

Hamilton Unified School District
English Learner Master Plan

2019

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INTRODUCTION

Vision

Hamilton Unified School District's (HUSD) vision is aligned with the California English Learner Roadmap. *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.*

Mission

In accordance with the California English Learner Roadmap, HUSD *affirms, welcomes and responds to a diverse range of EL strengths, needs and identities. HUSD prepares 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.*

Goals

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

Message from Board/Superintendent

The Governing Board intends to provide English Language Learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English Language Learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

Overview

The new *California English Learner Roadmap* provides guidance and direction to local educational agencies (LEAs) in welcoming, understanding, and educating the diverse population

of students who are English learners attending California public schools. The EL Roadmap project was established in collaboration with the California Department of Education (CDE), the Sobrato Family Foundation, researcher Dr. Laurie Olsen, Professor Emeritus Dr. Kenji Hakuta, and the EL Roadmap Workgroup. HUSD utilizes these guidelines to direct administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the District holds for each school and classroom in the District. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English Learner (EL). All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes. Hamilton Unified School District is committed to providing the highest level of educational programs to all of our students. We have made instructional improvement and student achievement our highest priorities. A central part of that effort has been spent on reviewing not only our instructional practices for English Learners (EL), but the assumptions and beliefs we have about these learners and how English is best taught and learned. The *English Learner Master Plan* crafts Hamilton Unified School District's policies, programs, and instructional practices for our English Learners.

SECTION 1

Initial Identification and Assessment

Home Language Survey

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5CCR 11307)

Initial Assessment 11518.5 (ELPAC Guidelines)

Upon enrollment in Hamilton Unified School District, parents/legal guardians new to California complete a Home Language Survey. This survey is required of all California Public Schools to identify whether the primary or native language of their student is a language other than English. The Home Language Survey is available in English and Spanish. The Home Language Survey will remain on file in the students' cumulative folder and will only be administered once. The student's primary language shall be determined by the Home Language Survey. This information will be entered in the district's Student Information System (AERIES); as well as, CALPADS.

The HLS four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?

4. What language is most often used by the adults at home?

English Only (EO)
If all four questions on the HLS are "English", the student will be classified as English Only.

Possible English Leaner (EL)
If any of the first three questions on the HLS indicate another language, or English and another language, the student will be assessed for English language proficiency level.

Parent Notification of Program Placement
Parents will be notified that when their child enrolled in our school, a language other than English was noted on their child's Home Language Survey. The law requires us to assess their child and notify them of their child's proficiency level in English. We are required to inform parents of the language acquisition program options from which they may choose the one that best suits their child. On the Initial letter we will explain the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Parents will be notified that their child will be tested within 30 calendar days using the Initial English Learner Proficiency Assessment for California (ELPAC) by the following letter: (Use 18-19 Initial ELPAC Testing Parent/Guardian Notification Letter https://www.cde.ca.gov/ta/tg/ep/)

English Language Proficiency Assessment

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results form an English language development test shall be assessed using the English Language Proficiency Assessments for California (ELPAC). (5CCR 11511)

All students with a language other than English on Questions 1, 2, or 3 of the Home Language Survey will be assessed in English Language Proficiency within 30 calendar days of initial enrollment in a California school. When a language other than English is entered for Question 4 only, testing is optional. Each school has a designated language assessor who administers and scores the Assessment.

Students who arrive from another California public school with records of a Home Language Survey and initial language classification will not go through the initial identification process. The HUSD ELD Coordinator will review the California Longitudinal Pupil Achievement Data System (CALPADS) data and request the ELPAC results from the previous district. This data will be entered in AERIES.

Students entering HUSD who are new to California will need to follow the initial identification procedure for new students.

Students with a home language other than English as reported on the Home Language Survey are classified based on the English Language Proficiency Assessment (Initial ELPAC). These classifications are stored in the HUSD AERIES Student Information System for access by district and school personnel and linked with CALPADS.

English language proficiency is assessed in listening, speaking, reading, and writing on the Initial ELPAC. The Summative ELPAC is used to measure progress in acquiring English on an annual basis.

ELs with Disabilities

Students receiving Special Education Services participate in the initial or summative ELPAC assessment to the extent specified in their Individualized Education Programs (IEP) or Section 504 Plans. Special Ed staff will work with the EL director to identify how best to assess students with IEPs/504s using the ELPAC Matrix 4 provided by the CDE to determine appropriate tools, designated supports, and/or accommodations on the ELPAC in compliance with what is stated in their IEP/504 with regards to testing. CCR 11517.6–11519.5 The Language assessment staff will follow the ELPAC Administration Guidelines (Matrix 4) (https://docs.google.com/viewer?url=https%3A%2F%2Fwww.cde.ca.gov%2Fta%2Ftg%2Fep%2Fdocuments%2Felpacmatrix4.docx) for appropriate modifications or accommodations or alternate assessments as specified on the student's "English Language Development Assessment Information" form included in all special education English Learner's Individualized Education Plans.

Initial Language Classification

The overall performance level on the Initial ELPAC will classify the student as Level 1 -Novice, Level 2 - Intermediate, and Level 3- Initially Fluent in English (IFEP). Level 1 and Level 2 will classify the student as EL. The Language classifications are:

EL – English Learner
IFEP – Initially Fluent in English
EO – English Only

Parent Notification of Assessment Results

The district shall notify parents/guardians of their child's results on the Initial ELPAC within 30 calendar days. (5CCR 11511.5)

Initial - Within 30 days of the time a student is placed in an English Learner program, the district will provide parents/guardians with their child's results on the English Language Proficiency

Assessment, instructional program information, and parental rights in the form of a district letter. These letters are also sent to families of new IFEP students to notify them of initial assessment results and language classifications. Official Initial ELPAC scores are sent to parents/guardians with a district cover letter within 30 days of enrollment. Link to Initial Identification letter on CDE here: https://www.cde.ca.gov/sp/el/t3/lepparent.asp

Annual – Each local educational agency (LEA) using funds under this part (Title I), or Title III, to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. (20 United States Code [U.S.C.] Section 6312)

Link to Annual letter: https://www.cde.ca.gov/sp/el/t3/lepparent.asp

Parent Exception Waivers

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

SECTION 2

Instructional Programs for English learners

ELD Standards

The California English Language Development Standards (CA ELD Standards) reflect recent and emerging research and theory and are intended to support language development as English learners (ELs) engage in rigorous academic content. The CA ELD Standards provide a foundation for ELs in kindergarten through grade 12 (K–12) in California schools so that each EL is able to gain access to academic subjects, engage with them, and meet the state's subject matter standards for college and career readiness.

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the key knowledge, skills, and abilities for achieving college and career readiness described in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do

not repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills.

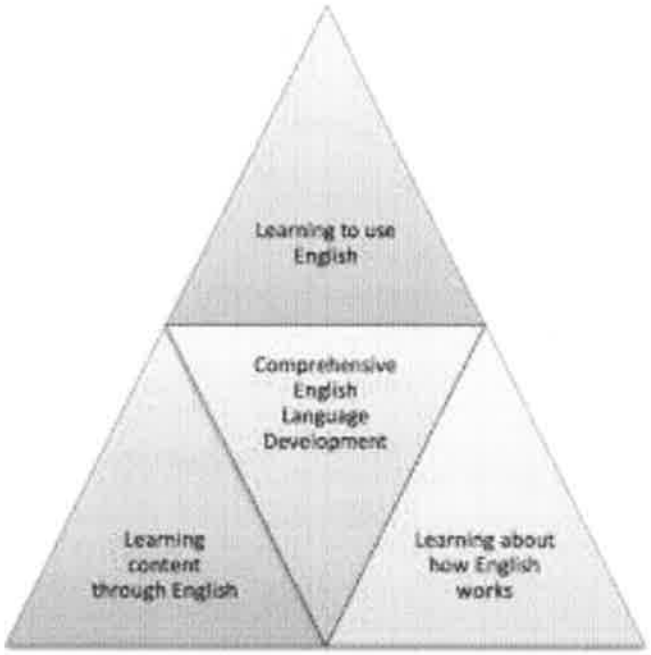
The CA CCS S for ELA/Literacy and the CA ELD standards call for students throughout the grades to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply and so forth) that require the critical thinking, problem solving, and collaboration demanded of 21st century living and learning.

Key Instructional Services

The ELA/ELD framework provides guidance for implementing the ELD Standards for designated and integrated ELD instruction.

Integrated ELD	All teachers with ELs in their classrooms use the CA ELD standards in tandem with the focal CA CCS for ELA/Literacy and other content standards.
Designated ELD	A protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Three Interrelated Areas of Comprehensive ELD



Comprehensive ELD includes both integrated and designated ELD. In order to develop proficiency in English as rapidly and effectively as possible, ELD instruction is explicit, well-articulated and standards-based.

Theoretical Foundations and the Research Base of the CA ELD Standards

The CA ELD standards were developed using an extensive review of theories, research, and other resources relevant to English Learners (EL). This guidance was to ensure that the CA ELD standards highlight and amplify the language demands in the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) necessary for the development of advanced English and academic success across disciplines.

Sociolinguistic, sociocultural, and sociocognitive theories informed the development of the CA ELD standards. These theories emphasize the social aspect of learning and how language is a social action and it is also a resource for accomplishing tasks. The research also highlights the importance of activating students' prior knowledge to facilitate making connections, fostering new learning, and allowing students to build conceptual networks. This supports metacognitive knowledge, thinking about their thinking, and metalinguistic knowledge, or language use. (Christe 2012: Duke et al. 2011; Halliday 1993; Hess et al. 2009; Palinscar and Brown 1984; Pearson 2011; Schleppegrell 2004). Linguistic and Cognitive development are improved through language use and interactions. Instruction that is structured specifically to intellectually and linguistically challenge students promotes learning. (Bruner 1983; Cazden 1986; Vygotsky 1978; Walqui and van Lier 2010).

Key Instructional Experiences for ELs

- They are interactive and engaging, meaningful and relevant, and intellectually rich and challenging.
- They are appropriately scaffolded in order to provide strategic support that moves learners toward independence.
- They value and build on home language and culture and other forms of prior knowledge.
- They build both academic English and content knowledge.

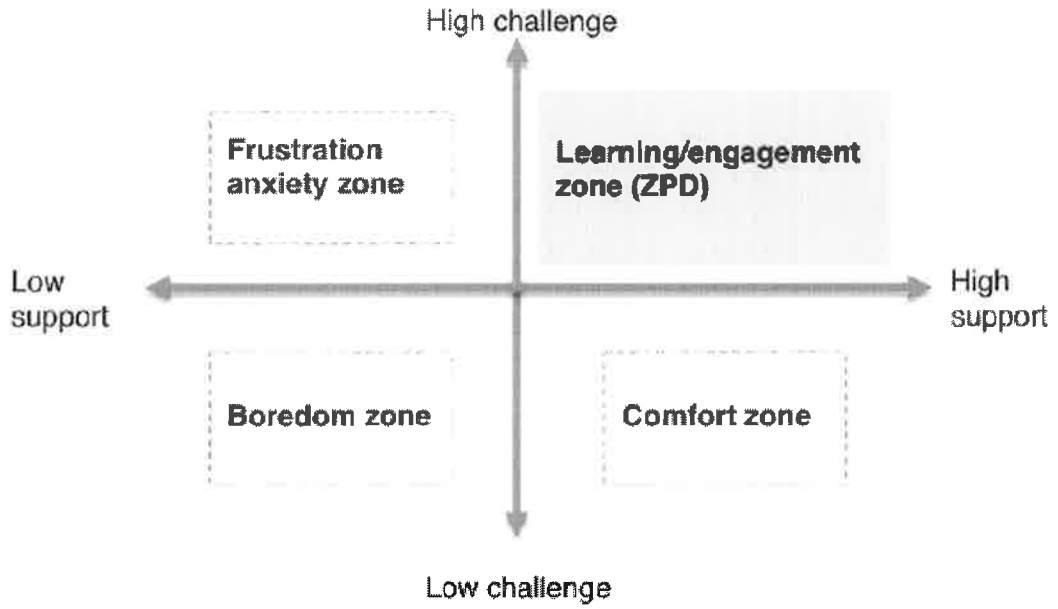
Interacting in Meaningful and Challenging Ways

English learners interact with intellectually challenging content through collaborative oral discussions with peers and in small groups. Teachers structure collaborative learning experiences that promote small-group discussions in all academic content areas. This encourages comprehension, vocabulary acquisition, and grammatical structures. Teachers provide strategic support for students to interact in meaningful ways by establishing routines, questioning to elicit students to infer or explain something they are familiar with. Linguistic

supports such as sentence frames allow students to adopt specific academic discourse and practice academic language that literate students use in school.

Scaffolding

Scaffolding is a temporary support to students for a skill that they will be able to perform on their own in the future. (Bruner 1983; Cazden 1986; Celce-Murcia 2001; Mariani 1997) refer to ways in which these temporary supportive scaffolds can be applied. Vygotsky's (1978) idea of the "zone of proximal development (ZPD)" calls attention to the need to support students in the instructional space that exists between what the learner can do independently and that which is too difficult for the learner to do without strategic support, or scaffolding.



Scaffolding is strategically planned for each individual student needs. The specific scaffolds needed depend on the task and the student's background knowledge as well as the language proficiency. The CA ELD standards indicate three different levels of linguistic scaffolds.

Language Star Overview

BP 6174 (a) guarantees that HUSD provides a challenging curriculum for English language learners.

The Accompanying AR 6174 (a) delineates the process for which the curriculum, identification and assessment are delivered.

Hamilton Unified School district is committed to providing English Learners with an accelerated language program that equips students with the language skills needed to be proficient in grade level reading, writing and content expectations and is aligned with the California English Language Development (ELD) Standards. Hamilton Unified School District has adopted an accelerated language program, *Language Star*, which is constructed around the linguistic research that there are five key elements of language that learners must know and use to be considered fluent language users. These elements include:

1. Phonology- the production and reception of the sound system
2. Morphology- the smallest units of meaning,
3. Syntax- the rules that govern the English language
4. Lexicon – words
5. Semantics- meaning of words

These five elements of language formulate our definition of language. Based on these elements of language, Hamilton Unified's Language Star program is designed to accelerate language learning and build a balanced language competence which will increase students' skills in reading, writing and speaking.

Guiding Key Language Acceleration Principles

Hamilton Unified endorses five Key Language Acceleration Principles which guide the instructional methods of Language Star.

1. Grouping students by their language proficiency level enhances the focus of teaching and accelerates English learning.
2. Language skills are best learned when teachers and students know what the exact language is and the desired outcome of the instruction.
3. Sentences are the basic units of language and their use by teachers and students accelerates English language learning.
4. Students produce their way to higher levels of language proficiency and must therefore produce correctly at least half of the language during a language lesson.
5. Language growth occurs when students are pushed to operate out of their linguistic comfort zone.

Language Star Program and Placement

Students are placed into one of two programs: foundational or academic.

Grades TK-5: EL students are placed in foundational or academic.

Both the Foundational and Academic Language Star are designed to provide 60 minutes daily (TK-K 30 minutes) of English language instruction that focuses on the rapid development of English speaking, listening, reading and writing skills. Students also receive core subjects at their grade level. Newcomers will be placed in foundational level.

Grades 6-12: EL students are given a placement assessment and placed into one of four course levels (Level 1, 2, 3, 4A, and 4B). Students receive one course of explicit instruction in a designated Grammar

and Writing course which focuses on the rapid development of English speaking, listening, reading and writing skills. Students also receive core subjects at their grade level. Newcomers will be placed in Level 1. They will also be assessed periodically and moved up a level accordingly.

Like any foreign language program, the students are grouped for language instruction based on their language levels. Each level follows a discrete language Scope and Sequence and takes benchmark assessments every eight weeks. Unlike other programs, HUSD *Language Star*, is an accelerated language program which sets students up to move up language levels as they demonstrate their language ability.

General Design of *Language Star* Program

1. During *Language Star* (Designated English Language Development time) English learners are grouped by their language proficiency level. There are no English only or Fluent English Proficient (RFEP) students present at this time.

2. *The Language Star* program is designed to accelerate students' language acquisition;

3. *Language Star* groupings may include students of different grade levels. The primary grouping consideration is students' language proficiency.

4. *Language Star* classes are taught by credentialed teachers who possess the proper supplemental authorization (LDS, CLAD, SB 2042, BCLAD, SB1969, SB 395, or AB 2913), or who are in a district-approved training program for one of these authorizations.

5. *The Language Star* program has strict yet flexible entry and exit criteria that ensure students' have the ability to move through their levels of proficiency as demonstrated in the accelerated language model.

6. *The Language Star* program features a designated block of instructional time in which specific methods and language objectives are taught. These specific language objectives and methods come from the district's ELD Scope and Sequence and Methods Mix.

SECTION 3

Reclassification Procedure and Academic Progress Monitoring

Reclassification Procedure

We are currently awaiting State Board Approval on new ELPAC reclassification guidelines. HUSD anticipates adopting the new guidelines after the State's approval.

Each of the following four criteria is required to reclassify English Language Learners to Reclassified Fluent English Proficient (RFEP). Reclassification Worksheets and Parent Notification of English Learners Being Considered for Reclassification can be found in the Appendix. The only exception to this would be English Learners in special education programs. See Alternative Assessments Guidelines and Accommodations for the English Language Proficiency Assessments for California. (AR 6174 h) (California Education Code Section 313 (f))

1. *Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and*
2. *Teacher Evaluation, including, but not limited to, a review of the student's curriculum mastery; and*
3. *Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age; and*
4. *Parent opinion and consultation.*

Criteria	***Method***	***District Standards***
#1 Assessment	*English Language Proficiency Assessment California (ELPAC)*	*Overall Proficiency Level 4*
#2 Teacher Evaluation	*Student's curriculum mastery*	*English Grade of "C" or better on most recent report card.* *Review of ELD Standards Progress Profile Card*
#3 Comparison of Performance in Basic Skills	*ELD Benchmark Assessment* *ELA District Benchmarks*	*80% or higher* *Comparable to RFEP/EO Peers*
#4 Parent and Student Opinion and consultation	*Letter to parent informing them of intent to reclassify to RFEP.* *Meeting or phone call to parent may be used in addition to the letter.*	*Documentation: Copy of parent letter in cum folder.*

Note: Teachers who do not recommend the student for reclassification will follow the Student Intervention Plan form and will reassess student progress in six weeks.

Academic Progress Monitoring

Academic progress is monitored on multiple levels during the school year for all students equally whether the student is an English learner or the student is a native English speaker in a mainstream program. Teachers monitor growth informally each day during the course of lessons in all subject areas (including ELD) to determine the degree to which students understand the lesson objectives and the grade level content being taught. This progress monitoring is often referred to as *formative assessments* or *assessments for learning* because the teacher is adjusting his/her teaching based on how students are learning the content.

Students also take curriculum embedded assessments upon completion of chapters, units of study, and the end of grading periods to determine their overall understanding and retention of the content delivered. These are often referred to as *summative assessments* or *assessments of learning* because they are administered after the lesson sequence is completed. The instructional materials and curriculum in all of the content areas (including ELD) have state content standards aligned summative assessments. In addition to the curriculum embedded assessments, HUSD teachers administer common assessments to students (including English learners and reclassified students) at all grade levels K-12 to monitor their general achievement in English Language Arts and Mathematics three to four times a year depending on the grade level. These are also considered summative assessments because they are administered after the content has been delivered.

Response to Intervention (Academic)

Once teacher has used at least 5 varied academic Tier 1 interventions and they have not improved student learning, the academic intervention takes another step with additional Tier 1 interventions to meet a specific SMART goal. Math, Writing, Reading, and ELD TOSA/coaching support will be available for teacher support if appropriate. If student continues to struggle within the academic content area with no improvement, teacher will contact POD leader to add discussion at the PLC level for possible focus group recommendation.

If student continues to struggle academically after a variety of Tier 1 interventions have been put into place with lack of progress, A focus group meeting will be initiated after 4-6 weeks of monitoring progress, with support from intervention guidance counselor and other HES resources.

Focus Team & SST Referral Process

Parents or teacher bring academic concerns. Teacher fills out student data form and requests a referral through the Aeries intervention system. A focus group meeting is scheduled to plan classroom interventions. Within 3-6 weeks, the intervention specialist will check in to support

and monitor interventions with data collection to determine if the concerns were addressed. If student made progress, teacher will continue to monitor in class and provide the class interventions. If no academic progress was made, the case is referred to a Student Success Team (SST) meeting. Before the SST meeting, the following actions will be completed: 1. Referral Form turned in, 2. consult with past teachers and or experts, 3. review cum record, 4. address concern with parent (documentation of multiple contacts).

Intervention Specialist – logs referral, serves as a liaison between classroom and admin, observes students, supports accommodations/interventions.

Referring Teacher – completes all forms, collects pertinent data for meetings, (STAR testing, other assessment, documents observations, communicates with parent, discusses student in PLC.

Admin – schedules meeting, invites attendees, reviews records, sends letter home and invites parents, sets up subs, notifies teacher of meeting, facilitates SST meeting,

Case manager – schedules parent meeting, makes home visits (if needed), assessment of family needs, family support, explanation/support SST documents/process.

At the Initial SST meeting, all attendees (teacher, admin, Intervention Specialist, guidance counselor, family case manager, Optional attendees: RN, Ed Specialist, School Psychologist, Literacy specialist, ELD coordinator) 1. review student data, 2. discuss strengths and prioritize concerns, 3. review interventions previously attempted, 4. plan additional intervention strategies. Three to six weeks after the Initial SST meeting, a Follow-Up SST meeting is scheduled. All present will 1. monitor results of interventions, 2. discuss additional actions to meet student needs, 3. problem solve to determine cause for concerns. (Follow-up SST's will be scheduled as needed, there is no limit to the number of follow-ups allowed.)

If interventions are successful, teacher/interventions will continue. If interventions are not successful, SST team may refer for 504 or formal Special Education assessment if criteria and safeguards are met.

Focus and SSTs will also be documented in Aeries, our Student management system. The hope will be that we will be able to transition to an electronic monitoring system in the future.

Interventions

Interventions will be recommended based on individual student needs. The team will utilize the *Pre-Referral Intervention Manual Fourth Edition* by Mcarney, Cummins, and House. The team will identify specific academic concerns that need improvement and will agree on a learning goal. Intervention strategies are selected from the book. The following link is an example of the 687-page manual: Pre-Referral Intervention Manual Table of Contents. For example, if a student is having difficulty using verb tenses correctly when writing, the team

would refer to pages 178 and 179 where a list of thirty different intervention strategies are offered.

Interventions will also be documented in Aeries, our Student management system. The hope will be that we will be able to transition to an electronic monitoring system in the future.

Catch Up Plan (Multi-Tiered System of Support)

The district utilizes Response to Intervention (RTI) which is under the Multi-Tiered System of Support (MTSS). According to the National Assessment of Education Progress (NAEP), "educators must be knowledgeable in best practices to help English language learners achieve their academic goals". It is vital to address student needs on an individual basis in order to improve the outcomes of struggling students. Research shows that RTI provides successful interventions for EL students who struggle with reading (Linan-Thompson, Vaughn, Prater, & Cirino, 2006; Vaughn, Cirino, Linan-Thompson, et al., 2006; Vaughn, Linan-Thompson, Mathes, et al., 2006). Core classroom instruction is modified to address specific student needs if they are not making progress prior to moving to the next tier (Vaughn & Fuchs, 2003). The *Pre-Referral Intervention Manual-Fourth Edition* will be used to develop a comprehensive plan of intervention strategies for students. This manual provides over 4,000 different intervention strategies that are easily implemented and improves the teacher's ability to individualize instruction by regular education classroom teachers.

Bedore & Pena found that in the past, language-minority students may have been over-represented in special education programs. Using the RTI model, differentiated classroom instruction along with intensive interventions are provided prior to a special education referral.

Focus Group -

The first step in the identification of a need. The school leadership team (list all) along with the classroom teacher will conduct ongoing progress monitoring will determine if a student is making progress in English. If the student is not making adequate progress, then extra explicit interventions are provided. This is referred to as tier two interventions and often delivered in a small group setting. A careful match between the English language learner's weakness and the intervention is vital. This will ensure that EL students are receiving the appropriate educational opportunities to acquire a new language as well as learn new concepts. HUSD will use multiple measures to determine whether a student is making progress.

HUSD Catch Up Plan

Tier	Identified Intervention	Assessments
Tier 1	Whole group and Small group instruction Classroom based Integrated and Designated ELD	Benchmark assessments Ongoing formative assessment Observations by classroom

	Focus Group	teacher and ELD coordinator Review ELD Progress Profile Chart STAR Reading CAASPP ELA
Tier 2	Small group instruction by general ed teacher Before school Intervention referral After school program referral Wolf time Saturday school Focus Group	Review ELD Progress Profile Chart Observations by ELD coach and Intervention teacher
Tier 3	Push-in or Pull-out by Intervention teacher (small group instruction) Before school Intervention referral After school program referral SST meeting	

Professional Learning Communities

HUSD is committed to the Professional Learning Community (PLC) process as a means to enhance student achievement. PLCs allow teachers to collaborate and share solutions as they clarify standards and learning targets, determine proficiency indicators, discuss interventions, as well as extension and enrichment activities.

ELD Progress Monitoring

HUSD will monitor English learner students using the following:

The ELD Standards Progress Profile Chart- Student Progress in ELD for each English Learner shall be monitored with the HUSD ELD Standards Progress Profile Chart. The Profile Charts are affixed to the EL folder, and progress is monitored at least once per semester. Every 6-8 weeks, all K-12, English Learners will be assessed by the classroom teacher as to the student's progress in mastering the ELD Standards. The teacher shall include at least two ELD Assessment to the Progress Profile Card each school year.

ELD Assessments- Every 6-8 weeks, EL teachers will give Benchmark assessments to every EL student in their class. These results will be recorded on the Standards Progress Profile Chart (see above) and will be reviewed at least once a semester.

EL Folder monitoring- A HUSD English Learner Folder will be created for each English learner in HUSD. EL Folders will assist in monitoring the student progress and mastering ELD Standards and document appropriate services and programs. The EL Folder will contain all required documentation for categorical programs. EL Folders will travel with the student if they move within HUSD. Annually, the EL folder for each student will be reviewed. The purpose of this review shall be to check for proper documentation and to determine that English Learners have been receiving appropriate instruction in ELD and SDAIE by a qualified teacher and that the English Learner's progress has been documented on the ELD Standards Progress Profile Chart. Documents such as: Parent Notifications, Summative ELPAC Reports, Primary Language Assessments, Reclassification Forms should be included in the EL Folder.

The Summative ELPAC- The ELPAC shall be administered annually to each English Learner during the time frame established by the state. The results of the Summative ELPAC shall be used to evaluate how well English Learners are learning English. State law (Education Code sections 313, 60810 and 60812) required the development of a state test that school districts shall give to students whose home language is not English. All English learners are required to take the English Learner Proficiency Assessment for California (ELPAC) annually until they have been reclassified. The ELPAC assessment is designed to monitor the progress English learners are making as they acquire English in four specific language domains: reading, writing, listening, and speaking. (See Appendix).

Academic Progress Monitoring/Support/Intervention for Reclassified Students

Reclassified students will receive four years of follow-up monitoring by classroom teachers, administrators, and the district. Progress will be checked and recorded on the district monitoring form each semester of the year following reclassification.

If the student's applicable assessment (CAASPP) scores – fall below the "Nearly Met" level in English Language Arts/Math or the student's grades fall below a D in English Language Arts, the student will be referred to a Focus Group meeting.

Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to: intervention courses, additional tutoring or counseling, training in test taking strategies, and modified work in reading, language areas, and mathematics.

California Education Code 313(d) requires that all English Learners who have been reclassified be monitored for a four-year period. Monitoring does not mean the ELPAC should be administered again, rather, the student's academic progress and achievement should be monitored and reviewed on a periodic basis to be certain the student is continuing to

progress. If the student fails to make progress, it is necessary to intervene and not allow him/her to fall behind.

The four-year monitoring in HUSD requires schools to list the student's academic grades in English Language Arts each semester of the four years. In addition, all CAASPP proficiency levels in ELA and Mathematics must be listed on an annual basis. Students are required to be monitored and reviewed for four years or eight semesters. If a student receives a failing grade in ELA or does not make progress in CAASPP scores, schools must provide, list, and monitor all intervention and additional support provided to the student to ensure success in the school's regular education program. You will find a copy of the Four-Year Monitoring Report in the Appendix.

Special Education

The procedures and services for all special education students also apply to special education English Learners. Alternative reclassification criteria may be utilized on an individual basis. Any decision to alter the reclassification criteria must be made by the IEP team in accordance with State and Federal requirements. Link to Matrix 4 for ELPAC: https://docs.google.com/viewer?url=https%3A%2F%2Fwww.cde.ca.gov%2Fta%2Ftg%2Fep%2Fdocuments%2Felpacmatrix4.docx

Long Term English Learners

2013 California Education Code 313.1. a & b defines a long-term English learner 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 any of 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 at the below basic or far below basic level on the English language arts standards-based achievement test.

Students at risk of becoming long Term EL students will be monitored after three years in the U.S. **if the EL student has remained at the same ELPAC proficiency level for two or more years.** Students will be evaluated based on their ELPAC level and progress, CAASP scores, and grades in ELA. Students that are not meeting the benchmark criteria will be placed on an intervention (Catch-up) Plan utilizing the Multi-Tiered System of Supports (MTSS) which includes the Response to Intervention process. The Action Plan will be documented on the At Risk of becoming Long Term EL Monitoring and Plan Form. (See Appendix).

SECTION 4

Staffing and Professional Development

Teacher Certification

Hamilton Unified School District ensures that all teachers assigned to provide ELD instruction to English Learners in the *Language Star* program are highly-qualified with the proper authorization.

BP 4112.24 (a) ensures that the Governing Board recruits certificated staff that meets the requirements of No Child Left Behind and are highly qualified to instruct within their respective credential area.

AR 4112.24 (a) is the accompanying procedures for accurately recruiting and assigning teachers to core instructional assignments.

AR 4112.22 (a) demonstrates that the District has a clear procedure for providing English Language Development. The strategies required by AR 4112.22, that the Superintendent requires that all teachers who teach ELD/SDAIE course have appropriate credentials granted by the CTC authorizing instruction to second language learners.

District Language Coach

Hamilton Unified recognizes that professional development requires ongoing coaching with opportunities for feedback and reflection for full implementation of new strategies and techniques. In order to ensure that our English Learners are provided the highest level of instruction, HUSD employs a District Language Coach.

The Language Coach is equipped to provide a variety of services to the staff including:

i. Professional development and training for staff;
ii. Co-planning of lessons with teachers;
iii. In-class coaching and direct feedback of lesson instruction;
iv. Monitors adherence to the district adopted Scope and Sequence for the Language Star program;
v. Facilitates and records benchmark assessments and data;
vi. Evaluates and monitors student placement within the program.

Professional Development

The district is dedicated to providing multiple professional development opportunities to all teachers assigned to instruct language learners. There are two fundamental objectives of the professional development opportunities:

i. Deepen educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately;

ii. Prepare educators to understand and value English Learners (and other students with particular needs), create safe, orderly and supportive learning environments, and hold high expectations for academic achievement

The district ensures that all *Language Star* instructors will receive specific professional development that provides them with and understanding of the program's methods, principles and design; as well as, schedule designated times to work with the district coach.

The district understands that all of our students are language learners and provides additional professional development to staff with an emphasis on integrated ELD and specific reading and writing strategies to increase the language skills of all students.

SECTION 5

Family and Community Involvement

Parent Advisory Committees

HUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the District's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for ELAC at the school-site level and DELAC at the District level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services and provide recommendations.

English Learner Advisory Committee (ELAC)

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELAC is not a decision making council nor does it approve expenditures from any funding source. However, it does provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Parents who serve on the ELAC are elected by parents/guardians of EL and must make up at least the same percentage of the committee membership as their children represent of the student body. The minimum percentage of EL parents on the ELAC is fifty-one (51) percent.

Each school-level ELAC maintains records of all meetings that include agendas, minutes, and sign-in sheets.

District English Learner Advisory Committee (DELAC)

Each District with fifty-one (51) or more ELs must establish a functioning DELAC. After the Local District ELAC membership has been established, the committee must elect a Representative and Alternate to participate in the DELAC. Parent participation in DELAC is proportionately determined by the total number of ELs enrolled within a Local Educational Service Center.

Communication with Parents and community

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff to ensure that parents have full access to communication about their students' learning and progress. Translators are provided for Back to school Night, Parent Conferences, Student Study Teams (SST), and IEPs.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the District recognizes that under federal law, a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

SECTION 6

Program Monitoring, Evaluation, and Accountability

Purpose of EL Program Monitoring

Hamilton Unified is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

1. Monitor implementation of instructional program and principles as defined in the English Learner Master Plan;
2. Determine effectiveness of the program in accelerating English for ELs;
3. Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system
4. Support continuous improvement in the implementation of instruction, learning and program design and identify needed modifications.

Program Evaluation and Monitoring

The district administrative team in collaboration with the district language coach work together to identify consistent and inconsistent implementation of program methods and principles. Site administration regularly does walk-throughs during ELD instruction and provides teachers with direct feedback. In addition, the district coach monitors the daily instruction and assists teacher with adherence to the district adopted Grammar Scope and Sequence and Methods Mix. Furthermore, site administration will do two program evaluations a year (one at the end of each semester) which will be used to assess the quality and consistency of the implementation of the instructional methods and principles of the program.

Student learning is monitored and assessed every eight weeks. A benchmark assessment is administered to all EL students. This data is entered into the Student Information and Data System (EADMS) and students who pass with an 80% on the semester benchmarks are moved to the next level.

In addition, on an annual basis, HUSD will monitor the EL program as a whole using reclassification data, ELPAC data as well as EL graduation rates to ensure that the program is meeting the needs of EL students in addition to increasing EL student achievement. This review will take place through the LCAP process and will include feedback from parents as well as students and teachers.

APPENDIX

1. HUSD Reclassification Worksheet
2. EL with Special Needs Reclassification Worksheet
3. Reclassification Parent Notification
4. ELD Standards Progress Profile Chart
5. RFEP Monitoring
6. Long Term EL (LTEL) Monitoring
7. ELPAC Performance Level Descriptors

Hamilton Unified School District
ELL RECLASSIFICATION WORKSHEET

Student Name_____ Grade_____
Date_____

CRITTERIA FOR RECLASSIFICATION Date of Assessment ___/___/___

1. English Language Proficiency Assessment:

ELPAC Overall (Level 3 or 4)	Listening	Speaking	Reading	Writing

2. **Teacher Evaluation/Curriculum Mastery**

ELD Benchmark (80% or higher)		Standards (K-5; Satisfactory or better, Grades 6-8; C or better)	
Date ___/___/___		Language Arts	

3. **Parent Opinion/Consultation**

   Date Contacted: _____

   Parent Opinion Yes _____ No _____ Letter mailed Date: _____

4. **Student Performance**

   District Benchmark Score _____

Student Meets Reclassification Criteria: □ Yes □ No Date: _____

Teacher: _____Date_____
Principal/ Designee: _____Date_____
Parent: _____Date_____
EL Coordinator: _____Date_____

ENGLISH LEARNER WITH SPECIAL NEEDS RECLASSIFICATION WORKSHEET

Name: D.O.B.: Grade: Date of Meeting:

Primary Disability: Secondary Disability:

Summary of English language development services received:

1. **Assessment Results of Language Proficiency**

   (Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to CELDT if appropriate)

   Language Proficiency Assessment Taken: □ ELPAC or □ Alternate Assessment

   Current School Year Data Date: _____

   o ELPAC Overall Score: _____ Listening: _____ Speaking: _____ Reading: ____Writing: _____

   o Alternate Assessment (ALPI) Overall Score: _____ Listening: _____Speaking: _____

   o Other Alt. Assessment: _____ Listening: _____ Speaking: _____ Reading: ____Writing: _____

   Previous School Year Data Date: _____

   □ ELPAC Overall Score: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: ____

   □ Alternate Assessment (ALPI) Overall Score: _____ Listening: _____ Speaking: _____

   □ Other Alternate Assessment: Listening: _____ Speaking: _____ Reading: _____ Writing: _____

   Student met language proficiency level criteria as assessed by ELPAC? □ Yes □ No

   If student took alternate assessment(s), answer the following questions:

   Does the reclassification team feel the student's disability impacts the ability to manifest English proficiency? □ Yes □ No

   If so, in what areas: □ Listening □ Speaking □ Reading □ Writing

   Note: Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language, or error patterns in speaking, reading, and writing are typical of students with that disability versus students with language differences, etc.

   Comments:

   Does the reclassification team feel it is likely the student has reached an appropriate level of English proficiency? □ Yes □ No

2. **Teacher Evaluation**

Note: Having incurred deficits in motivation & academic success unrelated to English language proficiency (i.e. disability) do not preclude a student from reclassification.

Evaluation was based on: □ Classroom performance □ District-wide assessments

□ IEP Goal Progress □ Other:

Comments:

Does the Reclassification Team feel teacher input/evaluation warrants possible reclassification?

□ Yes □ No

3. Parent Opinion and Consultations was solicited through: □ Letter to Parent □ Parent Conference □ Other

Does the Reclassification Team feel parent input warrants possible reclassification at this time?

□ Yes □ No

Comments:

4. **Comparison of Performance in Basic Skills**

Note: "Assessment of language proficiency using an objective assessment instrument; CASP or CMA score in English/language arts (ELA) must be at least beginning of basic level to midpoint of basic - each district may select exact cut point; for pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For students that do not take CMS or CASP, the team may use other empirical data to determine if the student has acquired English based on their ability level.

Assessment taken: □ CASP □ CMA □ CAPA □ Other Date: _____

English/Language Arts Score/results of assessment ----------_____

Student met the Performance of scoring at the beginning to mid-point of basic? □ Yes □ No

If performance in basic skills LEA/district criteria based on CASP/CMA/CAPA or other assessment was not met, answer the following questions to help determine if "factors other than English language proficiency are responsible for limited achievement in ELA"

□ Student's Basic Skills assessment scores appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language & speech impairment, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) or,

□ Error patterns noted mirror the patterns of errors made by students with a particular disability versus a peers with language differences and student has manifests language proficiency in all other areas Does the Reclassification Team feel analysis of Performance in Basic Skills (ELA) warrants reclassification? ☐ Yes ☐ No

Does the reclassification team (this may be the IEP team) feel the student should be reclassified at this time based on analysis of the four criteria above?

□ **Yes** □ **No**

Hamilton Unified School District

Parent/Guardian Notification Letter for English Learners Being Considered for Reclassification

Date: _____

To:_____

Your child, _____, has been enrolled in an educational program that provides services to English learners.

At this time, we are happy to inform you that we are recommending that your child be reclassified to Fluent English Proficient (RFEP) status. Based on the information described below, we believe your child can now progress academically without specialized instruction for students who are learning English.

The decision to reclassify your child to Fluent English Proficient Status is based on the following:

a. Level of English Proficiency based on the ELPAC
b. Teacher Evaluation based on achievement in class work
c. Comparison of Basic Skills comparable to peers
d. Your opinion as the parents or guardians

At school, we will follow your child's progress over the next four years to be sure that he/she receives any needed support.

If you would like to have more information and/or discuss the decision to reclassify your child, please call the school at 530-826-3474.

Sincerely,

_____ _____

Principal Date

Hamilton Unified School District

EL Profile Chart

Name of student: Grade of student:

Teacher:

District Quarterly ELD Benchmarks

Date	Benchmark	Score	Date	Benchmark	Score

Summative ELPAC Scores (Date of Test: _____)

Overall	Oral		Written	
	Listening	Speaking	Reading	Writing

Attendance and Tardy Data

	Fall Semester		Spring Semester	
Attendance/Tardy				

Is student making progress according to assessments above? Yes No

If not, what are the interventions currently in place?

Date	Description of intervention		
	☐ Wolf-Time	☐ Push-in/pull out	☐ Site contract
	☐ Small Group	☐ Migrant Ed tutor	☐ Behavior Plan
	☐ Saturday School	☐ Summer School	☐ Other: _____

SMART Goal: academic and/or social behavior			
By when, student will ____ under what conditions at what proficiency level measured by whom, how.			
Start date:	*Duration:*	*Progress Monitoring Tool:*	*Responsible Party(s):*

Follow-Up Date:_____ **Responsible Party for FollowUp:_____**

INTERVENTION SUMMARY SMART GOAL MET: Yes No

☐ PLC ☐ SST ☐ Assessment for 504/IEP

☐ POD Leadership ☐ Speech Referral

☐ Focus Group ☐ School Based Counseling

Continued area of concern:

Date	Suggested interventions
	☐ Wolf-Time ☐ Push-in/pull out ☐ Site contract ☐ Small Group ☐ Migrant Ed tutor ☐ Behavior Plan ☐ Saturday School ☐ Summer School ☐ Other: _____

SMART Goal: academic and/or social behavior			
By when, student will ____ under what conditions at what proficiency level measured by whom, how.			
Start date:	*Duration:*	*Progress Monitoring Tool:*	*Responsible Party(s):*

Follow-Up Date:_____ **Responsible Party for Follow-Up:_____**

INTERVENTION SUMMARY SMART GOAL MET: Yes No

☐ PLC ☐ SST ☐ Assessment for 504/IEP
☐ POD Leadership ☐ Speech Referral
☐ Focus Group ☐ School Based Counseling

Date on which intervention is scheduled or scheduled to start: _____

Continued area of concern:

Date	Suggested interventions
	☐ Wolf-Time ☐ Push-in/pull out ☐ Site contract ☐ Small Group ☐ Migrant Ed tutor ☐ Behavior Plan ☐ Saturday School ☐ Summer School ☐ Other: _____

SMART Goal: academic and/or social behavior			
By when, student will ____ under what conditions at what proficiency level measured by whom, how.			
Start date:	*Duration:*	*Progress Monitoring Tool:*	*Responsible Party(s):*

Follow-Up Date:_____ **Responsible Party for Follow-Up:_____**

INTERVENTION SUMMARY SMART GOAL MET: Yes No

☐ PLC ☐ SST ☐ Assessment for 504/IEP
☐ POD Leadership ☐ Speech Referral
☐ Focus Group ☐ School Based Counseling

Hamilton Unified School District
RFEP Monitoring and Plan

Name: Grade:

Teacher: RFEP Date:

Year of Monitoring: 1 2 3 4

Academic Data

CAASP Date	ELA Scale Score	ELA Prof. Level	Math Scale	Math Prof. Level

Grades	Fall	Spring
ELA		

Attendance and Tardy Data

	Fall	Spring
Attendance/Tardy		

Is student making progress according to data above? Yes No

If not, what are the interventions currently in place?

Date	Description of intervention		
	☐ Wolf-Time	☐ Push-in/pull out	☐ Site contract
	☐ Small Group	☐ Migrant Ed tutor	☐ Behavior Plan
	☐ Saturday School	☐ Summer School	☐ Other: _____

SMART Goal: academic and/or social behavior			
By when, student will ____ under what conditions at what proficiency level measured by whom, how.			
Start date:	*Duration:*	*Progress Monitoring Tool:*	*Responsible Party(s):*

Follow-Up Date:_____ **Responsible Party for Follow-Up:_____**

INTERVENTION SUMMARY SMART GOAL MET: Yes No

☐ PLC ☐ SST ☐ Assessment for 504/IEP

☐ POD Leadership ☐ Speech Referral

☐ Focus Group ☐ School Based Counseling

Date on which intervention is scheduled or scheduled to start: _____

Continued Area of Concern:

Date	Suggested interventions		
	☐ Wolf-Time ☐ Small Group ☐ Saturday School	☐ Push-in/pull out ☐ Migrant Ed tutor ☐ Summer School	☐ Site contract ☐ Behavior Plan ☐ Other: _____

SMART Goal: academic and/or social behavior			
By when, student will ____ under what conditions at what proficiency level measured by whom, how.			
Start date:	*Duration:*	*Progress Monitoring Tool:*	*Responsible Party(s):*

Follow-Up Date:_____ Responsible Party for Follow-Up:_____

INTERVENTION SUMMARY SMART GOAL MET: Yes No

☐ PLC ☐ SST ☐ Assessment for 504/IEP
☐ POD Leadership ☐ Speech Referral
☐ Focus Group ☐ School Based Counseling

Date on which intervention is scheduled or scheduled to start _____

Continued Area of Concern:

Date	Suggested interventions		
	☐ Wolf-Time ☐ Small Group ☐ Saturday School	☐ Push-in/pull out ☐ Migrant Ed tutor ☐ Summer School	☐ Site contract ☐ Behavior Plan ☐ Other: _____

SMART Goal: academic and/or social behavior			
By when, student will ____ under what conditions at what proficiency level measured by whom, how.			
Start date:	*Duration:*	*Progress Monitoring Tool:*	*Responsible Party(s):*

Follow-Up Date:_____ Responsible Party for Follow-Up:_____

INTERVENTION SUMMARY SMART GOAL MET: Yes No

☐ PLC ☐ SST ☐ Assessment for 504/IEP
☐ POD Leadership ☐ Speech Referral
☐ Focus Group ☐ School Based Counseling

Date on which intervention is scheduled or scheduled to start _____

Hamilton Unified School District
Long Term English Learner Monitoring

Name: Grade:

Teacher: Date Entered US School:

District Quarterly ELD Benchmarks

Date	Benchmark	Score	Date	Benchmark	Score

Summative ELPAC Scores (Date of Test: _____)

Overall	Oral		Written	
	Listening	Speaking	Reading	Writing

ELA CAASPP Scores

Date	ELA Scale Score	ELA Prof. Level

Attendance and Tardy Data

	Fall Semester		Spring Semester	
Attendance/Tardy				

Is student making progress according to assessments above? Yes No

If not, what are the interventions currently in place?

Date	Description of intervention		
	☐ Wolf-Time	☐ Push-in/pull out	☐ Site contract
	☐ Small Group	☐ Migrant Ed tutor	☐ Behavior Plan
	☐ Saturday School	☐ Summer School	☐ Other: _____

SMART Goal: academic and/or social behavior			
By when, student will ____ under what conditions at what proficiency level measured by whom, how.			
Start date:	*Duration:*	*Progress Monitoring Tool:*	*Responsible Party(s):*

Follow-Up Date:_____ **Responsible Party for Follow-Up:**_____

INTERVENTION SUMMARY SMART GOAL MET: Yes No

☐ PLC	☐ SST	☐ Assessment for 504/IEP
☐ POD Leadership	☐ Speech Referral	
☐ Focus Group	☐ School Based Counseling	

Date on which intervention is scheduled or scheduled to start: _____

Continued Area of Concern:

Date	Suggested interventions
	☐ Wolf-Time ☐ Push-in/pull out ☐ Site contract ☐ Small Group ☐ Migrant Ed tutor ☐ Behavior Plan ☐ Saturday School ☐ Summer School ☐ Other: _____

SMART Goal: academic and/or social behavior			
By when, student will ____ under what conditions at what proficiency level measured by whom, how.			
Start date:	*Duration:*	*Progress Monitoring Tool:*	*Responsible Party(s):*

Follow-Up Date:_____ Responsible Party for Follow-Up:_____

INTERVENTION SUMMARY SMART GOAL MET: Yes No

☐ PLC ☐ SST ☐ Assessment for 504/IEP
☐ POD Leadership ☐ Speech Referral
☐ Focus Group ☐ School Based Counseling

Date on which intervention is scheduled or scheduled to start: _____

Continued Area of Concern:

Date	Suggested interventions
	☐ Wolf-Time ☐ Push-in/pull out ☐ Site contract ☐ Small Group ☐ Migrant Ed tutor ☐ Behavior Plan ☐ Saturday School ☐ Summer School ☐ Other: _____

SMART Goal: academic and/or social behavior			
By when, student will ____ under what conditions at what proficiency level measured by whom, how.			
Start date:	*Duration:*	*Progress Monitoring Tool:*	*Responsible Party(s):*

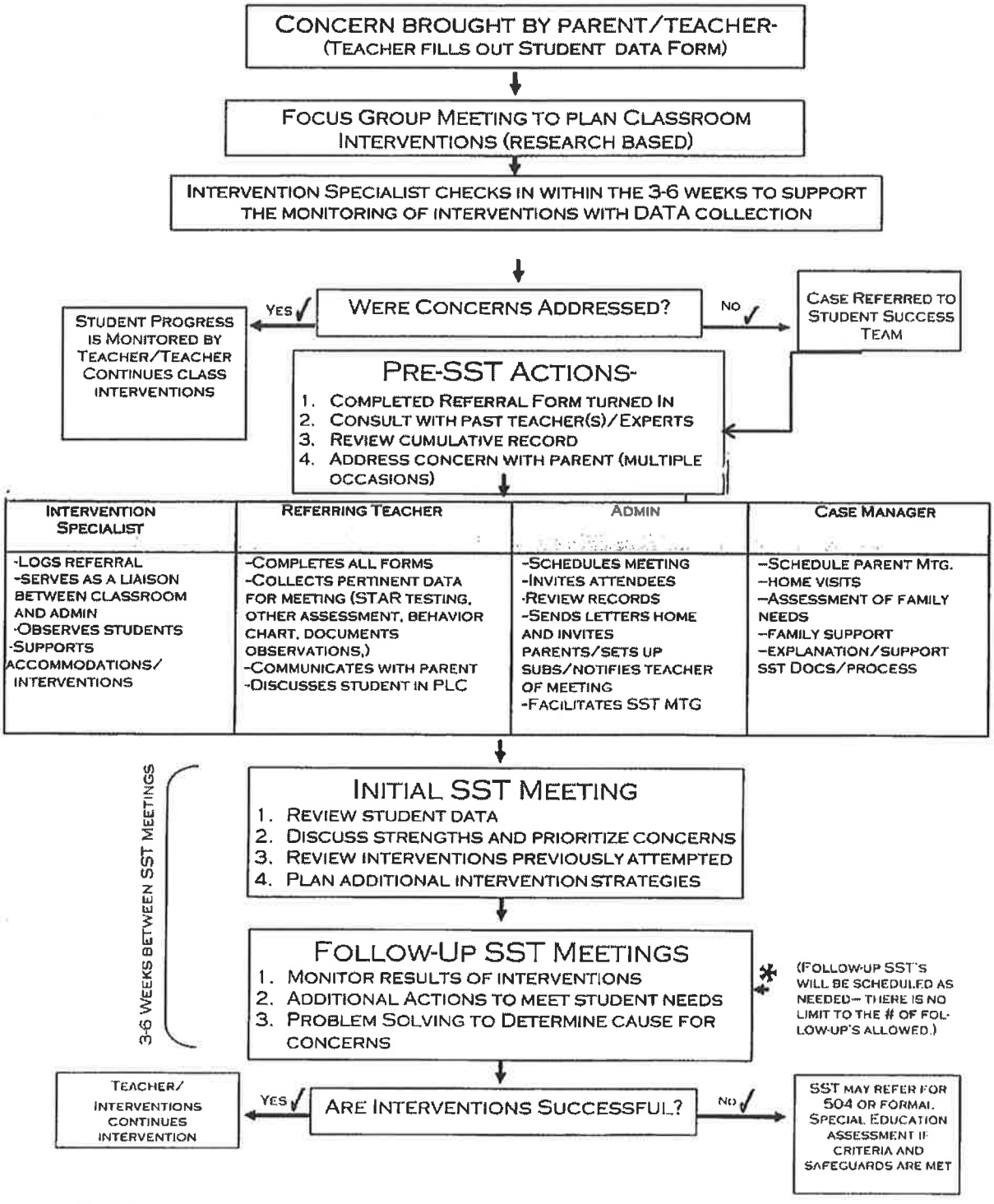
Follow-Up Date:_____ Responsible Party for Follow-Up:_____

INTERVENTION SUMMARY SMART GOAL MET: Yes No

☐ PLC ☐ SST ☐ Assessment for 504/IEP
☐ POD Leadership ☐ Speech Referral
☐ Focus Group ☐ School Based Counseling

Date on which intervention is scheduled or scheduled to start: _____

HAMILTON ELEMENTARY SST REFERRAL PROCESS FLOW CHART



REV 8/18 KT

ELPAC Performance Level Descriptors

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.