELD supports.
- Students with disabilities may receive ELD services through special education teachers if it is stated in the IEP.

Best Practice

- Place students in core curriculum classes (ELA, Math, Science, etc.) by English proficiency levels
- No more than 1/3 of the class should be EL (8-10 students)
 - Example: (One English period of 10 EL students in Levels 1-2)
- Place supports (if available) in the classes with students that have lower levels

Curriculum List Summary

Core Materials:

Elementary: *Wonders*

Jr. High: *Study Sync*

High School: *Study Sync*

Supplemental Materials:

DataWorks

EL Achieve

Be Glad

Interchange

Imagine Learning

Get Ready Vista High Learning

Special Education Services for English Learners

English Learners have access to Special Education services just as all other students in the district. A careful review by the Student Study Team (SST) of all referrals takes place first. This review of records by the SST team includes SST Referral forms, modifications, and interventions, review of student records, verification of current hearing and vision testing, a parent interview as well as an interview with the student, if age appropriate. This review of records is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country and growth being made. When it is determined that an English Learner needs to be assessed, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student’s language acquisition status will be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student’s needs. The IEP will include at least one goal that will address ELD, which may support access to the content areas through primary language instruction and/or support. To the extent that the student’s ELD program relates to the student’s need for Special Education services, the IEP will document the provision of these services. English Learners in grades PK–12 with an IEP, as reflected on ELPAC sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and ELAP instruction in conjunction and collaboration with the general education teacher and Education Specialists.

Education Specialists will receive the same training as general education staff in working with English Learners. In a moderate to severe Specialized Academic instruction, the Special Education staff will likely provide ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP. Parents/Guardians may request a translator for the Individualized Education Program (IEP) meeting as well as ask for the IEP to be translated into their primary language.

Annual Consultation with Human Services

Annually the Human Resources office meets with site principals to review staffing. The following information about English learner placement is provided from

<https://www.ctc.ca.gov/credentials/calsaas-information/Appropriate-credentials-for-EL> :

Designated ELD Authorizations:

- Full English Learner Authorization (or CLAD Emphasis) **ELA1**
- Multiple Subject, PK-3 ECE Specialist, Single Subject, or Education Specialist Credential with revised ELA2 **ELAM, ELAS, ELAE, ELAP**
- CLAD Certificate **SA12**
- Bilingual Authorization **BA****
- Single Subject Teaching Credential in World Language: ELD content area **WLEL, WLEX**
- Supplementary Authorization in English as a Second Language (ESL) **R2B (ESL subject)**
- Introductory Supplementary Authorization in Introductory English as a Second Language **R1B (IESL subject)**
- District Intern Credential with revised ELA **ELA3**
- Certificate of Completion of Staff Development **S17S, S17D, Various older documents***

Integrated ELD and Designated ELD Authorizations:

- Full English Learner Authorization (or CLAD Emphasis) **ELA1**
- Multiple Subject, PK-3 ECE Specialist, Single Subject, or Education Specialist Credential with revised ELA2 **ELAM, ELAS, ELAE, ELAP**
- CLAD Certificate **SA12**
- Bilingual Authorization **BA****
- Single Subject Teaching Credential in World Language: ELD content area **WLEL, WLEX**
- Supplementary Authorization in English as a Second Language (ESL) **R2B (ESL subject)**
- Introductory Supplementary Authorization in Introductory English as a Second Language **R1B (IESL subject)**
- District Intern Credential with revised ELA **ELA3**

- Certificate of Completion of Staff Development **S17D, Various older documents***

Departmentalized ELD

- Full English Learner Authorization (or CLAD Emphasis) **ELA1**
- CLAD Certificate **SA12**
- Bilingual Authorization **BA****
- Single Subject Teaching Credential in World Language: ELD content area **WLEL, WLEX**
- Supplementary Authorization in English as a Second Language (ESL) **R2B (ESL subject)**
- Introductory Supplementary Authorization in Introductory English as a Second Language **R1B (IESL subject)**

TEACHERS WITHOUT AN EL authorization are not eligible to teach an additional period of ELD.

DO NOT PLACE ANY ENGLISH LEARNERS WITH A TEACHER WHO DOES NOT HOLD AN APPROPRIATE ENGLISH LEARNER AUTHORIZATION AS THIS WILL CREATE A MISASSIGNMENT FOR THE DISTRICT.

Resources and Supports for English Learners

Academic Monitoring: Sites are responsible for monitoring the academic progress of all English Learners. They are also responsible for monitoring the progress of all reclassified students for up to four years.

Bilingual Aides: Bilingual aides can be hired using site funds to support students in their primary language so that they can access the curriculum fully.

College/Career: College and career counseling is made available to all students at the secondary levels. High schools also have career centers on their campus, which provide information to students on secondary institutions, military, and more. Participation in programs such as: Advanced Placement (AP), CTE Pathways and the Biliteracy State Seals are highly encouraged and monitored by the District.

Community Liaisons: Schools and the District employ community liaisons that serve as a link between home and school for the purpose of increasing parent and family engagement and improving school attendance for students.

Counseling: A variety of counseling supports are available at school sites, which include at-risk counselors, academic counselors, counseling assistants and outside services.

EL Instructional Coach: An EL Instructional Coach is provided to support Designated ELD and Integrated-ELD professional development for teachers and site administrators. They model lessons and provide resources and support to ensure English Learners can access the core curriculum.

Parent/Guardian Opt-Out of EL Programs (adapted from CDE's EL Toolkit)

Any parent/guardian whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt his or her child out of the EL programs or particular EL services being offered. TCUSD staff may not recommend that a parent opt a child out of EL programs or services for any reason.

TCUSD staff must provide guidance in a language parents/guardians can understand to ensure that parents understand their child's rights, the range of EL services that their child could receive, and the benefits of such services. This is to ensure that the parent's decision to opt out is knowing and voluntary. TCUSD is required to retain appropriate documentation to demonstrate that a parent knowingly and voluntarily opted his or her EL child out of EL programs or particular EL services. It is important to note that opting out of EL programs or particular EL services does not affect a student's ability to participate in any other programs or services, such as special education services.

If a parent decides to opt his or her child out of EL programs or particular EL services, that child retains his or her status as an EL. The LEA remains obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL student meaningful access to its educational program.

High schools shall ensure that parents do not opt their children out of any EL program or services based on schedule conflicts with other programs. Likewise, if parents have concerns about the quality of the EL program this should be addressed separately from the Opt-out process.

Progress Monitoring of Opted-Out Students

TCUSD staff must continue to monitor periodically the opted-out student's academic progress. This should include a combination of performance data, such as information on assessment results, grades, courses taken, observations, attendance, and academic meeting notes, along with possible comparisons to other EL students of similar ELP levels. Appropriate personnel should analyze this information throughout the year and make recommendations based on the student's current ELP level and ability to perform at grade level. If a school finds that a student is struggling, it should take appropriate steps to assist the student. These steps may include, but are not limited to, further assessing the student's ELP; notifying the student's parent about his or her child's lack of progress, and encouraging him or her to opt the child into EL programs and services; and providing supports for the student's language acquisition, such as offering professional development in second language acquisition to the student's core curriculum teachers. ELs who opt out of services must, like those receiving programs or services, have their ELP reassessed a minimum of once per year until they exit EL status. After it is determined that the EL no longer qualifies as an EL, the LEA must continue to monitor the student for at least four years, just as it would an EL who has received EL programs and services.

English Language Proficiency Assessments of California

ELs who opt out of services shall have their English proficiency assessed a minimum of once per year until they exit EL status through the Reclassification Process. Students are required to take the Summative ELPAC annually. The parent has a right to discuss designated supports that may be available to the student that are embedded within the ELPAC.

Integrated ELD Services

Because teachers are authorized to provide integrated ELD services throughout the school day in all subject areas, the EL students will still be provided language supports. The teachers will be provided with annual professional development on the use of IELD within the grade level/department courses. Instructional coaches are available to support teachers with using strategies with EL students throughout the day. New teachers will be provided with ELD training to support all EL students across the core subject areas.

Parents Rights

Any parent whose child is receiving or is eligible to receive programs or services has the right to decline

or opt out of the EL programs or particular EL services being offered. School or district personnel may not recommend that a parent opt a child out of EL programs or services for any reason. Parents are reminded of these rights annually in the EL Annual Notification Letter.

Process for Opting Out of EL Services

The following procedures are designed to ensure that parents do not opt their children out of any EL programs or services based on inadequate information about the EL programs and services provided by the school. Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student in a Parent Notification Letter within 30 days of assessment. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter and/or to select a different instructional program.

If the parent chooses to opt the student out of EL services, a meeting must be held with the site administration and the parent. This process will also allow parents to have the opportunity to ask questions about their child's EL status. The site administrator shall utilize the provided agenda during this meeting to discuss the parent's reasons for wanting to opt-out of services and to discuss the benefits of the student remaining in EL programs. However, it is important to note that any student whose parent opts the student out of the ELD program and related services still retains their English Learner status. TCUSD is still obligated to take affirmative steps and appropriate actions required by Civil Rights laws to provide the EL student meaningful access to the full educational program. This means that English Learners should have access to the full core curriculum with a focus on preparing all students for college or career readiness. TCUSD shall then continuously monitor the opted-out student's academic progress on a regularly scheduled basis. A copy of the signed form opting the students out of EL services is to be filed in the EL Folder in the CUM and a copy shall be provided to the EL Coordinator on the same day that the parent signs. This opt-out is only for the current school year. Parents will need to request this Opt-Out annually.

This opt-out is also documented in Aeries by the EL Coordinator. This is noted on the Special Programs page in Aeries and the student is coded with the LIP 307 tag along with the date that the form was signed.

Parent Agenda

- I. Introductions
- II. Purpose of the Meeting
- III. Discuss parent's reason for requesting opt out
- IV. Benefits of ELD
- V. Assessment Results
- VI. Grades
- VII. Reclassification

Administrator Agenda

- I. Introductions
 - Include student in meeting, if appropriate
 - Offer translator, if needed
- II. Purpose of the Meeting
 - To discuss parent's/guardian's request to opt out of EL services. The goal is to make sure parent/guardian fully understands what the opt out entails prior to

signing an opt out form

- The school team is responsible for providing Integrated ELD to all English learners that have a signed opt out form. The status of EL students on opt out must be monitored. EL services should be offered again to parent/guardians of students that have a signed opt out form if they are not making adequate progress. This must be documented in Aeries.
- III. Discuss parent's reason for requesting opt out
- Make sure parent/guardian request is voluntary and that they were not asked to sign an opt out form by school personnel
 - Make sure the request was not made due to scheduling conflicts
- IV. Benefits of ELD
- Site administrator explains the district's Structured English Immersion (SEI) and other supports for English learners provided by the site.
 - If student has an IEP, discuss how EL services are provided. Inform parent that the IEP does not supersede EL services and that the student has access to both.
- V. Assessment Results
- Review assessment results such as ELPAC, ELA SBAC, and other local assessments
 - Discuss if student making progress on English language proficiency.
 - Discuss if the student can be successful without the support of EL services.
- VI. Grades
- Review student's current grades or progress towards IEP goals if student has an IEP.
- VII. Reclassification
- Provide and explain reclassification criteria with parent/guardian.
- VIII. Opt Out Logistics
- Make sure parent understands the following:
 - Student is EL until reclassified.
 - Student must take the Summative ELPAC annually until reclassified.
 - Parent can rescind opt out at any time.

Program Maintenance

The following checklist should be followed to assure and maximize program maintenance:

- The District shall inform parents of their student's EL status and their right to opt their student out of EL services and programs.
- Parents shall be informed about EL services and provided information regarding EL status, EL programs, and services on an annual basis.
- Schools shall ensure that parents do not opt their students out of EL programs due to scheduling conflicts with other programs (e.g., Special Education) or insufficient offerings.
- Schools shall provide parents with surveys annually regarding the quality of EL programs and services in an effort to continually improve programs and services.
- The district and schools shall provide information in the parents' home language.

- The school shall use the EL Roster to assist in monitoring opted out EL students.
- The teacher shall use a parent conference or STEP/SST process to review grades lower than a C or 2 on report cards and academic challenges of opted out ELs and to revisit the parents' decision to opt out of services, inviting them to reinstate services.
- District administration will monitor the reasons that parents are requesting to Opt-out of services throughout the year to address systemic issues and high opt-out rates.

The seal of Temple City Unified School District is a circular emblem. It features a central shield divided into four quadrants: top-left shows an open book, top-right shows a classical head, bottom-left shows a laboratory flask with a chemical structure, and bottom-right shows a classical mask. The shield is flanked by two figures holding a banner that reads "UNIFIED SCHOOL DISTRICT". Above the shield is a sunburst. The outer ring of the seal contains the text "TEMPLE CITY" at the top and "1954" at the bottom, separated by laurel branches.

**FORMS FOR CHAPTER 2:
Placement and Language Acquisition
Programs**



Parent Opt Out Form

TEMPLE CITY UNIFIED SCHOOL DISTRICT ENGLISH LANGUAGE DEVELOPMENT

____/____/____

Dear _____,

We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your child _____. ELD 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 ELD 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 your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

_____ 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 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.

I, _____, with a full understanding of the above information, 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*)

The above information was discussed with me and shared through a translator in my native language.

Parent/Guardian Printed Name

Parent/Guardian Signature

_____/_____/_____
Date

Translator Signature

_____/_____/_____
Date

A copy of this form will be placed in the student's cumulative file and given to the parent/guardian.



**Formulario de Renuncia
TEMPLE CITY UNIFIED SCHOOL DISTRICT
PROGRAMA DE DESARROLLO DEL IDIOMA INGLÉS FORMULARIO DE
RENUNCIA DE LOS PADRES**

____/____/____

Estimado _____,

Entendemos que le gustaría rechazar el programa de Aprendices de Inglés (EL por sus siglas en inglés) o los servicios EL concretos propuestos para su hijo _____ . Los servicios ELD están diseñados específicamente para ayudar a su hijo a dominar el idioma inglés y a adquirir los conocimientos necesarios para el nivel del año escolar. Sin embargo, como se indica en nuestra conversación, usted tiene el derecho legal de optar por que su hijo no participe en el programa o en determinados servicios.

Si aún así desea que su hijo no participe en el programa ELD o en determinados servicios EL, escriba sus iniciales junto a cada punto de la siguiente lista de verificación. Al hacerlo, indicará que comprende y está de acuerdo con cada una de las afirmaciones. Una vez que haya puesto sus iniciales junto a cada una de las afirmaciones, firme, escriba la fecha y devuelva el formulario a la escuela de su hijo. Conservaremos este documento en nuestros archivos para indicar que usted ha rechazado o no desea estos servicios EL indicados para su hijo

_____ Conozco el puntaje de la evaluación de inglés de mi hija(o), además de información adicional sobre su progreso académico actual, y entiendo por qué se

le recomendó recibir instrucción adicional del idioma inglés.

_____ Estoy familiarizado con los programas y servicios EL que la escuela tiene disponibles para mi hijo.

_____ He tenido la oportunidad de discutir los programas y servicios EL disponibles con la escuela.

_____ Entiendo que la escuela cree que su recomendación es académicamente la más benéfica para mi hijo.

_____ Entiendo que mi hijo/a seguirá siendo designado como "Aprendices de Inglés" y que se evaluará su dominio del inglés una vez al año hasta que deje de cumplir con la definición de Aprendices de Inglés.

_____ Toda esta información se me ha comunicado en un idioma que comprendo perfectamente.

Yo, _____, con plena comprensión de la información anterior, deseo:

_____ rechazar **todos** los programas EL y servicios EL ofrecidos a mi hijo.

_____ declinar **algunos** de los programas EL y/o servicios EL particulares ofrecidos a mi hijo.
Deseo rechazar *(Indique el programa/servicio)*

La información anterior fue discutida conmigo y compartida a través de un intérprete en mi lengua materna.

Escribir el Nombre del Padre/Tutor

Firma del Padre/Tutor

____/____/_____
Fecha

Firma del Intérprete

____/____/_____
Fecha

Se incluirá una copia de este formulario en el expediente académico del estudiante y se entregará a los padres/tutores.

家长弃权声明 — 选择退出表

天普市联合学区英语语言发展教育家长弃权声明

_____/_____/_____

尊敬的 _____,

我们理解您谢绝学区为您的孩子_____

提供的英语学习者 (EL) 计划或特定的EL教学服务。

ELD (英语语言发展) 教学服务是专门为帮助您的孩子达到英语精准及熟练等级和达到其所就读的年级水平的要求而设计的。但是, 您也有权选择您的孩子退出该英语教学计划或特定的英语语言发展教学服务。

如果您决定让您的孩子退出ELD计划或特定的EL服务, 请在下面列表各项前的横线处签名 (首字母签)。这样做表明您已经完全理解并同意列表中的每一项声明。在您在每句声明前草签完成且在签署完整签字并注明日期后, 请将签好字的表格交还给您孩子的学校。我们将对此文件进行保存, 确认您已谢绝或不希望学区为您的孩子提供指定的EL服务。

_____ 我了解我孩子的英语评估分数以及当前学业进展的所有相关信息, 理解学校建议他/她接受额外的英语教学的缘由。

_____ 我熟悉学校为我的孩子提供的EL项目和服务。

_____ 我有机会和学校讨论现有的EL项目和服务。

_____ 我了解学校相信他们的推荐非常有益于我孩子的学业发展。

_____ 我了解我的孩子仍将被定义为“英语学习者”, 并需要接受每年一次的英语等级评估, 直到他/她不再符合英语学习者的定义为止。

_____ 学校的所有信息都是通过我完全能够理解的语言提供给我的。

我, _____, 在充分了解上述信息的情况下, 希望:

_____ 谢绝为我的孩子提供的所有EL项目和EL服务。

_____ 谢绝为我的孩子提供某些EL项目和/或特定的EL服务。我希望取消 (所列计划/服务)

上述所有信息都是与我进行了沟通后并翻译成我的母语和我进行分享的。

家长/监护人正楷签名

家长/监护人签字

翻译签字

_____/_____/_____
日期

_____/_____/_____
日期

此表格副本将存入学生档案并交给家长/监护人。

The seal of Temple City Unified School District is a circular emblem. It features a central shield divided into four quadrants: top-left shows a stack of books, top-right shows a hand holding a torch, bottom-left shows a flask with a chemical structure, and bottom-right shows a profile of a head. The shield is surrounded by a laurel wreath. The outer ring of the seal contains the text "TEMPLE CITY" at the top, "UNIFIED SCHOOL DISTRICT" at the bottom, and "1954" at the very bottom.

Chapter 3:
Monitoring and Exiting English Learners

Chapter 3: Monitoring and Exiting English Learners

School districts have an obligation to monitor and regularly assess the progress of all ELs, including those who have opted out of EL programs or services, in both English language proficiency and content knowledge. This includes conducting an annual English language assessment and measuring their performance in grade-level content areas. TCUSD is striving to create a systematic, cyclical series of common assessments and tools specifically to monitor ELs progress over time, to determine when students are not making appropriate progress, and to provide additional support to enable them to reach English proficiency and gain grade-level content knowledge. We will ensure that we are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner through a Multi-Tiered Support System (MTSS) to ensure that EL students do not incur irreparable academic deficits.

TCUSD uses a variety of multiple measures to determine if the EL students have sufficient English skills to access the curriculum without EL support and to recommend the student be exited from the EL status to Reclassified English Proficient (RFEP). Once students demonstrate proficiency on the state's ELPAC and have been reclassified, the EL student should be able to effectively participate in grade-level content instruction in English without EL services.

Exiting EL students either too soon or too late raises civil rights concerns. EL students who are exited too soon are denied access to EL services while EL students who are exited too late may be denied access to parts of the general curriculum. Denied or delayed access to the general curriculum can impede academic growth and contribute to a higher risk of dropping out of school. This does not mean that students must score proficient on a common formative assessment to exit EL status; indeed, there are never-EL/EO students who are in the general education program who do not score proficient on these CFA assessments.

Guiding Principles from the California Department of Education's (CDE) English Language Arts/English Language Development Framework EL progress should inform EL program evaluations and we believe that if we centrally support rigorous diagnostics combined with deep learning and implementation rooted at individual schools, we will get the best possible results over the mid and long term for students, families, and staff.

Minimum Progress Expectations

Clear minimum progress expectations allow individuals, sites, and other stakeholders in the system to hold themselves accountable for the quality of instruction for ELs in TCUSD. In this section, we provide graphics detailing the minimum progress expectations for each instructional program, model, or specific support.

Failure to meet minimum progress indicates the need for interventions, discussed in this chapter in Section Titled: Interventions within MTSS for ELs Not Meeting Minimum Progress.

1. No matter the English proficiency level of a student when they enroll in a particular instructional program, reclassification is expected to occur by the time the student graduates from high school
2. All the English proficiency and academic achievement indicators in the columns are “end-of-year” expectations.
3. The assumption is that a student begins the year about “one year’s growth” behind the end-of-year target.
4. A student’s first year in an instructional language program in TCUSD can happen at any grade level or at any English proficiency level, depending on the student’s history.

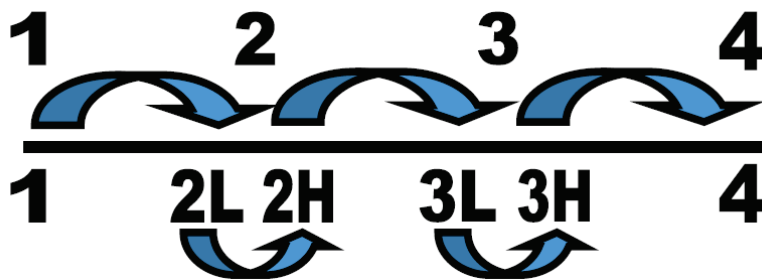
Annual Performance Expectations for English Learners

Timeline	Initial ELPAC	Year 1	Year 2	Year 3-4	Year 5
ELD ELPAC Level	Level 1-3	Level 1	Level 2	Level 3	Level 4 Reclassification
Local Assessment (i-Ready and Lexile)	Demonstrate	Continue to demonstrate one grade level growth annually	Continue to demonstrate one grade level growth annually	Continue to demonstrate one grade level growth annually	Met or exceeded in the most recent grade level local assessment = Reclassification
SBAC - ELA	Level 1	Level 1	Level 2	Level 3	Met or exceeded in the most recent grade level ELA SBA assessment = Reclassification
Parent Consultation	Initial Notification	Annual Notification	Annual Notification	Annual Notification	Parent Consultation of Reclassification
Teacher Evaluation	Initial Notification	Ongoing Educational Progress Monitoring	Ongoing Educational Progress Monitoring	Ongoing Educational Progress Monitoring	Ongoing Educational Progress Monitoring

Catch-Up Plan

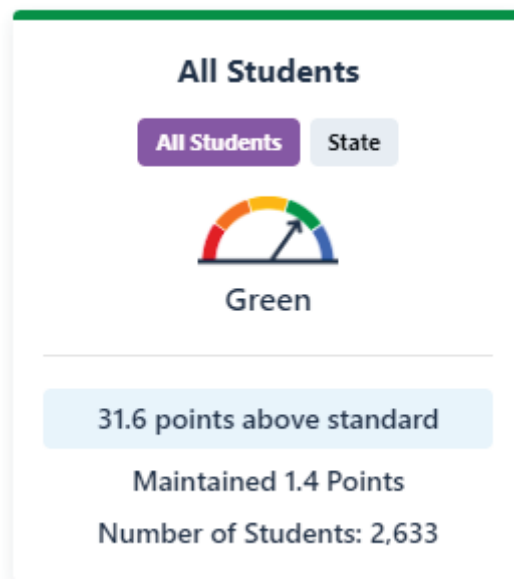
Student progress toward these annual expectations is monitored through the Response to Intervention (RTI) program, Literacy Intervention program, and ELD support program. ELD summer school is recommended for students who need additional support. During summer school, struggling students are offered an English Learner Development block and/or receive intensive intervention three to four times per week

The goal of the English Learners program is for students to achieve English Language proficiency. English language proficiency development is a process that takes 5-7 years for those entering with emerging English. The attainment of language proficiency is monitored annually. Students are expected to move up a proficiency level on the English Language Proficiency Assessments for California (ELPAC) each year. These students benefit from coherent and aligned instruction across this period. The 4 ELPAC levels were divided into 6 English



Language Proficiency Indicators (ELPI) levels to determine whether ELs made progress toward English language proficiency.

The **California School Dashboard** provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. Based on the 2023-2024 Dashboard, 54.2% of English Learners in the Temple City Unified School District (TCUSD) made progress towards English language proficiency which is equivalent to a green performance level.



Exiting the English Learners Program

Once a student attains an overall score of “4” on the ELPAC, the student may be considered for exiting the English Learners (EL) program, otherwise known as reclassification. The following pages will describe the procedures for reclassification of English learners.

Summative ELPAC Scale Scores by Grade Level

Grade	2L SS Range	2H SS Range	3L SS Range	3H SS Range
K	1374-1397 (24 pts)	1398-1421 (24 pts)	1422-1447 (26 pts)	1448-1473 (26 pts)
1	1411-1432 (22 pts)	1433-1454 (22 pts)	1455-1480 (26 pts)	1481-1506 (26 pts)
2	1424-1446 (23 pts)	1447-1470 (24 pts)	1471-1500 (30 pts)	1501-1531 (31 pts)
3	1448-1467 (20 pts)	1468-1487 (20 pts)	1488-1510 (23 pts)	1511-1534 (24 pts)
4	1459-1478 (20 pts)	1479-1498 (20 pts)	1499-1523 (25 pts)	1524-1548 (25 pts)
5	1467-1489 (23 pts)	1490-1513 (24 pts)	1514-1536 (23 pts)	1537-1559 (23 pts)
6	1475-1495 (21 pts)	1496-1516 (21 pts)	1517-1541 (25 pts)	1542-1566 (25 pts)
7	1481-1503 (23 pts)	1504-1526 (23 pts)	1527-1550 (24 pts)	1551-1575 (25 pts)
8	1486-1509 (24 pts)	1510-1533 (24 pts)	1534-1561 (28 pts)	1562-1589 (28 pts)
9-10	1493-1518 (26 pts)	1519-1544 (26 pts)	1545-1574 (30 pts)	1575-1605 (31 pts)
11-12	1500-1526 (27 pts)	1527-1554 (28 pts)	1555-1584 (30 pts)	1585-1614 (30 pts)

Lexile Scores

Current Grade	Minimum Lexile Score
K	BR160L
1	160
2	165L
3	420L
4	520L
5	740L
6	830L
7	925L
8	970L
9	1010L
10	1050L
11	1080L
12	1185L

Reclassification

Each English Learner (EL student) who meets the established reclassification criteria is reclassified as Redesignated Fluent English Proficient (R-FEP). Each former English Learner who has been reclassified as Fluent English Proficient has demonstrated English-language and academic proficiency comparable to that of the average native English speaker and has the ability to participate successfully in the school's regular instructional program.

English Learners will be reclassified as Fluent English Proficient when they demonstrate the ability to participate effectively in a curriculum designed for students of the same age whose native language is English. Throughout the school year, the student may be considered for reclassification.

Reclassification Criteria

Criteria will be assessed using multiple measures of assessment that include Summative ELPAC, standardized assessment (SBAC or local assessments), teacher input (OPTTEL) and parent consultation:

1. Score a well-developed (Level 4) on the overall scoring of the Summative ELPAC.
2. Score within the Level 3 or Level 4 range on the Smarter Balanced Assessment Consortium (SBAC) English Language Arts section OR a reading i-Ready diagnostic score that meets or exceeds the mean score for non-English Learner OR a proficient Lexile level
3. Consultation with and recommendation from Classroom teacher
 - a. Score a level 2-4 on the Observation Protocol for Teaching English Learners (OPTTEL)
4. Consultation with parent (parent meeting)

Temple City Unified School District ELD Re-Classification Criteria

The progress of each English learner (EL) will be reviewed at each grading period to determine his/her English language development. Parents will receive an annual letter reporting the student's growth. An English learner will be reclassified as fluent English proficient when he/she meets the following criteria:

California Criteria Based on Education Code § 313*		TCUSD Criteria for Grades K through 12	
<p>1. Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and</p> <p>2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and</p> <p>3. Comparison of student performance in academic skills against an established range based on the performance of English proficient students of the same age; and</p> <p>4. Parent consultation</p>	<p style="text-align: center;">English Language Proficiency Assessment of California (ELPAC): A student must receive an overall score of 4 (well developed) on the ELPAC</p>	<p style="text-align: center;">Teacher Recommendation Form (OPTEL): Level 2-4 on Expressive and Receptive Communication</p>	<p>Lexile Score: Proficient Lexile score for the student's current grade level.</p> <p>Grade K = BR160 Grade 1 = 160 Grade 2 = 165 Grade 3 = 420 Grade 4 = 520 Grade 5 = 740 Grade 6 = 830 Grade 7 = 925 Grade 8 = 970 Grade 9 = 1010 Grade 10 = 1050 Grade 11 = 1080 Grade 12 = 1185</p>
		<p>Smarter Balanced Assessment (SBA): Standards met or exceeded in the most recent grade level ELA SBA assessment (only grades 3-8 & 11)</p> <p>Grade 3 = 2432+ Grade 4 = 2473+ Grade 5 = 2502+ Grade 6 = 2531+ Grade 7 = 2552+ Grade 8 = 2567+ Grade 11 = 2583+</p>	<p>ELA Local Diagnostic Score: Scale scores at or above the following levels for the current grade level</p> <p>Grade K = 300+ Grade 1 = 362+ Grade 2 = 434+ Grade 3 = 489+ Grade 4 = 511+ Grade 5 = 557+ Grade 6 = 581+ Grade 7 = 598+ Grade 8 = 609+ Grade 9 = 620+ Grade 10 = 640+ Grade 11 = 652+ Grade 12 = 660+</p>
			<p>Reclassification Parent Meeting(s) / Signatures</p>

*For more information on this law, please visit <https://www.cde.ca.gov/isp/ell/ro/acadreclass15.asp>.

**The English Language Proficiency Assessment for California (ELPAC) assesses students in grades kindergarten through twelve in four areas: Listening, Speaking, Reading, and Writing.
*** (j)Observation protocol Tool for English Learners (OPTEL) is a teacher observation tool that measures oral language criterion across comprehension, fluency, vocabulary, pronunciation, and grammar.

****The California Assessment of Student Performance and Progress (CAASPP) is a system of valid, reliable, and fair next-generation assessments aligned to the Common Core State Standards (CCSS) in English Language Arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11

Reclassification Process

Throughout the Year: Monitoring and Referral:

1. Site ELD Coordinator pushes out EL Progress Monitoring OPTEL form for all English Learners in the district through ELLevation.
2. Once these are collected for all EL students, the site ELD Coordinator uses ELLevation to identify students who are eligible for reclassification based on the multiple measures outlined in the Reclassification criteria.
3. Site ELD Coordinator pushes out the Reclassification Form to the ELA/ELD teacher through ELLevation
4. Teachers review the Reclassification Form and return it to the site's ELD Coordinator.
5. The site's ELD Coordinator and site administrator review and recommend reclassification of students.
6. Parents of students who are eligible for R-FEP designation are invited to meet/communicate/discuss concerns prior to reclassification.
7. Copies of the Reclassification Form are filed in the student EL cumulative file.
8. Site ELD personnel update the district student information system (Aeries) by changing the student status to R-FEP designation. This is completed prior to the California Longitudinal Pupil Achievement Data System (CALPADS) data collection and submission due in the Spring.
9. Reclassification occurs throughout the school year.

Throughout the Year:

1. ELD Coordinator meets with teachers and administration, analyzes student data, and interventions are prescribed as needed.
2. ELD Coordinator, along with administrative and teacher input, analyzes data including, but not limited to:
 - Current standardized testing data (SBAC or local assessment)
 - Parent input
 - Teacher input
3. Ultimately, the site administrator places students in the appropriate setting or intervention support program (Reading Intervention, ELD support, and after school support), or students remain in mainstream classrooms. The Community Liaison documents levels of student support systems and helps track progress. The ELD Coordinator is in communication with site administration, office staff, and the classroom teacher regarding student progress.
4. ELD Coordinator, Community Liaison, and administrator analyze student data based on interventions, and may recommend additional intervention.

Reclassification Checkpoints:

Monitoring	Assessment	Window for Parent Meetings	Deadline for Aeries input
August 14-Nov. 30	CAASPP, iReady, Lexile	Nov. 4- Nov. 29	Dec. 1
January 6-February 3	iReady, Lexiles	Feb. 5-February 29	March 1
April 28-May 24	iReady, Lexiles, New ELPAC	May 1-May 23	May 23

Procedures for Reclassification of Students in Special Programs

Students with disabilities can be considered for reclassification if they have two years or more worth of assessment data for the team to review, including progress in meeting IEP goals. This means that the minimum grade to consider reclassification for a student with disabilities is second grade.

1. Discuss the option of reclassification with the site ELD Coordinator and district administration.
2. Utilize the “IEP Team Checklist for English Learners” to determine if all areas pertinent to the student was considered. If the team circles “No” in any area, please consider the appropriate next steps to remedy the situation.
3. Discuss the “Statewide Alternative Assessment Decision Confirmation Worksheet” with the IEP and document the outcomes within the IEP. Please list clearly the assessments, accommodations, modifications, or designated supports that the student will be using on the chosen assessment. If changes are made in the type of tests or accessibility opportunities, the team should consider reclassification after receiving the new assessment results.
4. If the student has exhausted all assessment changes, domain exemptions, designated supports, accommodations, and modifications, then the team may move forward with and IEP Reclassification Form completion through the ELLevation platform.
5. Follow the procedures on the request form and send the required paperwork to the Director of State and Federal Programs at the District office.

Four-Year Monitoring Process

Follow up monitoring and interventions, if needed, are provided for all students reclassified as Redesignated Fluent English Proficient (R-FEP) for four years in order to ensure that they are able to maintain proficient performance in class and on district and state assessments. RFEP Academic Monitoring will occur annually October-December.

Academic Monitoring Procedures

TCUSD will monitor and regularly assess the progress of all Reclassified English Learners for at least four years to ensure that they have not been prematurely exited from the ELAP and other EL support programs and that they are meaningfully participating in the district’s standards-based educational programs comparable to their never-EL peers.

Detailed, tiered interventions should be documented in the Aeries Intervention tab. TCUSD is committed to ensuring EL students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner.

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the school will hold a parent meeting and with the parent’s consent the school may re-test the student’s ELP to see if the student should be offered additional language assistance. If the student is reentered into EL services, this will be reflected in Aeries. An Initial Parent Notification Letter will be mailed and the site EL coordinator will be notified of the re-entry to EL status.

The logo of Temple City Unified School District is a circular emblem. It features a central shield with a book, a lamp, and a scale. The shield is flanked by two figures. Below the shield is a banner with the text "UNIFIED SCHOOL DISTRICT". The year "1954" is at the bottom. The words "TEMPLE CITY" are arched across the top. The entire logo is rendered in a light, faded style.

**FORMS FOR CHAPTER 3:
Monitoring and Exiting English Learners**

Statewide Alternate Assessment Decision Confirmation Worksheet

Student Name _____ Date of Birth ___/___/_____ IEP Date ___/___/_____

Participation in Alternate Assessments

Does the student have a significant cognitive disability and an IEP? Yes No

If yes, continue with this confirmation worksheet. If no, the student is not eligible to take alternate assessments.

If yes, the IEP team confirms that a review of the student's records and IEP indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as behavior that is essential for a person to live independently and to function safely in daily life.

Sources of evidence may include, but are not limited to, results of the following:

- Individual cognitive ability test
- Adaptive behavior skills assessment
- Informal assessments
- Individual reading assessments
- Districtwide alternate assessments
- Achievement tests
- Language assessments, including English learner (EL) language assessments, if applicable

If yes, the student is eligible for the following assessments:

- CAA for English language arts/literacy
- CAA for Mathematics
- CAA for Science
- Initial Alt-ELPAC, if the student's Home Language Survey indicates a primary language other than English
- Summative Alt-ELPAC, if the student is identified as an EL

Alignment with Standards

Students eligible for an alternate assessment should be learning content aligned with the California Common Core State Standards (CA CCSS), the California Next Generation Science Standards (CA NGSS), or, as applicable, the *2012 California English Language Development Standards (2012 CA ELD Standards)*.

Goals and instruction listed in the IEP for this student are aligned with the enrolled grade-level CA CCSS, CA NGSS, and *2012 CA ELD Standards*.

Sources of evidence may include, but are not limited to, the following:

- Progress monitoring data
- Present levels of academic and functional performance, goals, and objectives from the IEP
- Data from scientific research-based interventions
- Examples of curriculum, instructional objectives, and materials

The IEP team confirms that the student is or will be learning content aligned with the standards listed above.

Statewide Alternate Assessment Decision Confirmation Worksheet

Instruction and Supports

Students eligible for an alternate assessment require extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

The student (a) requires extensive repeated, individualized instruction and support that is not of a temporary nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content.

Sources of evidence may include, but are not limited to, the following:

- Examples of curriculum, instructional objectives, and materials, including work samples from both school- and community-based instruction
- Teacher-collected data and checklists
- Present levels of academic and functional performance, goals, objectives, and post-school outcomes from the IEP and the transition plan for students aged sixteen and older

The IEP team confirms that the student is or will be receiving extensive direct individualized instruction and substantial supports to achieve measurable gain.

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student. The student has been determined to be the most significantly cognitively impaired; the student has been shown to require extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging state alternate academic achievement/performance content standards for the grade in which the student is enrolled; the student was not identified solely on the basis of the student's previous low academic achievement or the student's previous need for accommodations to participate in general state or districtwide assessments; and that any additional implications of this decision were discussed thoroughly.*

IEP TEAM CHECKLIST FOR ENGLISH LEARNERS (ELs)

The school IEP team should complete this checklist to ensure that all areas pertinent to English learners (ELs) are considered

1) Yes No There is evidence the IEP notice was sent home in the parent/guardian's native language.

Comments:

2) Yes No The IEP indicates if the student is classified as an English learner.

Comments:

3) Yes No The IEP includes the student's current level of English language proficiency in listening, speaking, reading, and writing (ELPAC or alternative assessment scores/levels).

Comments:

4) Yes No The IEP indicates if the student requires alternate assessments to the required statewide ELD assessment by domain, and if so, what the alternate assessment(s) will be administered.

Comments:

5) Yes No The IEP includes linguistically appropriate goals and objectives in areas of disability that involve language (if objectives are required) that reflect assessed English development levels).

Comments:

6) Yes No The IEP indicates who will provide the ELD services (in general education or special education).

Comments:

7) Yes No The student was assessed in his/her native language at the initial and triennial IEP (unless there is documentation that the student was assessed in the native language and English and is functioning commensurate or higher cognitively in English).

Comments:

8) Yes No The parent was offered an interpreter if their native language is not English (signature of interpreter is on IEP or documented in the IEP notes).

Comments:

9) Yes No There is evidence the parent was informed they could request a written translation of the IEP and assessment reports in their native language.



Temple City Unified School District

PARENT RECLASSIFICATION LETTER

Dear Parent:

We are pleased to inform you that based upon the Board of Education Reclassification Process in Temple City Unified School District, your child is being considered for reclassification as a fluent English speaker. We encourage your involvement in the reclassification process and look forward to meeting with you on:

_____ at _____ a.m. or p.m.

at _____. If you cannot attend this meeting, please contact your child's School English Language Development Coordinator.

Sincerely,

ELD Coordinator



Temple City Unified School District

PARENT RECLASSIFICATION LETTER

根據天普市學區 Board of Education Reclassification Process 教育分組委員會發出的報導，我們很高興地告知你貴子弟已是列為英語流暢者，我們鼓勵你前來參加以下的約定時間來達成這個協議的：

日期 _____, 時間 _____ (上午或下午)

地點 (貴子弟學校名字) _____

假如你無法前來，

請與貴子弟的英文老師聯絡。謝謝您！

誠懇的

ELD Coordinator (ELD 老師)



Temple City Unified School District

PARENT RECLASSIFICATION LETTER

Fecha _____

Estimado Padre/Madre:

Estamos orgullosos de informarle que basados en el Proceso de Reclasificación del Consejo de Educación del Distrito Escolar Unificado de Temple City, se considera que su niño/a está listo/a para la nueva clasificación como Fluidez de Inglés en el Dialogo. Alentamos su participación en el proceso de esta nueva clasificación y esperamos poder reunirnos para el:

_____ a las _____ a.m. o p.m.

en _____. Si no puede asistir a esta junta, por favor llame a la escuela de su niño/a.

Maestra de Desarrollo de Inglés.

Gracias, Sinceramente,

Coordinador de EL

TCUSD Reclassification Review Form (with Parent Consultation)

Save

District: Temple City Unified School District, CA

Name:
 Student ID:
 EL Status: Exited Monitored

Student Demographics

Name		Student ID		School	Bethel Junior High School
Grade	8	Native Language	Russian	Home Language	Cape Verdean
Date of Birth	6/25/1999	Entered EL	9/6/2006	EL Status	Exited Monitored
IEP	No	504	No		

ELP Tests

Name and Date	Result
EXAMPLE DATA - - Test for ELLs 11/01/2020	<p>Composite</p> <p>1 2 3 4 5 6</p> <p>4 (555)</p>
	<p>Listening</p> <p>1 2 3 4 5 6</p> <p>5 (444)</p>
	<p>Speaking</p> <p>1 2 3 4 5 6</p> <p>4 (333)</p>
	<p>Oral</p> <p>1 2 3 4 5 6</p> <p>5 (523)</p>
	<p>Reading</p> <p>1 2 3 4 5 6</p> <p>4 (324)</p>
	<p>Writing</p> <p>1 2 3 4 5 6</p> <p>5 (532)</p>
	<p>Comprehension</p> <p>1 2 3 4 5 6</p> <p>3 (244)</p>
	<p>Literacy</p> <p>1 2 3 4 5 6</p> <p>4 (343)</p>

Standardized Test Scores

Test Name and Date	Grade	Scores
Standardized Test Accuracy 1/18/2018	1	Benchmark Level: 2 - Below Benchmark, Score: 77
Standardized Test Accuracy 10/15/2020	3	Benchmark Level: 4 - Above Benchmark, Score: 92

Date
Data from the student's OPTEL will be reflected here.

Parent/Guardian Reclassification Consultation

* Required

- In agreement of reclassification
- Does not agree to reclassification
- Unable to make contact with parent/guardian
- Student is 18+ years old, has educational rights and participated in this discussion
- Parent consultation will be conducted by EL Services

Parent/Guardian Contact Date

Please record most recent attempt:

* Required

MM/DD/YYYY 

If you were unable to connect with parent/guardian, please list all contact attempts below:

Parent/Guardian Contact Method

* Required

- Phone call
- Text message
- Face-to-face meeting/conference
- Email
- Letter home
- None at this time
- Other

California State Reclassification Criteria

Select the state reclassification criteria the student has met to demonstrate English language proficiency and ability to access grade-level content.

- Criterion 1: Scored Overall PL 4 on ELPAC
- Criterion 1: Scored Overall PL 3 on Alternate ELPAC
- Criterion 2: Received positive observations and recommendations from educators
- Criterion 3: Received input from parent/guardian through consultation
- Criterion 4: Met requirements on basics skills assessment relative to English proficient peers
- Student met additional LEA criteria when applicable
- Did not meet required reclassification criteria

District Reclassification Decision

* Required

- Yes, the student will be reclassified and exited from the EL program
- No, the student will remain in the EL program

**Temple City Unified School District
R-FEP Follow-up Monitoring Form (Grades K-12)**

Retired Form - Do not use

Reclassification Date: _____ Monitor – 4 Years

_____ 1 Year Monitor _____ 2 Year Monitor _____ 3 Year Monitor _____ 4 Year Monitor

School: _____

Student Name: _____ ID# _____ Grade: _____ DOB: _____

Signature of Reviewer: _____ Date: _____ (ELD Coordinator)

District Assessment:

Most Current	Date Administered	Level	Secondary	Grade Equivalent	Elementary	Grade Equivalent
SBA - ELA			i-Ready Reading:		i-Ready Reading:	
SBA - Math			i-Ready Math:		i-Ready Math:	

GRADES

Current grade in Language Arts or English
Elementary: "2" or above for all ELA standards
Secondary: "C" or above (*Semester Grade*)

Current grade in Math
Elementary: "2" or above for all Math standards
Secondary: "C" or above (*Semester Grade*)

Attendance - Percentage of days absent this year:

Disciplinary Referrals - Number of Incidents this school year:

Comments regarding factors affecting student achievement or non-achievement (completed by teacher)

_____ Date

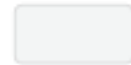
_____ Teacher Name

_____ Teacher Signature

TCUSD IEP Reclassification Meeting

Form Name: TCUSD IEP Reclassification Meeting

District: Temple City Unified School District, CA



Name:

Student ID:

Student Demographics

Name		School	Bethel Junior High School	Grade	8
Student ID		Date of Birth	6/25/1999	EL Status	Exited Monitored
Entered EL	9/6/2006	IEP	No	504	No
Home Language	Cape Verdean	Years in US Schools	3		

Years in EL Services and Instruction

* Required

MM/DD/YYYY



ELP Tests

Name and Date	Result
EXAMPLE DATA - - Test for ELLs 11/01/2020	<p>Composite</p> <p>1 2 3 4 5 6</p> <p>4</p> <p>(555)</p>
	<p>Listening</p> <p>1 2 3 4 5 6</p> <p>5</p> <p>(444)</p>
	<p>Speaking</p> <p>1 2 3 4 5 6</p> <p>4</p> <p>(333)</p>
	<p>Oral</p> <p>1 2 3 4 5 6</p> <p>5</p> <p>(523)</p>
	<p>Reading</p> <p>1 2 3 4 5 6</p> <p>4</p> <p>(324)</p>
	<p>Writing</p> <p>1 2 3 4 5 6</p> <p>5</p> <p>(532)</p>
	<p>Comprehension</p> <p>1 2 3 4 5 6</p> <p>3</p> <p>(244)</p>
	<p>Literacy</p> <p>1 2 3 4 5 6</p> <p>4</p> <p>(343)</p>

Standardized Test Scores

Test Name and Date	Grade	Scores
Standardized Test Accuracy 1/18/2018	1	Benchmark Level: 2 - Below Benchmark, Score: 77

Test Name and Date	Grade	Scores
Standardized Test Accuracy 10/15/2020	3	Benchmark Level: 4 - Above Benchmark, Score: 92

IEP Reclassification Manifestation of Disability

* Required

- A manifestation of a disability, not a language deficit, for the low performance in reading, written language, or oral language is what the data indicates according to the IEP team.
- A language deficit, not a manifestation of a disability, for the low performance in reading, written language, or oral language is what the data indicates according to the IEP team.

Students with disabilities, and NOT a language deficit, may be considered for reclassification if they are able to demonstrate English language proficiency in listening, speaking, reading, and writing with or without accommodations. Please describe the needed accommodations here, if any.

IEP Basic Skills Comparable to Peers

What was the IEP team's conclusion after reviewing other objective assessments to determine whether the student has reached an appropriate level of performance in basic skills commensurate with their abilities? (Select all that apply.)

* Required

- The student demonstrates like error patterns and rates of progress on assessments of ELA to non-EL peers with similar processing deficits / disabilities.
- Objective assessment measures in ELA indicate the student is performing in a range that enables them to compete effectively with English-speaking peers that manifest a similar disability.
- If the student took the CAA assessment, their skills in ELA appear to be commensurate with his/her intellectual ability.
- The student demonstrates one or more years of growth or increase in level on other measures in ELA (describe measures in comment box).
- Progress towards meeting ELA/ELD goals as determined in the student's IEP.
- Not applicable as the student met the Basic Skills criteria.
- Data review indicates that the student has not reached basic skills comparable to peers with similar abilities.

Please document data below.

IEP Comparable Evidence Statement

The IEP team reviewed a body of evidence to determine whether the student demonstrates English language proficiency comparable to those of peers classified as English proficient with the same or similar disabilities. If the team agrees that English language proficiency was met, please select all of the multiple measures below that apply. If the team does not agree that English language proficiency was met, even after reviewing multiple measures, please select the option for "Student did not meet criteria" below.

* Required

- Progress made on linguistically appropriate IEP goals
- Information gathered from multiple perspectives
- Tools that compare to non-English learner peers
- Information gathered in multiple contexts
- Not applicable as the data review indicates that the student has not achieved English proficiency at the level expected based on their disability.

If the student was exempted from any domains on the ELPAC, please list below.

IEP Team Reclassification Recommendation

Does the the IEP team conclude the student should be reclassified at this time based on the data analysis?

* Required

- Recommend reclassification
- Continue In EL Program
- Reclassify based on previously held IEP meeting

If the student is not recommended, please explain why and make any recommendations for next steps.

IEP Team Meeting Date

* Required

MM/DD/YYYY 

Teacher Reclassification Recommendation

Date	Staff	Answer
Data from the OPTEL will APPEAR here		

Teacher Reclassification Recommendation

Based on discussions in this meeting, the following shows whether I agree or disagree that the student should be reclassified.

* Required

Agree

Disagree

If the teacher disagrees, please explain why the teacher believes that the student still requires Designated ELD support.

Parent/Guardian Contact Date

* Required

MM/DD/YYYY 

If attempted contact multiple times, please document here:

Parent/Guardian Contact Method

*** Required**

- Phone call
- Text message
- Face-to-face meeting/conference
- Email
- Letter home
- None at this time
- Other

Parent/Guardian Reclassification Consultation

*** Required**

- In agreement of reclassification
- Does not agree to reclassification
- Unable to make contact with parent/guardian
- Student is 18+ years old, has educational rights and participated in this discussion
- Parent consultation will be conducted by EL Services

Notes on discussion with parent regarding this student's reclassification from English Learner to Fluent English Proficient status.

California State Reclassification Criteria

Directions for ELD Coordinator:

After this form is completed up to this point in Ellevation, please send the following to the Director of State and Federal Programs:

- 1. A printed copy of this form**
- 2. IEP Team checklist for English Learners**
- 3. Copy of the IEP notes where reclassification was discussed**
- 4. Page in the IEP showing the student is making progress on ELA/ELD goals.**

District Reclassification Decision

FOR DISTRICT USE ONLY: The Director of State and Federal Programs will review this form and communicate with the site if the recommendation is approved.

- Yes, the student will be reclassified and exited from the EL program
- No, the student will remain in the EL program

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Request for Reclassification of Student in Special Programs

Student Name: _____	Perm ID: _____
School: _____	Grade: _____
Grade First Entered US School: _____	Years in EL Program: _____
Primary Language: _____	IEP: Yes/No _____ 504: Yes/No _____

Assessment of English Language Proficiency: Enter ELPAC scores for the last three years.

Most Recent: _____	Year Prior: _____	Previous Year: _____
Assessment Used: <input type="checkbox"/> ELPAC <input type="checkbox"/> Alternative ELPAC	Assessment Used: <input type="checkbox"/> ELPAC <input type="checkbox"/> Alternative ELPAC	Assessment Used: <input type="checkbox"/> ELPAC <input type="checkbox"/> Alternative ELPAC
Overall:	Overall:	Overall:
Oral Language:	Oral Language:	Oral Language:
Listening:	Listening:	Listening:
Speaking:	Speaking:	Speaking:
Written Language:	Written Language:	Written Language:
Reading:	Reading:	Reading:
Writing:	Writing:	Writing:

Comparison of Performance in Basic Skills: Enter English Language Arts (ELA) Smarter Balanced Assessments of California (SBAC) or ELA California Alternate Assessments (CAA) scores for the last two years. If not available, use ELA Essential Standards Assessment (ESA) scores.

English-Language Arts	Date Taken
Overall ELA SBAC, or CAA Score: _____	_____
Overall ELA SBAC or CAA Score: _____	_____

Other Assessments: Enter other assessments used to determine student's basic English skills.

English-Language Arts	Date Taken
Other Elementary Assessments:	_____
Other Elementary Assessments:	_____
Other Elementary Assessment	_____
Other Secondary Assessment:	_____
Other Secondary Assessment:	_____
Other Secondary Assessments:	_____

Section 1: Assessment of English Language Proficiency: Review ELPAC scores and other assessments to answer the questions below.

Consideration of the first three criteria of reclassification (EC 313)

- YES NO Student met language proficiency level of “4” as assessed by ELPAC or level of “3” as assessed by the Alternative ELPAC. (If yes, proceed to section 2)

(Continue here if NO, student did not meet ELPAC proficiency level)

- YES NO The team reviewed other assessments above and determined the student acquired sufficient English skills or fluency to perform successfully in academic subjects without ELD support.

- YES NO The team has determined that the student’s disability impacts his/her ability to manifest English proficiency. If yes, provide explanation: _____

Areas affected: LISTENING SPEAKING READING WRITING

- YES NO Considering the student’s disability, the team has determined the student has reached an appropriate level of English Language Proficiency.

Section 2: Comparison of Performance in Basic Skills: Review ELA SBAC, CAA, and/or ESA scores to answer the questions below.

- YES NO Student met performance criteria. (If yes, proceed to Section 3)

(Continue here if NO, student did not meet basic skills criteria)

- 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 students with the same disability versus language difference.

- YES NO Student has received ELD services for more than three years and academic progress in ELA is commensurate with that of peers who manifest similar disabilities who are not English Learners.

- YES NO Considering the student’s disability, the team has determined the student has reached an appropriate level of performance in ELA/Basic Skills commensurate with his/her abilities.

Section 3: Teacher’s Evaluation of Student Academic Progress

- YES NO Student met academic performance indicators set by district.

- YES NO Student is meeting ELD goals.

- YES NO Student is making satisfactory progress on other IEP goals and objectives.
(If yes to all, proceed to Section 4)

(Continue here if NO for any of the above questions, student did not meet academic performance indicators set by district)

- YES NO The team has determined that the student’s deficit is due to disability, and unrelated to English language proficiency. If yes, provide explanation: _____

- YES NO Considering the student’s disability, the team has determined the student has reached an appropriate level of academic performance.

Section 4: Parent/Guardian Opinion, Consultation & Outcome

- YES NO The student should be considered for reclassification based on the analysis of the three criteria above.

Additional Information:

Signatures of members in attendance and/or consulted for discussion:

Parent/Guardian:	Date:	Student:	Date:
Case Carrier:	Date:	Administrator:	Date:
General Education Teacher:	Date:	Counselor:	Date:
School Psychologist (Optional):	Date:	Other (Title):	Date:

Instructions:

Please send the following to the Director of State and Federal Programs to review with the Director of Special Education

- Statewide Alternative Assessment Decision Confirmation Worksheet
- IEP Team Checklist for English Learners
- Request for reclassification of student in special programs form
- Copy of IEP notes

Request for reclassification of students in special programs will be dated and reviewed upon receipt.
 District administrator will approve or deny the reclassification request and send back copies to the site.
 If approved, student is removed from EL services. ELD Coordinator will make changes to Aeries at the school site.
 If denied, student must continue to receive EL services until reclassified.

Section 5: This section completed by the Director of State and Federal Programs and the Director of Special Education	
<input type="checkbox"/> Reclassification approved	<input type="checkbox"/> Reclassification request denied (reason):
Signature of District Administrator:	
Date:	

TCUSD Exited (RFEP) Monitoring Form

Form Name: TCUSD Exited (RFEP) Monitoring Form

District: Temple City Unified School District, CA

Name:

Student ID: 1

Student Demographics

Name		Student ID		Test ID	10012410352
School	Bethel Junior High School	Grade	8	Date of Birth	6/25/1999
EL Status	Exited Monitored	Monitoring Status	Parental Opt-Out	IEP	No

This student is a former English Learner (EL) who has exited the EL program. All former ELs are required to be monitored for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Standardized Test Scores

Test Name and Date	Grade	Scores
Standardized Test Accuracy 1/18/2018	1	Benchmark Level: 2 - Below Benchmark, Score: 77
Standardized Test Accuracy 10/15/2020	3	Benchmark Level: 4 - Above Benchmark, Score: 92

Exit Monitoring Action

Based on classroom observations does this student require additional support to access grade-level standards?

* Required

- Yes, additional actions are needed
- No, additional actions are not needed

Classroom Supports

What additional classroom supports will be used to support the student? If no additional supports are needed, select *none needed.*

2024/2025 - year		
ELA	Student data will be displayed when template is used in a cycle	Assign
Math	Student data will be displayed when template is used in a cycle	Assign
Science	Student data will be displayed when template is used in a cycle	Assign
Social Studies	Student data will be displayed when template is used in a cycle	Assign
ELD	Student data will be displayed when template is used in a cycle	Assign
Elective	Student data will be displayed when template is used in a cycle	Assign

Contributing Factors for Lack of Progress

If additional support was selected above, what factors are contributing to the student's area of need? If no additional supports are needed, select "none applicable."

* Required

- Language learning needs
- Content learning needs
- Social or emotional needs
- Classroom engagement
- In-class work or assignments
- Out-of-class work or assignments
- Makeup work
- Classroom assessments
- Excessive absences
- Extenuating family circumstance
- Other
- None applicable

Please provide any additional comments here.

The seal of Temple City Unified School District is a circular emblem. It features a central shield divided into four quadrants: top-left shows a stack of books, top-right shows a caduceus (a staff with two snakes), bottom-left shows a flask with a chemical symbol, and bottom-right shows a profile of a head. The shield is surrounded by a laurel wreath. The text "TEMPLE CITY" is arched across the top, "UNIFIED SCHOOL DISTRICT" is arched across the bottom, and "1954" is at the very bottom.

**Chapter 4:
Staffing and Professional Development**

Chapter 4: Staffing and Professional Development

To ensure that students have access to qualified teachers, administrators, and other staff members, and that all educators have access to high quality professional growth opportunities, the school district provides in-service training that qualifies existing and future personnel to provide appropriate instructional services to EL students.

All professional development resources and support are determined by an Annual Comprehensive Needs Assessment. The TCUSD, under the department of State and Federal Programs, aims to build capacity at all levels, including leadership development to understand and address the needs of English Learners. Professional learning and collaboration time are afforded to site administrators, teachers, and classified staff.

The TCUSD English Learner Program is:

- (a) Designed to improve the instruction and assessment of English Learners.
- (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners.
- (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills. TCUSD professional development is of sufficient intensity and duration to have a positive and lasting impact on high quality instruction in the classroom.

Staffing

English Learners are placed with qualified teachers who hold Commission on Teacher Credentialing (CTC) authorization to teach English Learners. Holding the proper EL Authorization is a condition of employment in Temple City Unified School District. The District prides itself in having 100 percent of its teaching staff CLAD/EL authorized. The District works closely with the Los Angeles County Office of Education, local universities, attending job fairs and career days in seeking and hiring the best candidates to serve our English Learners. Paraprofessionals work with certificated teachers to provide an intervention model of language support.

Professional Development for administrators, teachers, and paraprofessionals:

- Designed to improve the instruction and assessment of English Learners
- Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners
- Research-based and effective to strengthen teacher's subject matter knowledge and instructional strategies for the purpose of increasing English Learners' language proficiency and academic achievement

The Educational Services Department, the Special Education Department, and Human Resources works jointly with site principals in providing teachers and staff with a working knowledge of English Learner State and Federal mandates and policies. Staff development opportunities occur throughout the year for a variety of audiences: New teacher trainings, New Teacher Induction workshops, staff meetings, and staff development days. Staff is encouraged to attend the CAFE conference as well as other local ELD workshops. In addition, the District meets regularly with ELD coordinators to calibrate ELPAC scoring,

training, policies, mandates, and curricular intervention approaches that promote language acquisition.

Monitoring

Site administrators and the EL District Coordinator monitor professional development related to English Learner support by conducting observations, coaching teachers and staff in the context of teaching and using ELD and SDAIE strategies and demonstrating techniques at meetings. Dialogue occurs after each Learning Walk by debriefing on what the student was doing in the classroom and measuring that against the student’s language acquisition levels and progress on the ELPAC, SBAC, and local assessments.

Professional Development for Staff and Administrators on Initial Identification, Placement, and Parental Rights - The District EL coordinator provides updates, EL procedures, and information on legal requirements relating to the implementation of the Master Plan, including: initial identification, placement options and procedures, parental rights and the waiver process. Training is conducted at the New Teacher Induction Workshops, staff meetings and/or on staff development days and includes working with parents, making them feel welcomed, and how to take an active role in the process of educating their child

EL Coordinators/Administrators Network:

Meetings are held to train EL Coordinators who coordinate the English Learners’ program at their school sites. The topics covered include Identification, Assessment, Instruction, Family Engagement and Resources. Participants also receive the latest updates from the CDE which include legislation affecting the education of English learners.

Meeting Dates for 2023-2024			
Date	Time	Topics	Location
8/13	8:30-12	Initial ELPAC EL Progress Monitoring Data Annual Notification Letters Ellevation training	Conference Room A
9/17	11:30-2:30	Reclassifications Home Language Survey ELPAC Initial Letters Updating US Schools/LIP Codes OPTEL	
11/5	11:30-2:30	Academic Monitoring ELPAC Summative Updates Moodle Training Guidance	
2/4	1:00-2:00	Reclassifications Summative ELPAC Updates	
4/8	1:00-2:00	Summative ELPAC Updates	
5/6	1:00-2:00	Final Reclassifications Turn in all testing materials	

SDAIE Strategies

It is the expectation that all staff that works with English Learners use the following strategies in their classrooms in order to increase student engagement.

Anticipatory Chart - Before reading a selection, hearing a selection or viewing a video students are asked to

complete the first two sections of the chart-"What I already know about " and "What I would like to find out about " After the information has been presented students complete the "What I learned. " section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudice. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, and evaluation.

Cooperative Dialogue- Students number off one through four. Each student pairs with another student from a different group who has the same number. Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage. Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar

graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity - This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart. Other examples of graphic organizers are listed below.

- Comparison-Contrast Matrix - Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.
- Branching Diagrams - Organization charts, hierarchical relationships systems, family trees.
- Interval Graphs - Chronological order, bar graphs, parallel events, number value.
- Flowcharts - Sequential events, directions, decision making, writing reports, study skills.
- Matrix Diagram - Schedules, statistics, problem solving, comparisons with multiple criteria.
- Fishbone Diagram - Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

Idea Starts - Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first _____ pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did _? How does __relate to your life or experiences? Compare _to _ . What if__? Predict _____) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

Journals -Students keep questions and ideas in a journal. These may be used later to develop a formal piece of writing.

Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left, and responses reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class

lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off 1 to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously-selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture - Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question ("What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts.

Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline - Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster - Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip - Create a 6-paneled comic strip of the lesson content.

Image and Quote - Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

Advertisement - Choose an item from the lesson content and make a newspaper or magazine ad.

PQRST Study Strategy - **Preview:** Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Question:** Student identifies questions that the writer is going to answer during the reading. **Read:** Student reads to obtain answers to the questions and takes notes. **Summarize:** Student summarizes the information regarding each question posed. **Test:** Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship (QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

- Right There - The answer is located directly in the reading
- Think and Search - The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.
- On My Own The answer is "beyond the lines" - The reader must base the answer on his/her own experience.

Quickdrawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar,

spelling, style not important.

Quickwriting -Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

RAFT - May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them. The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups - After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs - Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide 1. Headings Read –Around: Students take turns reading the headings of the unit. Prediction Chart - With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. 5. Thinking Questions - Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log- Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right-- hand side students reflect on the implications of each topic.

Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this

lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. SDAIE STRATEGIES GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others, students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off, A-B-C-D. They use the following interview steps in order to share what they have written in a quick-write until they all have been read. Step 1: A interviews B, and C interviews D. Step 2: B interviews A, and D interviews C. Step 3: A interviews C and D about B. B interviews C and D about A. C interviews A and B about D. D

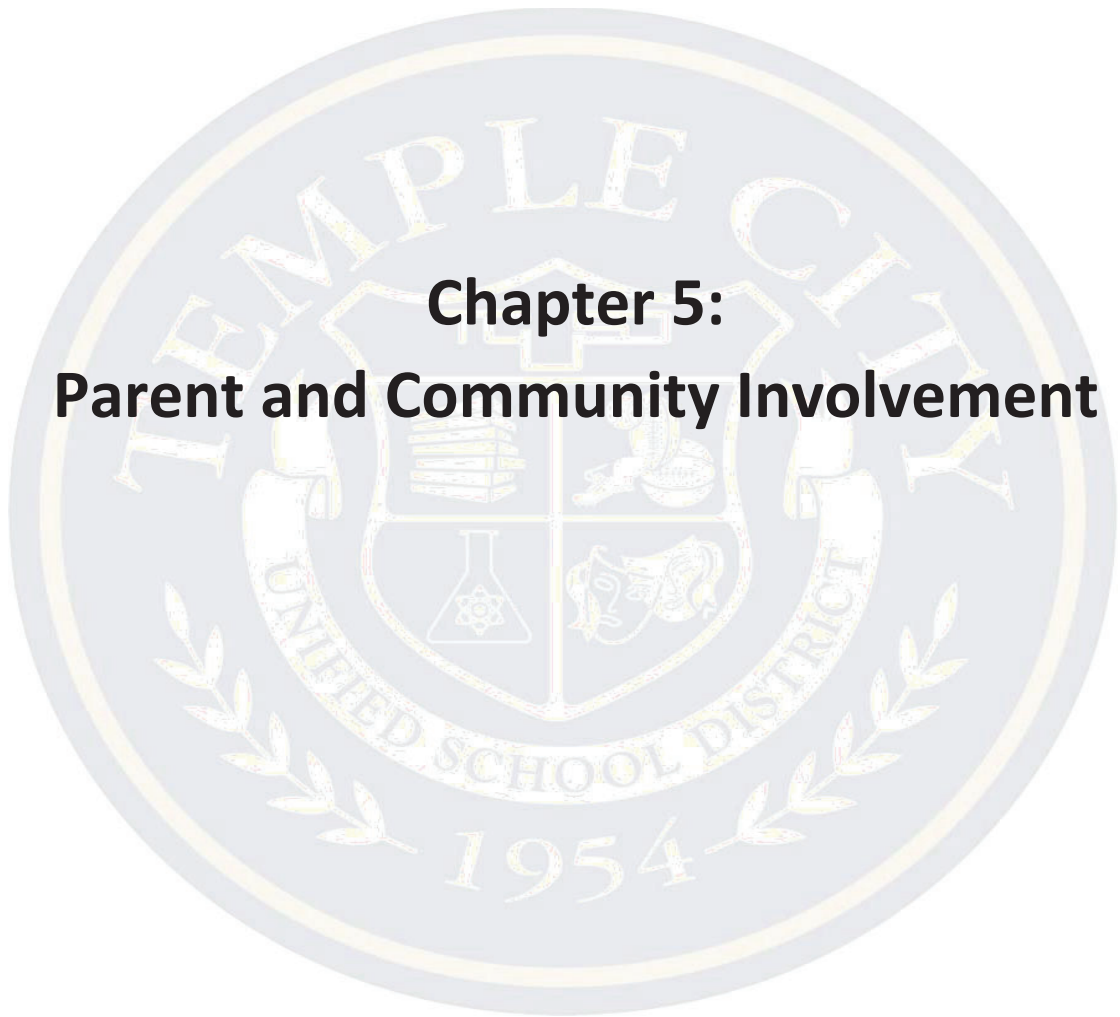
interviews A and B about C.

Verbalizing - Students share with a partner, ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

Vocabulary Cards - Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.

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**Chapter 5:
Parent and Community Involvement**

Chapter 5: Parent and Community Involvement

In order to ensure that parents and members of the community including business, industry and labor have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships. District and school sites have functioning English Learner Advisory Committees (DELAC, PAC) meeting all legal requirements, as required.

TCUSD believes that parents, as the child's first teachers, are essential partners in the education of a child. TCUSD is committed to promoting family and community engagement to achieve academic success for all English learners.

TCUSD has identified Family and Community Engagement as one of its priorities. Specifically, TCUSD aims to build strong communication and relationships between parents/guardians, community, and schools by promoting proactive involvement in students' academic and personal growth.

This chapter describes the various ways through which families and the school community can be more involved in the TCUSD EL program.

Communication with Parents/Guardians

Trust is the foundation of any partnership. To build and maintain a trusting relationship between TCUSD, families and school communities, communication is key. To ensure that a two-way meaningful communication exists, TCUSD shall strive to make the dissemination of information timely, transparently, and clearly using a language that is understood by most of the families and members of the school community.

TCUSD and school sites will inform the parents as to how they can be involved in the education of their children and be active participants in assisting their children in attaining English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

Parent Outreach

Each site within the Temple City Unified School District sends notifications of regular meetings held to involve and respond to parent needs. The following opportunities are available for parental involvement:

- English Language Advisory Committee (ELAC), School Site Councils (SSC), Parent Teacher Association (PTA), School Site Council (SSC)
- District English Language Advisory Committee (DELAC), Parent Advisory Committee (PAC),
- Parents of English Learner students are encouraged to serve on site and district committees, translators are available to enable parent participation

When 15% or more of the student population at a school site speak a primary language other than English, notices, reports, statements, and records are sent to parents in their primary language as well as in English.

To ensure shared decision-making and program satisfaction, a Parent Survey will be conducted during the school year. The principal and all English Learner stakeholders will review data from the survey and will address findings with staff, ELAC, and EL parents. Each Title I school site shall set aside funds to pay for activities and materials related to family and community engagement. In addition, a specific plan to improve its partnership with parents shall be written in each school's Single Plan for Student Achievement (SPSA), and communicated to the school, staff, and parents.

Translation Services

The district office provides all translation services for district facilitated activities and meetings; however, sites shall budget to cover translation services needed at the site level (e.g., meetings, assessments, home visits, conferences, etc.). Sites with extraordinary needs can also request district level coordination, but in some cases, the site will have to bear responsibility for the incurred costs.

Translation headsets can be checked out from the District Office allowing the translators to provide simultaneous wireless translation in the field during meetings.

Schools with 21 or more English Learners (ELs) are required to establish a functioning English Language Advisory Committee (ELAC) in order for parents to provide advice and/or guidance regarding programs and services for ELs. Members of the committee shall be elected by parents/guardians of English Learners. Members are elected on an annual basis; the number of members shall constitute the same percentage as ELs represented in the student body.

ELAC duties include advising the principal and staff on the following:

- The development of the school's Single Plan for Student Achievement
- Programs for English Learners
- Development of the school's needs assessment
- Review of the school's Limited English Proficient (LEP) data as reported in CALPADS (Language Census Report)
- Strategies to assist parents realize the importance of regular school attendance

Each year ELAC members receive training in administration of their legal duties. Members also elect one or two parents of EL students to represent them at the District English Language Advisory Committee (DELAC).

The DELAC committee annually receives training and advises the district's Governing Board on the following:

- Development of Master Plan for English Learner
- Conducting district-wide needs assessment on a school-by-school basis
- Establishment of district program, goals, & objectives for programs & services for ELs.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
- Review & comment on district's Reclassification process
- Training of DELAC members

- Consolidated Application developed with review and advice from DELAC
- Administration procedures of annual language census (CALPADS data)
- Review & comment on written notifications required to be sent to parents/guardians

Required Parent Notifications

The District will provide written notification to parents of all ELL students concerning the following:

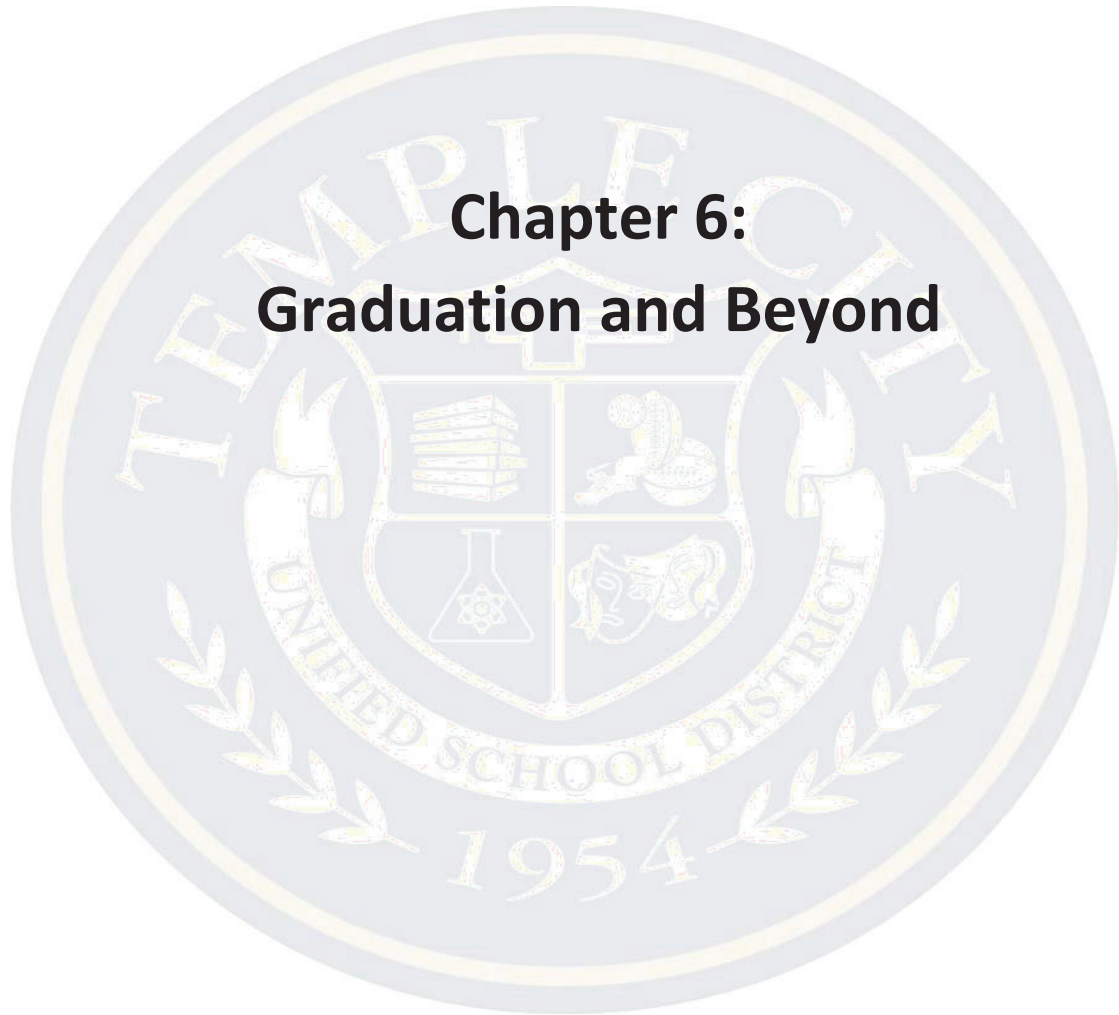
- Initial identification
- Program options
- Program placement
- Progress expectations
- Annual ELPAC levels
- Reclassification Criteria

In addition, the school site will assure that parents are notified in writing if the following applies:

- Progress expectations in any area are not being met
- Criteria for reclassification have not been met
- Interventions available at the school and their purpose

EL student progress is discussed at the elementary level during regular individual parent-teacher conferences and at the secondary level on an annual basis through parent meetings with designated site staff.

Chapter 6: Graduation and Beyond



Chapter 6: Graduation and Beyond

In accordance with the vision of success of English learners, as stated in the California English Learner Roadmap, TCUSD strives to prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and Multilingual world, thus ensuring a thriving future for California.

To determine college and career readiness as set by the California Department of Education (CDE), all students have access to the following programs:

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and Mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course (formally called Dual Enrollment)
- A-G Completion
- State Seal of Biliteracy
- Military Science/Leadership

Career Technical Education Pathway Completion: Career Technical Education (CTE) is a program of study that involves a multi-year sequence of courses that integrates core-academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

Grade 11 Smarter Balanced Summative Assessments in ELA and Mathematics: The Smarter Balanced Assessments (SBA) are used to measure students' academic progress and helps determine their readiness for college. The goal is for all students to achieve meets or exceeds on the English-Language Arts and Mathematics assessments.

Advanced Placement Exams (AP): The AP program consists of college level courses in a variety of subject areas. Students may pursue college level work while still in secondary school and receive college credit, advanced academic standing, or both. To receive college credit, students must score a 3 or higher on their AP exams for the courses taken.

International Baccalaureate Exams: Currently not offered.

College Credit Course (formally called Dual Enrollment): College Credit Courses allow high school students to enroll and earn credit in college courses taught by college faculty. These courses are offered to 9th – 12th grade students. Students can earn college credit towards an associate or certificate program while working towards their high school diploma.

A-G Completion: The A-G/College Entrance Requirements are a sequence of high school courses that students must complete with a grade of “C” or better to be minimally eligible for admissions to the university of California (UC) and California State University (CSU).

State Seal of Biliteracy: The State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The State Seal of Biliteracy may be

awarded if the following criteria is met:

1. An overall grade point average (GPA) of 2.0 in English classes.
2. Standard of met or exceeds on the CAASPP English-Language Arts.
3. Proficiency in one or more languages other than English.
4. English proficiency on the English Language Proficiency Assessments for California (ELPAC) for English learners.

Military Science/Leadership: Currently not offered.

TCUSD will monitor the academic progress of English learners towards graduation and college and career readiness. The monitoring process may include transcript reviews, parent/student meetings, college and career awareness workshops, and credit recovery/enrichment opportunities.

The seal of Temple City Unified School District is a circular emblem. It features a central shield divided into four quadrants: top-left shows a stack of books, top-right shows a globe, bottom-left shows a flask with a chemical symbol, and bottom-right shows a profile of a head. The shield is surrounded by a laurel wreath. The outer ring of the seal contains the text "TEMPLE CITY" at the top, "UNIFIED SCHOOL DISTRICT" at the bottom, and "1954" at the very bottom.

**Chapter 7:
Meeting Legal and Compliance Requirements**

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TBD Coding for Initial ELPAC

The Initial English Language Proficiency Assessments for California (ELPAC) is given to newly enrolled students in grades TK-12 whose primary language is a language other than English. The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time who have a primary language other than English. Identifying students who need help learning in English is important, so students receive the support they need to do well in school while receiving instruction in all school subjects. The home language survey indicates if a student has a primary language other than English. The following are the English Proficiency Statuses for students associated with taking the Initial ELPAC:

- EL—English Learners
- IFEP—Initial Fluent English Proficient
- TBD—To Be Determined

Students, whose English language acquisition status (ELAS) is to be determined (TBD), are administered the Initial ELPAC to determine whether they are English learners or IFEP students. The EL Coordinator will enter TBD in Aeries for designated students. (See the screenshot below to view where in Aeries students are coded as “TBD”.)

The screenshot displays the Aeries Student Information System interface. On the left is a navigation menu with options like Home, Communications, Student Data, Profile, Demographics, Supplemental, Contacts, Attendance, Attendance Enrollment, Enrollment History, Attendance History, Grades, Test Scores, Medical, Programs, Other, Multi Student Search, and Reports. The main area shows a student's profile with various tabs: General, Contact, Add'l Info, Flags, Programs, and User Codes. The 'General' tab is active, showing fields for Student ID, State Student ID, Status Tag, Student Number, Grade, Age, Gender, Birthdate, Teacher, Language Fluency, RptgLng, and Interdistrict Status. A red arrow points to the 'Language Fluency' field, which is set to 'TBD - To Be Determined'. Below this, there are sections for Residence and Mailing Address, Parent/Guardian information, and a table for Track and Program details. Another red arrow points to the 'LangFlu' field in the 'Track' table, which is also set to 'TBD - To Be Determined (T)'. The 'Ethnicity' and 'Race' fields are set to 'Y' and 'Other Asian' respectively, and the 'RptgLng' is set to 'Spanish'.

Data Reporting Requirements

The California Department of Education (CDE) requires school districts to report the services they are providing to English Learners. As part of the EL program evaluation, TCUSD must take steps to ensure that EL instructional services are reported in AERIES and monitored on a frequent basis. Below is a summary of fields that must be completed in AERIES.

- **Language Instruction Program (LIP)**- In November 2016, California voters approved Proposition 58, also known as CA Ed.G.E. (California Education for a Global Economy, pronounced California “Edge”). The purpose of this initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. In accordance with CA Ed.G.E., TCUSD is required to report the LIP for English learners seeking English language acquisition. For more information on CA Ed.G.E., go to: <https://www.cde.ca.gov/sp/el/er/caedge.asp>.
- **Education Services**- TCUSD is required to report the Education Service provided in courses for every core course in which an EL is enrolled. Please be reminded that counseling and tutoring **do not** qualify as EL instructional services, and an EL eligible for special education services must receive EL instructional services in accordance with the students Individualized Education Plan (IEP).

Language Instruction Program

Site administration will enter LIP for English Learner (EL) students after the second week of school. All EL students will be coded as “305” for English Structured Immersion Program.

Only an EL Coordinator can make changes to LIP. To enter the LIP in AERIES, go to *student data*, then click on *programs*, then select the *special programs* table. Click on *add*, click on *program code* then select *305-LIP-English Structured Immersion Program* from the drop-down bucket. Enter the students *eligible date* then click on save. (The eligible date is the date the student began to receive LIP services which is typically the first day of school, first day of enrollment, or the first day the student was designated EL). The eligible date must be the same as the EL start date.

To avoid having to enter the *eligible end date* (leave date) when a student leaves a school to attend another school in TCUSD, add the District name as the school. Otherwise, other schools in TCUSD will be unable to enter the students’ LIP. To do this, add “0” under school. Don’t forget to click on save after any changes.

If a student is on placement by parent through Opt-Out, enter *307-LIP-Parent Opt Out of EL Services*. The *eligible start date* will be the date the parent signed the “Notification To Opt A Child Out of EL Programs or Particular EL Services”. You will also need to enter an *eligible end date for 305-LIP* which will be the last day of school in the current school year.

The following query can be used to extract EL students’ program and services:

```
LIST STU PGM STU.ID STU.CID STU.SC STU.NM STU.GR PGM.CD PGM.ESD  
PGM.EED
```

These fields must be updated throughout the school year, particularly before state submissions.

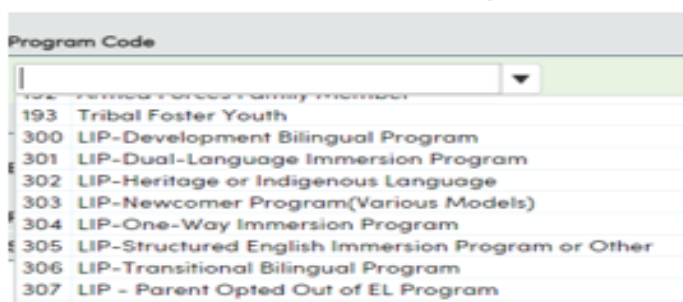
Steps for Entering LIP

Steps for entering LIP in Special Programs

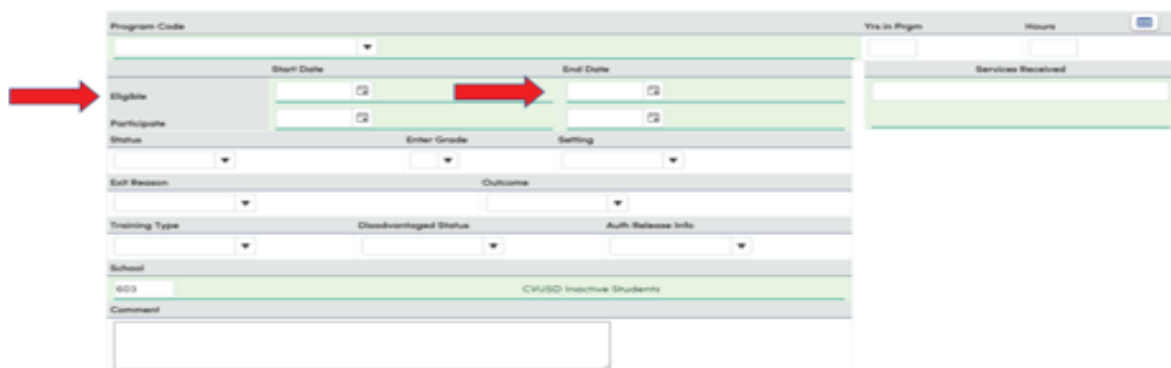
1. In Aeries, go to “programs” and select “special programs”. Click on “add”.



2. In the drop down, under program code, select “305-LIP Structured English Immersion Program” or “301-LIP Dual Immersion Program”. If on Placement by Parent, select “307-LIP Parent Opted Out of EL Program”.



3. Next to “eligible”, enter the “start date” which will be the day the student started services at the school. Enter the “end date” if the student checks out of the school to attend another school in the district or has a change in program.
4. Enter “0” for school.
5. Click on save at the bottom.



English Learner Program

On the Language Assessment Screen under English Learner Program, the following fields **do not** need to be completed at the site level for district reporting. The site may ask an EL coordinator to complete these fields, but they are not a district requirement: Program, Current Lang. Des., Lang of Inst., Eng Class Elg., Srvc Rcvd.

The screenshot shows a form titled "English Learner Program". It contains several input fields: "EL Start Date", "EL End Date", "Yrs in Prgm" (with a value of 0), and "YPCalc Date". To the right, there are five dropdown menus: "Program", "Curr Lang Des", "Lang of Inst", "Eng Class Elg", and "Srvc Rcvd". A red rectangular box highlights these five dropdown menus.

Education Service Field

In the Master Schedule the **Education Service Field** must be coded for all courses with English Learners. The site admin who is creating the Master Schedule is responsible for this coding.

****See Matrix and screen shots for explanation.*

The query below provides you with sections that will need to be reviewed and coded by August 31st and updated by **September 29th** for CALPADS state reporting. Run the query and verify data monthly thereafter to maintain accuracy.

LIST STU SEC MST CRS STU.ID MST.TN MST.CN CRS.CO MST.SE MST.ESR IF STU.LF = L

Follow the matrix below to update the Education Service Field

Course ID/Course Title	Aeries Ed Services (MST.ESR)
Dual Language Immersion	1 – Primary Language Instruction and Integrated and Designated English Language Development Instruction
Designated ELD Only (Elementary) Ex. ELD 1, ELD 2, ELD 3, ELD Support (Secondary)	2 – Designated ELD Instruction Only
All courses where English Learners are enrolled in classes that are not ELD Courses	3 – Integrated ELD Instruction Only
English Learners on Home and Hospital	4 – Designated and Integrated ELD instruction, but not primary language instruction
Teacher of other subjects AND ELD	4 – Designated and Integrated ELD instruction, but not primary language instruction

Updating the Master Schedule with Education Services Code

Master Schedule

4584

Section	CrsID	Crs Title
4584	5502	Health

1. From the Master Schedule, add the **section number**. Click Go

Master Schedule

Section	Period	Blk	Sem	Class Calendar	Course	Teacher	Role	Highly Qtd Tchr	Room	Tag
<input type="text" value="4584"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="None"/>	<input type="text" value="View Calendar"/>	<input type="text" value=""/>	<input type="text" value="Select Role..."/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>

Ed Svc dropdown menu options:

- 1 Primary Language and ELD and ELD Only
- 2 ELD Only
- 3 Integrated ELD Instruction Only
- 4 Designated and Integrated ELD
- 5 No English Learner Services
- 6 Other English Learner Service

Buttons: Add, Copy, **Change**, Delete, Print Class Rosters, Print Master Schedule Details

2. Click Change
3. Update Ed Svc field accordingly
4. Click Save

Common Questions –

1. Should I tag a substitute?
 - Yes
2. The course started with an EL student, but they have moved. Do I change the Ed Svc?
 - No

Helpful Aeries Queries:

The **SKIP** and **KEEP** commands are used to create temporary filters on the STU table that will only contain students meeting certain criteria such as a particular grade.

If you only want to view the data for English Learners, you must use the “KEEP EL Students” query below before running other queries.

Filter to KEEP English Learner Students only in AERIES

KEEP STU IF LF = L (Run, Close, New)

To **TRANSFER** data from Aeries to **EXCEL**:

After you click “RUN” – do not close – click on Excel,

List of English Learner Students:

LIST STU LF IF LF = L

EL STUDENTS (Grades K-12) –Alpha by Grade

LIST STU TCH STU.GR STU.ID STU.NM STU.ED TCH.TE BY STU.GR STU.NM
(Run, Close, Report, Print, New)

EL STUDENTS (grades K-12) –Alpha by Teacher/Counselor

LIST STU TCH STU.GR STU.ID STU.NM STU.ED TCH.TE BY TCH.TE STU.GR STU.NM (Run,
Close, Report, Print, New)

Long-Term and At-Risk of Long-Term English Learners

(Note that “years EL” in the query may be off by a year so you may need to go by “years in program”.)

First run

KEEP STU IF LF = L (Run, Close, New)

Then run

LIST STU LAC STU.SC STU.SC? STU.ID STU.LN STU.FN STU.MN STU.GR STU.LF? LAC.LT
LAC.YP LAC.YEL IF LAC.LT = "R" OR LAC.LT = "L"

EL STUDENTS Education Services

Elementary- Teacher Icon for Ed Services (for classes with EL students)

LIST STU TCH STU.SC? STU.ID TCH.TN TCH.TE TCH.ESR IF STU.LF = L AND STU.GR <= 6

Secondary-Master Schedule Icon for Ed Services and Instructional Strategies (for classes with EL students)

LIST STU SEC MST CRS STU.ID MST.TN MST.CN CRS.CO MST.SE MST.ESR IF STU.LF = L

Students in the country less than 12 months (Change date as needed)

LIST STU LAC STU.NM STU.GR STU.LF LAC.USE IF LAC.USE > 04/15/2023
(Run, Close, Report, Print)

US entry date, first time in US school, first time in California school

LIST STU LAC STU.NM STU.GR STU.ID STU.SN LAC.USE LAC.USS LAC.STS

ELPAC Queries

**EL STUDENTS WITH SUMMATIVE ELPAC OVERALL LEVEL & TEST DATE – Alpha Order
(taken from the TST Table):**

LIST STU TCH TST LAC STU.GR STU.ID STU.NM TCH.TE STU.ED TST.ID TST.PT TST.PL
TST.TD BY STU.NM IF TST.ID = "ELPAC" AND TST.PT = 0 AND TST.TD >= 02/01/2023

ELPAC SCORES WITH DOMAINS by STUDENT:

LIST STU TST STU.SC STU.ID STU.LN STU.FN STU.GR STU.LF TST.ID TST.PT TST.PL TST.TD
TST.SS IF TST.ID = "ELPAC" AND TST.TD >= 02/01/2023

Reclassified Students by Date:

LIST STU LAC STU.CID STU.ID STU.NM STU.LF LAC.RD1 IF LAC.RD1 > 8/1/23
Change date as needed

Reclassified Students (these two lists should match):

LIST STU LAC STU.CID STU.ID STU.NM STU.LF LAC.RD1 IF LAC.RD1 # NULL
LIST STU STU.CID STU.ID STU.LF IF STU.LF = R

Teacher and Aide Requirements

To ensure compliance with teacher and/or teacher aide requirements, TCUSD requires all teachers to have EL authorization upon hire. Secondary ELD courses require the teachers to have an English credential along with the EL Authorization.

Credential techs review courses and run reports at each semester to ensure that any teacher that does not hold an EL Authorization does not have EL students in their classroom. (The District has teachers that have been employed prior to the EL requirement and do not currently hold an EL authorization).

Staffing for ELD and Core Content

The District ensures that all teachers assigned to provide Designated and Integrated ELD instruction to English Learners in the Structured English Immersion Program are qualified with the proper authorization. The Human Resources Department maintains records and annually reviews the progress of teachers as they move toward obtaining a CLAD, B-CLAD, SB 395, or AB 2913 certificate.

Grading of English Learners

All English learners should be graded the same as all other students. English Learners in U.S. public schools under 12 months should be graded based on what is in their best interest. Please read AR 5121 (i) below.

Each English Learner shall receive a grade in course content in the same manner consistent with general education students. Title IV of the Civil Rights Act of 1964 prohibits “discrimination on the basis of race, color or national origin” and prohibits schools from “providing services or other benefits that are different or in a different manner.

English learners who have been in a US public school for less than 12 months may be eligible for a grade of no mark (NM).

No Student in any school shall be excluded from participation in or otherwise be treated differently in the selection process solely because of the student’s English Learner status or participation in a program or service for English Learners.

Inventory and Property Management

CFR 200.313(d) provides that there must be procedures for managing equipment.

1. Property Classifications

This section should include all relevant property definitions and ensure that property classifications are in accordance with state and local law. Specifically, the section should identify:

- Equipment (2 CFR 200.1): Tangible personal property (including information technology systems) having a useful life of more than one year and per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the nonfederal entity for financial statement purposes, or \$5,000
- Supplies (2 CFR 200.1): All tangible personal property other than that described in the definition of equipment in this section; a computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the nonfederal entity for financial statement purposes and \$5,000, regardless of the length of its useful life
- Computing devices (2 CFR 200.1): Machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or peripherals) for printing, transmitting and receiving, or storing electronic information

The CSAM Procedure 770—Distinguishing between Supplies and Equipment, describes the differences between whether an item should be classified as a supply or an equipment. The determination is made based on the length of time the item is serviceable and on its contribution to the overall value of the physical assets of the LEA. For example, supplies are constantly consumed and replaced without substantially increasing the value of the physical assets of the LEA. Equipment has relatively permanent value and substantially increases the value of the physical assets of the LEA.

The Uniform Guidance defines equipment as tangible personal property having a useful life of more than one year and an acquisition cost of at least \$5,000. California Education Code Section 35168 requires LEAs to maintain records that properly account for equipment whose market value exceeds \$500. To meet

this requirement, the LEA must keep records containing the following information about the item: description, name, identification number, cost, date of acquisition, location of use, and time and mode of disposal. A reasonable estimate of the original cost may be used if the actual original cost is unknown. LEAs may have an even more restrictive equipment threshold, but this threshold should be included in the policies and procedures. If an item is over \$5,000 please refer to procedures for Capital Outlay and Procurement.

A control system must be developed to ensure adequate safeguards to prevent loss damage, or theft of the property. Any loss, damage, or theft must be investigated. (2 CFR 200.313(d)(3)) To ensure proper accountability of district assets, the TCUSD Form titled the *DISPOSAL OF FIXED ASSETS SALVAGE / OBSOLETE PICK UP* will be used to track items that are lost, damaged, or stolen and required Board approval.

Inventory Procedures

All equipment and supplies with a life expectancy of more than 3 years, as defined above, exceeding the market value of \$50.00 per unit, must be included in the District inventory logs. In addition, items considered to be pilferable and purchased with Federal funds must be included on any inventory report regardless of the cost. Pilferable items are defined as those items that may be easily lost or stolen. Pilferable items include, but are not limited to: cell phones, iPads, tablets, iPods, graphing calculators, software, projectors, cameras, camcorders, DVD players, computer equipment, and televisions.

Follett Resource Manager will be used to track assets across the district. Device information will also be kept in Incident IQ and maintained by TCUSD's Technology Services Department.

The tracking of equipment and supplies is the responsibility of the Director of State and Federal Programs and site Library/Media Technology Specialists and Library/Media Assistants.

- **The Director of State and Federal** programs will be responsible for coordinating inventory reports and the maintenance of the Master TCUSD Inventory data.
 - All orders using Federal funds, i.e. Title I, Title III, Title IV, will require the approval of this department prior to purchasing.
 - The Director of State and Federal Programs will oversee the timely asset tagging of qualifying items by the Technology Services department and school sites. District assets not being tagged by Technology Services will be tagged by the Director.
 - Initial entry of technology in Follett Resource Management system of newly purchased items.
 - Updating the master inventory/Follett Resource Management system to reflect the removal of items that have been lost / stolen / damaged / obsoleted.
 - Direct inventory of off-site technology, including but not limited to technology purchased due to Equitable Services.

- **School Site Office Managers**
 - Recognize when desired purchases would qualify for federal funding
 - Ensure that purchase orders using federal funds (Title I, Title III) adhere to federal purchasing guidelines, supplement not supplant.
 - Add a narrative in the "notes" section, in addition to the SPSA Goal and Action, to support the purchase.
 - Provide a copy of the purchase order to the site Instructional Technology Specialist.

- **School Site Administrators**
 - Indicate in the SPSA how the equipment will be used to support student achievement.
 - Complete an annual inventory check noting the location of the equipment on the school campus.
 - Upload the annual inventory into the Doc-Tracking Vault.

- **Purchasing**
 - The purchasing department will notify the Director of State and Federal programs when qualifying items have arrived.
 - The purchasing department will be responsible for ensuring that technology devices are delivered to the Ed Tech department for initial set-up.
 - After applicable items have been asset tagged, the Purchasing department will ensure the timely delivery of items to the site.
 - If qualifying items are delivered directly to the site, the Purchasing department will let the Director of State and Federal programs know the location.

- **Technology Services**
 - Will be responsible for asset tagging all computing devices / technology and the initial distribution of computing devices / technology to each site / department / staff users.
 - Staff Check out form
 - They will maintain the integrity of the data contained in Incident IQ, the district's computer inventory control system.
 - They will maintain the integrity of the data contained in the TCUSD Inventory for other technology devices.
 - Technology Services will properly note the disposition of items that are currently not being used by students due to the following reasons
 - Disrepair
 - Lost or stolen
 - Obsolete
 - *Submission of Report of Lost, Damaged, or Stolen Property*

- **Site Media/Technology Personnel**
 - Distributing computing devices to staff and students, maintaining inventory on Follett.
 - Student Technology Check out form (*currently being reviewed*).
 - Adding qualifying equipment, materials, and supplies to Follett Resource Manager.
 - Maintaining inventory of pilferable items located on site using Follett.
 - Odd years, beginning with 2023, a physical inventory is to be conducted of all items on the district/site inventory list. Inventory is to be completed no later than 3 weeks after the close of school for students and teachers.
 - Inventory paperwork to be sent to the Director of State and Federal Funds.
 - Maintain paperwork on damaged / stolen / lost items on inventory sheet including paperwork forwarded to the Director of State and Federal Funds.

The seal of Temple City Unified School District is a circular emblem. It features a central shield divided into four quadrants: top-left shows a stack of books, top-right shows a globe, bottom-left shows a flask with a flower, and bottom-right shows a classical face. The shield is flanked by two figures holding a banner that reads "UNIFIED SCHOOL DISTRICT". The outer ring of the seal contains the text "TEMPLE CITY" at the top and "1954" at the bottom, with a laurel wreath border.

**Chapter 8:
Funding and Program Evaluation**

Chapter 8: Funding and Program Evaluation

Financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success.

The District is committed to allocating sufficient funds to fully implement the English Learner Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations, and District policies. Expenditures are audited annually by external auditors and through Federal Program Compliance monitoring. The Assistant Superintendent of Educational Services monitors and approves expenditures along with the Business Office.

Adequate general fund resources are used to provide each English Learner with learning opportunities in an appropriate program, including English-Language Development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical funds. Core instructional materials are purchased with general fund dollars.

Each school site receives funds in amounts that correspond to the total amounts described in the Consolidated Application and in the Single Plan for Student Achievement, which needs to be approved by the site's School Site Council. Amounts are generated on a per pupil basis. The principal coordinates development of the school plan and prioritization of needs based on data. Goals are set by the School Site Council along with action steps to achieve, implement, and monitor the site categorical budget.

The site's ELAC members may advise and give input on the school level plan or relinquish their voting rights to the School Site Council.

The Superintendent's Cabinet identifies and prioritizes District needs based on goals and objectives derived from a needs assessment and data analysis. Progress on SBAC and ELPAC assessments, and other data points help the district determine program components for our English Learners. PAC/DELAC members give input on the District level plans and approval of the Consolidated Application and Local Control and Accountability Plan (LCAP).

This is a collective effort, from the site to the District level, coupled with parent input that reasonable and appropriate expenditures are allocated, implemented, and monitored to address our English Learner needs.

All TCUSD English Learners will be provided a high-quality English Language Development program that leads to reclassification in a timely manner, graduation from high school, and successful preparation for college and career, as measured by TCUSD reclassification and graduation metrics identified in the TCUSD LCAP.

TCUSD believes the languages and cultures English Learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in programs that support, wherever possible, the development of proficiency in multiple languages. The district will evaluate the English Learners program by examining data on student progress in the following areas:

- Graduation rate of EL Students
- ELA and Math CAASPP Proficiency Results for English Learners
- Progress towards English language proficiency as indicated by the ELPAC.
- English learner reclassification rate.

- Progress of reclassified students as measured by the California Assessment of Student Performance and Progress (CAASPP) System.
- The number and percentage of Long-Term English Learners (LTELs).
- Performance of English learners on the California Dashboard indicators.
- Examination of program, actions, services, and expenditures of Title III funds.

2021-2022 Five Year Cohort Graduation Rate

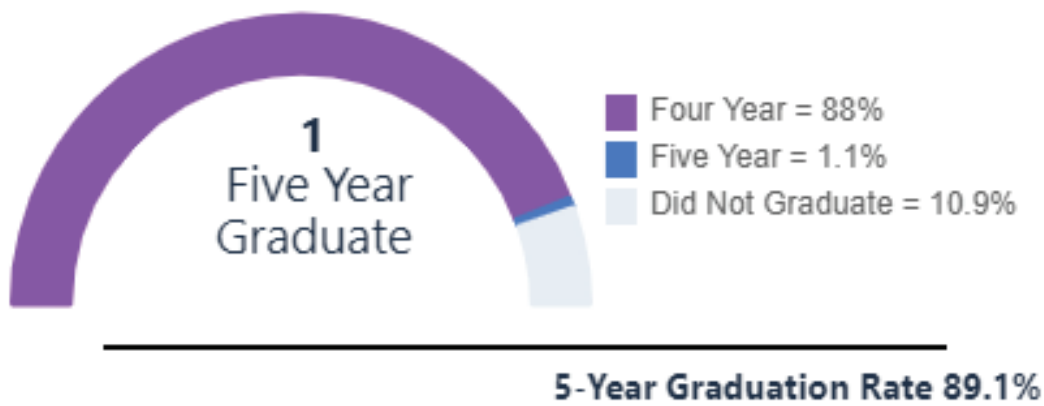
The following table show TCUSD’s graduation rates for the 2021-22 school year according to DataQuest:

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate
TCUSD EL Students	98	94	95.9%
TCUSD All Students	519	507	97.7%
Los Angeles County	92,004	83,771	91.1%
Statewide Total	427,461	391,840	91.7%

2023 English Learner Graduation Rate on California Dashboard

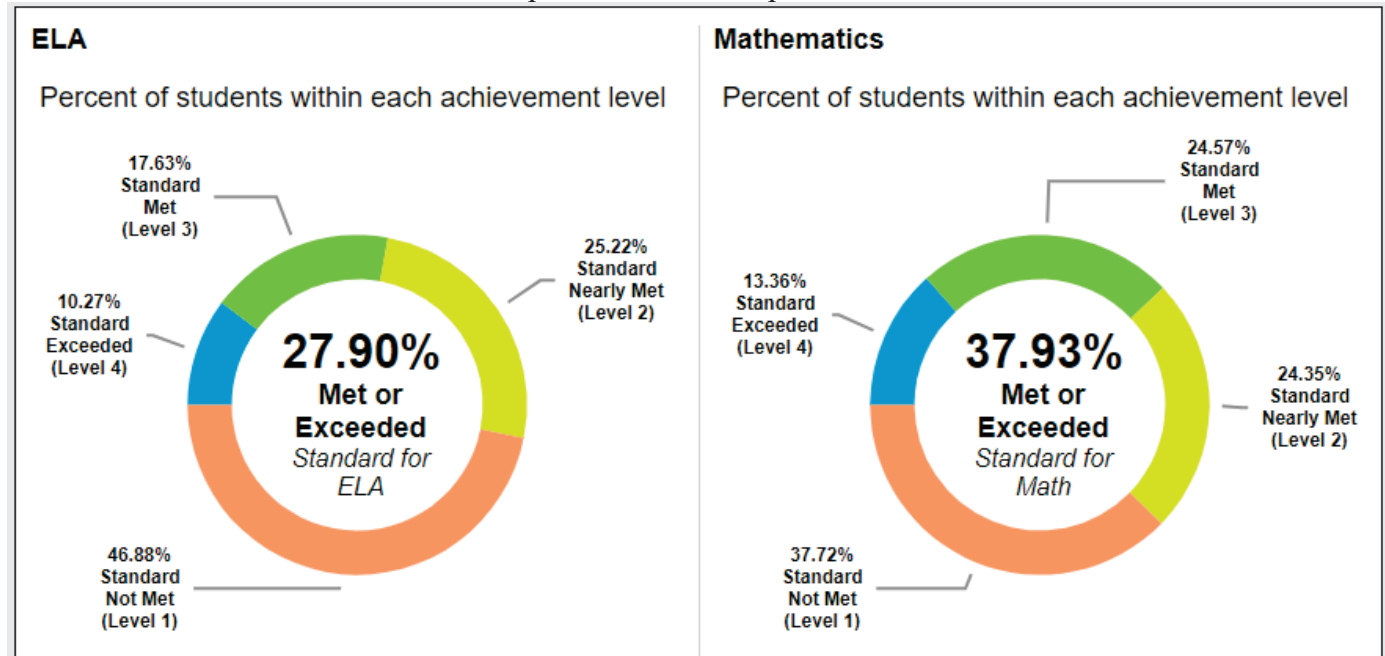
The breakdown of the graduation rate for the current year. In the chart, purple represents students who graduated within four years of entering high school, blue represents students who graduated in their fifth year, and the grey represents students who did not graduate. The graduation rate is used to determine the performance level (color) in the Dashboard.

English Learners



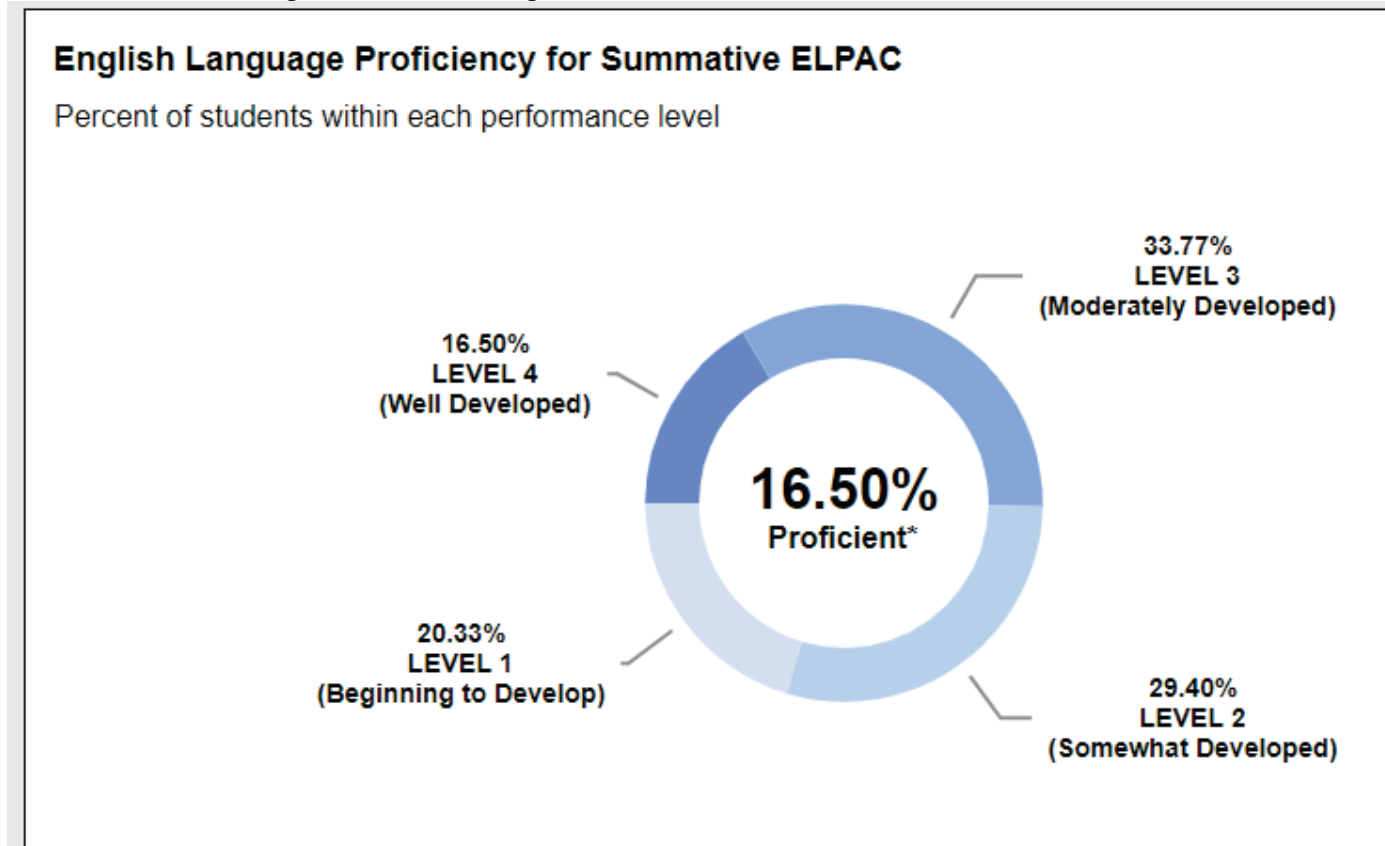
CAASPP Results English Language Learners (EL)

The chart below shows the 2022/23 CAASPP results for EL students in the areas of English-Language Arts and mathematics. 2023/24 results are expected to be made public in October.



Summative ELPAC Results for proficient English Learners

The chart below shows the 2022/23 ELPAC results for EL students showing proficiency levels. The 2023/24 results are expected to be made public in October.



2022-23 Enrollment by English Language Acquisition Status and Grade on Dataquest

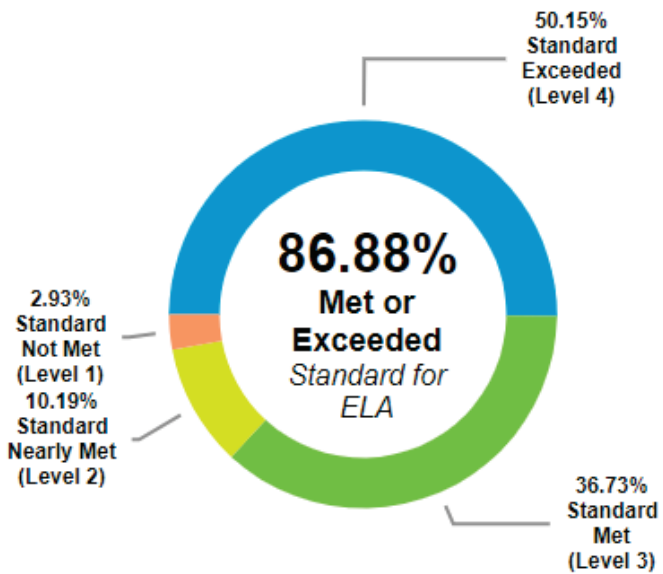
Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
Temple City Unified	5,227	44.8%	14.7%	20.7%	19.6%	0.2%
Los Angeles County	1,313,935	55.9%	6.0%	18.5%	19.4%	0.2%
State	5,852,544	60.1%	4.6%	19.0%	15.9%	0.3%

CAASPP Results for Reclassified Students (RFEP)

The chart below shows the 2022/23 CAASPP results for RFEP students in the areas of English-Language Arts and mathematics. The 2023/24 results are expected to be made public in October.

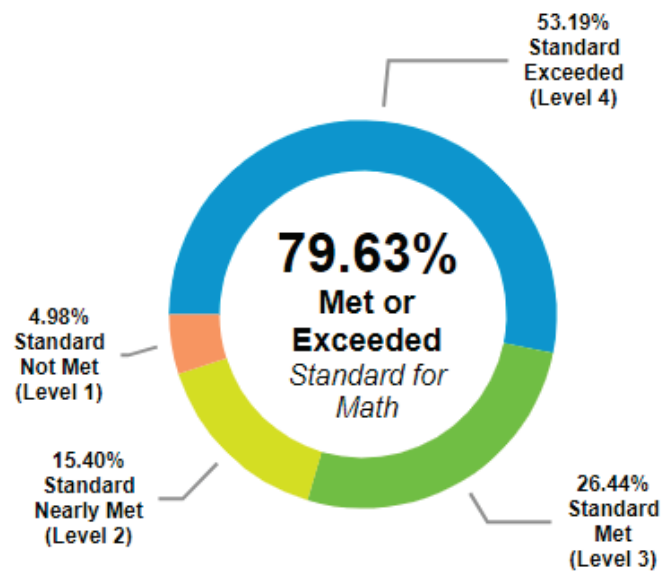
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Long Term English Learners

The chart below shows the 2023/24 Numbers of Long Term English Learners (LTEL) by grade level. It is an expectation that our students who are with us since Kindergarten reclassify before moving onto the Jr. High. This chart shows the number of students who have been in the EL program by year. Students who have been in the EL Program for 4-5 years are At-Risk, and those that have been in the program for 6 years are considered LTELs..

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
TK	47	0	0	0	47	0	47
KN	99	0	0	0	99	0	99
01	131	0	0	0	131	2	133
02	102	0	0	0	102	19	121
03	113	14	0	8	135	33	168
04	32	21	0	48	101	33	134
05	18	11	0	52	81	63	144
06	25	5	20	46	96	85	181
07	25	2	20	26	73	97	170
08	23	7	16	21	67	111	178
09	21	3	18	14	56	111	167
10	16	8	18	5	47	132	179
11	23	6	20	13	62	146	208
12	20	7	36	6	69	159	228

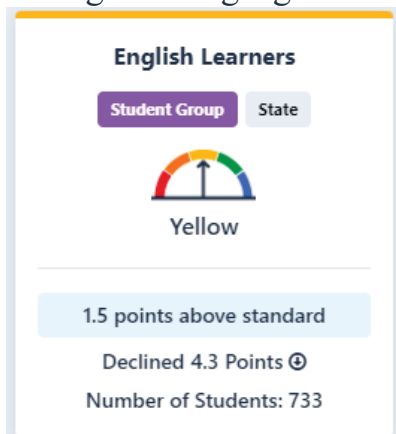
Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Temple City Unified	695	84	148	239	1,166	991	2,157
Los Angeles County	119,246	29,564	39,744	40,072	228,626	251,893	480,519
State	519,652	136,190	211,218	207,773	1,074,833	924,460	1,999,293

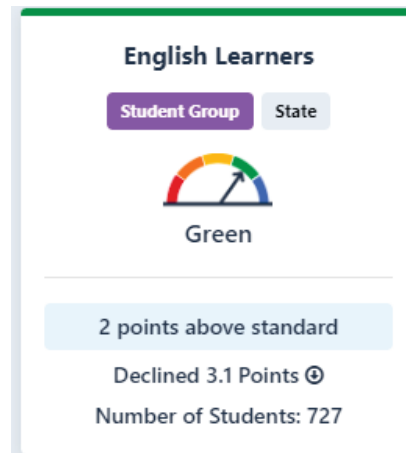
2023 English Learner Results for all Indicators on the California Dashboard

Each of the state indicators on the California Dashboard can be broken down by the progress made by a particular student group. Below you will find the results of our English Learners on the 2022-23 Dashboard.

English Language Arts



Mathematics



English Learner Progress

All Students

State



Green

54.2% making progress towards English language proficiency

Increased 5.9% ⬆️

Number of EL Students: 635

English Language Proficiency

English Learners

Student Group

State



Yellow

11.3% chronically absent

Declined 2.5% ⬆️

Number of Students: 961

Chronic Absenteeism

English Learners

Student Group

State



Yellow

1.7% suspended at least one day

Increased 0.6% ⬆️

Number of Students: 1,215

Suspension Rate

Federal Funds

Temple City Unified School District is committed to allocating and monitoring funding that will support the implementation of the Master Plan for English Learners.

Title III Funded Program and Services Description

Provide a description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds.

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the District's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds. The Master Plan for English Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

1. TCUSD's Board Policies
2. LCAP Goals
3. Title I, Title II, Title III, and Title IV Plans
4. Single Plan for Student Achievement
5. Federal Program Monitoring (FPM) corrective actions
6. Other relevant federal, state, and local directives

General Fund Resources

The District uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, and other district services (for example, transportation, Special Education) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD programs/materials. The District provides primary language instructional materials for students enrolled in bilingual alternative programs.

Categorical Funding

Both the state and federal governments provide supplemental funds through categorical funding (e.g., Title III) that are used to support programs and services for English Learners. These categorical funds should not be used to supplant general funds or other state or local resources. The table on the next page provides information on the appropriate and inappropriate use of supplemental funds.

Local Control Accountability Funding Formula (LCFF)

LCFF funds and supplemental funding will be used based on the actions within the 24-25 LCAP. LCFF funding sources support:

- Supplemental instructional materials, educational software, equipment
- Specialized and targeted interventions,
- Support for language assessments
- ELD Site Coordinators
- District-level EL Coordinator

- Staff development
- ELAC/DELAC meetings and Parent Orientations
- Parent education, training, involvement, speakers
- Certificated salary/benefits for ELD elective response to intervention block, office hours

Funding Source	Title III
Funding Description	A federal program providing funding to improve the education of English Learners by assisting them in learning English and meeting state academic standards.
Support for English Language Arts, ELD, and Math	<ul style="list-style-type: none"> • Academic interventions & P.D. • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions & P.D. • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support & P.D.. • Provision of “high-quality language instruction educational programs” • Provision of high-quality professional development for classroom teachers, principals, administrators and other school or community-based organizational personnel • Upgrading program objectives and effective instructional strategies • Improving the instructional program for English Learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures • Extended Learning Opportunities (e.g., Summer School, before & after school)
Support Personnel	<ul style="list-style-type: none"> • Teachers on Special Assignment/ELD • English Language Arts/Math/ ELD Part Time Hourly Intervention teacher • Instructional Aide/Paraeducators • Bilingual community liaisons • EL Coordinators
Support for other Core Subject Areas	<ul style="list-style-type: none"> • Instructional materials and equipment • Professional Development • Extended Learning Opportunities (e.g., Summer School)
Capacity Building - Professional Development	<ul style="list-style-type: none"> • Academic Conferencing • PLCs • Consultants • Teacher Stipends/Extended Day Pay • Teacher Substitutes • Training Materials/ Resources • Training • Conferences/Workshops that support school plan goals
School Climate & Parent Engagement	<ul style="list-style-type: none"> • Resources and materials to support family engagement • Extra hours for staff to engage with families outside of contract time

Programs and Activities: In 2024-25 school year, TCUSD will fund a Professional Development through EL Achieve, Be Glad, Ellevation, and Dataworks that will be multi-funded through Title III. This coach will provide professional development, monitor the progress of English Learners, and immigrant students, and provide tools for teachers related to DELD and IELD. TCUSD will also use Title III funding to purchase supplemental materials and supplies to support EL instruction in the classroom. Each school site will be given an allocation to spend to support the English Learners at their school site.

TITLE III Program Evaluation

Background: Pursuant to 20 USC §6841, LEAs receiving Title III funds are required to provide a report on the activities conducted and children served with such funds. This template will ensure all federally required descriptions, data, and an appropriate narrative analysis are included.

(a-1) Title III funds allocations

Fiscal Year	Title III EL Funds (Resource 4203)	Title III Immigrant Funds (Resource 4201)
2022–23	\$133,867.00	\$0
2023-24	\$133,882.00	\$0

(a-2) Provide a description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds:

Title III funds are used to support English Language Learner (ELLs) academic success by supplementing programs funded primarily with state or local funds. Several programs and activities are conducted with Title III funds, including Vista Higher Learning resources, ELD Mentoring, Rosetta Stone for newcomers, Sylvan Intervention, Family Literacy Night, and the CABE Conference.

Vista Higher Learning provides supplemental resources to support the teachers ELD instruction.

ELD Mentoring is a high school program that provides peer small group support and one on one guidance to ELLs to acclimate ELL students to the school and improve their English language skills.

Rosetta Stone is an online language learning program that provides newcomer ELLs with additional support to develop their language proficiency.

Family Literacy Night is an event that brings families together to engage in literacy activities and promote family involvement in ELLs' education. This event provides parents and guardians with strategies and resources to support their children's language development and academic success.

Finally, the CABE Conference is a professional development opportunity for educators to learn about best practices and strategies for supporting ELLs in their academic success. This conference provides educators with tools and resources to enhance their knowledge and skills in serving ELLs, which they can then bring back to their classrooms to supplement the programs funded primarily with state or local funds.

Section 2: Required Data

The following data is required as part of the evaluation report. **To complete this section, the LEA will must use both state and locally available data. Where possible, use current local data.**

Section 2.1: Language Proficiency Data

	Number	Percentage
(b) ELs making progress toward attaining English language proficiency, including ELs with a disability (2023 Dashboard)	344/635	54.2%
(c) ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4 (2024-25 Ellevation)	188/951	19.8%

Section 2.2: Reclassification Data

	Number	Percentage
(d-1) ELs reclassified in 2023-24	238/1082 Reclassified/Calpads 2.9	21.9%

**Number of ELs meeting reclassification criteria ÷ Total EL enrollment (Reclassified count/Calpads 2.9)*

****Number of RFEPs meeting academic standards ÷ Total RFEP enrollment*

Section 2.3: Long-Term English Learner (LTEL) Data

(f) LEA LTEL Data	Number	Percentage
LTEL students	104/951 24-25 data	10.9%

***Number of LTEL students ÷ Total EL enrollment*

(d-2) ELs reclassified in 2022–23	103/1082 Calpads Census Day 2022	9%
(e) RFEP students meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability	284 / 1664	17.07% ***

Section 3. Evaluation

g) Based on the data above and other pertinent information, provide a narrative analysis which addresses the effectiveness of Title III-funded services and programs currently conducted to assist ELs attain proficiency and meet academic content standards.

Please include the following:

- Any necessary improvements to current EL programs and activities which may further or more effectively enhance EL academic achievement; and,
- Whether to eliminate specific EL activities demonstrate to be ineffective.

Based on the available data and other pertinent information, the Title III-funded services and programs appear to have had varying effectiveness in assisting ELs attain proficiency and meet academic content standards.

The ELD mentoring program with Theresa Huang appears to be effective in providing peer one-on-one support and guidance to ELLs. However, convincing EL students to continuously communicate with their peer mentors can be challenging. Those students that do lean into the program and stay in constant communication with their mentor have been found to make greater English acquisition progress as compared to their antithetical.

Family Literacy Night is an effective way to engage families in the academic success of their children. However, the parent attendance numbers need to be evaluated and increased to ensure that as many families as possible benefit from this program. Strategies such as offering incentives or adjusting the timing of the event may be considered to improve attendance rates.

Finally, the CAFE Conference is a valuable professional development opportunity for educators. The conference provides educators with tools and resources to enhance their knowledge and skills in serving ELLs, which they can then bring back to their classrooms to supplement the programs funded primarily with state or local funds.

Nevertheless, teacher burnout has made it somewhat difficult to recruit teachers to attend.

In summary, the Title III-funded services and programs have been effective in supporting ELLs' academic success. It is important to continue to evaluate the effectiveness of each program and activity and make necessary improvements to further enhance EL academic achievement. Additionally, it is essential to eliminate any programs that are not proving to be effective and focus on strategies that have been shown to work.

ELD Evaluation

Background: ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers. (20 U.S.C. Section 1703 [f]); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009–1010; 5 CCR Section 11309)

Section 1: Base Data for 24-25 as of August 2024

Enrollment	Number of Students	Percentage of Total
English Learners	951 (+230 TBD)	22.7%
Students at-risk of becoming Long-term English Learner (LTEL)	67	1.3%
LTEL students	100	1.9%
LTEL students (5+ years consecutive enrollment in LEA) (Dated if of DD & today)	70	1.3%

LTEL Data (By School Site): Submit data from 5 sites with highest LTEL enrollment.

School Site LTEL Data	Number	Percentage
DDSLC	8	13%
Temple City High School	68	3.8%

Oak Avenue Intermediate	22	2.6%
Cloverly	0	0
Longden	2	<1%
Emperor	0	0

Section 2: Quantitative Data

Based on the quantitative data available to your LEA, is the comprehensive ELD program working for English learner students? Include the data used to draw your conclusions.

The comprehensive English Language Development (ELD) program at Temple City Unified School District is falling short in meeting the needs of its English learner (EL) students. A careful analysis of the quantitative data reveals several areas of concern.

Firstly, when it comes to advanced placement course enrollment and completion, only 3 tests from our English Learner population scored a 3 or higher due to low participation of our English Learners in AP classes. This indicates a significant disparity between ELs and their English only speaking peers in accessing challenging coursework. Similarly, A-G enrollment and attainment rates reveal that only 27 English Learners out of 316 graduates in the 2023 cohort met the UC/CSU requirements. We acknowledge that this may or may not be a deficiency of TCUSD or if the circumstances of students who transfer at later grades to TCHS is impacted by their international credits and the UC/CSU specific transcript requirements.

Attendance rates among K-8 EL students raises a slight concern. In the 2022-2023 academic year, 11.3% of EL students were chronically absent. The overall chronic absenteeism for K-8 was 12.8%. Nevertheless, this high rate of chronic absenteeism can severely impact students' learning and overall academic performance.

Disciplinary referrals and suspensions are a big area of concern for our EL students. Our suspension rate for EL students is 1.7% for the 22-23 school year. The suspension rate for district-wide was 1.5%. These numbers indicate a higher than proportionate disciplinary action against EL students, since EL's make up 20.7% of the district.

Participation in integrated ELD instruction is reported to be 100% at school sites, however, the scaffolds and supports built into lessons is far and wide when analyzing various classrooms. Moreover, the data regarding designated instruction is unclear. The lack of specifics teachers and administrators are able to provide us with their designated instruction leaves us with a realization of a greater need for more consistent implementation with measurable progress checks. The district has decided to invest in ELlevation to support the teachers in looking at EL data within their PLC discussions.

Furthermore, the achievement data further reinforces concerns about academic performance. In Math, we have 31.6 distance above standard on the CAASPP for all students, but our EL students are performing below that with only 2 points above standard. For ELA, TCUSD students are performing at 47.5 points above standard overall, but the EL population is only 1.5 points above standard. These results indicate a significant achievement gap between ELs and their English only speaking peers.

The ELPAC scores and growth year-to-year show some positive progress, with 54.2% of ELs increasing by one or more proficiency levels. However, more comprehensive monitoring and support are needed to ensure consistent growth and progress for all EL students. In addition, the modest percentage of reclassified students being monitored is identified as a concern, suggesting a lack of consistent follow-up on the progress of former EL students. This monitoring gap raises questions about the long-term success and support provided to reclassified students.

In summation, the comprehensive ELD program at Temple City Unified School District is not effectively meeting the needs of all its EL students. The data clearly indicates disparities in enrollment and completion rates for advanced coursework and high rates of chronic absenteeism. The limited information on integrated and designated ELD instruction raises concerns about the inclusivity and tailored support available to EL students. The low proficiency rates in ELA and math assessments, coupled with the need for better monitoring and support for reclassified students, further underline the program's shortcomings. It is evident that significant improvements are required to address these issues and provide equitable opportunities and support for EL students.

Section 3: Qualitative Data

Additional Input Data:

Program goals in the Local Control Accountability Plan and Single Plan(s) for Student Achievement; Alignment with Multi-Tiered System of Support; and EL Roadmap implementation.

Based on the qualitative data available to your LEA, is the comprehensive ELD program working for English learner students? Include the data used to draw your conclusions.

The comprehensive English Language Development (ELD) program in our district is a work in progress, with both strengths and areas for improvement. Based on the qualitative data, it is evident that the program is making some positive impact on English learner students, but there are several challenges that need to be addressed.

One of the key aspects highlighted in the data is the administrator staffing and preparedness. While some administrators prioritize the ELD program, few have the agency to directly be involved. This lack of direct involvement hinders the program's effectiveness, as administrators play a crucial role in providing guidance and support to teachers.

Compliance results indicate that there were nine findings in our 2022-2023 Federal Program Monitoring (FPM). These findings suggest a need for improvement in meeting compliance standards and indicate the need for closer attention to ensuring that all aspects of the program align with established state and federal guidelines and regulations. We will look to define our expectations and systematize our practices to appropriately serve our EL students.

Culturally responsive practices and strategies are important for supporting English learners, but the data shows that only a few staff members embed culturally responsive content in their lessons. However, there is a positive note that many staff members make an effort to learn about their students and engage in peer teaching practices. Additionally, cooperative base groups are used to facilitate regular learning and content processing among students. These practices promote collaboration and inclusivity, which are essential for supporting English learner students. The district has contracted with EL Achieve for the 2024-25 school year, to help support the high school teachers with integrated ELD strategies to support their EL students in an environment where they have English role models and access to the core broad courses of study.

The secondary schools have worked to refine their course sequencing at Oak and TCHS. They now have a three course sequence with clear guidance on who should be enrolled in the courses. More attention is paid at the beginning of the year to ensure that all EL students are enrolled in Designated ELD. There is now a clear procedure in place if the parent chooses to Opt-Out their child from an ELD service.

Instructional material usage and effectiveness is another area of concern. Although the core curriculum has English learner supports, many staff members do not utilize them effectively. However, it is crucial to ensure that all available resources are effectively utilized to maximize student outcomes. In 24-25 staff is receiving

access to supplemental resources such as Cengage, Dataworks, and Be Glad strategies to support the implementation and use of the ELD standards.

LEA level leadership support and enrollment is important for the success of any program. While educational service leadership recognizes the need for improvement in the EL program, communication and achieving awareness/action across other district office departments remains a challenge. Efforts are being made to enhance communication and collaboration among educational partners to arrange a cohesive and unified approach to improving the EL program.

In 2024-25 the district is establishing a standardized monitoring system that is supported at the district level would allow for better tracking of student progress and identification of areas that require intervention or improvement. All English learners will be observed by a classroom teacher who will be using the Observational Protocol for Teaching English Learners (OPTEL) at the beginning of the school year. This progress monitoring tool can be used by teachers to communicate progress of their EL students to parents and will be used as part of the reclassification process related to teacher input. The district has moved away from using grades as a basis for reclassification.

Parent (ELAC and DELAC) and community input are essential for designing an effective EL program. While ELAC and DELAC meetings are held to gather input. The principals meet throughout the year for agenda planning, data sharing, discussions, and are responsible for uploading meeting minute records into the Vault in Doc-tracking. However, encouraging parent engagement and participation in these meetings is also a challenge that needs to be addressed.

Student and teacher input, perspective, and engagement are crucial for understanding the effectiveness of the EL program. Annually all students are asked to participate in two surveys to that can be disaggregated by student group. EL students do have specific questions that only asked of them. Parents also participate in two surveys annually. The district and site administration meet with Student Advisory Councils at each site to discuss important issue to inform the LCAP annually. It is important to actively involve our educational partners in providing feedback and gathering their perspectives on the program's impact on their learning.

Teacher preparation with ELD standards and content standards is variable. While some teachers excel at integrating ELD standards with content standards, others require more training and guidance. Existing teacher preparation programs, as well as the district's induction program and occasional training sessions, contribute to teachers' preparedness. However, continuous professional development opportunities should be provided more often to support all teachers in effectively implementing the ELD program.

Regarding teacher authorizations, qualifications, and allocations, all district credential staff possess the Cross-cultural, Language, and Academic Development (CLAD) Certificate. This confirms that teachers meet the requirements set by the state to have the necessary knowledge and skills to support English learner students effectively.

Lastly, the qualitative data reveals that few individuals in the district believe that an appropriate amount of time is allocated for ELD, and there is inconsistency in its implementation. Addressing this issue requires defining designated ELD time at school sites and establishing consistent implementation throughout the district.

Section 4: Comprehensive ELD Evaluation Conclusion

Based on the qualitative and quantitative analysis above, what has been working well, what opportunities are there to improve? What are the recommended changes, and what will the LEA need to do next to improve outcomes for EL students?

Provide your conclusion here.

The comprehensive English Language Development (ELD) program at Temple City Unified School District has identified several areas of concern through a careful analysis of quantitative and qualitative data. The program is falling short in meeting the needs of English learner (EL) students, as indicated by disparities in advanced placement course enrollment, career and technical education participation, disciplinary actions, and proficiency rates in ELA and math.

There are also challenges in the implementation of integrated and designated ELD instruction, with inconsistent scaffolding and support observed in classrooms. Monitoring and support for reclassified students are inadequate, and there is a lack of consistent follow-up on their progress. The grading data further highlights ongoing academic challenges faced by EL students.

Despite these shortcomings, there are strengths in the program, such as some administrators prioritizing the ELD program and the presence of culturally responsive practices and strategies in select classrooms. Efforts are being made to enhance communication and collaboration among educational partners, and supplemental English language acquisition support through Rosetta Stone licenses has shown success.

To improve outcomes for EL students, the following recommendations are being made:

- Enhance administrator involvement and support in the ELD program.
- Address compliance findings from the Federal Program Monitoring (FPM) and ensure alignment with state and federal guidelines. This includes more transparency with the ELD program, communication home, and family engagement.
- Increase awareness and implementation of culturally responsive practices across all classrooms through professional development, professional learning collaboration opportunities, and learning walks.
- Improve identification and targeted support for different types of English learners.
- Strengthen parent and community input and engagement through improved meeting procedures.
- Increase awareness of and access to appropriate advanced coursework opportunities for EL students.
- Gather student and teacher input to assess the program's impact and make necessary improvements.
- Provide continuous professional development opportunities for teachers to effectively implement ELD strategies.
- Define and publish designated ELD time and confirm consistent implementation throughout the district
- Train new teachers annually on ELD expectations
- Implement the use of the OPTEL for progress monitoring

By adopting these recommendations and implementing the improvement plan, Temple City Unified School District can work towards meeting the needs of all EL students, providing equitable opportunities and support, and closing the achievement gap.

Program Evaluation & Monitoring

The district has established a process and criteria to determine the effectiveness of the program(s) provided to English Learners.

Temple City Unified School District evaluates program effectiveness to ensure that each EL achieves full proficiency in English and academic achievement at grade level. Monthly ELD Coordinator meetings are held to calibrate services, levels of support, and policy and procedures.

The Assistant Superintendent of Educational Services/District ELD Coordinator reviews and ensures:

- Student progress toward meeting academic goals by analyzing state district and school data along multiple measures
- Program feedback solicited from staff and site personnel, parents of EL students, and EL students
- ELPAC testing

Program Evaluation & Monitoring Procedures

Area	Action	Responsible Person	Date	Evaluation
Student Identification and Placement	Home Language Survey (HLS) completed and filed in student cumulative folder	Site office managers or ELD Site Coordinator	Date of Enrollment	Language Survey
	Measure English proficiency levels of all English Learners	ELD Site Coordinator	July - October	Summative ELPAC scores
	Measure or obtain English proficiency levels for all English Learners enrolling after September	ELD Site Coordinator	October - June	Summative ELPAC scores (previous year) or Initial ELPAC scores
	Measure primary language skills of "Initial" English Learners	ELD Site Coordinator	July - June (ongoing)	Primary Language Survey, or Primary Language Test as needed, as available

	Parents are notified of initial program placement and placement options	ELD Site Coordinator	Within 30 days of enrollment	Initial Assessment Results and Program Placement Letters
	Monitoring of on-going placement and notify parents	ELD Site Coordinator, Site Administration, and Teacher	July - June (ongoing)	Adjustments made in-house

Area	Action	Responsible Person	Date	Evaluation
Program Description	Discussions on Structured English Immersion (SEI) class configurations for each school site	Educational Services, Site Administration, ELD Site Coordinator, and Teachers	Spring and Summer	Meeting minutes and/or developed structures for program delivery
	Formulation of SEI classes	Principals and Staff	Spring and Summer	Meeting minutes and/or developed structures for program delivery
	Formulation of Alternative Classes	Educational Services and Site Administration	As needed	Alternative Class
	Implement instructional program for English Learners described on pages 12-14 of English Learner Master Plan for student success	Educational Services, Site Administration, and Teachers	September through June	CALPADS, SBAC, ELPAC
Reclassification	Students are reviewed for reclassification from English Learner to R- FEP	ELD Site Coordinator and Site Administration	Throughout the year	Student EL Profile folder
	Students meeting eligibility requirements are considered for reclassification	ELD Site Coordinator and Site Administration	Throughout the year	Student Reclassification Evaluation Form

	Students recommended for reclassification are monitored for a period of two years. Monitoring ensures correct classification, placement and additional academic support if needed.	ELD Site Coordinator and Site Administration	Throughout year	R-FEP Follow-up Forms
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Area	Action	Responsible Person	Date	Evaluation
Staffing and Professional Development	Organize and implement staff development in ELD and integrated instructional strategies for teachers and paraprofessionals of English Learners	Educational Services and Site Administration	Staff meetings, Staff Development Days, Learning Walks	Sign-In sheets, feedback forms
	Ensure that English Learners are placed with qualified teachers	Principals and Human Resources	Upon Hiring	Teacher credential
Parent and Community Involvement	On-going parent notification of District and site meetings	Educational Services and Site Administration	September- June	Notifications
	PAC/DELAC and ELAC committee meetings	Educational Services and Site Administration	Sept. – Oct. Nov. – Jan. Jan. – Feb. Mar. - Apr. May – Jun.	Meeting Minutes
	Annual Reporting to the Governing Board by the PAC/DELAC committee	Educational Services and DELAC	June	Governing Board Minutes
Funding	Develop tentative budgets for the following school year	Business Services, Educational Services, and Site Administration	March - June	Budget Worksheets

	Revise budgets as funding is allocated	Educational Services and Site Administration	As needed	Budget Worksheets
	Supplement school programs for English Learners	Educational Services and Site Administration	Sept. – June	Purchase Orders, Conference Requisitions, and Contracts

Area	Action	Responsible Person	Date	Evaluation
Program Evaluation and Monitoring	Query English Learner data to monitor English Learner progress over time	Educational Services and ELD Site Coordinators	Throughout year	Query and spreadsheet
	Monitor English Learners in Special Programs	Educational Services	October	Database
	Monitor implementation of English Learner Master Plan for Student Success	Educational Services, District EL Coordinator, and ELD Site Coordinators	Throughout year	Monthly ELD Coordinator meetings

The seal of Temple City Unified School District is a circular emblem. It features a central shield divided into four quadrants: top-left shows a stack of books, top-right shows a globe, bottom-left shows a flask with a chemical structure, and bottom-right shows a profile of a head. The shield is flanked by two figures holding a banner that reads "UNIFIED SCHOOL DISTRICT". The outer ring of the seal contains the text "TEMPLE CITY" at the top and "1954" at the bottom, with laurel branches on the sides.

**Chapter 9:
Dual Language Immersion Program**

Chapter 9: Dual Language Immersion Program

The California Department of Education's *Global California 2030* (2019) calls for even more dramatic growth in the number of DLI programs, with the goal of quadrupling the number of programs in California from 407 in 2017 to 1,600 to provide an opportunity for all of California's graduating seniors to be bilingual by 2030.

Dual Language Immersion Program History

TCUSD began researching the possibilities of opening a Dual Language Immersion (DLI) class in 2018-19. The district decided to launch a Biliteracy Mandarin class for all TK and K students to receive 30 minutes of language instruction that started in 21-22. TCUSD is currently in the early implementation stage of launching a Mandarin DLI class at Longden for the 25-26 school year.

Dual Language Immersion Research Base

The leading researchers in DLI education are Dr. Kathryn Lindholm-Leary, Dr. Virginia Collier and Dr. Wayne Thomas. All three have conducted extensive longitudinal research on DLI programs and are responsible for informing the field about the effectiveness of these programs on the development of both a partner language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies in students engaged in a program. Over the last four decades, DLI programs in many states have seen slow but steady growth in US schools. Research shows that DLI is an especially effective method for language acquisition. DLI students gain proficiency in a new language without any detriment to progress in their native language or to subject matter achievement. (Stewart, 2012)

The Director of State and Federal programs worked closely with Dr. Kris Nicholls, a consultant with over 20 years of consulting and professional development experience at the local, district, county, and state level in support of English Learner (EL) and DLI/biliteracy educational programs to help guide a leadership within TCUSD. She has developed tools and collaborative techniques to facilitate the planning and successful implementation of elementary and secondary EL and DLI/biliteracy programs. She brings this deep knowledge and expertise to her collaboration with districts and organizations in support of their EL and DLI/biliteracy programs. The following research became pivotal as part of building the TCUSD DLI program. Likewise the district is currently contracting with Pearl You from You Consulting who will continue to provide expertise and guidance to build the curriculum and train the teachers on effective strategies for implementation of a 50:50 DLI Mandarin program that will utilize simplified Chinese.

TCUSD's DLI program is based on sound theoretical and pedagogical foundations from research into successful DLI programs, partner language acquisition and maintenance. The program embraces the 2019 World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL standards) that allow every student the opportunity to develop communication skills that are interpersonal (two-way signing, speaking, or writing), interpretive (listening, reading, or viewing), and presentational (signing, speaking, or writing). These skills are essential for our students to effectively navigate the international marketplace; interact meaningfully across cultures; and succeed in business, research, and international relations. The WL Standards are aligned with and support recent legislation (e.g., *Proposition 58, California Education for a Global Economy [EdGE] Initiative*) and initiatives (e.g., *Global California 2030*) that champion these outcomes.

California's Vision

California's English Learner Roadmap (2018) is the current State Board of Education English Learner education policy which embraces linguistic diversity as an asset while providing the supports necessary to allow ELs meaningful access to intellectually rich and engaging curriculum. TCUSD recognizes that DLI will encompass the

intent behind this policy and the *California Education for a Global Economy Initiative* (Proposition 58). *California's English Learner Roadmap* vision states, "English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards and opportunities to develop proficiency in multiple languages."

TCUSD DLI Vision Statement

TCUSD will provide students with opportunities that educate them to become academically successful, bilingual, biliterate, and culturally diverse as they become the next generation of leaders within our global community.

TCUSD DLI Mission Statement

The mission of TCUSD's Dual Language Immersion program is to implement high quality language programs that emphasize academic achievement and high levels of literacy in a language other than English.

TCUSD DLI Program Goals

The goals of the TCUSD DLI program is to align with the three pillars of dual language education, as outlined in the *Guiding Principles for Dual Language Education, 3rd edition* (Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D., 2018; also known as the GP3), and include:

- Academic achievement at or above grade level in all content areas
- High levels of proficiency in their primary language and second language
- Positive self-esteem, cultural awareness, and sensitivity

Benefits of a DLI Program

The benefits of a DLI program are as follows:

- Transfer skills and knowledge across languages
- Builds a strong foundation in the first language helps students learn a second language
- Achieves as well or better than English-speaking students in English-only programs both on standardized math and language arts tests in English
- Achieves at much higher levels on both standardized math and language arts tests than ELs in English-only programs
- Enhances metalinguistic awareness across both languages
- Increases critical thinking skills
- Prepares students to meet the exciting challenges of our multicultural, multilingual society
- Develops cultural awareness and competence
- Increases family involvement
- Greater employment opportunities in the future

DLI Program Elements

TCUSD's DLI program is designed as a signature program to maximize the benefits of second language learning for student participants, based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become fully proficient in that language. It accommodates students from diverse language groups and socio-cultural backgrounds. Students are taught the same Common Core State Standards as other students in the district, but students enrolled in the DLI program receive their instruction in English and the partner language. Research suggests that students of all ability levels and backgrounds can benefit from the study

of world languages (Marcos and Kreeft Peyton, 2000). A variety of multicultural lessons, performances, and celebrations, many of them conducted in the partner language, along with their engagement with their peers who are native speakers of the partner language, enrich the students' learning experiences. Students benefit from DLI programs. A DLI setting allows all students to learn two languages without losing one to learn another (Howard, Sugarman, Perdomo and Adger, 2005). The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009). Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills fosters intergroup contact and appreciation (Adger, 2005; Cummins, 1986). DLI programs have several important elements: program model (e.g., 90:10 or 50:50), program implementation model (e.g., strand or whole school), and program type (e.g., one-way, or two-way).

50:50 Program Model and Outcomes

TCUSD's DLI program embraces a model where 50% of the students' instructional day is conducted in a partner language (Mandarin) and 50% in English. This model is designed to promote bilingualism, biliteracy, academic achievement, and cross-cultural competence among students. Research supporting the 50:50 model highlights several key benefits:

1. Balanced Language Development

- **Equitable Language Exposure:** The 50:50 model ensures that students receive equal exposure to both languages, which is crucial for developing strong language skills in both. Research indicates that balanced exposure helps students develop proficiency in both languages without favoring one over the other.
- **Cognitive Benefits:** Balanced bilingualism has been linked to cognitive advantages such as enhanced problem-solving skills, creativity, and mental flexibility. The 50:50 model supports these cognitive benefits by providing sustained and balanced language use.

2. Academic Achievement

- **Long-Term Academic Success:** Studies have shown that students in 50:50 DLI programs often outperform their monolingual peers on standardized tests in both languages, particularly in reading and math. This is attributed to the cognitive and linguistic advantages gained from learning in two languages.
- **Closing Achievement Gaps:** Research has found that DLI programs can help close the achievement gap for English Language Learners (ELLs) by providing them with access to grade-level content in both languages.

3. Cultural Competence and Social-Emotional Benefits

- **Cross-Cultural Understanding:** The 50:50 model fosters a deep understanding and appreciation of different cultures, which can lead to greater empathy and reduced prejudice among students.
- **Social-Emotional Development:** Dual language programs can enhance students' social-emotional well-being by fostering a positive cultural identity and helping them build strong relationships with peers from diverse linguistic and cultural backgrounds.

4. Sustainability of Language Proficiency

- **Language Maintenance:** The equal division of instruction time between languages helps maintain the minority language (the non-English language), which might otherwise be overshadowed by English,

especially in an English-dominant society.

Key Studies Supporting the 50:50 Model

- **Thomas and Collier (2002):** This comprehensive study found that students in well-implemented dual language programs, including 50:50 models, demonstrated higher academic achievement compared to their peers in monolingual English programs. The benefits were consistent across different demographic groups.
- **Lindholm-Leary (2012):** Research by Lindholm-Leary has consistently shown that the 50:50 model leads to high levels of bilingual proficiency and academic achievement. This study also emphasized the importance of program fidelity and quality instruction in both languages.
- **Genesee (2008):** Genesee's research highlights that balanced bilingualism, as promoted by the 50:50 model, is associated with cognitive advantages and better academic outcomes, especially in literacy and content areas.

DLI Strand Implementation Model

TCUSD is utilizing a strand, also known as the “School within a School,” implementation model. In this model, a certain number of classrooms at each grade level are designated to part of the DLI program. All the students in these classrooms are enrolled in the DLI program, and the teachers who teach the DLI program in these classrooms have the appropriate California credential and authorization to teach in the partner language.

DLI Two-Way Program Type

The first DLI programs in the U.S. were called “Two-Way Bilingual Immersion (TWBI)” programs. They began in the 1960s and were based on well-researched French-English immersion models in Canada and successful Bilingual Maintenance programs in the Southwest U.S.. Since the mid-1980s, the number of DLI programs in the U.S. has grown to nearly 5,000 programs (as cited on duallanguageschools.org). More than 95% of the DLI programs throughout the U.S. offer Spanish as the partner language.

In order for a program to be a two-way DLI program, it must possess the following critical features:

1. The partner language is used for a significant portion of the students’ instructional day (from 50% to 90%).
2. The program includes periods of instruction during which only one language is used (i.e., no translation or language mixing by DLI teachers).
3. Approximately equal numbers of native speakers of the partner language and native speakers of English are placed in each classroom.
4. The students from both linguistic groups are integrated for most or all of instruction.

In TCUSD, it is our intent to have each class consist of approximately equal numbers (e.g., 50%) of students from each linguistic group: those who have dominant language skills in the partner language and those who have dominant language skills in English. Research also supports a 33:34:33 DLI program model. Thirty-three percent (33%) of the students would be English-dominant, 34% would be bilingual students (with some proficiency in both languages), and 33% partner-language dominant students. There will be a strong outreach and recruitment effort in the local community on behalf of the DLI program to ensure that a balanced number of language models are recruited into the program each year. The DLI program staff will conduct outreach informational sessions in the early fall each year. This recruitment effort will be a shared endeavor with DLI teachers, parents/guardians, and administrators.

DLI Curriculum, Instruction, and Assessment Overview

DLI program administrators and teachers will implement a systematic multi-year plan for curriculum development, program review, and textbook adoption. The program shall continue to address high academic standards that extend and expand student learning using interesting and relevant textbooks along with instructional materials and technology that are consistent with program goals and with second language acquisition research.

Teachers in successful research based DLI programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction, including English and partner language development, within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. The teachers and instructional coaches will share a clear and consistent understanding of program curriculum, instructional practices, and content and objectives of the California Common Core Standards, English Language Development (ELD) standards, and WL standards. This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, language of instruction and implementation program goals. Furthermore, teachers and administrators are prepared to apply the program content knowledge and understanding confidently in the DLI classroom and to communicate the program elements effectively to all stakeholders

Best Practices in a DLI Classroom

- Lessons include both content and language objectives using **“I can” statements** and follow the DLI program's policy of language separation. Teachers stay in one language during a given lesson, rather than mixing English and partner language. Lessons focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills.
- **Content-based language instruction** is implemented in ways that enrich the learning experience through the provision of Integrated and Designated English Language Development (ELD) and Mandarin Language Development (MLD). DLI instruction is carefully designed by integrating language and content (i.e., math, social studies, science, etc.), while at the same time addressing second-language learner needs and encouraging the transfer of skills, strategies, and knowledge across languages. This curriculum integration addresses the California Common Core State Standards in the content areas, including the ELD and WL standards, and the five domains of the ACTFL World Readiness Standards (interpersonal communication, presentational speaking, presentational writing, interpretive listening, and interpretive reading).
- The DLI program supports a practice of **interdisciplinary instruction** to motivate students by mirroring the real world. Interdisciplinary instruction is a teaching strategy that combines curriculum and academic standards from more than one content area. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and the use of numbers are enabling skills within thinking processes. Research shows that interdisciplinary global education fosters intellectual curiosity, critical thinking, a love of learning, and multicultural understanding within an expanded worldview (Gulledge, 2010).
- **Student engagement through collaborative communication** is promoted to increase the amount of student discourse in the partner language. Such interactions provide opportunities for meaningful language use during content instruction. This also supports the use of total physical response (TPR) and kinesthetic interaction with content, as well as the development of social skills.

- **Technology integration** is well-utilized in the DLI program classroom, with the use of tools to make English and the partner language more accessible. It is used to enrich the curriculum and access authentic Mandarin-language resources. Technology is conducive to small group work and differentiation, promotes student engagement in challenging tasks, and supports learning both in and out of the classroom.

Students with Special Needs in the DLI Program

Students with special learning needs such as learning disabilities or physically handicapping conditions will be afforded equal access to participate in the DLI program. Upon enrollment, students will receive the same level of service and support provided in all TCUSD schools. The DLI program offers students the appropriate type and level of differentiation, including language acquisition, to ensure our students with an Individual Education Program (IEP) are successful based on their linguistically appropriate IEP goals. At the transition IEP meeting from pre-school to Kindergarten, the IEP team will discuss recommendations for a successful experience in elementary school. If a student is unable to show reasonable progress in the second language to an IEP/STEP/504 meeting will be held to recommend the most educationally appropriate services/placement and support for that child.

English Learners with the DLI Program

TCUSD recognizes that the DLI program attracts a diverse group of families that value the opportunity to become proficient in more than one language. Many of our students are already proficient in their home language and English and come to the program to begin learning a third language. It is important to remember that being dominant in the partner language does not make the student an EL by default. Students will thus be tested twice, both in the partner language and in English to determine their proficiency in each.

To determine English proficiency, there is a process outlined in California Education Code by which students are identified as ELs. At the time of enrollment, parents/guardians complete a “Home Language Survey” (HLS). All students whose HLS indicates a language other than "English Only" for one or more of the first three questions on the HLS must be assessed to determine their proficiency in English within thirty calendar days of their initial enrollment in a California school district. A score indicating that a student is not as proficient as a native-English speaking peer based on the scale scores established for the initial ELPAC assessment identifies a student as an EL, either at the novice or intermediate level.

A key benefit of the DLI program for ELs is their opportunity to learn English while maintaining and improving their proficiency in the partner language in an academic setting. In general, ELs that participate in the program are more likely to be successful academically and linguistically in school than if they attend mainstream English classes (Lindholm-Leary, 2009). Research shows that ELs have a higher rate of success in DLI versus English-only programs. This is because ELs have maximum access to the curriculum and the opportunity to develop literacy and academic skills in their native language and English (Genesee and Lindholm-Leary, 2009). Research also shows that when ELs learn in their native language and English, they have greater academic success, a more positive self-concept and are more likely to remain in school and attend college as compared to ELs in English-only classes (Thomas and Collier, 2002). ELs in the DLI program are required to meet TCUSD EL reclassification criteria in the same manner as all other EL students in TCUSD. ELs will receive Integrated and Designated ELD during the English portion of the instructional day.

DLI Staffing

While the DLI program is growing, hiring new staff is an ongoing need. Teachers hired to work in the DLI classrooms must be appropriately authorized by the California Commission on Teacher Credentialing and have their Bilingual Authorization or Bilingual Crosscultural Language and Academic Development (BCLAD).

DLI Recruitment

We are fortunate in that a local university offers credentialing programs for teachers seeking a bilingual authorization. We have articulated agreements with the universities listed below will place teachers in their Dual Language Instructional Program (DLIP) classrooms for student teaching, clinical practice, and employment. TCUSD continually seeks to strengthen this partnership and seeks additional partnerships with other institutes of higher education.

Universities with Bilingual Authorization Opportunities

Universities with Bilingual Authorization	Languages
Cal Poly Pomona	Spanish Mandarin
Cal State Fullerton	Spanish Korean Filipino Hmong Vietnamese Mandarin
Cal State Long Beach	Korean Mandarin Spanish Vietnamese

DLI Professional Development

The DLI teachers are provided common professional development to support district initiatives, such as Professional Learning Communities. These initiatives are expectations for all TCUSD teachers. Teachers meet weekly on minimum days to PLC. DLI teachers are provided professional development at least once a month. New teachers also meet to discuss district initiatives at new teacher training sessions held throughout the school year. DLI teachers have access to a mandarin consultant coach. The DLI Teachers on Special Assignment are instrumental in fostering the professional growth of the DLI teachers. They provide support via program development, unit planning, data analysis and job-embedded coaching. They receive ongoing training that is then expected to be shared with staff. Professional development specific to the needs of the DLI teachers and principals will be based on a needs assessment of the same. The district is committed to providing opportunities for teachers and administrators to collaborate within a Professional Learning Community (PLC) model and to network with other DLI professionals. Based on available funding, a team of teachers and/or administrators will be sent to pertinent conferences, such as the California Association for Dual Language Education (CABE), the Association of Two-Way Dual Language Education (ATDLE), or La Cosecha (offered by Dual Language Education New Mexico).

DLI Enrollment

All students in the eligible grade levels who reside in the Temple City Unified School District attendance area may submit an application for the DLI program, regardless of language background, during the months of October-December. Students may be considered for the program after Kindergarten, if space is available, and provided they can demonstrate partner language skills and knowledge necessary to be successful in the DLI program. Once enrolled in the DLI program, students residing in the TCUSD attendance area remain enrolled automatically unless dis-enrolled by the parents/guardians or the district. Students who are on an inter-district transfer must reapply for the transfer and have it approved to continue in the TCUSD DLI program.

DLI Lottery

- Online applications are accepted from all TCUSD families, regardless of school of residence.
- A lottery will be held in the Board Room. Attendance is not required.
- Families are mailed the results of the lottery process.

After the lottery is held, registration takes place at the district office with the Student Service staff. Please note that families must sign the commitment form within 10 days after notification of acceptance into the DLI program. Please note that if registration is not completed by the tenth (10th) day, the student(s) will lose priority on the DLI enrollment list.

Enrollment into DLI for non-TCUSD Residents

Families living outside of TCUSD must request a release from their home district in order to attend a specialized program not offered in their home district. Some districts will not release students unless they are first accepted into the DLI Program. Once accepted into the DLI program, and the Inter-District Transfer is approved, the parents/guardians will need to register at the DLI school and submit a copy of the Inter-District Transfer approval to the home district. The Inter-District Transfer process must be followed annually for continued enrollment in the DLI program in TCUSD.

Late Entrance and Transfers into DLI

There are two ways that a student can enter the DLI program after Kindergarten:

- From a non-DLI class to a DLI class in TCUSD, students enrolled in the English-only program can be admitted to a DLI program after Kindergarten following a demonstration of second language proficiency that is equivalent to the proficiency level(s) of the students that are currently in the same grade-level DLI class.
- From other districts to a DLI class in TCUSD (either before or after Kindergarten): When space is available and after the student has been released by their home school district, the main consideration for admission to the TCUSD DLI program shall be an appropriate level of second language proficiency. The principal will determine whether students can be accepted as "late entrance" or "transfer" students after a DLI classroom teacher assesses students in their second language to determine if their proficiency levels are equivalent to those of the students that are currently in the same grade-level DLI class.

Community and Parent Involvement in the DLI Program

The DLI program values diversity, cultivates respect, and thrives on collaboration among students, staff, parents/guardians, and the community. The program facilitates ongoing communication and collaboration and encourages the involvement and support of all educational partners. As in all TCUSD programs, parents/guardians can contribute their time and talents to the DLI program. They can do this by assisting with homework, volunteering at the school or at school events, or making financial donations. Parents/guardians help give the DLI program life by serving on committees and school site councils, planning special cultural events, working on fundraising events, applying for grants, translating materials, chaperoning field trips and volunteering for specific classroom activities or teacher needs. Parents/guardians who are native speakers of the partner language or English are valued language models for the students in the DLI program. Those who volunteer in a DLI classroom are expected to follow the language separation policy and use the appropriate language of instruction based on the language allocation plan. Additionally, all volunteers must complete the TCUSD volunteer screening process. Continued high levels of parent involvement are critical to the success of the DLI program in TCUSD. As in all TCUSD programs, DLI principals create an environment that encourages the active involvement of parents/guardians and family members to help their children be successful in school. In fact, to a large degree, the

current success of the program is a result of collaboration between parent volunteers and DLI affiliated staff, i.e., recruitment efforts, marketing materials, and fundraising. There are ongoing opportunities for parents/guardians from all linguistic and cultural backgrounds to participate in the ongoing development of the program. All parents/guardians can benefit from involvement with the program, as they learn how they can better assist in their child's and their own linguistic skills and gain new multicultural perspectives.

Family Involvement Opportunities

- Dual Language Immersion Leadership Team
- English Learner Advisory Council (ELAC)
- School Site Council (SSC)
- Local Control and Accountability Plan (LCAP) representation
- Parent-Teacher Association
- Classroom volunteer
- Individual school initiatives requiring parent/guardian volunteers
- Dual Language Immersion Leadership Team
- District English Learner Advisory Council District (DELAC)
- Parent Advisory Council, District LCAP representation

DLI Parent Information Meetings and Workshops

An informational meeting on the DLI program for new and prospective parents/guardians will be offered in the fall of each school year. The purpose of the DLI parent information meeting is to give an overview of the DLI program offered in TCUSD. Parents/guardians will learn the long-lasting cognitive, academic, and social-emotional benefits of early acquisition of a second language and participation in an additive bilingual setting. Details about the DLI parent information meeting will be posted on the district website. Once students have been accepted into the DLI program in January, there will be DLI parent/guardian workshops and meetings to help prepare you and your child for success in the TCUSD DLI program.

DLI Program Evaluation

Through the use of the *Guiding Principles for Dual Language Education, 3rd Edition (GP3)*, the DLI Leadership Team will analyze and interpret relevant data from the following GP3 strands, celebrating areas of strength and identifying areas for growth to focus on for the upcoming year for continuous DLI program improvement:

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment and Accountability
5. Staff Quality and Professional Development
6. Family and Community
7. Support and Resources

In addition, the DLI Leadership Team will communicate with parents/guardians, district administrators and the community important data about student performance, progress along pathways, and effectiveness of the DLI program as a whole. Parents/guardians will be able to access data on their individual child(ren) by attending parent/guardian education meetings, parent-teacher conferences and reviewing their child's/children's progress reports.