

# Master Plan for English Learners

Tahoe Truckee Unified School District



Board Approved  
June 5, 2019

## **Acknowledgements**

The Tahoe Truckee Unified School District *Master Plan for English Learners* was developed through the dedicated effort and collaboration of the English Learner Programs Coordinator, Site EL Coordinators, the Education Services Division, district teachers, administrators, academic coaches, support staff, and parents.

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## **District Vision**

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's futures. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, team work, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

## **Draft Vision for English Learners**

English Learners are resilient risk-takers who take ownership of their education. In addition to contributing language and cultural assets, English Learners enrich the learning experience and foster a creative and collaborative culture. English Learners meaningfully access complex topics and articulate critical thinking through authentic oral and written communication in all content areas.

## **District Beliefs**

1. Students are the focus of all decisions.
2. A culture of accountability shall drive excellence and promote the district vision of teaching and learning.
3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.
4. The physical, social and emotional well-being of students results from a partnership between families, the school staff, and the community.
5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.
6. We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.
7. The Lake Tahoe region is precious, and we value our physical environment and integrate this element into our educational goals.
8. Schools, families and the community are partners in helping students develop a sense of ownership for their learning.
9. Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students.
10. School principals are passionate professionals who are leaders of leaders and accountable for the success of the school.
11. All district staff members contribute to a safe environment conducive to providing challenging and engaging learning opportunities for students.
12. The Superintendent-Chief Learning Officer has a critical responsibility to communicate a vision of the future and to initiate and support action toward the vision.
13. The Board of Education is entrusted with the responsibility for setting policies and strategies that are consistent with these beliefs and assures the district meets its vision.

## **Introduction**

Tahoe Truckee Unified School District is a culturally and linguistically diverse learning community striving to meet the needs of its approximately 4,000 scholars. About 800 scholars, or 20%, are English Learners. 99% of our English Learners come from Spanish speaking backgrounds. The remaining English Learner population includes approximately 15 other languages.

The Tahoe Truckee Unified School District's *Master Plan for English Learners* serves as a guide to the specific procedures the district uses to identify, serve and monitor the progress of those students who arrive in our schools without a full command of the English language.

All TTUSD personnel, at the school and district level - teachers, counselors, instructional assistants and administrators - are expected to follow the procedures specified in this *Master Plan for English Learners*. Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such modifications are consistent with state and federal law.

### **The California English Learner Roadmap**

The CA EL Roadmap paves the way for English learner success by providing tools and examples aligned to the State priorities so that parents, communities, schools, teachers, administrators, districts, and county offices of education can effectively implement policies, programs, and practices for our state's English learners.

#### **EL Roadmap Vision:**

English learners fully and meaningfully access and participate in a twenty-first 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.

#### **EL Roadmap Mission**

California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools 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.

#### **The Four Principles of the EL Roadmap:**

*Principle One: Assets-Oriented and Needs-Responsive Schools* Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

*Principle Two: Intellectual Quality of Instruction and Meaningful Access* English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

*Principle Three: System Conditions That Support Effectiveness* Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive

to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

*Principle Four: Alignment and Articulation Within and Across Systems* English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Our *Master Plan for English Learners* is tied to and based on:

- The California English Learner Roadmap
- Federal and State laws and regulations
- District policies, vision and beliefs
- District Local Control Accountability Plan and Pathways Strategic Plan 2020
- California Common Core State Standards, the California ELD standards, and the ELA/ELD Framework
- Research-informed, proven instructional practices

In order to provide *compliance, consistency, clarity, and continuing improvement* in our programs and settings for English Learners, our district is purposefully structured and organized in order to meet these needs. The major organizational components are:

- Educational Services Division, with an Executive Director, Administrative Assistant, Academic Coaches, English Learner Programs Coordinator, Data Management Specialist and Entry Technician, Extensions and Interventions Programs Coordinator and Translations and Bilingual Community Services;
- English Learner Programs Professional Learning Community (PLC)
- An English Learner Coordinator at each school site;
- Procedures and documents to organize and control our programs and services.

The EL Programs PLC, chaired by the English Learner Programs Coordinator, is the key to district coordination of EL issues. This committee ensures that the district adheres to the standards and procedures in this *Master Plan* and that all offices and departments in the district coordinate their efforts related to programs and services for ELs.

The district and school site coordinators work collaboratively to ensure compliance and quality programs and services in:

- Identification of potential ELs and ELPAC (English Language Proficiency Assessments for California) testing;
- Parent Notifications
- Organization and implementation of reclassification process and monitoring of reclassified students (R-FEPs);
- Attendance at meetings, including, but not limited to:

- ELAC/DELAC meetings; district trainings and coordination meetings;
- Academic Support Team/Intervention Team site meetings;
- EL Coordinators' monthly EL Program PLC meetings
- Assistance with planning, organizing, and/or implementing site-based staff development on topics pertaining to English Learners;
- Assistance with selection of textbooks and supplementary materials;
- Interface with parents; assistance with parent education at the site;
- Training, mentoring, and/or assisting teachers of English Learners;
- Monitoring of cumulative files and EL Red Folders (i.e. file all paperwork pertaining to English Learners' progress and assessments; interface with office staff to ensure that students' correct Aeries codes are inputted).

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# Identification, Assessment, Classification, Parent Notification and Program Placement

## EL-1

The district properly identifies and assesses all students who have a primary language other than English. Parents are notified of initial identification, initial placement and program options.

All English Learners are placed in English-language classrooms unless the parent or guardian so requests. Based on district criteria of reasonable fluency, English Learners are placed in Structured English Immersion (SEI), in English-Language Mainstream (ELM) program settings.



## Initial Identification, Assessment, Classification and Parent Notification

### Home Language Survey (HLS)

At the time of initial 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](#) for each of their school-aged children as part of the District’s enrollment procedure at the school site. The HLS remains on file for each of the district’s students (including Migrant, Special Education, and Alternative Education enrollees). This information will assist schools in providing appropriate instruction for all students.

If the responses to the questions on the HLS are all “English,” the student does not require assessment for language proficiency. The student is identified as English Only (EO) and placed in an English mainstream program. However, if the HLS indicates a language other than English on questions 1, 2, or 3 or if it is believed through observation that the student speaks another language in addition to English, the student is a potential EL (identified TBD or To Be Determined). The student must be assessed in English language skills on the ELPAC within 30 calendar days of initial enrollment to determine if in fact the student is EL or Fluent English Proficient. (The 4th question on the HLS provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but it does not mandate assessment.)

### Assessment

A state-approved assessment instrument, the English Language Proficiency Assessments for California (ELPAC) is currently administered to determine English language proficiency skills. A preliminary unofficial score will be calculated at the school site for the purposes of placement and program options. The ELPAC results are also forwarded for official scoring by the test publisher, Educational Data Systems. These official results override the informal scoring in those cases where the scores differ.

### Initial Assessment and Parent Notification of Language Learners

Initial assessment for Potential ELs (TBDs) will take place within 30 calendar days of enrollment and can occur at any time during the school year. Students who score Fluent English Proficient on their initial ELPAC test are classified as Initially Fluent English Proficient (I-FEP), according to the State Board of Education approved criteria. No further testing is necessary for a student identified as I-FEP. These students will be placed in the school’s mainstream English setting. Students who do not meet I-FEP criteria will be classified as English Learners (EL).

Initially Fluent English Proficient (I-FEP) Criteria			
Grades TK-1		Grades 2-12	
CATEGORY	CRITERIA	CATEGORY	CRITERIA
<b>ELPAC Overall</b>	Well developed	<b>ELPAC Overall</b>	Well developed
<b>ELPAC Listening</b>	Somewhat developed or above	<b>ELPAC Listening</b>	Somewhat developed or above
<b>ELPAC Speaking</b>	Somewhat developed or above	<b>ELPAC Speaking</b>	Somewhat developed or above
<b>ELPAC Reading</b>	Any score	<b>ELPAC Reading</b>	Somewhat developed or above
<b>ELPAC Writing</b>	Any score	<b>ELPAC Writing</b>	Somewhat developed or above

Parents/guardians of English Learners are notified not later than 30 days after the beginning of the school year (or within 30 days of enrollment) of their child's initial English Language proficiency assessment results, their child's language designation, English proficiency level, program placement, program options, exit criteria, and for English Learners on IEPs, how current program will meet objectives of IEP. All of this information is communicated in the [Initial Parent Notification Letter](#).

## **Program Placement**

Tahoe Truckee Unified School District uses different program models to serve students who are English Learners. Placements of English Learners are based upon provisions of former Proposition 227, now cited in CA Ed. Code Sections 300-340. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. All descriptions of programs are disseminated in a language comprehensible to the parent (written or oral translation) to ensure that parents can be active partners in placement decisions for their children.

### **Choices of Instructional Programs**

Upon initial enrollment, site counselors or administrator, with the support of the EL coordinator place the EL in the most appropriate instructional setting based on ELPAC and primary language assessment results. Written descriptions of [Program Options](#) are available for parent review. The site principal or designee can meet with the parent(s)/legal guardians to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations. The program placement settings are:

#### **I. Structured English Immersion:**

This program provides instruction for all subjects in English for ELs with **less than reasonable fluency** in English. The instruction is nearly all in English. Teachers will combine specially designed academic instruction in English (SDAIE) with primary language instructional support when needed and a strong, structured, sequential Integrated and Designated English Language Development (ELD) program.

#### **II. English Language Mainstream:**

This program, designed for ELs with **reasonable fluency**, provides all instruction in English with additional and appropriate services as needed. This program also includes Integrated and Designated ELD. A parent may elect to have his/her child with less than reasonable fluency placed in the ELM program at any time.

#### **III. Alternative Program:**

Students receive core instruction through a combination of English and their primary language and instruction in Integrated and Designated ELD from trained and authorized teachers. Students continue to receive additional and appropriate instruction in order to make academic progress and meet the requirements to be reclassified as fluent English proficient.

### **Program Placement vs. Classroom Placement**

One classroom setting may provide different students in the class with different instructional program options. More than one program may exist within a given classroom. When more than one program exists within a classroom, it is important that students be clearly identified as to which program they are assigned, and that they receive the services appropriate to that program.

## **Annual Assessment and Parent Notification for Language Learners**

Each English Learner is annually assessed for English language development and academic progress. English language proficiency of all currently-enrolled English Learners is assessed by administering the ELPAC summative test during February 1- May 31 testing window.

Parents/guardians of English Learners are notified not later than 30 days after the beginning of the school year of their child's annual English Language proficiency assessment results and academic assessment results, their child's language designation, English proficiency level, program placement, program options, exit criteria, and for English Learners on IEPs, how current program will meet objectives of IEP. All of this information is communicated in the [Annual Parent Notification Letter](#).

### **Notification of Official ELPAC Scores**

Within 30 days of receiving official ELPAC scores from the contractor, EL Coordinators will send parents a copy of their child's scores along with one of three letters, based on the student's ELPAC score:

- [Annual Notification of ELPAC Progress for EL Students](#) if the test results indicate that the child is still an English Learner.
- [Annual Notification of ELPAC Progress for R-FEP candidates](#) if ELPAC data indicate that the child is a potential candidate for reclassification
- [Notification of ELPAC proficiency for I-FEP](#) if ELPAC data indicates that the child scored Fluent English Proficient on their initial assessment of ELPAC

Copies of all parent notifications are placed in the red EL folder in student's cum files.

## **Transfer Students**

In order to ensure appropriate placement, each student's relevant assessment, academic progress, and placement information entered in the Aeries within thirty (30) days of enrollment by the administrative assistant, counselor, or registrar.

### **Transfers between TTUSD Schools**

When students transfer between schools in the district, the new school site does not redo the English or primary language identification process. All relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are already available in the Aeries database, as well as in the red folder of the cume file.

### **Transfers from Other California Schools**

When students transfer into the district from another California district, the school site does not redo the English or primary language identification process; the student's EL status may be verified in the CALPADS database and all relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school via the cum file, or in response to a [Score Request Form](#). When the site receives the student's EL data from the former school district, the record will be reviewed by the EL Coordinator and Counselor to provide the appropriate program placement and services.

### **Transfers from Out of State or from Other Countries**

Transfers from out of state or other countries who may have previously attended a CA school should have their EL status verified in CALPADS and served accordingly. Transfers from out of state or other

countries who have never been enrolled in a CA school are initially enrolling in a CA school. Refer to initial enrollment process at the beginning of this chapter.

### Assessment for Primary Language Proficiency

At any time, English Learners may be assessed for their primary language proficiency in listening, speaking, reading and writing. A fluent speaker of the student’s primary language, who is trained in test administration, conducts the assessment. The Idea Proficiency Test (IPT) in Spanish is administered to determine primary language proficiency for students whose primary language is Spanish. For languages other than Spanish, an *Informal Home Language Assessment* is provided to parents.

### Provisions for Special Education Students

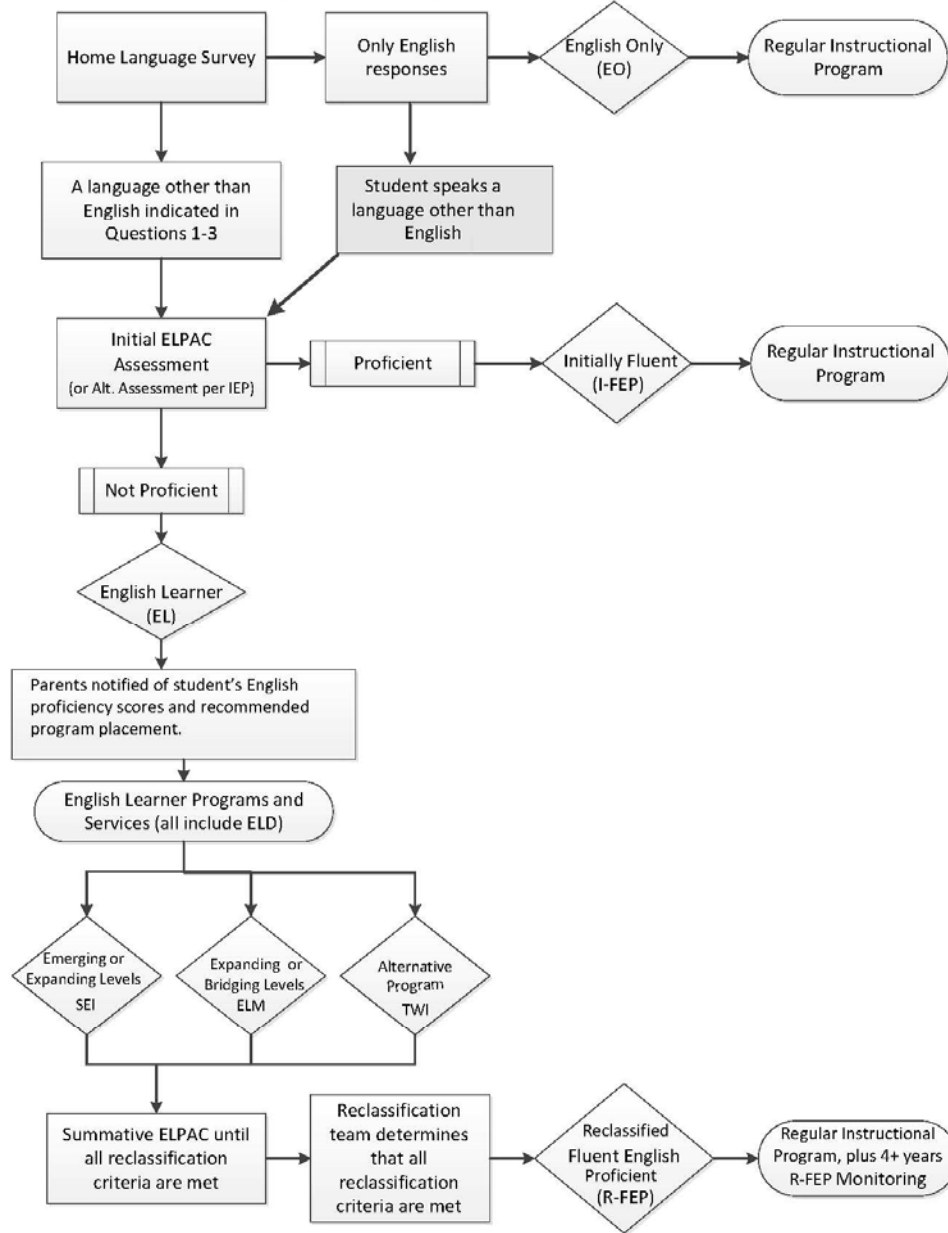
Each English Learner or potential EL with disabilities is assessed for English language proficiency using accommodations, modifications, or alternate assessments for the ELPAC if specified in the pupil’s Individualized Education Program (IEP) or 504 Plan. The district uses the *ELPAC Participation Criteria for Alternative Assessment* to determine the eligibility for alternative assessment, and Ventura County’s VCCALPS as the primary alternative assessment option for Moderate to Severe Disability students.

### Summary of Roles & Responsibilities (Special Education Responsibilities are noted in green)

Description of Responsibilities	Responsible Person	By When?
<b>Initial Identification</b>		
Completion of Home Language Survey (HLS) at time of initial enrollment;	Site Secretary / Registrar	Upon enrollment
HLS information input in Aeries and form filed in the cume folder;	Site Secretary / Registrar	Upon enrollment
EL Coordinator informed if a language other than English is indicated	Site Secretary / Registrar	Upon enrollment
Student identified as EL or TBD based on HLS	Site Secretary / Registrar/ EL Coordinator	Upon enrollment
<b>Assessment</b>		
Determination of ELPAC testing with accommodations, modifications, or Alternative Assessment, using ELPAC Participation Criteria for Alternative Assessment	IEP Team, including EL Coordinator	Within 1 <sup>st</sup> 30 days of enrollment
Initial Assessment of English Proficiency using ELPAC or VCCALPS	Special Education Teacher, EL Coordinator	Within 1 <sup>st</sup> 30 days of enrollment
Classification of student as EL or I-FEP based on Initial Assessment results	EL Coordinator	Within 1 <sup>st</sup> 30 days of enrollment
Classification of student updated in Aeries from TBD to either EL or I-FEP	Site Secretary / Registrar, EL Coordinator	Within 1 <sup>st</sup> 30 days of enrollment
Audit of all initial scores to verify correct classification of EL or I-FEP	EL Programs Coordinator	Upon receipt of official scores
Annual Assessment of English Proficiency using ELPAC or VCCALPS	Special Education Teacher, EL Coordinator	Within annual testing window (7/1-10/31)
<b>Parent Notification</b>		
Parent Notification of Initial Assessment and placement	EL Coordinator	Within 1 <sup>st</sup> 30 days of enrollment
Parent Notification of Official Scores	Special Education Teacher, EL Coordinator	Within 1 <sup>st</sup> 30 days of receipt from contractor



**Initial Identification, Assessment, Classification & Notification Flow Chart**



# Instructional Programs

**EL- 2**

Tahoe Truckee Unified School District provides instructional services to English Learners to ensure that they acquire English language proficiency and academic achievement in all areas of the curriculum.

## Instructional Programs

The district offers the following program options to English Learners: Structured English Immersion (SEI), English Language Mainstream (ELM), and Two-Way Immersion (TWI) which is currently offered at Kings Beach Elementary and North Tahoe School. Tahoe Truckee Unified School District provides services to English Learners to ensure that they acquire English-language proficiency and recoup any academic deficits that may have been incurred in other areas of the core curriculum.

All the instructional programs designed for EL students must contain the following components:

- Explicit, systematic, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
- Well-articulated, standards-based, differentiated core curriculum instruction provided with primary language support as necessary and/or through specially designed academic instruction in English (SDAIE);
- Structured activities designed to develop multicultural competency and positive self-esteem.

### I. Structured English Immersion (SEI)

The Structured English Immersion Program, for students with “less than reasonable fluency,” is described in CA Ed. Code Sections 300-340. It is an English language acquisition process in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. Students are taught subjects “overwhelmingly,” but not exclusively, in English. Teachers and aides may use the student’s primary language in content instruction to motivate, clarify, direct, support, and explain. The goal of the SEI Program is for EL students to develop a reasonable level of proficiency in English, while providing access to the core content. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade level subject matter in mathematics, social studies, science, and other academic subjects as required.

Setting	Eligible Students	Program Elements	Staffing
Structured English Immersion (SEI)	<p><b>English Learners</b></p> <ul style="list-style-type: none"> <li>• ELPAC (Emerging)</li> <li>• ELPAC (Expanding)</li> <li>• ELPAC</li> </ul> <p>(Or, ELs at the Emerging or Expanding proficiency level, defined in the CA ELD standards)</p>	<ul style="list-style-type: none"> <li>• <b>Explicit Designated ELD Daily:</b> 30 minutes or more with standards-based ELD text and materials; students are leveled by ELPAC level with no more than 2 levels per group; progress through ELD Standards monitored by teacher</li> <li>• <b>Integrated ELD:</b> Language development embedded into core instruction to promote the simultaneous development of content knowledge and language</li> <li>• <b>Access to core:</b> Differentiated instruction in core classes with specially designed academic instruction in English (SDAIE) strategies and materials</li> <li>• <b>Primary Language support</b> (if available) in core content areas to motivate, clarify, direct, support, explain</li> </ul>	<p>BCLAD, CLAD, or equivalent</p> <p>(Primary language support provided by BCLAD or bilingual instructional assistant.)</p>



## II. English Language Mainstream (ELM)

English Learners who have attained reasonable fluency, who are not participating in an alternative program or whose parents requested to move from an SEI program are to be placed in an English Language Mainstream Program. Parents of English Learners can request that their students be placed in a mainstream program at any time. The term “Mainstream” refers to the fact that these students have an instructional program that is entirely in English (Primary language support in academic areas is provided where necessary.) Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program. Mainstreamed EL students require careful monitoring and attention to their progress towards reclassification.

Setting	Eligible Students	Program Elements	Staffing
English Language Mainstream Setting (ELM)	<p><b>English Learners</b></p> <ul style="list-style-type: none"> <li>• ELPAC (Expanding)</li> <li>• ELPAC (bridging)</li> </ul> <p>(Or, ELs at the Expanding and Bridging proficiency levels, defined in the CA ELD standards)</p>	<ul style="list-style-type: none"> <li>• <b>Explicit Designated ELD Daily:</b> 30 minutes or more with standards-based ELD text and materials; students are leveled by ELPAC level with no more than 2 levels per group; progress through ELD Standards monitored by teacher</li> <li>• <b>Integrated ELD:</b> Language development embedded into core instruction to promote the simultaneous development of content knowledge and language</li> <li>• <b>Access to core:</b> Differentiated instruction in core classes with specially designed academic instruction in English (SDAIE) strategies and materials</li> <li>• <b>Primary Language support</b> minimal, as needed</li> </ul>	<p>BCLAD, CLAD, or equivalent</p> <p>(Primary language support provided by BCLAD teacher or bilingual instructional assistant.)</p>

## III. Two Way Immersion (TWI)

The Two-Way Immersion Program in grades TK-6 provides language instruction in Spanish and English in the core subjects language arts (reading, writing, listening and speaking), social studies, mathematics and science. Students begin instruction primarily in Spanish and receive more and more English until it is 50/50 by 4th grade. English Learners participating in this alternative program will be mixed with FEP/English Only students during all portions of the day for purposes of providing opportunities for native English and Spanish speakers to have access to native speaking models in a structured classroom context. The goals of this program are biliteracy and bilingualism, high academic achievement in all subjects and cross-cultural understanding and awareness.

The Two-Way Immersion pathway in 7<sup>th</sup> and 8<sup>th</sup> grade provides primary language instruction in Spanish in Social Studies in order to maintain biliteracy. At high school, the TWI pathway includes Spanish 3 for Spanish Speakers, Spanish 4 for Spanish Speakers, AP Spanish Language and AP Spanish Literature.

Setting	Eligible Students	Program Elements	Staffing
Two Way Immersion (TWI)	<p><b>English Learners</b> All ELPAC or ELD proficiency levels</p> <p>Native Spanish speakers</p> <p>Native English speakers</p> <p>Fluent English Proficient (FEP) students of any language</p>	<ul style="list-style-type: none"> <li>• <b>Explicit Designated ELD Daily:</b> 30 minutes or more with standards-based ELD text and materials; students are leveled by ELPAC level with no more than 2 levels per group or deployed using the Language Buddy model; progress through ELD Standards monitored by teacher</li> <li>• <b>Integrated ELD:</b> Language development embedded into core instruction in English and Spanish to promote the simultaneous development of content knowledge and language</li> <li>• <b>Access to core:</b> Differentiated instruction in core classes with specially designed academic instruction in English and Spanish (SDAIE) strategies and materials</li> <li>• <b>Primary Language Instruction:</b> Instruction transitions from 90% Spanish 10% English in Kindergarten to 50-50 in 4<sup>th</sup>-6<sup>th</sup> grades</li> </ul>	BCLAD or equivalent

**Other Alternative Programs and Future World Language Programs**

At any time when there are 20 or more approved waivers in a grade level at a school site without the Two-Way Immersion program, the school will implement an Alternative Program for that grade level, designed with ELAC advice taken into consideration. The Alternative Program will be based on sound educational theory, implemented effectively with resources for personnel, instructional materials, and space, and proven effective.

The district’s Pathways 2020 Strategic Plan outlines an action step to explore the expansion of TWI and additional ways to access world languages.

**English Language Development**

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English (listening, speaking, reading and writing) as rapidly and as effectively as possible. ELD lessons are differentiated to be appropriate for ELs’ varying identified levels of language proficiency and to assist ELs in acquiring the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life.

**ELD Standards**

The [California English Language Development Standards](#) describe the knowledge, skills, and abilities in English that are expected at exit from each proficiency level, with the highest level, Bridging, being aligned to the California’s Common Core State Standards for English Language Arts, Literacy in History / Social Studies, Science, and Technical Subjects (CCSS). The ELD Standards address skills ELs must acquire to enable them to become fluent English proficient. The ELD Standards are designed to be used

in tandem with the CCCSS to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the CCCSS.

The ELD Standards integrate listening, speaking, reading, and writing through three Modes of Communication:

- Collaborative (engagement in dialogue with others)
- Interpretive (comprehension and analysis of written and spoken texts)
- Productive (creation of oral presentations and written texts)

And two dimensions of Knowledge of Language:

- Metalinguistic Awareness: (The extent of language awareness and self-monitoring students have at the level)
- Accuracy of Production: (The extent of accuracy in production ELs can be expected to exhibit at the level)

### **Integrated ELD**

ELD is a necessary component of comprehensive instructional program for English Learners that fulfills the dual responsibility to ensure that all ELs have full access to grade level curriculum while simultaneously developing English necessary for success with academic tasks. All teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the California Common Core State Standards and other content standards to support ELs' linguistic and academic progress. Lesson plans and lessons reflect which ELD standards and strategies are being emphasized with the content being covered to

- Provide multiple opportunities for ELs to engage in activities where they listen to, read, analyze, interpret, discuss and create a variety of literary and informational text types.
- Support ELs to “unpack” meanings in the written and oral texts they encounter in different content areas in order to better comprehend them
- Support ELs to make informed choices about how to use oral and written English powerfully and appropriately, based on discipline, topic, purpose, audience and task. *(from Chapter 2 of the ELA/ELD Framework)*

### **Designated ELD**

English Language Development must be a planned, explicit, systematic part of the daily program for every English Learner student; indeed, the law requires that each EL receive English Language Development instruction as part of his/her core curriculum. There is no maximum amount of time for a student's ELD. *However, our district mandates that each EL receive a minimum of 30 minutes of Designated ELD per day, or at least 150 minutes per week, in addition to Integrated ELD embedded into core content instruction.*

### **Instructional Materials**

State-adopted, standards-based curriculum is used to teach ELD. Avenues (K-5), High Point (6-8) and Edge (9-12), all published by Hampton Brown, are the ELD curriculum currently used throughout TTUSD. Supplementary materials include print, audio, visual, graphic, and electronic online resources, as well as teacher created GLAD (Guided Language Acquisition Design) materials. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental, materials.

### **Placement and Grouping for Designated ELD**

The recommended instructional delivery model in TTUSD for Designated ELD is to group ELs by their English language proficiency levels. It is recommended that students be grouped by no more than 2

proficiency levels, according to the ELPAC levels, or that students be grouped by the new ELD standards proficiency levels (Emerging, Expanding, and Bridging). Long Term ELs may be grouped together even if they span more than 2 levels, if data shows, for example, that Long Term Intermediate ELs are more like their Long-Term Advanced peers than their Early Intermediate peers.

Student placement at a given ELD level or course is based on initial assessment scores on the initial ELPAC for new students, summative ELPAC, ELD assessments and other local assessments and teacher recommendations for returning students.

Designated ELD classes are flexible with respect to duration, in order to allow a student to move up a level during the year, when assessment results indicate the student is ready. Students who master the proficiency level standards are promoted to the next level until they meet the criteria to exit the program. Students may need to repeat a level until they meet requirements for transition to the next level. Master schedules allow for fluid and flexible movement throughout the year. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a semester/trimester or course in order to move levels. Change in ELD classes will be based on ELPAC progress, classroom performance, ELD curriculum-embedded and standards-based assessments and teacher recommendation.

### **Two-Way Immersion Language Buddies Model**

The Language Buddies model is another Designated ELD model in the Two-Way Immersion Program used to support language acquisition with native speaker models. ELs are paired with EO language buddies and grouped during Designated ELD for instruction targeted to their English proficiency levels.

### **Small and Scattered Populations**

At some district schools, there are very few English Learners enrolled. It may not be possible to regroup effectively by proficiency levels for Designated ELD instruction with small and scattered populations of English Learners (e.g., five or fewer ELs at any given grade level). The school may provide Designated ELD instruction in a push-in or pull-out setting with a qualified staff member, or individual teachers may work with small groups of ELs at a designated time within the school day.

### **Accessing the Core Curriculum in Content Areas**

It is essential that English Learners access well-articulated, standards-based core curriculum instruction. In Structured English Immersion and Mainstream settings, this core instruction in all subjects is taught overwhelmingly in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as appropriate to further motivate, clarify, direct, support and explain. Students enrolled in the Two-Way Immersion Program receive full access to grade level core curriculum by means of direct instruction in their native language (Spanish) and in English, using SDAIE approaches, as appropriate to their levels of English language proficiency.

### **What is SDAIE?**

English Learners access the core curriculum through classes that “shelter” the curriculum via Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum.

- Contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification), because students have a variety of resources in the environment that enable them to construct meaning out of what is said or read;
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries);
- Grade-level content instruction in English designed for English Learners to access the same core curriculum as that of English only students;
- Language-sensitive and culture-sensitive content instruction;
- Delivered through comprehensible language;
- Making accommodations in the learning environment so more students are able to access the content;
- An ideal place to use oral language for communication;
- Good content instruction when the input is made comprehensible;
- Instruction encouraging the active use of language and the emphasis on enduring understanding;
- Instruction that allows the teacher to check for understanding frequently using interactive strategies;
- Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development.
- Built on language modifications such as pause time, questioning, pacing, and highlighting;

### **Key Features of SDAIE**

In effective SDAIE classrooms, principals and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- modeling
- scaffolding
- contextualizing
- building schema
- reframing
- developing metacognition
- checking for comprehension
- monitoring/assessing
- questioning
- adjusting speech register
- orchestrating all modalities of learning
- interacting/student groupings

### **Sheltered Instruction Observation Protocol (SIOP)**

[Sheltered Instruction Observation Protocol](#) details the components of an effective sheltered lesson and has indicators of evidence. The SIOP can be used as a self-reflection tool by the teacher and/or used as a measurement of the extent of the teacher's use of SDAIE strategies by the principal or observer. This form helps teachers develop and implement a program of planned, systematic instruction for ELs in the academic content of their teaching, including appropriate classroom organization and use of SDAIE methods.

## **TK-12 Flexibility of Programming to Meet Students Needs**

There are 6 distinct groups of English Learners in the Tahoe Truckee Unified School District:

1. ELs who are making expected progress toward language and academic goals
2. Long Term ELs
3. Newly arrived ELs with adequate formal schooling
4. Newly arrived ELs with limited formal schooling
5. ELs who are dually served by Special Education Services
6. ELs who speak languages other than Spanish and who have characteristics of the groups listed above

### **ELs who are making expected progress toward language and academic goals**

These students are typically showing expected growth on the ELPAC, at least at the recommended rate by the state, and are scoring proficient or close to proficient on statewide and district standards-based assessments. In the elementary grades, these students move along a pathway leading to the English Language Mainstream program setting. They will begin in SEI, with assignment to English Language Mainstream and reclassification before promotion to middle school. Those who begin in Two Way Immersion will typically remain in that program after reclassification.

### **Long Term ELs**

These students have more than six years of uninterrupted schooling in the United States. Long-term English Learners often have high oral fluency in English, and in some cases have attained “reasonable fluency,” but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student’s academic and linguistic needs and then consider the following in regard to the student’s educational history, in order to determine if the student’s performance is related to his/her level of ELD, or to other issues that affect academic performance:

- The student’s number of years in U.S. schools
- The quality and consistency of ELD instruction the student has had
- The consistency of the student’s instructional program

Secondary students in this category will need the following:

- Designated ELD, grouped with other Long Term ELs that focuses on Oral Language, Student Engagement and Academic Language Expository Text (Reading and Writing) while also attending to consistent routines, goal setting, an empowering pedagogy, rigor, community and relationships, and study skills *“Secondary School Courses Designed to Address The Language Needs and Academic Gaps of Long Term English Learners”- Dr. Laurie Olsen*
- Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements
- Intervention support (before, during or after the school day).

### **Newly arrived ELs with adequate formal schooling**

These students may or may not have had some exposure to the formal study of English. However, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts. The typical placement might be in a bilingual classroom (especially

for students at ELPAC Emerging level), where they will be assisted in transferring their primary language literacy and core academic skills to English.

### **Newly arrived ELs with limited formal schooling**

Immigrant students with little or no prior schooling typically score at the beginning level of reading and writing in their primary language and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade level academic program. These students need an academic program that will address their primary language literacy needs. At the elementary school level, appropriate grade level placement with appropriately leveled ELD is critical. SEI would be generally preferable to a mainstream English setting. Placement in a bilingual program (with an approved parental exception waiver) is optimal for many of the students in this group.

Elementary students in both Newcomer groups will need the following:

- Access to more than one section of Designated ELD
  - Newcomers may participate in more than one ELD deployment per day. It is recommended that sites build in a section of Newcomers ELD into the EL Coordinator's schedule to provide this additional ELD deployment for all ages of Newcomers.
- Primary language support in content area classes

Secondary students in both Newcomer groups will need the following:

- Year-long leveled ELD for 2 blocks, or 2 to 3 periods
  - It is recommended that sites build in a section of Newcomers ELD into the EL Coordinator's schedule to provide this additional ELD for all ages of Newcomers.
- Access to Primary Language Literacy, through the Spanish for Spanish Speakers courses
- Academic content classes taught in the primary language, or with primary language support provided by the teacher or a bilingual assistant
- Electives that are less language dependent

Additionally, all Newcomers and their families will need support from Counselors and Bilingual Community Liaisons to:

- help integrate newcomers and their families into American life and orient them to U.S. culture, their new community, school routines and expectations
- connect newcomers and their families with social and health services
- transition successfully from the Newcomers program to regular ELD, SEI and mainstream programs

As enrollment of Newcomers fluctuates, the district must be prepared to respond rapidly to the needs of new enrollees. At a minimum, a secondary Newcomers program, housed at the North Tahoe campus, can serve Newcomers in grades 5 through 12 while also providing access to grade appropriate core classes and other resources identified above. With staffing resources allocated throughout the district, the three comprehensive secondary campuses can offer extended periods or blocks of Designated ELD for Newcomers.

Setting	Eligible Students	Program Elements	Staffing
Newcomers Program	<p><b>English Learners</b></p> <ul style="list-style-type: none"> <li>• ELPAC Level I (Beginning)</li> <li>• ELPAC Level II (Early Intermediate)</li> </ul> <p>(Or, ELs at the Emerging proficiency level, defined in the CA ELD standards)</p>	<ul style="list-style-type: none"> <li>• <b>Explicit Designated ELD Daily:</b> 2 to 3 periods or 2 blocks with standards-based ELD text and materials; students are leveled by ELPAC level; progress through ELD Standards monitored by teacher</li> <li>• <b>Integrated ELD:</b> Language development embedded into core instruction throughout schedule to promote the simultaneous development of content knowledge and language</li> <li>• <b>Access to core:</b> Differentiated instruction in core classes with specially designed academic instruction in English and Spanish (SDAIE) strategies and materials; At secondary, enrollment in Spanish for Spanish Speakers and less language dependent electives</li> <li>• <b>Primary Language support</b> in core content areas to motivate, clarify, direct, support, explain</li> <li>• <b>Transition Support:</b> Counselors and Bilingual Community Liaisons help orient students and families to school routines and expectations, and community social and health services</li> <li>• <b>Exit Criteria:</b> A student will be moved to the SEI program once a student is able to access core content classes with SDAIE and primary language support</li> </ul>	<p>BCLAD, CLAD, or equivalent</p> <p>(Primary language support provided by BCLAD or bilingual instructional assistant.)</p>

**ELs who speak languages other than Spanish**

Students who speak languages other than Spanish will be placed in SEI or English Language Mainstream programs appropriate to their grade level, and receive daily ELD at the appropriate level, based on assessment data, with primary language support as feasible. Parents of students who speak languages other than Spanish can request a waiver to participate in the alternative program, even though at this time Two Way Immersion is only offered in English and Spanish.

**Provisions for Special Education Students**

This *Master Plan* guides the teaching of all English Learners in the district, including those with Individual Education Plans. The Individualized Education Plan (IEP) team determines placement of each Special Education student, regardless of the student’s language proficiency.



Instructional decisions related to the student's language acquisition status must be completely individualized and described in the 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 goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP.

English Learner students being served through a Special Day Class setting will receive ELD instruction from the Special Day Class teacher or another setting.

## **GATE**

According to our [GATE plan](#), to be finalized by July 2014, each student, including English Learners, will have an equal opportunity to be identified as gifted and talented in the Tahoe Truckee Unified School District. The evidence of eligibility shall be based on the multiple criteria and shall include consideration of the pupil's economic and cultural background. All 3<sup>rd</sup> grade students are tested each February. Each year after 3<sup>rd</sup> grade, a parent may request that their child be reevaluated and/or retested. Any student new to the district, 3<sup>rd</sup> grade or older, may request to be tested outside the testing window. An EL Coordinator or ELD teacher may recommend any EL in 3<sup>rd</sup> grade or above for GATE if the EL has made greater than expected progress on ELPAC.

## **Technology**

The Tahoe Truckee Unified School District is committed to meeting the needs of our English Learners. As a part of this commitment, we believe that technology will play a critical role. The [District Education Technology Plan](#) approved by the California Department of Education and [Addendum](#) clearly identify the need to support our English Learners with the use of technology.

## **Other Academic Services**

TTUSD offers Adult education , including ESL and literacy in both Kings Beach and Truckee.

[Early Learning](#) programs include State subsidized preschool and First 5 Family Rooms, which are housed Kings Beach Elementary and Truckee Elementary School.

TTUSD offers a K camp and Summer Scholars program each summer. K camp is open to all incoming enrolled Kindergarten or Transitional Kindergarten students to provide an early start to our new scholars. Additionally, the Summer Scholars program is offered to incoming district 1<sup>st</sup>through 5<sup>th</sup> graders by invitation for scholars who may benefit from additional literacy support.

TTUSD also partners with [Aim High](#)'s summer program for middle school youth, which combines rigorous academics with a fun and highly supportive learning environment, as well as with [Adventure Risk Challenge](#)'s summer immersion program for high school students, which is a literacy and leadership program that links wilderness to academics, adventure to leadership, identity to literacy and confidence to activism.

## Monitoring Student Progress

**EL-3**

TTUSD monitors English Learners' progress toward meeting English Language Proficiency and academic grade level standards. Interventions are provided to support students' progress toward academic success.

## Monitoring English Learners' Progress

English Learners' progress through the English Language Development standards and CCCSS standards is monitored on an ongoing basis. In addition to the California English Language Development Test (ELPAC), each English Learner completes regular assessments in ELD at the site level to demonstrate progress in language proficiency.

### State-wide Assessment of Language Progress and Proficiency

The English Language Proficiency Assessments for California (ELPAC) data is used as an annual measurement of student progress in language proficiency. English Learners' current sub-scores in listening, speaking, reading and writing, as well as longitudinal data on overall scores are provided on data reports to sites and individual teachers in the beginning of the school year, and upon receipt of official ELPAC scores in the winter. Teachers may also access ELPAC or ELPAC scores through the Aeries database.

### ELD Progress Monitoring

- Teachers monitor progress for all assessments and respond with intervention when needed.
- Each EL's progress may be monitored using the assessments in the *Avenues (TK-5)*, *High Point (6-8)* or *Edge (9-12)* ELD curriculum. Teachers use the ELD progress monitoring form from *Avenues* for each EL student. This form will track a student's progress through-out the year.
- As the district transitions to the new CA ELD Standards and ELA/ELD framework, teachers who choose to teach Designated ELD using core content rather than *Avenues*, *High Point* and *Edge* will monitor EL progress on the ELD standards for each student at their ELD level using assessments from units developed, as well as record progress on ELD Standards.
- EL progress may also be assessed using the ADEPT oral language assessment to identify specific language acquisition goals.

The [Parent Conference for English Learners](#) is used by classroom teachers during conferences to help parents and families understand the expected progress of our English learners, their student's progress toward reclassification, and the danger of becoming a long term English learner (LTEL)

The [Progress Toward Proficiency in English Addendum for English Learners](#) is given to each English Learner grades K-8 to inform families of their student's progress toward proficiency in the English Language Development Standards. This is an assessment of student progress during their designated ELD class and is completed by their ELD teacher at each trimester. The report also includes the student's history of performance on the CELDT and ELPAC.

### Assessment of Academic Achievement

Students' academic proficiency is monitored using assessments which include:

- District CCCSS standards-based assessments in ELA/Literacy
- District CCCSS standards-based assessments in Math
- The district will adopt district-wide universal screening for reading levels. Meanwhile, the following may be used:
  - Accelerated Reader, STAR Reading and STAR Early Literacy
  - Fountas and Pinnell

- Power Reading, Edge Placement Lexile scores
- RAZ Kids
- Read Naturally
- Grades/Transcripts
- CAASPP (SBAC)
- For Two Way Immersion students only:
  - Fountas and Pinnell and Benchmark Oral Reading Records in Spanish

### **Data Analysis/ Review of Student Progress**

Grade level and/or vertical teams meet at the trimester or quarterly to examine and analyze EL data. Summative ELPAC data is monitored for yearly progress of overall scores as well as progress within sub-skills. ELD and academic progress monitoring data is also analyzed to evaluate student progress, as well as the efficacy of ELD programs and instruction. Teams use the data to make changes to Designated ELD deployment rosters, consider interventions for students not making adequate progress, and recommend candidates for reclassification. The teams also make programmatic recommendations and other suggestions targeted to improved student achievement. At the end of the year, the teams provide recommendations for Designated ELD placement for the upcoming school year. This data assists the principal and site in determining the potential number of Designated ELD deployment groups at each grade level or grade level span.

### **Intervention for Long Term ELs or ELs at Risk of Becoming Long Term**

Long Term English Learners are defined as ELs who have been enrolled in US schools for six or more years and who have not yet met the reclassification criteria. Students at risk of becoming Long Term English Learners include ELs who have not made yearly progress on CELDT or ELPAC for more than one year at any time during their schooling.

These English Learners who are not meeting expected proficiency growth in English, or who are sustaining deficits in content areas are identified and monitored throughout the year. They may be recommended for interventions, which are administered through our district's Response to Instruction and Intervention (RtI<sup>2</sup>) model.

### **Monitoring and Supporting Long Term ELs**

Long Term English Learners (Long Term ELs) are identified each year using queries from the Aeries data system. Spreadsheets of identified students include current ELPAC and academic achievement data, such as CAASPP scores. Teachers may also refer struggling EL students who are not identified Long Term EL for intervention.

Once Long Term ELs have been identified, further diagnostic evaluation is done on each Long Term EL to identify factors that may contribute to lack of success. Site EL Coordinators will meet with grade level teams to discuss other progress monitoring data to pin point specific areas of struggle.

School sites will calendar time in Professional Learning Communities to discuss the progress of Long Term ELs. Professional Learning Communities (PLCs) will also review strategic best practices for working with ELs, as identified in the ELA/ELD Framework, as well as district adopted strategies, such as SIOP (Sheltered Observation Instruction Protocol), GLAD (Guided Language Acquisition Design) and EDI (Explicit Direct Instruction).

## **Response to Instruction and Intervention**

School sites will provide intervention for all students TK-12. The following descriptors provide an overview of specific interventions to support ELs. Intervention for Long Term ELs is the responsibility of the classroom teachers as well as the entire intervention team.

Tier 1 intervention: Provided in all classrooms until 80% proficiency goal is reached

- Content area teachers will deliver content using differentiation/scaffolding/SDAIE strategies and address ELD Standards as a part of their core instruction.
- Pre-teaching and re-teaching is provided within the content area classrooms, either with the classroom teacher or bilingual instructional aide. Frontloading may be done in either English or the students' primary language.
- Long Term ELs receive additional small group or one-on-one assistance within the classroom.

Tier 2 Intervention: Provided for students who have not yet reached proficiency through Tier 1 interventions

- Tier 1 Interventions, plus
- Long Term ELs will continue to receive intensive intervention during daily English Language Development deployment.
  - During ELD deployment, Long Term ELs may be grouped together separately from typically progressing ELs to address common needs. Intervention will focus on oral language, student engagement, academic language, and expository text and also include consistent routines, goal setting, an empowering pedagogy, rigor, community and relationships, and study skills "*Secondary School Courses Designed to Address The Language Needs and Academic Gaps of Long Term English Learners*"- Dr. Laurie Olsen
- Assessment tools such as ADEPT or Rigby ELL Assessment can be used to pinpoint specific deficiencies and provide pre and post intervention data for the targeted interventions.

Tier 3 Intervention: Provided for students who have not reached proficiency through Tier 2 strategies

- Tiers 1 and 2 Interventions, plus
- Long Term ELs will continue to receive intensive intervention during the daily Response to Instruction and Intervention deployment
- Long Term ELs receive additional intervention, which may include, but is not limited to before and after school instruction
- Long Term ELs receive additional small group or one-on-one assistance during the intervention deployment time.

Tier 4 Intervention: Provided for students who have not reached proficiency through previously administered intervention strategies

- Students who do not show progress after a designated time will be recommended to a Student Study Team with possible recommendation for Special Education testing.

## **Individualized English Language Development Plan (EL ILP)**

Students who are identified at Long Term English Learners (LTEL) or who are at-risk of becoming LTEL may be identified to participate in the Individualized English Language Development Plan (EL ILP) process. This process includes a series of meetings with stakeholders and the student present for the purpose of setting and meeting reclassification goals.

- Goals in the implementation ILPs for English Learners:
  - Help students set and reach goals for reclassification
  - Ensure that families understand their students' progress in English and how to provide support
  - Increase teachers' focus on strategies and language goals to help their students reclassify
- Target students:
  - Long Term ELs
  - At risk of becoming LTEL
  - Have not shown growth on CELDT or ELPAC
  - Continue to be at an Intermediate level
  - Did not meet other reclassification criteria
- Team:
  - Teachers
  - EL Coordinator
  - Principal
  - Student
  - Parents
- EL ILP meetings:
  - Meet about every 9 weeks
  - 45 minutes
  - Look at data
  - Establish ILP goals
  - Follow up- Was ILP goal met?
- EL ILPs include:
  - Area of concern
  - Goals
  - Teacher guarantees
  - Student guarantees
  - Parent guarantees
  - Other Services / Interventions / resources

## **Provisions for Special Education Students**

English Learners have access to [Special Education services](#) just as all other students in the district. Careful review by the Student Study Team of all referrals takes place first. This review includes SST Referral forms, accommodations and interventions, review of student records, verification of current hearing and vision testing, a parent interview as well as an interview with student, if age appropriate. This review 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. If 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.

## Reclassification

### EL-4

An English Learner is reclassified from English Learner to proficient in English by using a process and criteria that include, but are not limited to:

- a) Assessment of English-language proficiency
- b) Comparison of pupil's performance in basic skills,
- c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance.
- d) Opportunity for parent opinion and consultation



The Tahoe Truckee Unified School District has adopted a reclassification process to enable students initially identified as English Learners to exit specialized program services and participate without further language assistance as Reclassified Fluent English Proficient (R-FEP) students. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program. The Reclassification Criteria are aligned with State recommendations and validate each student's readiness to exit from specialized English Learner programs by demonstrating achievement and mastery of grade-appropriate standards in the following areas:

1. English language proficiency, including listening, speaking, reading and writing;
2. Academic achievement in reading, writing and math.

### **Reclassification Criteria**

With the suspension of statewide CST ELA testing (as well as district DSA testing) in grades 2-12, the state directed districts to establish local reclassification policies. The following interim criteria will be used until the state reestablishes criteria using Smarter Balanced assessments. The EL Programs PLC committee will discuss interim criteria data of students to make team recommendations for reclassification. Careful consideration of reclassification candidates will ensure that the interim criteria qualifies scholars who are demonstrating English proficiency and achievement and mastery of grade level standards comparable to students who met the former state-established CST criteria.

## Reclassification Criteria for Tahoe Truckee Unified School District for 2019-2020

CATEGORY	Kindergarten		GRADES 1-12	
<b>ELPAC Overall</b>	Level 4 Well Developed		Level 4 Well Developed	
<b>ELPAC Composite Oral</b>	Level 4 Well Developed or 3 Moderately Developed		Level 4 Well Developed or 3 Moderately Developed	
<b>ELPAC Composite Written</b>	Any Score		Level 4 Well Developed or 3 Moderately Developed	
CATEGORY	K-1st	GRADE 2	GRADES 3-6	GRADES 7-12
<b>Basic Skills – English Language Arts</b>	*	Standards met or nearly met on district common assessment <b>and</b> STAR Reading level (IRL) within .5 years of grade level	Standards met or nearly met on district common assessment <b>and / or</b> Standards met or nearly met on SBAC ELA assessment <b>and / or</b> STAR Reading level (IRL or GE) within 1.5 years of grade level	Standards met or nearly met on district common assessment <b>and / or</b> Standards met or nearly met on SBAC ELA assessment <b>and / or</b> STAR Reading level (IRL or GE) within 2 years of grade level
<b>Teacher Evaluation of Academic Performance-ELA</b>	*	Standards-based grades or formative assessments	Standards-based grades or formative assessments	Standards-based grades or formative assessments
<b>Parent Consultation</b>	Yes	Yes	Yes	Yes

\*Kindergarten and first grade students will be carefully considered on a case by case basis as reading and writing scores may vary though language proficiency is evident.

### For students with IEPs:

Any student with an IEP may be reclassified based on the recommendation of the IEP team, but the team MUST consult with the site ELD Coordinator prior to reclassification. Students with mild-moderate disabilities taking the ELPAC MUST have a minimum overall ELPAC score of 2. The student may have a composite score or subscore lower than 2, only if it is related to the area of their disability. For students taking the VCCALPS, the IEP team must consult with the ELD Coordinator prior to reclassification. It is important for the IEP team to remember that ELD services may not be available once a student is reclassified, therefore, the team needs to determine if these services are necessary for the student to make educational growth. If there are concerns, doubts or questions, please contact Tara House, Coordinator of ELD and Accountability, [thouse@ttusd.org](mailto:thouse@ttusd.org) (530)582-2552.

## Reclassification Process

District and school personnel follow specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English Learners.

1. Student recommendation for reclassification (and resulting changes in placement) may occur at any time during the school year.
2. The person making the recommendation (generally the EL Coordinator) completes the *Language Reclassification Record*. The EL Coordinator collects test data and consults with EL Coordinators and the teachers regarding the academic progress and grades of each R-FEP candidate.
3. Consideration is given to teacher evaluation, which may include writing samples and other data to justify a recommendation for or against reclassification.
4. Parent consultation is essential. When data confirms that the EL has met reclassification criteria and is thus eligible for reclassification, the EL Coordinator contacts the parents. The parents are informed that their child is eligible and are invited to discuss their child's reclassification. Translation services are available.
5. The principal reviews and signs the *Language Reclassification Record*.
6. The EL Coordinator files a copy of the student's *Language Reclassification Record* in the student's EL Red Folder within the student's cumulative record. Additionally, the outside of the red folder is marked with "R-FEP" and the R-FEP date, written at the top in bold ink.
7. Immediately after the student is reclassified, a copy of the form is given to the assigned office staff in order to make changes in the Aeries database. Within 10 days of reclassification, office staff changes the English Learner's English Proficiency to "R-FEP" in Aeries and enters the date of the reclassification and program end date (the date the parent was consulted/decision was finalized).
8. The counselor or designee takes the new R-FEP out of any ELD program(s) and places the R-FEP in the mainstream program.
9. After the student's reclassification process is complete, the site EL Coordinator sends a copy of the *Language Reclassification Record* to the Educational Services Division. A copy is also sent home.
10. Upon receipt of a *Language Reclassification Record* at the District Office, the EL Programs Coordinator verifies accuracy of changes in Aeries. Throughout the year, the Data Management Specialist in the Educational Services Division runs queries in Aeries to verify accuracy of Language classification of all students.
11. R-FEPs are recognized at ELAC meetings, promotion or graduation ceremonies, or other school events.
12. R-FEPs are monitored by the EL Coordinator and teachers for a minimum of twenty-four months to ensure correct placement, any needed academic support or interventions, and continuing demonstration of grade level achievement.

## Provisions for Special Education

If the scholar is a Special Education student receiving services through an IEP, the IEP team, in collaboration with the EL Coordinator will meet to evaluate the academic criteria and recommendation for reclassification. The IEP team may consider a student's disability when evaluating criteria for reclassification. Moderate to Severe Disability scholars who qualify to take the CAPA assessment may have their CAPA and alternative language proficiency exam (VCCALPS) taken into consideration for reclassification.

## **R-FEP Monitoring**

EL Coordinators facilitate the completion the R-FEP Monitoring Form, three times per year. At least one round of R-FEP monitoring will be completed during grade-level or department PLC meeting. The *R-FEP Monitoring Form* compiles the R-FEP's current academic data so that the EL Coordinator and classroom teachers can monitor the progress of their site's R-FEPs and intervene if the R-FEP is not succeeding academically. Each R-FEP is monitored for a minimum of four years following reclassification.

### **Intervention Process for R-FEPs not achieving satisfactorily**

Reclassified students having difficulty in the core curriculum will have access to the support services and interventions offered at the site to all students who are not meeting standards. Students TK-12 will have access to these interventions in the core curriculum daily. Those support services are outlined in the School Plan and will be reviewed with parents at the time of the parent conference.

*If an R-FEP is achieving satisfactorily, no further action is needed. If an R-FEP is not achieving satisfactorily, the EL Coordinator, teachers and other intervention team members begin the intervention process. The team will:*

1. Identify the R-FEP's area of concern;
2. Devise interventions to meet the specific needs of this R-FEP;
3. Establish target dates by which the student will meet the established goals.

Examples of appropriate intervention measures recommended may include but are not limited to any of the following:

- Student/teacher/parent conference
- Specialized academic assessment
- Specialized reading, writing or math instruction during the daily Intervention/Enhancement period
- English Language Development instruction
- After school academic support programs as the budget allows
- Summer School as the budget allows

Just as the school monitors the progress of all students, it is the school's responsibility to monitor each R-FEP's progress and institute appropriate interventions if the R-FEP is struggling. The principal uses the [Principals' Assurances Checklist](#) to certify that the reclassification and R-FEP monitoring processes are in place at the site.

After reviewing the progress of all R-FEPs at the site, the EL Coordinator signs and dates the R-FEP Monitoring Forms. At the end of the school year the EL Coordinator distributes copies of the R-FEP Monitoring Forms as follows:

1. one copy in the EL Coordinator's monitoring files;
2. one copy in the student's EL Red Folder (behind the R-FEP paperwork);
3. one copy to the Educational Services Division for documentation in Aeries

## Summary of Roles and Responsibilities

<b>Description of Responsibilities</b>	<b>Responsible Person</b>	<b>By When?</b>
Identification of students meeting assessment criteria for reclassification	EL Coordinator	Reclassification process may be initiated at anytime
Coordinates reclassification process, including completion of Reclassification form and parent contact	EL Coordinator	
Evaluates student academic achievement and provides other curriculum information needed for reclassification	Teacher	
Participates in reclassification process and final decision	EL Coordinator, Teacher, Principal, Parent, and IEP team if applicable	
Supports communication and parent participation in reclassification process	Community Liaison	
Completes and maintains records of documentation in the Red Folder of the scholar's cum file, and for site and district Federal Program Monitoring	EL Coordinator	Within 10 days of reclassification
Updates student's language fluency data in Aeries	Site Secretary / Registrar	Within 10 days of reclassification
Coordinates procedures at district level. Oversees procedures at site level, provides technical assistance and support, oversees collection of forms, and monitors student records	District EL Programs Coordinator, Data Management Specialist	Ongoing
Monitors and documents reclassified scholars' progress	EL Coordinator	3 times a year for 24 months
Provides interventions as needed to struggling R-FEPs	Teachers, EL Coordinator, Counselor	When identified through R-FEP monitoring

## Program Effectiveness / Evaluation and Accountability

### EL-5

The district implements a process and criteria to determine the effectiveness of programs for ELs, including:

A means to evaluate how programs for ELs produce, within a reasonable period of time:

- a) English language proficiency comparable to that of average native speakers of English in the district
- b) Academic results indicating that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.

An ongoing mechanism for using the procedures above to improve program implementation and to modify the program, as needed, to ensure that each EL achieves full proficiency in English and academic achievement at grade level as rapidly as possible.

Tahoe Truckee Unified School District is committed to developing effective instructional programs and services for English Learners which will be evaluated regularly by administrators, teachers, support staff, district staff, community members, parents, and students. Ongoing evaluation is a part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

### English Learner Programs PLC

The EL Programs Coordinator facilitates the EL Programs PLC. The committee meets monthly to plan and coordinate the implementation of English Learner instructional services. The committee is comprised of EL Coordinators, and Principals, Academic Coaches, ELD teachers and other stakeholders are welcome. The EL Programs PLC meets to discuss topics pertaining to the implementation of programs for English Learners in the district. The committee also:

- Serves as a clearinghouse for strategies, ideas and suggestions for English Learner programs, staff development, as well as a focus group for collaborative problem-solving
- Provides a forum to evaluate and determine that practices and resources are being used effectively to implement the district’s programs for English Learners
- Makes recommendations for reporting on the performance of English Learners
- Contributes to the review of the annual evaluation data
- Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the District’s programs for English Learners
- Distributes meeting agendas and minutes to all district administrators and Academic Coaches

### Evaluation Design and Goals

The district will conduct an annual evaluation of programs and services for English Learners. Programs and services for English Learners are structured around several goals. The evaluation activities will focus on the evaluation questions listed in the following table.

Goals	Evaluation Questions
1. English Learner programs are fully implemented as described in the Master Plan for English Learners	<ul style="list-style-type: none"> <li>• Are procedures and protocols consistently implemented to ensure accurate identification, assessment, and classification of students?</li> <li>• Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?</li> <li>• To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of English Learners and staff?</li> </ul>
2. All English Learners will master the English language as efficiently and effectively as possible.	<ul style="list-style-type: none"> <li>• Do English Learners meet the state’s expected progress with regard to English Learner progress on the ELPAC test?</li> <li>• Are 75% or more of English Learners reaching reasonable fluency on the ELPAC in 5 years or less?</li> <li>• Are 75% or more of English Learners reclassified within 6 years?</li> </ul>
3. English Learners will have full access to the core curriculum	<ul style="list-style-type: none"> <li>• Do Master Schedules allow for full access to core instruction?</li> <li>• Are English Learners given full access to core instruction?</li> <li>• Are English Learners receiving daily leveled ELD instruction?</li> </ul>
4. English Learners will achieve academic	<ul style="list-style-type: none"> <li>• Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in English Language Arts?*</li> </ul>

<p>success comparable to EOs.</p>	<ul style="list-style-type: none"> <li>• Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in mathematics? *</li> <li>• Are English Learners proportionally represented in Intervention, Special Education and GATE referrals?</li> <li>• Are High School English Learners (and R-FEPs) proportionally represented in the following categories: <ul style="list-style-type: none"> <li>○ Passing the CAHSEE by the end of Grade 10;</li> <li>○ Making expected progress toward graduation;</li> <li>○ Meeting UC/CSU requirements (A-G) at high school graduation;</li> <li>○ Earning the California Seal of Biliteracy Award;</li> <li>○ Taking AP courses and passing AP examinations;</li> <li>○ Taking and passing college entrance examinations;</li> <li>○ Being admitted to two and 4-year colleges/universities?</li> </ul> </li> <li>• Is there an annual increase in the percentage of English Learners (and R-FEPs) for each of the success factors listed in the previous bullets?</li> </ul>
<p>5. Rates for English Learners and R-FEPs in categories indicating risk for school failure are no greater than those for EOs.</p>	<ul style="list-style-type: none"> <li>• Are English Learners (and R-FEPs) overrepresented in the following categories: <ul style="list-style-type: none"> <li>○ Excessive absences and tardiness;</li> <li>○ Suspensions, expulsions, other discipline;</li> <li>○ Retentions in grades K–6;</li> <li>○ Dropouts;</li> <li>○ Enrolled in alternative programs (continuation/county programs, etc.) due to graduation credit deficiencies;</li> <li>○ Percent Far Below Basic and Below Basic on Calif. Standards Tests?*</li> </ul> </li> <li>• Is there an annual decrease in the percentage of English Learners and R-FEPs for each of the risk factors defined in the previous bullets?</li> </ul>
<p>6. Parents of English Learners and R-FEPs participate meaningfully in their children’s education.</p>	<ul style="list-style-type: none"> <li>• Are parents of English Learners and R-FEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?</li> <li>• Are parents of English Learners and R-FEPs as likely as parents of EOs to participate in the annual parent survey?</li> <li>• Is the rate of parent engagement increasing?</li> </ul>
<p>7. The district promotes a culture of respect and responsibility</p>	<ul style="list-style-type: none"> <li>• To what extent do English Learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning? <i>(from Chapter 1: ELA/ELD Framework)</i></li> <li>• To what extent are English Learners’ positive educational experiences and academic success a responsibility shared by all educators, the family, and the community? <i>(from Chapter 1: ELA/ELD Framework)</i></li> <li>• To what extent do ELs/R-FEPs respond with advantage to opportunities at school (e.g. extracurricular activities, committees, etc.)?</li> <li>• To what extent do parents respond favorably to the items on the annual parent survey such as <ul style="list-style-type: none"> <li>○ Teachers hold high expectations for ALL students.</li> <li>○ My child’s teachers want him/her to succeed and do everything they can to help him/her.</li> <li>○ My child feels valued and respected by school staff</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ My child feels safe and comfortable at school</li> <li>○ I feel welcome at my child's school</li> <li>○ I feel well informed throughout the year</li> </ul>
8. Students enrolled in the Two-Way Immersion program will master language skills in Spanish and English.	<ul style="list-style-type: none"> <li>● What percentage of all students (ELs, I-FEPs, R-FEPS, EOs) participating in these programs score at/above Proficient in reading/language arts and mathematics on the state Standards Test in Spanish (STS)/District Benchmarks or a comparable measure of academic achievement in Spanish? *</li> <li>● What percentage of all students (ELs, I-FEPs, R-FEPS, EOs) participating in these programs score at/above Proficient in English Language Arts and Mathematics on the California Standards Tests? *</li> </ul>

*\*Measures to be redefined with CASPP in 2014-15*

## Monitoring Program Implementation

### Goal 1: Program Implementation as Described in the Master Plan for English Learners

District and site staff will periodically monitor implementation of all English Learner programs. The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English Learners. The monitoring process is designed to:

- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved
- Promote full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation and evaluation activities
- Provide for high levels of coordination between district-level and site-level improvement efforts
- Ensure that program evaluation is an integral part of school improvement initiatives and activities
- Provide a basis for review and modification of the Master Plan for English Learners

This monitoring will consist of the following activities:

- **Principal's Assurances Checklist Meetings**  
School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Three times a year, principals and their EL Coordinators meet with the EL Programs Coordinator to verify completion of the Principal's Assurances Checklist according to the timeline indicated on the checklist. This meeting facilitates ongoing communication with the Director of English Learner Services and assists in the monitoring of consistent implementation of this master plan throughout the school district. The EL Programs Coordinator will provide follow-up support for all Principals' Assurances Checklists after each meeting three times per year (October, February, and May).
- **Instructional Schedule Reviews**  
All schools will turn in ELD instructional schedules, ELD Class Rosters, and Master Schedules to the EL Programs Coordinator within the first 3 weeks of the beginning of each school year.
- **English Learner Program Monitoring**  
All schools will conduct annual monitoring by collecting, filing, and reviewing key documents, as outlined in the [Federal Program Monitoring EL Instrument](#).
- **Educational Model Rubric for EL Programs**

All principals will evaluate implementation of EL programs using the Educational Model Rubric for EL Programs.

- **Ongoing coaching and staff development support**

The EL Programs Coordinator will continue to meet monthly with the Principals' Program PLC to support implementation. The EL Programs Coordinator will provide ongoing training and support to sites in documentation and monitoring of EL programs, services and requirements. The Information Systems Specialist will continue to support school secretaries and registrars with ongoing training.

## **Goal 2: Mastery of English**

The ELD Coordinator, principals, EL Coordinators, and classroom teachers will analyze annual ELPAC results, ELD assessments, and progress toward meeting criteria for reclassification. Data provided by the Educational Services Division will include number of years in EL programs, yearly Overall ELPAC scores, and recent ELPAC sub-scores. The Educational Services Division will complete an analysis of ELPAC progress and proficiency.. The EL Programs Coordinator will review and report findings and trends to principals and EL Coordinators, who will work with site staff to continue the development of school improvement work.

## **Goal 3: English Learner Access to Core Curriculum**

Each site principal is responsible for ensuring that English Learners have access to core curriculum. Secondary principals will work closely with counselors and EL Coordinators in the development of the Master Schedule to ensure that sections reflect the needs of English Learners. Elementary principals will work with EL Coordinators to determine appropriate placement and instructional setting for English Learners. EL Coordinators will assist grade level teams with creating appropriate ELD groupings by language proficiency levels to ensure that every English Learner is appropriately placed. The Executive Director of Educational Services will review Master Schedules and instructional minutes for ELD. The EL Programs Coordinator will review ELD schedules, and ELD groupings by language proficiency levels.

## **Goal 4: Academic Success**

Each site principal will review and analyze CAASPP performance data in English Language-Arts and Mathematics. Data distributed by the Ed Services Division will include CAASPP and ELPAC data, as well as English Learner Progress. Counselors and Principals will also monitor and analyze data with site staff to determine trends, areas of need, and develop action plans. Indicators collected at High School include completion of A–G coursework, AP coursework and exams, post-secondary acceptance, etc. Counselors track post graduate data using Naviance.

## **Goal 5: Indicators of Risk for School Failure**

The Ed Services Division will support sites in collating the following data regarding English Learners:

- Suspensions, expulsions, and other disciplinary actions
- English Learners identified for Individualized Educational Plans (IEP's)
- Alternative Placements (Continuation School, etc.)
- Retention Rates
- Attendance
- Credit deficient high school students (9<sup>th</sup>-12<sup>th</sup> grade)
- Graduation and dropout rates

**Goal 6: Parent Engagement**

The EL Programs Coordinators, EL Coordinators and Site Administrators will work with the DELAC and ELACs to evaluate and improve parent engagement with schools and the district. Sites will report to the district on parent activities implemented during the year, as well as feedback collected through the annual parent survey. Data will then be aggregated to develop a picture of parent involvement in the district and will guide parental involvement practices.

**Goal 7: A Culture of Respect and Responsibility**

Site staff will collect and analyze data on English Learners’ participation in district, school and community programs and services. Staff will also evaluate annual parent survey data related to the school’s culture of respect and responsibility.

**Goal 8: Language/Literacy development in two languages for Students in the Two-Way Immersion Program**

Site principal, EL Coordinator, academic coach and school staff will analyze English Learners’ Literacy and language scores in English and Spanish, using state and district assessment data, as outlined in the TWI Literacy and Language pacing guide. Grade level teams will analyze data each trimester.

**Using Program Effectiveness Information to Improve Implementation and Modify the Program**

The evaluation data gathered, and the analysis performed will guide district and site levels improvement work.

**Site Level Use of Information**

The self-review materials will assist sites in determining strengths and areas of need in their programs, and to adjust accordingly. Annual improvement objectives and timelines will be established. This information will be included in the school’s Accountability Plan. The site will also be able to compare student outcomes at the site level to district goals for English Learners and use this information to plan for improved implementation of the English Learner programs. The data reviewed, and conclusions reached in the process of site level planning will be shared with the site ELAC members.

**District Level Use of Information**

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of English Learner programs. Putting outcome data together with the site self-reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years. An annual evaluation report on English Learner Programs will be shared at a regular meeting of the School Board in each school year. Data from the annual evaluation will also be shared with DELAC members. The report will focus on the extent to which programs have been implemented, and an analysis of student performance on the indicators specified above.

**Evaluation and Accountability: Roles and Responsibilities**

Role	Responsibility
Student	<ul style="list-style-type: none"> <li>• Attends school daily, arrives on time, and works for high achievement</li> <li>• Participates in school activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicates regularly with parents, teachers, and support staff</li> </ul>
Parent	<ul style="list-style-type: none"> <li>• Monitors and promotes English Learner’s progress in academics, homework, attendance, behavior</li> <li>• Supports English Learner in activities to promote student achievement</li> <li>• Communicates regularly regarding student progress with student, teachers and school</li> <li>• Attends parent conferences and school functions (e.g., Open House, conferences)</li> <li>• Participates in school committees—ELAC, Site Council, etc.</li> </ul>
Classroom Teachers, including ELD Teacher	<ul style="list-style-type: none"> <li>• Implements specific English Learner programs as described in the Master Plan for English Learners and provides instruction that aligns with state frameworks and standards</li> <li>• Ensures delivery of Integrated and Designated ELD instruction</li> <li>• Ensures access to core curriculum through intentional and explicit use of SDAIE strategies (same strategies apply for TWI Spanish Language Instruction)</li> <li>• Monitors English Learners’ progress toward ELD, CCCSS and other content standards, reviews school/classroom data</li> <li>• Uses data to modify instruction and respond to student needs</li> <li>• Implements differentiated strategies for English Learners and R-FEP students</li> <li>• Advocates for support services for students not meeting standards who may who require interventions in order to reach goals</li> <li>• Informs parents of progress in ELD and other content areas as well as strategies to support students in meeting standards</li> <li>• Facilitates a culture of respect and responsibility within the classroom and among colleagues</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Monitors all aspects of staffing for and instruction in English Learner programs, according to the Master Plan</li> <li>• Analyzes and uses data to facilitate student progress monitoring</li> <li>• Is responsible for all procedures and legal requirements pertaining to English Learners at the school</li> <li>• Monitors identification, assessment, classification and placement of English Learners and oversees reclassification process</li> <li>• Meets tri-annually with the EL Programs Coordinator to confirm completion of the Principals’ Assurances Checklist</li> <li>• Uses data in reports to district administrators on implementation of English Learner programs and services, and in goal setting in the Accountability Plan</li> <li>• Facilitates a culture of shared responsibility among all staff in meeting needs of all learners</li> <li>• Provides leadership in all aspects of the educational program</li> </ul>
District EL Programs Coordinator	<ul style="list-style-type: none"> <li>• Supports sites and district in implementing the Master Plan for English Learners, monitors compliance and English Learner procedures at the site and district levels; organizes documentation</li> </ul>

	<ul style="list-style-type: none"> <li>• Trains, coaches and supports EL Coordinators in facilitating the implementation of the Master Plan for English Learners at sites</li> <li>• Works with administrators to provide ongoing training for site EL Coordinators, teachers, instructional assistants, and support staff</li> <li>• Helps organize and deliver staff development</li> <li>• Supports parent involvement, such as parent conferences, workshops, ELAC, and DELAC</li> <li>• Organizes and facilitates Principals’ Assurances Checklist meetings</li> <li>• Provides resources and support in English Language Development, SDAIE strategies and primary language instruction</li> <li>• Reviews district and site English Learner data</li> <li>• Supports implementation of the LEA and Title III Plans</li> <li>• Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners</li> </ul>
Specialist	<ul style="list-style-type: none"> <li>• Monitors the accuracy of English Learners’ data in the district and state computer systems</li> <li>• Provides English Learner data to principals and staff for analysis; supports sites in collating data collected as sites</li> <li>• Provides ongoing training to clerical staff</li> </ul>
School Site EL Coordinator	<ul style="list-style-type: none"> <li>• Facilitates process and procedures for monitoring and documenting English Learner progress, including identification, initial and annual testing, reclassification, and parent notification</li> <li>• Informs staff of progress of identified students toward reclassification</li> <li>• Serves as a resource for the Student Study Team</li> <li>• Provides input on staff development opportunities and needs for teachers of ELs</li> <li>• Assists with data collection</li> <li>• Provides support and resources for teachers and parents of English Learners</li> <li>• Supports parent involvement with ELAC</li> </ul>
Special Education Case Manager	<ul style="list-style-type: none"> <li>• Includes EL Coordinator and/ or ELD teacher in IEP meetings</li> <li>• Consults with EL Coordinator and/ or ELD teacher to draft language goals for IEP</li> <li>• Ensures implementation of accommodations, modifications and alternative assessment for ELPAC testing according to IEPs</li> </ul>
School Secretary / Registrar	<ul style="list-style-type: none"> <li>• Maintains accurate and complete information in student databases and Red Folders of cum files</li> <li>• Confers with Data Management Specialist, District EL Programs Coordinator or EL Coordinator at site when questions arise about identifying potential ELs through the Home Language Survey</li> </ul>
Translations and Bilingual Community Services	<ul style="list-style-type: none"> <li>• Provide interpretation services at events and meetings, such as ELAC / DELAC</li> <li>• Provide translation of district documents, website and electronic calls</li> <li>• Promote parent participation at school events</li> <li>• Support parent-school communication and relationships</li> <li>• Connect families with community support agencies</li> </ul>

Counselor (Secondary schools)	<ul style="list-style-type: none"> <li>• Works in collaboration with EL Coordinator with initial placements</li> <li>• Monitors progress of English Learners toward meeting language and academic benchmarks, including expected progress toward graduation, completion of A-G requirements, and AP course participation</li> <li>• Collaborates with teachers, the EL Coordinator and others in devising individual program modifications and interventions, as needed</li> <li>• Meets with students and parents to review academic program and progress</li> <li>• Tracks post graduate data using Naviance</li> </ul>
Academic Coaches	<ul style="list-style-type: none"> <li>• Uphold best practices, programs and services as outlined in the Master Plan when participating in coaching conversations and collaborations with all staff</li> </ul>
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> <li>• Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role</li> <li>• Advises on issues relevant to English Learners in the district</li> <li>• Provides annual report to School Board</li> </ul>
English Learner Advisory Committee (ELAC)	<ul style="list-style-type: none"> <li>• Advises the principal and school staff on topics related to English Learners (including advising them in the development of the school Accountability Plan).</li> <li>• May review site data on program effectiveness and student achievement</li> </ul>
Executive Director of Ed Services	<ul style="list-style-type: none"> <li>• Supervises EL Programs Coordinator</li> <li>• Analyzes district and school site data</li> <li>• Provides overall support for English Learner programs and services</li> <li>• Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites</li> <li>• Meets with principals to review Accountability Plans for services to English Learners</li> <li>• Monitors and supports implementation of the LEA and Title III Plans</li> <li>• Collaborates with district staff and parent groups on annual program evaluation</li> <li>• Shares results of program evaluation with stakeholders (Superintendent, Executive Board, and School)</li> <li>• Monitors fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English Learners</li> <li>• Monitors school plans and budgets for services to English Learners</li> <li>• Monitor grants and evaluations for services to English Learners</li> </ul>
Director of Human Resources	<ul style="list-style-type: none"> <li>• Recruits and monitors placement of English Learner staff in collaboration with principals and the Executive Director of Ed Services</li> <li>• Monitors credentials of all personnel working with English Learners</li> </ul>
Superintendent Chief Learning Officer	<ul style="list-style-type: none"> <li>• Evaluates District's goals relative to the LCAP, LEA and Title III Plans, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability</li> </ul>

## Parent Involvement/Parent Advisory Committees

**EL-6**

Tahoe Truckee Unified School District promotes parent involvement and provides outreach to the parents of English Learners.

The district has a functioning District English Learner Advisory Committee (DELAC) and each school with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC).

## Parent Involvement

Tahoe Truckee Unified School District is committed to promoting strong parent, family and community support for our programs. We strive to provide meaningful involvement and to actively promote the development of parent and community leaders who can learn more about our education system, become involved in the education of their children, and advocate effectively for English Learners. Our Board of Education encourages Parent Involvement, as detailed in our district's Policy #6020.

Tahoe Truckee Unified School District reaches out to parents of English Learners in various ways.

TTUSD sends notice of and holds regular meetings for the purpose of formulating and responding to parents' recommendations. For parents of English Learners, this is accomplished primarily through our English Learner Advisory Committees and our District English Learner Advisory Committee.

TTUSD informs parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency
2. Achieve at high levels in core academic subjects
3. Meet challenging state academic standards expected of all students

At each school, parents receive the *Parent/Student Handbook* as well as other materials that invite them to become involved participants in their child's education. Parents of English Learners receive two formal notifications per year to advise them of their EL's progress in meeting ELD Standards. The [\*Initial or Annual Parent Notification Letter\*](#) in fall and the *Summative ELPAC Notification* in winter provide information on their EL's language proficiency. When the district has not made progress on Annual Measurable Achievement Objectives (AMAOs), the district will inform parents/guardians of English Learners of such failure no later than 30 days after AMAO data is published by the state.

Each school year, parents are advised of their EL's progress in ELD and core content areas through the Aeries online grade book as well as progress reports and trimester or quarter report cards. Additionally, parents of all students in grades K-8 participate in at least one Parent/Teacher Conference each year.

## Translation and Bilingual Community Services

When fifteen percent (15%) or more of the student population at the school site speaks a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s). Interpretation is also provided at school functions, such as Back to School Night, Parent/Teacher Conferences, ELAC and community forums. Finally, student-related district policies and procedures are available in English and Spanish on our district and school websites.

TTUSD is proud of the extensive services provided by our Translations and Bilingual Community Services support staff. Bilingual translators /interpreters provide simultaneous and consecutive bilingual oral translation / interpretation during legal proceedings (e.g. IEP, SSL, ILP, SARB), district meetings and for district personnel (administrators, counselors, psychologists, nurses and teachers), outside agency representatives (e.g. attorneys, law enforcement personnel, social services representatives), parents,



and students. In addition, a translator/ interpreter translates legal and medical documents, as well as general materials (e.g. handbooks, manuals, forms, memos, correspondence).

Bilingual Community Liaisons establish and maintain an effective relationship between school and the student's home, providing assistance to parents. They provide bilingual oral and written translation of general information as necessary. They interact with parents and promote parent involvement in our schools. They interpret for meetings, such as PTO, parent conferences, and meetings.

## Community Partnerships

Our district fosters ongoing, established relationships with community programs and agencies to provide resources and information to involve and engage parents in their students' education. Parents have access to various prevention and intervention and parenting education programs.

Collaborating social services agencies include

- [The Boys and Girls Club](#)
- Family Resource Centers of [Truckee](#) and [North Tahoe](#)
- [Nevada County Department of Health](#)
- [Tahoe Safe Alliance](#)
- [Aim High](#)
- [Adventure Risk Challenge](#)

## English Learner Advisory Committee (ELAC)

Schools with 21 or more English Learners are required to establish a functioning English Learner Advisory Committee (ELAC) on programs and services for English Learners. The ELAC meets the following requirements:

### Formation and Elections:

Invitations are sent to **all parents** (not just parents of English Learners) informing them of the school's intention to form the ELAC. Parent volunteers will work with the school to recruit more parents to the ELAC meeting. Communication will include phone calls, parent newsletter, website notice, and letters to all parents in English and Spanish. Notices will state the purposes of ELAC and encourage parents who are interested in being a member and/or learning more about the duties of the ELAC to attend a meeting at the school site. Nominations are taken from the floor for ELAC membership, and parent members are elected by EL parents.

Requirements for ELAC elections include:

- a) Parent/guardian members of English Learners elect parent members of the school committee.
- b) Parents of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body.
- c) Each school's ELAC shall have the opportunity to elect one representative member to the District English Learner Advisory Committee (DELAC), as well as an alternate.
- d) The committee may also choose to elect officers, such as President, Vice President, and Secretary
- e) Members of the ELAC may serve two years and will be elected before the October DELAC meeting each year.
- f) ELACs may choose to have Bylaws, but the creation and implementation of Bylaws is optional.

**Responsibilities:**

The committee advises and assists the school as follows:

- a) The ELAC **advises** the school principal and staff on the school's program for English Learners.
- b) The ELAC **advises** the School Site Council (SSC) on the development of the Accountability Plan.
- c) The ELAC **assists** in the following:
  - I. The school's needs assessment
  - II. The school's annual language census (R-30 Report)
  - III. Efforts to make parents aware of the importance of regular school attendance

**School Site Council:**

The School Site Council (SSC) will agendaize and discuss ELAC advice on the development of the Accountability Plan. This responsibility is documented in the minutes of the School Site Council meeting at which this involvement occurred.

**Monitoring and Documentation:**

The Director of Educational Services, English Learner Programs, Coordinator (or their designee), and principal continually review the implementation of the ELAC to ensure that all requirements are met. All ELAC documentation (calendar of ELAC dates, flyers, agendas, sign in sheets and minutes) is kept at the site. A copy of all documentation is sent to the EL Programs Coordinator for review and to be kept on file at the district office.

**District and School Training and Support for ELAC**

- The Educational Services Department provides ongoing ELAC training to site administrators and site personnel, as well as ELAC meeting resources in the [ELAC Handbook](#).
- The district provides appropriate training and materials to assist each ELAC member to carry out his/her legally-required advisory responsibilities, planned in full consultation with ELAC members. District funds may be used to cover the costs of training and attendance of ELAC members (e.g. costs associated with childcare, translation services, meals, and other reasonable expenses).
- The site principal is responsible for establishing the ELAC.
- The principal/ designee and elected ELAC officers coordinate the ELAC meetings for the site.
- The site principal assists with the planning process for ELAC meetings, attends the ELAC meetings, and steps in for point-of-need leadership during the meetings until the ELAC President is comfortable with his/her role.
- The principal collaborates with the EL Coordinator, Community Liaison, and ELAC officers to plan meetings that meaningfully address parent interest and need (as collected through the Needs Evaluation), along with the other ELAC requirements.
- The principal ensures ongoing communication and completes the feedback loop by responding to parent concerns and questions raised at ELAC meetings.
- Each ELAC conducts meetings with agendas and minutes. All schools use standardized templates so that our documents are consistent district-wide.
- Dates of ELAC meetings are determined in advance and publicized in English and Spanish.
- The principal and staff work diligently to ensure that parents of English Learners attend ELAC meetings.
- Childcare and refreshments are provided at ELAC meetings

- Each ELAC site coordinator sends a copy in English (and Spanish where applicable) of all ELAC agendas, sign in sheets and minutes to the EL Programs Coordinator by the 3 monitoring dates outlined in the Implementation and Compliance Timeline.
- The district has sample By Laws on which each school may base site ELAC By-Laws as well as descriptions of duties of ELAC officers. (Bylaws and election of officers are optional.)

**Delegation:**

After formation and training of the ELAC, the functioning ELAC may delegate its legal responsibilities to an existing school advisory or subcommittee. The establishment and proper functioning of ELAC is the responsibility of the site principal or his/her designee. The requirements of ELAC may be delegated to School Site Council (SSC) if ELAC has first been formally established (an executive board has been elected and at least two meetings have transpired), members have received training regarding their role and responsibilities, and the committee votes to delegate responsibility to SSC. This action must be documented in the agenda and minutes of the ELAC meeting. When SSC assumes responsibility, all requirements for the ELAC need to be met and documented in the agenda and minutes of the SSC meetings.

**District English Learner Advisory Committee (DELAC)**

Tahoe Truckee Unified School District has 51 or more English Learners enrolled; therefore, the district has established a functioning District English Learner Advisory Committee (DELAC) on programs and services for English Learners.

**Formation and Elections:**

Each school English Learner Advisory Committee (ELAC) must have the opportunity to elect one member and an alternate to the DELAC. Parents or guardians of English Learners not employed by the district must constitute a majority membership (51% or more) of the committee.

**Responsibilities:**

The purpose of the DELAC is to become trained in and advise the School Board (e.g. in person, by letters/reports) on programs and services for English Learners listed below.

1. Development or revision of a district master plan for educational programs and services for English Learners that takes into consideration the Accountability Plan.
2. Conducting of a districtwide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English Learners, (e.g. Parental Exception Waivers and funding).
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Administration of the Annual Language Census R-30 Report, (e.g. procedures and forms).
6. Review of and comment on the school district’s reclassification procedures.
7. Review of and comment on the written notifications required to be sent to parents and guardians.

### **District Training and Support for DELAC**

- The district provides training materials and training, planned in full consultation with committee members, appropriate to assist parent members in carrying out their DELAC responsibilities. District funds may be used to cover costs of training and attendance of DELAC members (e.g., costs associated with meeting childcare, translation services, refreshments, and other reasonable expenses).
- Training is embedded in each DELAC meeting. The minutes of the DELAC meeting clearly reflect the training areas that had been covered during the meeting.
- The DELAC will calendar enough meetings through the year to complete all responsibilities.
- The DELAC may choose to adopt Bylaws and operate according to guidelines contained in its Bylaws which are directly aligned with legal requirements.
- The District English Learner Programs Coordinator and/or designee serves as district liaison to the DELAC, assisting with agenda preparation, distribution of meeting notices, arranging for guest speakers, preparation of meeting minutes, and all communications pertaining to the DELAC.
- The DELAC President shall preside at all the DELAC meetings, as well as sign all letters, reports, and other communications of the committee (with previous approval from DELAC members). In the event of the President absence, resignation, or inability to perform his/her duties, the Vice-President shall assume those duties.
- The District English Learner Programs Coordinator ensures ongoing communication and completes the feedback loop by responding to parent concerns and questions raised at DELAC meetings.
- Site principals and School Community Facilitators are encouraged to attend DELAC meetings when possible.

### **Presentation of DELAC advice to the School Board**

- DELAC communicates ongoing advice to the Superintendent – Chief Learning Officer and School Board via meeting minutes and the English Learner Programs Coordinator communications.
- At the end of each school year, the DELAC members present an oral and written annual report to the Superintendent and School Board at a June board meeting.

## Staffing

### EL-7

Teachers assigned to provide English Language Development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization.

Upon documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.

The Tahoe Truckee Unified School District ensures that all teaching personnel shall hold appropriate certification to provide necessary instructional services to English Learners.

### **Teacher Credentialing**

All English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and Primary Language Instruction (Alternative Program) is delivered by Commission on Teacher Credentialing (CTC) authorized teachers or teachers in training. All teachers who provide ELD or SDAIE must hold the CLAD or equivalent teacher certification. Primary Language Instruction teachers must hold a BCLAD or equivalent certification. For a complete CTC credential list visit <http://www.ctc.ca.gov/credentials/leaflets/cl622.pdf>.

### **Staff Configuration**

A proposed staffing plan for each school is reviewed by District personnel each spring, and vacancies are posted, as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations to implement instruction for English Learners. Working together, district Human Resources staff and site administrators assign properly-credentialed teachers to specific programs requiring their specialized expertise. Principals receive a list of certificated teachers and their certification to serve English Learners from the Human Resources Department. On occasion, a teacher may be on Emergency Waiver for one year. Teachers are placed according to student program needs. Those teachers who are in areas requiring certification and are not pursuing certification are notified that if certification is not pursued, they will be reassigned or displaced as properly credentialed teachers are found. Teachers are expected to complete the CLAD (or its equivalent) within the first year of employment.

The District's goal is to staff every elementary grade level at each school site with a BCLAD teacher in order to provide: (1) primary language support during regrouping; (2) translation of instructional materials; (3) communication with parents; (4) primary language support during meetings; and (5) for each PLC, support for unique language acquisition needs. However, a non-BCLAD teacher can be paired with a bilingual instructional aide who, under the teacher's direction, provides primary language support as needed in the curriculum content areas.

Currently, the district also staffs each school with an EL Coordinator to work closely with district and site staff to facilitate implementation of English Learner programs and services at their site. At the secondary levels, the EL Coordinator position is funded through a stipend for work done above and beyond the teacher's contract day. At the elementary level, EL Coordinators are hired to complete the coordinator duties, as well as provide ELD instruction during ELD deployment during the school day.

Elementary EL Coordinator positions build the capacity of classroom teachers, ensure access to daily Designated ELD, increase progress monitoring of ELs and reclassified students, as well as support teachers with implementation of Integrated ELD in all classroom.

### **Hiring Priorities and Procedures**

TTUSD only hires EL certified teachers. The highest priority is placed on the hiring of Commission on Teacher Credentialing (CTC) bilingual certified teachers (BCLAD or its equivalent) and on their assignment, first to alternative programs, and then to Structured English Immersion (SEI) classrooms, as well as core classes that require primary language support, especially to work with ELPAC 1 and 2 (Emerging) ELs.

The second priority of hiring is CLAD (or its equivalent) certified teachers. CLAD-certified teachers are placed in SEI and mainstream classrooms with English Learners and provide ELD and specialized instruction using SDAIE strategies. These teachers may receive support from bilingual paraprofessionals during those parts of the instructional day when the primary language is used to clarify, explain, motivate and direct.

### **Determining Staff Needs and Recruitment Procedures**

The staffing plan report is completed each October by the district and kept on file. The report monitors district progress toward full certification of all teachers working with English Learners until all shortages of qualified teachers are remedied. The Annual Report documents numbers of teachers who are fully certified and numbers in training, as well as results of hiring and staff training efforts each year.

In the spring of each school year, following the CALPADS Fall 2 submission, each school is informed regarding the need for adequate numbers of qualified teachers to fully implement all elements of the English Learner Programs at the school: English Language Development, Content Instruction with Sheltered English, SDAIE strategies, and/or primary language support.

Where shortages of teachers serving English Learners exist, a concerted recruitment and staffing effort takes place in the district.

### **Recruitment**

Job applications, eligibility interviews, bilingual proficiency exams and processing procedures are handled at the district office. Interviews are held at the local school site with a follow up interview at the district level.

### **Recruitment of Teachers**

Postings for teaching positions are advertised almost exclusively through EDJOIN. However, when we are seeking candidates for difficult to fill positions, TTUSD does use other advertising options. These include

- Educational placement centers with teacher training programs at private, UC, and CSU campuses as well as colleges and universities in Nevada.
- Major educational organizations including those associated with language minority students (Directory from California Department of Education)
- County Offices of Education
- Colleges/universities identified as having a pool of potential bilingual teacher candidates. At such universities, the following departments will be contacted: Teacher Education, Chicano/Latino Studies, Bilingual Education Studies, and the offices of Teacher Internship.

Announcements indicate that Tahoe Truckee Unified School District is seeking Spanish speaking educators. When need exists, announcements of openings are placed in newspapers and organizational newsletters such as:

- California Association of Bilingual Education (CABE),
- National Association for Bilingual Education (NABE), and
- California Association of Teachers of English to Speakers of Other Languages (CATESOL) Newsletter

Depending on the need, the District may send representatives to local colleges/universities and secondary schools to participate in Career Day activities. At these events, the District provides information concerning district needs for bilingual paraprofessionals, employment opportunities and procedures for hiring.

### **Recruitment of Paraprofessionals**

TTUSD employs qualified bilingual paraprofessionals. Bilingual paraprofessionals contribute specialized skills in an English Learner program and work and plan closely with the full instructional team. When the teacher does not hold the BCLAD, the bilingual paraprofessional works in concert with the CLAD teacher to provide primary language support to motivate, clarify, direct, support, and explain facts and concepts to the English Learner. It is essential, therefore, that the bilingual paraprofessional be assigned to classrooms during core content instruction in language arts, math, social studies, and science. Paraprofessionals also assist with the full spectrum of needs outside the classroom, including but not limited to:

- parent-teacher conferences and notifications
- ELAC and DELAC
- ELPAC testing
- oral and written translations

### **Bilingual Authorization Incentives**

TTUSD provides opportunities for all teachers to obtain English Language Learner certification as authorized by CTC through university classes and/or the CTC testing for CTEL and other approved exams:

1. If and when District teachers participate in intensive training and preparation for CLAD, BCLAD, or other certification, the district reimburses program fees to participating teachers.
2. The District offers classified employees a bilingual differential salary adjustment to all non-bilingual classifications for employees' use of skills at a rate of 7½%.
3. The district provides a \$500/year stipend to certificated teachers (working with students) holding/using BCLAD.



# Professional Development

**EL-8**

The district provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that 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;
- d) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

Tahoe Truckee Unified School District is committed to providing focused staff development to all teachers and staff (including special education staff) to empower them with the skills and attitudes needed to work effectively with the specialized needs of our English Learners.

### **Professional Development to Support Instruction and Student Learning**

The district's Pathways 2020 Strategic Plan highlights the need for specific staff development in Specially Designed Academic Instruction in English (SDAIE) strategies. Additionally, the English Learner Programs Coordinator in partnership with the instructional leaders, academic coaches and the Ed Services Division, are developing a three-year literacy plan that addresses professional development with a specific focus on the needs of English Learners.

In the next three years, all district teachers and administrators will be trained in the California Common Core State Standards, the California English Language Development Standards, and the ELA/ELD Framework, specifically regarding:

- Providing Integrated ELD using the ELD standards in tandem with CCCSS ELA standards and other content standards to support ELs' linguistic and academic progress
- Academic conversations, also known as constructive or collaborative conversations
- Additional, amplified or differentiated instructional support for ELs
- Motivation and engagement strategies

Training on English Learner lesson design, instruction and strategies is embedded in all other curriculum and instruction based professional development. Collaborative opportunities and training efforts related to English Learners will also focus on the following components:

#### **Instructional Skills**

- Integrated and Designated English Language Development (ELD)
  - G.L.A.D. (Guided Language Acquisition Design)
  - Academic conversations
- Specially Designed Academic Instruction in English (SDAIE)
  - SIOP (Sheltered Instruction Observation Protocol)
- Differentiated Instruction
- Primary language instruction/support
- Instructional strategies for teaching Newcomers
- Intervention strategies for Long Term English Learners

#### **Collaborative Leadership Skills**

- Grade-level, vertical, and content area Professional Learning Communities (PLCs) Academic coaching at each school site
- Cycle of Inquiry: Data analysis and evaluation

#### **Culture of Respect and Responsibility**

- Cross-cultural understanding
- Character development
- Parent engagement and outreach

- Study Skills

### **Professional Development of Master Plan Components**

The district provides staff development to ensure understanding and implementation of all elements, roles, responsibilities, and procedures of the Master Plan for English Learners:

- Monthly trainings for EL Coordinators cover site responsibilities, ELAC and DELAC, Identification, Assessment and Parent Notification, Reclassification, EL and R-FEP monitoring, current research, data analysis, and the Parental Exception Waiver
- Twice a year training at Principals' Program PLC provides ongoing training on site responsibilities, EL data, current research, and data analysis.
- Annual ELPAC training is provided for new and veteran test administrators;
- Clerical meetings review Identification, Home Language Survey, Language Data input for Aeries, record keeping in the cum file and communication with EL Coordinators
- Annual ELAC training supports ELAC members and district staff

### **Provisions for Special Education**

The Special Education Department has an ongoing Staff Development Plan to keep all educators informed as to programs and services for English learners. Staff also receives training in

- the development of linguistically appropriate goals and objectives for English Learners.
- appropriate and successful teaching strategies and methodologies for use with English Learners.
- English and primary language proficiency assessment and accommodations, modifications, and alternative assessment options

## Funding

**EL-9**

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 aid funds.

Tahoe Truckee Unified School District follows funding mandates as prescribed by the Education Code, state regulation, the Local Control Funding Formula, and district strategic plan, budget, policies/practices. Title III and other categorical funds are used to supplement the core educational program and not to supplant use of General Fund monies. The core educational program for EL students in the Tahoe Truckee Unified School District is funded by general fund monies. Expenditures are audited annually by the district's Business Department and both internal and external auditors. Funds provided by Title III for limited-English-proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school. These funds are used to supplement the base program with supplemental services including, but not limited to, employment of supplemental teachers, paraprofessionals, purchase of supplemental teaching materials, in-service training for teachers and paraprofessionals to develop instructional skills, support for parent involvement activities, parent training, translation services, and other reasonable expenses related to the program for ELs.

The School Board approves the district educational model that ensures that the needs of all students are being met.

The Superintendent's Cabinet identifies and prioritizes, according to the educational model, funds to support needs based on data and allocate adequate resources for programs based on student population.

The Executive Director of the Educational Services Division allocates funds based on the Consolidated Application and Reporting System (CARS) formula, meets individually with schools to ensure compliance, presents plans for Board approval, and monitors expenditures throughout the year.

The Principal coordinates development of the school level plan (Accountability Plan), prioritizes needs based on data collection, and convenes necessary approval groups (e.g. School Site Council and ELAC.) The principal also ensures that parents and staff are informed about funding and the Accountability Plan.

SSC/ELAC/DELAC:

- School Site Council provides input about the development of and approves the Accountability Plan.
- English Learner Advisory Committee members advise and give input on the School Accountability Plan and school budget.
- District English Learner Advisory Committee members give input on the LCAP and approve the application for federal funding.

The State Department of Education administers funding for categorical programs through the Consolidated Application and Reporting System (CARS). These funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English Learners.

<b>Categorical Funding Source</b>	<b>TITLE III / EL and Immigrant</b>
<b>Description</b>	Assists English Learner students to acquire English and achieve grade-level and graduation standards. Provides for supplementary programs and services to English Learners and immigrants.
<b>Students served</b>	English Learners TK-12
<b>Examples of appropriate expenditures</b>	Funds may be used for a variety of purposes that provide for support directed to ELs, including: <ul style="list-style-type: none"> <li>• English Language Development instruction</li> <li>• Enhanced instruction for ELs in core subject areas</li> <li>• High-quality professional development for teachers and other staff</li> <li>• Identifying and improving curriculum, materials and assessments</li> <li>• Tutorials or other intervention support to meet the language development needs of ELs</li> <li>• Educational technology</li> <li>• Providing community participation programs, including family literacy and parent outreach</li> <li>• Coordinating language instruction program with other programs and services (e.g., Title 1)</li> <li>• Administration and indirect costs (limited to 2% of the grant)</li> </ul>
<b>Inappropriate expenditures</b>	Supplanting general funds

## Master Plan Terminology

**Access to Core:** Providing access to the core curriculum means providing ELs with simultaneous access to both ELD and the core curriculum; in this type of approach, the program would use strategies such as primary language instruction, primary language support, and/or SDAIE

**Alternative Program:** A program that provided primary language instruction in core subjects as well as English Language Development (see Two Way Immersion Program)

**BCLAD:** Bilingual, Cross-cultural Language and Academic Development credential or certificate which authorizes the holder to teach ELD, SDAIE, and primary language instruction

**Bilingual:** Able to use two languages with native or near-native ability

**Bilingual Assessment:** The administration of tests in two languages in all areas of assessment needed

**CDE:** California Department of Education

**CLAD:** Cross-cultural Language and Academic Development credential or certificate which authorizes the holder to teach ELD and SDAIE (See also CTEL)

**Core Content:** Secondary courses such as math and science

**CTC:** California Commission on Teacher Credentialing

**CTEL:** California Teacher of English Learners authorization that allows the holder to provide specialized instruction to English Learners

**DELAC:** District English Learner Advisory Committee

**Differentiated Instruction:** Instruction using different methods or strategies designed to meet the wide range of educational needs of students

**EL:** English Learner (also called Limited English Proficient {LEP} student)

**ELA:** English Language Arts

**ELAC:** English Learner Advisory Committee

**ELD:** English Language Development. Sometimes referred to as English as a Second Language (ESL)

**ELPAC:** English Language Proficiency Assessments for California

**English Language Development:** ELD is a specific curriculum that addresses the teaching of English as a second language according to the level of proficiency of each student. ELD must be part of the daily program for every English Learner

**English Language Mainstream Program:** In this program students are placed directly into an English instructional program usually without primary language support. ELs receive ELD instruction from the classroom teacher until they are reclassified. Core content is taught in English using SDAIE methodology.

**English Learner or Limited English Proficient:** EL or LEP is used to identify a student who is not currently proficient in English and whose primary language is not English; this classification is determined by a state-approved assessment

**EO:** English-Only student

**ESL:** English as a Second Language (another term for ELD, typically used outside CA)

**FEP:** Fluent English Proficient. Students with a home language other than English, who's oral and written English skills approximate those of native English speakers

**GATE: Gifted and Talented Education.** Students who exhibit excellence or capacity for excellence far beyond that of their peers

**Home Language Survey (HLS):** Required to be completed by all students in TK-12 California public schools at registration to determine language of instruction

**IEP (Individualized Education Plan):** This plan specifies the goals, objectives, and programs for a special education student

**IDEA Proficiency Test (IPT) in Spanish:** Test in Spanish used to determine oral proficiency and reading and writing in Spanish

**I-FEP:** Initially Fluent English Proficient

**Language Acquisition:** Language is acquired through a natural process and progresses through predictable stages

**LEA:** Local Education Agency

**Limited English Proficient (LEP):** A student who has not developed the English language skills (speaking, reading and writing) necessary to succeed in English at a level equivalent to English Only students of the same age

**L1:** The language that has been identified as the student's primary or home language

**L2:** The second language students acquire (usually refers to English)

**Master Plan for English Learners:** Compilation of district policies, procedures, program options, and forms used to guide the placement and progress of English Learners and to support parental involvement



**Paraprofessional:** A person who assists teachers in the classroom; A bilingual paraprofessional has passed the District-established assessment and is fluent in both English and another language

**Primary Language (L1):** The first language the student learns to speak at home or the most often spoken language

**Primary Language Support:** The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction

**Principals' Assurances Checklist:** A checklist of deadlines and duties for the principals to facilitate the needs of English Learners

**R-30 Language Census Report:** A state-required annual census of each K-12 public school which reports the numbers of EL and FEP students, staffing information, students reclassified, and the services provided to them

**Reclassification:** When a student has met all the district criteria, s/he is reclassified from EL to Fluent English Proficient (FEP) student

**R-FEP:** Reclassified Fluent English Proficient

**SDAIE: Specially Designed Academic Instruction in English:** SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to EL students with intermediate fluency; This approach emphasizes the development of grade level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners

**Special Day Class (SDC):** A self-contained, special education class in which a student is enrolled for the majority of the school day

**SSC:** School Site Council

**Structured English Immersion Program:** The Structured English Immersion Program is identified as an English Language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language; Students will be taught subjects "overwhelmingly," but not exclusively, in English

**TBD (To Be Determined):** A temporary term used when a Home Language Survey identifies a potential EL. Assessment using the initial ELPAC is used to classify a TBD student as wither EL or FEP

**Two-Way Immersion Program:** The Two-Way Bilingual (Dual Immersion) Program is designed for English Learner (EL) students and Fluent English Proficient (FEP) or English Only (EO) students. Instruction is provided in two languages in a balanced manner and is designed to ensure that both groups learn to listen, speak, read, and write in English and in the primary language of the EL students. Instructional materials written in English and in the primary language of the EL students are used.

## Tahoe Truckee Unified School District English Learner Forms

### Identification, Assessment, Parent Notification and Placement

EL 1a	Home Language Survey*
EL 1b	Initial Parent Notification Letter – Federal Title III and state requirements*
EL 1c	Annual Parent Notification Letter – Federal Title III and state requirements*
EL 1d	Annual Parent Notification of ELPAC progress for EL students*
EL 1e	Annual Parent Notification of ELPAC progress for R-FEP candidates*
EL 1f	Parent Notification of ELPAC Proficiency for I-FEPs*
EL 1g	Informal Home Language Assessment (for non-Spanish speakers)
EL 1h	TTUSD English Learner Program Options*

### Instructional Programs

EL 2a	Sheltered Instruction Observation Protocol checklist
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### Reclassification

EL 5a	Language Reclassification Record*
EL 5alt	Language Reclassification Record for Moderate to Severe Scholars*
EL 5b	R-FEP Monitoring Form
EL 5c	Summary of ELs Reclassified to R-FEP

### Program Evaluation

EL 6	Principal's Assurances Checklist
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### Parent Involvement, ELAC and DELAC

EL 7a	ELAC Meetings/Member Schedule*
EL 7b	Checklist for ELAC Meetings*
EL 7c	ELAC Sign-In Sheet*
EL 7d	ELAC Agenda Template*
EL 7e, 7eSP	ELAC Minutes Template*

\* All forms for parent notifications and committees are in English and Spanish