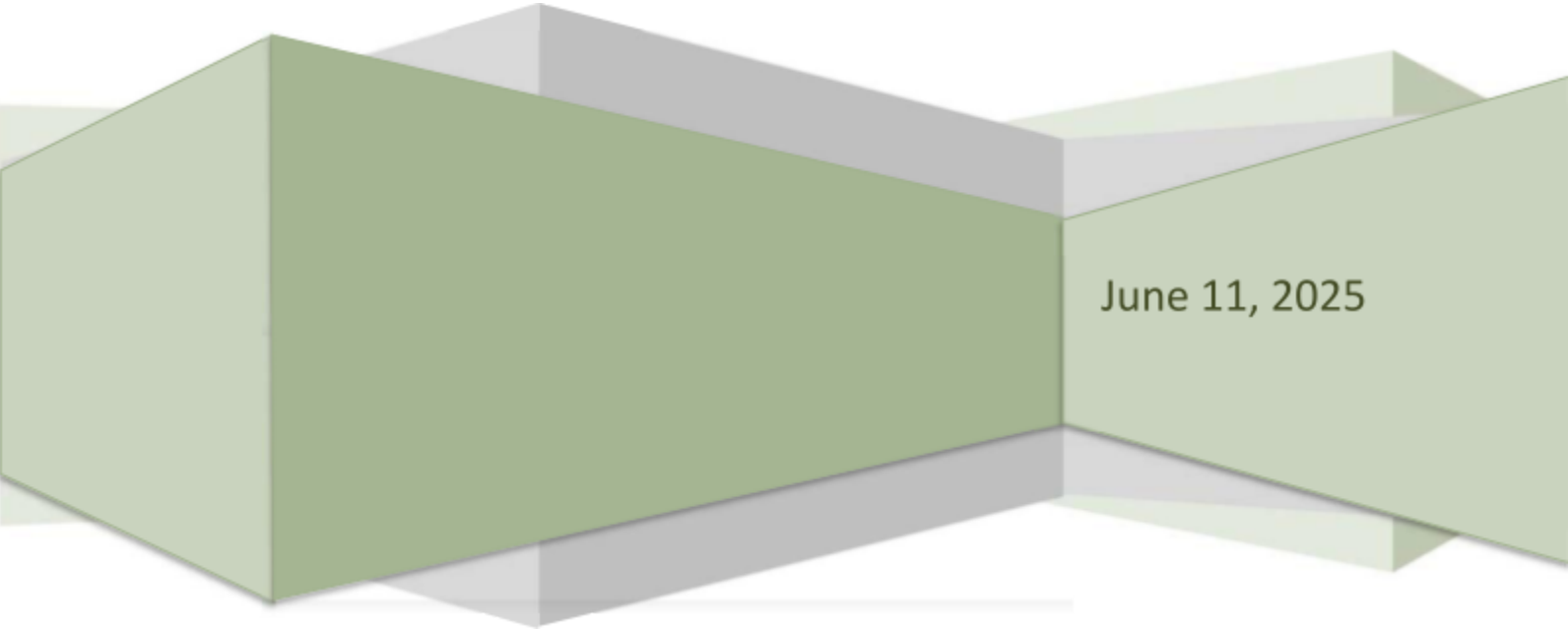


Master Plan for English Learner Services

Tahoe Truckee Unified School District



June 11, 2025

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. The Tahoe Truckee Unified School District *Master Plan for English Learners* is reviewed, updated, and revised annually.

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District Vision

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities 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, teamwork, 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 result 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 4,300 scholars. About 473 scholars, or 11%, are English Learners. 99% of our English Learners come from Spanish-speaking backgrounds. The remaining English Learner population includes approximately 7 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. EL 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 TTUSD Strategic Plan Vision 2026
- 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 to meet these needs. The major organizational components are:

- Educational Services Division, with an Assistant Superintendent of Educational Services, Administrative Assistant, Teachers on Special Assignment (TOSA), English Language Development Program Specialist, 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 Language Development Program Specialist, 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. Alternatively, parents can complete the Home Language Survey and sign electronically as part of the online enrollment, and the site can print a copy. 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 Initial 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. The ELPAC results are provided to the district and uploaded in the student information system.

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 (IFEP), according to the State Board of Education approved criteria. No further testing is necessary for a student identified as IFEP. These students will be placed in the school's mainstream English setting. Students who do not meet IFEP 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
ELPAC Overall	Well developed	ELPAC Overall	Well developed
ELPAC Listening	Somewhat developed or above	ELPAC Listening	Somewhat developed or above
ELPAC Speaking	Somewhat developed or above	ELPAC Speaking	Somewhat developed or above
ELPAC Reading	Any score	ELPAC Reading	Somewhat developed or above
ELPAC Writing	Any score	ELPAC Writing	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 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. TTUSD Language Program Options and the Process for Requesting an Alternative Language Program are included in the annual online Parent Data Confirmation process and included in each school site's handbook for parents.

Choices of Instructional Programs

Upon initial enrollment, site counselors or administrator, with the support of the site ELD 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 in school handbooks and included in the annual Parent Data Confirmation process. 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. 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 the February 1- May 31 testing window.

Parents/guardians of English Learners are notified no 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 the current program will meet objectives of IEP. 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 EL I-FEP](#) if ELPAC data indicates that the child scored as an English Learner or as Initial Fluent English Proficient on their initial assessment of ELPAC.

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

Transfer Students

To ensure appropriate placement, each student's relevant assessment, academic progress, and placement information are 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 cumulative 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 cume 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 the 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. Whenever possible, 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 may be 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

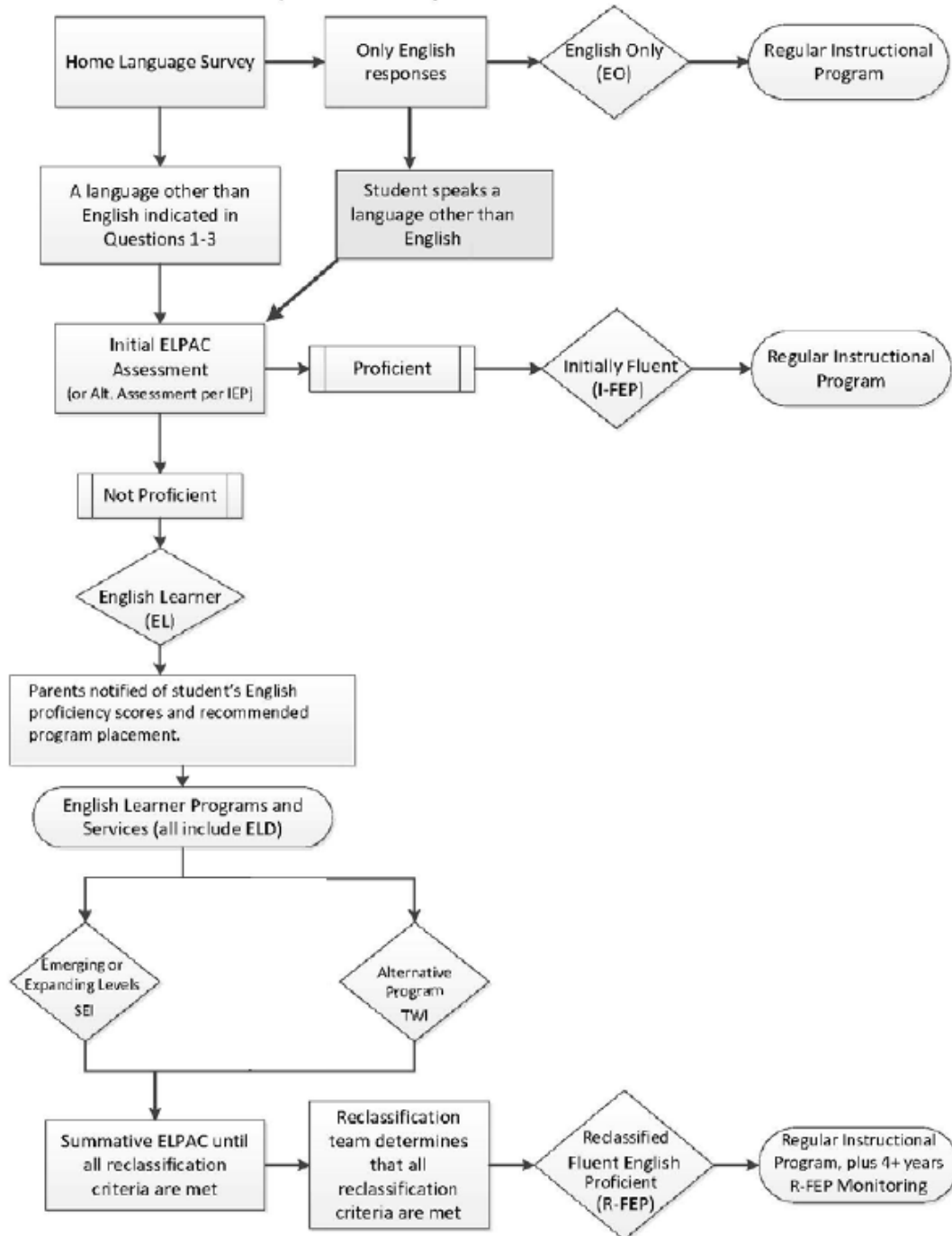
Each English Learner or potential EL with disabilities is assessed for English language proficiency using accommodations, modifications, or alternate assessments for the ELPAC if specified in the pupil's Individualized Education Program (IEP) or 504 Plan. The district uses the [ELPAC Participation Criteria for Alternative Assessment](#) to determine the eligibility for alternative assessment and Alternate ELPAC as the primary alternative assessment option for Moderate to Severe Disability students. Educational Services and Student Services are working together closely to refine systems and uphold the best practices included in the [California Practitioners' Guide to Educating English Learners with Disabilities](#).

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

Description of Responsibilities	Responsible Person	By When?
Initial Identification		
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 cumulative 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 EO or TBD based on HLS	Site Secretary / Registrar/ EL Coordinator	Upon enrollment
Assessment		
Determination of ELPAC testing with accommodations, modifications, or Alternative Assessment, using ELPAC Participation Criteria for Alternative Assessment	IEP Team, including EL Coordinator	Within 1 st 30 days of enrollment
Initial Assessment of English Proficiency using ELPAC or Alternate Initial ELPAC	Special Education Teacher, EL Coordinator	Within 1 st 30 days of enrollment
Classification of student as EL or I-FEP based on Initial Assessment results	EL Coordinator	Within 1 st 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 st 30 days of enrollment
Audit of all initial scores to verify correct classification of EL or I-FEP	ELD Program Specialist	Upon receipt of official scores
Annual Assessment of English Proficiency using ELPAC or Alternate ELPAC	Special Education Teacher, EL Coordinator	Within annual testing window (7/1-10/31)

Parent Notification		
Parent Notification of Initial Assessment and placement	EL Coordinator	Within 1 st 30 days of enrollment
Parent Notification of Official Scores	Special Education Teacher, EL Coordinator	Within 1 st 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) 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)	English Learners • ELPAC (Emerging) • ELPAC (Expanding) • ELPAC (Or ELs at the Emerging or Expanding proficiency level, defined in the CA ELD standards)	• Explicit Designated ELD Daily: 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 teachers. • Integrated ELD: Language development embedded into core instruction to promote the simultaneous development of content knowledge and language. • Access to core: Differentiated instruction in core classes with specially designed academic instruction in English (SDAIE) strategies and materials. • Primary Language support (if available) in core content areas to motivate, clarify, direct, support, explain	BCLAD, CLAD, or equivalent (Primary language support provided by BCLAD or bilingual instructional assistant.)

II. Two Way Immersion (TWI)

The Two-Way Immersion Program in grades TK-6 provides language instruction in Spanish and English in the core subjects of 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.

English Language Development

Each English Learner receives a program of instruction in English Language Development (ELD) 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 English Learners' 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. subjects and cross-cultural understanding and awareness.

The Two Way Immersion Program for grades 6-8 provides Spanish language instruction in at least one core content area in order to maintain biliteracy. Students receive daily instruction in ELD. Students receive daily instruction in ELD. The goals of this program are biliteracy and bilingualism, high academic achievement in all subjects and cross-cultural understanding and awareness. 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)	English Learners All ELPAC or ELD proficiency levels Native Spanish speakers Native English speakers Fluent English Proficient (FEP) students of any language	● Explicit Designated ELD Daily: 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 ● Integrated ELD: Language development embedded into core instruction in English and Spanish to promote the simultaneous development of content knowledge and language. ● Access to core: Differentiated instruction in core classes with specially designed academic instruction in English and Spanish (SDAIE) strategies and materials. ● Primary Language Instruction: Instruction transitions from 90% Spanish 10% English in Kindergarten to 50%-50% in fourth through sixth grades	BCLAD or equivalent

Alternative Program:

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact Sara Colborn, ELD Program Specialist, at scolborn@ttusd.org or (530) 58202552 ext. 20443 to ask about the process. Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

At any time, in schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide alternative language instruction, TTUSD will make every effort to offer such a program to the extent possible.

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 (CCCSS). 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 a 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 English Learners' 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*)

A priority for the 2025-2026 school year is to improve and refine Designated and Integrated ELD instruction throughout our district. As a result of collaboration between PCOE, site administrators, district leaders, and ELD Coordinators, in 2023-2024 TTUSD has agreed that academic discourse will be a predominant practice. In addition, however, further action steps will include but are not limited to:

- TTUSD will begin phase 2 of a two year ELD Professional Development plan. In 2024-2025, every teacher responsible for facilitating Designated ELD was trained in the ELD standards, best practices, and planning for instruction to focus on Part 2 of the ELD Standards. In 2025-2026, every certificated teacher will be trained in best practices for Integrated ELD.
- Complete “[Self-Reflection Rubric](#)” from the English Learner Roadmap with ELD Coordinators and site representatives
- ELD Program Specialist, in consultation with ELD Coordinators and Assistant Superintendent of Educational Services, will explore resources including, but not limited to, the “[English Learner Toolkit of Strategies](#)” (California County Superintendents Educational Services Association), the EL Roadmap, and the California ELA/ ELD Framework to draft recommendations for predominant strategies at each grade span for Integrated ELD as well as develop suggestions for professional development options for school sites

- Review and revise as necessary TTUSD's Integrated ELD description in EL Master Plan

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. Wonders (K-5) and *Maravillas* (K-5 Two Way Immersion) published by McGraw Hill, StudySync (6-8) also published by McGraw Hill, and SpringBoard (9-12) published by College Board all contain ELD curriculum components 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.

A priority in the 2024-2025 school year was to identify supplemental instructional materials for designated ELD instruction.

- ELD Coordinators at the middle and high schools completed a field test of supplementary instructional materials for Newcomers. As a result, the Coordinators recommended purchasing English 3D Launch as supplemental materials in an effort to provide targeted support for beginning Emerging Newcomers in addition to adopted ELA/ ELD materials (i.e. StudySync and SpringBoard).
- Additionally, ELD Coordinators completed a process to identify priority units for Designated ELD in the current adopted ELA/ ELD materials (i.e. Wonders, StudySync, and SpringBoard) to support consistent and viable Designated ELD instructional 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.

In Spring 2023, based on collaborative support from Placer County Office of Education, Assistant Superintendent of Educational Services, site ELD Coordinators, and school counselors worked to refine guidelines for placement, entry, and exit criteria for high school level English Learners. These guidelines include: [THS and NTHS ELD Course Entering and Exiting Proficiency Continuum and Criteria DRAFT](#) and [TTUSD High School ELD Placement DRAFT](#).

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.

Classes are flexible with respect to duration, 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 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.

In Spring 2023, based on collaborative support from Placer County Office of Education, Assistant Superintendent of Educational Services, site ELD Coordinators, site principals, and school counselors worked to refine guidelines for placement, entry, and exit criteria for high school level English Learners including newcomers. These guidelines include: [THS and NTHS ELD Course Entering and Exiting Proficiency Continuum and Criteria DRAFT](#) and [TTUSD High School ELD Placement DRAFT](#).

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 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 encourages 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 grouping

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 or interrupted 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
- In Spring 2023, based on collaborative support from Placer County Office of Education, Assistant Superintendent of Educational Services, site ELD Coordinators, site principals, and school counselors worked to further develop a [Newcomer Learning Plan](#) for NTHS and THS.

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. 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	English Learners - ELPAC Level I (Beginning) - ELPAC Level II (Early Intermediate) (Or ELs at the Emerging proficiency level, defined in the CA ELD standards)	Explicit Designated ELD Daily: 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 Integrated ELD: Language development embedded into core instruction throughout schedule to promote the simultaneous development of content knowledge and language. Access to core: 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 Primary Language support in core content areas to motivate, clarify, direct, support, explain Transition Support: Counselors and Bilingual Community Liaisons help orient students and families to school routines and expectations, and community social and health services. Exit Criteria: 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	BCLAD, CLAD, or equivalent (Primary language support provided by BCLAD or bilingual instructional assistant.)

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.

Alternative RFEP Process for Dually Identified ELs with Mild/ Moderate Disabilities: Educational Services and Student Services continue to work collaboratively to refine systems and provide professional development to ELD Coordinators, ELD teachers, and special education specialists to support Dually Identified ELs with disabilities. This includes but is not limited to providing appropriate accommodations on the ELPAC and domain exemptions if appropriate as well as implementation and refinement of the Alternative Reclassification Process for Dually Identified Students with Mild/ Moderate Disabilities.

- [Link to Process Map for Alternative Reclassification Process for Dually Identified Students with Mild/ Moderate Disabilities](#)
- [Link to IEP Team Worksheet](#)

GATE

According to our [GATE plan](#) 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 third grade students are tested each February. Each year after third grade, a parent may request that their child be reevaluated and/or retested. Any student new to the district, 3rd grade or older, may request to be tested outside the testing window. An ELD or ELD teacher may recommend any EL in third grade or above for GATE if the EL has made greater than expected progress on ELPAC. Add provisions for GATE identification shifts that mirror demographics of sites here.

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 plays a critical role. All students, including English Learners, have access to electronic devices for integrated technology in instruction and learning. English Learner family support goes further to include, but is not limited to, Parent Workshops to support enrollment and data confirmation and extensive ongoing support from our Community Liaisons and bilingual site secretaries and registrars.

Other Academic Services

TTUSD offers adult education in partnership with Placer School for Adults.

Early Learning programs include State subsidized preschool and First 5 Family Rooms, which are housed at Kings Beach Elementary and Truckee Elementary School.

TTUSD partners with the Boys and Girls Club of North Tahoe Kings Beach and Truckee sites to offer summer programs support for unduplicated students. 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 Wonders (K-5) and *Maravillas* (K-5 Two Way Immersion), StudySync (6-8) and SpringBoard (9-12).
- As the district transitioned to the new CA ELD Standards and ELA/ELD framework, teachers who chose to teach Designated ELD using core content 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.
- TTUSD is expanding the use of ELPAC Interim Assessments to monitor progress and provide information for goal setting with students in the listening, speaking, reading, and writing domains.
- A priority for the 2025-2026 school year is to identify local EL progress monitoring tools that drive instruction and effectively support reporting on student language acquisition progress.

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 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
- CAASPP (SBAC)
- Grades/ transcripts

- The district has adopted district-wide universal screening for reading in the elementary grades K-5 (mClass DIBELS for reading in English and mClass Lectura for reading in Spanish) and CAPTI (grades 5-12)
- TTUSD will replace CAPTI with iReady in 2025-2026; the ELD Program Specialist will work with ELD Coordinators, Coordinator of Curriculum Instruction and Assessment, and reading intervention lead teachers to identify how iReady will be incorporated into progress monitoring and Reclassification criteria

A priority in the 2025-2026 school year is to identify potential formative assessments to support progress monitoring of English Learners and provide ongoing information for responsive instruction of our ELs. Action steps include, but are not limited to:

- Expanding the use of the ELPAC Interim Assessments to monitor progress
- Complete “[Self-Reflection Rubric](#)” from the English Learner Roadmap with ELD Coordinators and site representatives
- ELD Program Specialist, in consultation with ELD Coordinators, Assistant Superintendent of Educational Services, and site administrators, will identify potential formative assessments for listening and speaking for grade level spans (e.g. new ELPAC interim assessments and conversation assessment tools)
- Ensure training and practice of agreed upon formative assessment tools with Designated ELD teachers
- Leverage ELD PLC time to engage in cycles of inquiry on the effectiveness of these formative assessments to more effectively monitor ongoing progress of ELs; repeat process to identify effective formative assessments with new tools if necessary

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 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 (RtI²) 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 pinpoint 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

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 as 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. A priority for 2024-2025 is to refine and reinvigorate the completion of an [Individualized Learning Plan](#) for every student who is an LTEL or At-Risk of becoming LTEL (five years as EL), which will include engaging and empowering the student to set [Goals for Reclassification](#).

- 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 ELPAC
 - Continue to be at an Intermediate level
 - Did not meet other reclassification criteria
- Team:
 - Teachers
 - EL Coordinator
 - Principal or designee
 - 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.

Provisions for GATE / Accelerated Learning Services for English Learners

Eligibility requirements are stringent and students identified must meet the district criteria by scoring in the superior range in a comprehensive evaluation process. The GATE Student Study Team looks at our GATE Matrix with multiple measures of qualitative and quantitative data in order to determine eligibility. These measures include cognitive ability test results, state and district achievement test data, and gifted behavior characteristic forms. Cultural, economic, and other factors that may be masking exceptionally high intellectual or academic potential are also considered. We strive at each site to have the demographic make-up of our GATE classes reflect the demographic make-up of our schools and district.

Criteria used to identify academic/ intellectual giftedness for GATE:

- Universal screening of all students in 3rd grade using the Naglieri Nonverbal Ability Test-Third Edition (NNAT 3)
 - *Identified as academically gifted:* scores 96 or higher Percentile Rank on the NNAT 3
 - *Eligible for possible qualification using the multiple measures matrix:* scores 90-95 Percentile Rank
 - Cognitive, achievement, and behavior characteristic data is used to determine eligibility.
 - *Students with Personal Learning Plan and Tier 3 academic support*
 - Cognitive, achievement, and behavior characteristic data is used to determine eligibility.
 - *Students who qualify for Equity Factors such as English Learners or those who are socioeconomically disadvantaged (SED) additional evaluations*
 - Cognitive, achievement, and behavior characteristic data is used to determine eligibility.
 - *English Language Proficiency Assessment for California (ELPAC)*
 - Students who make greater than anticipated growth on this exam will be considered by the Lead Accelerated Learning Teacher and English Language Coordinator and classroom teacher to determine if GATE identification is appropriate.

Criteria used to identify students for Accelerated Learning Services *other* than GATE. (Such services may include flexible grouping within a class or across a grade level, subject acceleration, full-grade acceleration, Advanced Math Pathways at the middle school, or Honors and A.P. classes at the high school.)

- Teacher observations/ Formative Assessments
- Class and grade-level pre-assessments for specific content
- State CAASPP achievement data
- District achievement data/ STAR Reading and STAR Math data
- HOPE Teacher Rating Scales (Gifted Behavior Characteristics)
- Iowa Acceleration Scales (used to assess the need for full grade level acceleration)
- Middle school math placement exams
- Criteria for high school honors and AP classes depends on the course and school site

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:

- Assessment of English-language proficiency
- Comparison of pupil's performance in basic skills,
- Teacher evaluation that includes, but is not limited to, the pupil's academic performance.
- 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

Reclassification Criteria for Tahoe Truckee Unified School District for 2024–2025

Revised and approved by DELAC 3.2025

CATEGORY	Kindergarten		GRADES 1-12	ALTERNATE ELPAC GRADES K-12
ELPAC Overall	Level 4 Well Developed		Level 4 Well Developed	Level 3 Fluent English Proficient
CATEGORY	K- 1st	GRADE 2	GRADES 3-5	GRADES 6-12
Basic Skills – English Language Arts	*	Standards met or nearly met on district common assessment and/ or Nearly meeting (yellow) or above benchmark on DIBELS composite score	Standards met or nearly met on district common assessment and / or Standards met or nearly met on SBAC ELA assessment and / or Nearly meeting (yellow) or above benchmark on DIBELS composite score	Standards met or nearly met on district common assessment and / or Standards met or nearly met on SBAC ELA assessment and / or At least 26th percentile on CAPTI Reading Comprehension
Teacher Evaluation of Academic Performance in ELA	*	Standards- based grades or formative assessments	Standards- based grades or formative assessments	Standards- based grades or formative assessments
Parent Consultation	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.

Extra time may be given for English Learners on district common reading assessments for students who meet ELPAC reclassification criteria and teacher recommendation for reclassification but do not meet

CAASPP (ELA SBAC) or common reading assessments for Reclassification. The intent of this extra time is to reclassify students who are not able to reclassify due solely to reading issues or processing delays. The extra time does not impact the students' use of language, therefore, students who meet reclassification criteria with extra time will be eligible for reclassification even if they still require reading support.

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 alternative assessments may have their CAA and Alternate ELPAC taken into consideration for reclassification.

In 2023–2024, representatives from Educational Services and Student Services will collaborate to train IEP case managers and ELD Coordinators to systematically implement consistent reclassification guidelines for dually identified students who are English Learners and students with mild or moderate disabilities. TTUSD will begin to employ the [Process for Reclassification for Students Who Are With Mild and Moderate Disability](#) (Capital Central Foothill Area Consortium, adapted from PCOE v. 20)

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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.

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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.
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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 four years 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 alternative assessments may have their CAA and Alternate ELPAC taken into consideration for reclassification.

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R-FEP Monitoring

EL Coordinators facilitate the completion of the RFEP Monitoring Form three times per year. At least one round of RFEP monitoring will be completed during a grade-level or department PLC meeting. The *RFEP Monitoring Form* compiles the RFEP'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

<u>Description of Responsibilities</u>	<u>Responsible Person</u>	<u>By When?</u>
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 ELD Program Specialist, Student Information Systems Specialist	Ongoing
Monitors and documents reclassified scholars' progress	EL Coordinator	3 times a year for 24 months
Provides interventions as needed to struggling RFEPs	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 ELD Program Specialist facilitates the EL Programs PLC. The committee meets monthly to plan and coordinate the implementation of English Learner instructional services. The committee is composed of EL Coordinators; principals, community partners, 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 TOSAs

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	• Are procedures and protocols consistently implemented to ensure accurate identification, assessment, and classification of students? • Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? • 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?
2. All English Learners will master the English language as efficiently and effectively as possible	• Do English Learners meet the state's expected progress regarding English Learner progress on the ELPAC test? • Are 75% or more of English Learners reaching reasonable fluency on the ELPAC in 5 years or less? • Are 75% or more of English Learners reclassified within 6 years?
3. English Learners will have full access to the core curriculum	• Do Master Schedules allow for full access to core instruction? • Are English Learners given full access to core instruction? • Are English Learners receiving daily leveled ELD instruction?
4. English Learners will achieve academic	• Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in English Language Arts?*

success comparable to EOs	● Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in mathematics? * ● Are English Learners proportionally represented in Intervention, Special Education and GATE referrals? ● Are High School English Learners (and R-FEPs) proportionally represented in the following categories: ○ Making expected progress toward graduation ○ Meeting UC/CSU requirements (A-G) at high school graduation ○ Earning the California Seal of Biliteracy Award ○ Taking AP courses and passing AP examinations ○ Taking and passing college entrance examinations ○ Being admitted to two and 4-year colleges/universities ● Is there an annual increase in the percentage of English Learners (and RFEPS) for each of the success factors listed in the previous bullets?
5. Rates for English Learners and R-FEPs in categories indicating risk for school failure are no greater than those for EOs	● Are English Learners (and R-FEPs) overrepresented in the following categories: ○ Excessive absences and tardiness ○ Suspensions, expulsions, other discipline ○ Retentions in grades K–6 ○ Dropouts ○ Enrolled in alternative programs (continuation/county programs, etc.) due to graduation credit deficiencies ○ Percent not meeting standards on SBAC (State testing) ● 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?
6. Parents of English Learners and R-FEPs participate meaningfully in their children's education	● Are parents of English Learners and RFEPS as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? ● Are parents of English Learners and R-FEPs as likely as parents of EOs to participate in the annual parent survey? ● Is the rate of parent engagement increasing?

7. The district promotes a culture of respect and responsibility	● 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> ● 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> ● To what extent do ELs/R-FEPs respond with advantage to opportunities at school (e.g., extracurricular activities, committees, etc.)? ● To what extent do parents respond favorably to the items on the annual parent survey such as: ○ Teachers hold high expectations for ALL students ○ My child's teachers want him/her to succeed and do everything they can to help him/her ○ My child feels valued and respected by school staff
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	○ My child feels safe and comfortable at school ○ I feel welcome at my child's school ○ I feel well informed throughout the year
8. Students enrolled in the Two-Way Immersion program will master language skills in Spanish and English	● 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? * ● 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? *

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 ELD Program Specialist to verify completion of the Principal's Assurances Checklist according to the timeline indicated on the checklist. This meeting facilitates ongoing communication with the ELD Program Specialist and assists in the monitoring of consistent implementation of this Master Plan throughout the school district. The ELD Program Specialist 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 ELD Program Specialist 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](#) from the California English Learner Roadmap.

- **Ongoing coaching and staff development support**

The ELD Program Specialist will continue to meet monthly with the Principals' Program PLC to support implementation. The ELD Program Specialist 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 Program Specialist, 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 the 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 ELD Program Specialist 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 the 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 Assistant Superintendent of Educational Services will review Master Schedules and instructional minutes for ELD. The ELD Program Specialist 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 (ninth through twelfth grade)
- Graduation and dropout rates

Goal 6: Parent Engagement

The ELD Program Specialist, 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. In 2024-2025 pilot work completed by the TTUSD Community Engagement Initiative (CEI) team was scaled up to include all school sites. This focus on increasing attendance and improving authentic parent engagement in DELAC and ELACs has been included in the TTUSD LCAP and Strategic Plan.

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 including the [Needs Assessment Survey](#) 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, TOSA, 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	• Attends school daily, arrives on time, and works for high achievement. • Participates in school activities

	Communicates regularly with parents, teachers, and support staff
Parent	- Monitors and promotes English Learner's progress in academics, homework, attendance, behavior - Supports English Learner in activities to promote student achievement - Communicates regularly regarding student progress with student, teachers and school - Attends parent conferences and school functions (e.g., Open House, conferences) - Participates in school committees—ELAC, Site Council, etc.
Classroom Teachers, including ELD Teacher	- Implements specific English Learner programs as described in the Master Plan for English Learners and provides instruction that aligns with state frameworks and standards - Ensures delivery of Integrated and Designated ELD instruction - Ensures access to core curriculum through intentional and explicit use of SDAIE strategies (same strategies apply for TWI Spanish Language Instruction) - Monitors English Learners' progress toward ELD, CCCSS and other content standards, reviews school/classroom data - Uses data to modify instruction and respond to student needs - Implements differentiated strategies for English Learners and R-FEP students - Advocates for support services for students not meeting standards who may require interventions in order to reach goals - Informs parents of progress in ELD and other content areas as well as strategies to support students in meeting standards - Facilitates a culture of respect and responsibility within the classroom and among colleagues
Principal	- Monitors all aspects of staffing for and instruction in English Learner programs according to the Master Plan - Analyzes and uses data to facilitate student progress monitoring - Is responsible for all procedures and legal requirements pertaining to English Learners at the school - Monitor's identification, assessment, classification and placement of English Learners and oversees reclassification process - Meets tri-annually with the ELD Program Specialist to confirm completion of the Principals' Assurances Checklist - Uses data in reports to district administrators on implementation of English Learner programs and services, and in goal setting in the Accountability Plan. - Facilitates a culture of shared responsibility among all staff in meeting the needs of all learners. - Provides leadership in all aspects of the educational program
District ELD Program Specialist	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

	• Trains, coaches and supports EL Coordinators in facilitating the implementation of the Master Plan for English Learners at sites • Works with administrators to provide ongoing training for site EL Coordinators, teachers, instructional assistants, and support staff • Helps organize and deliver staff development • Supports parent involvement, such as parent conferences, workshops, ELAC, and DELAC • Organizes and facilitates Principals' Assurances Checklist meetings • Provides resources and support in English Language Development, SDAIE strategies and primary language instruction • Reviews district and site English Learner data • Supports implementation of the LEA and Title III Plans • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners
Student Information System Specialist	• Monitors the accuracy of English Learners' data in the district and state computer systems • Provides English Learner data to principals and staff for analysis; supports sites in collating data collected as sites • Provides ongoing training to clerical staff
School Site EL Coordinator	• Facilitates process and procedures for monitoring and documenting English Learner progress, including identification, initial and annual testing, reclassification, and parent notification • Informs staff of progress of identified students toward reclassification • Serves as a resource for the Student Study Team • Provides input on staff development opportunities and needs for teachers of ELs • Assists with data collection • Provides support and resources for teachers and parents of English Learners • Supports parent involvement with ELAC
Special Education Case Manager	• Includes EL Coordinator and/ or ELD teacher in IEP meetings • Consults with EL Coordinator and/ or ELD teacher to draft language goals for IEP • Ensures implementation of accommodations, modifications, and alternative assessment for ELPAC testing according to IEPs
School Secretary / Registrar	• Maintains accurate and complete information in student databases and Red Folders of cum files • Confers with Data Management Specialist, District ELD Program Specialist or EL Coordinator at site when questions arise about identifying potential ELs through the Home Language Survey
Translations and Bilingual Community Services	• Provide interpretation services at events and meetings, such as ELAC / DELAC • Provide translation of district documents, website and electronic calls • Promote parent participation at school events • Support parent-school communication and relationships • Connect families with community support agencies

Counselor (Secondary schools)	• Works in collaboration with EL Coordinator with initial placements • 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 • Collaborates with teachers, the EL Coordinator and others in devising individual program modifications and interventions, as needed • Meets with students and parents to review academic program and progress • Tracks post graduate data using Naviance
TOSAs	• Uphold best practices, programs and services as outlined in the Master Plan when participating in coaching conversations and collaborations with all staff
District English Learner Advisory Committee (DELAC)	• Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role • Advises on issues relevant to English Learners in the district • Provides annual report to School Board
English Learner Advisory Committee (ELAC)	• Advises the principal and school staff on topics related to English Learners (including advising them in the development of the school Accountability Plan). • May review site data on program effectiveness and student achievement
Assistant Superintendent of Ed Services	• Supervises ELD Program Specialist • Analyzes district and school site data • Provides overall support for English Learner programs and services • Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites • Meets with principals to review Accountability Plans for services to English Learners • Monitors and supports implementation of the LEA and Title III Plans • Collaborates with district staff and parent groups on annual program evaluation • Shares results of program evaluation with stakeholders (Superintendent, Executive Cabinet, and School Board) • Monitors fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English Learners • Monitors school plans and budgets for services to English Learners • Monitor grants and evaluations for services to English Learners
Executive Director of Human Resources	• Recruits and monitors placement of English Learner staff in collaboration with principals and the Assistant Superintendent of Ed Services • Monitors credentials of all personnel working with English Learners
Superintendent Chief Learning Officer	• 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

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 Parent Notification Letter*](#) 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 TK-12 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, SST, 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
- Nevada County Department of Health
- Sierra Community House
- 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 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 Assistant Superintendent 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 or designee 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 ELD Program Specialist 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 the 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 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 ELD Program Specialist 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's absence, resignation, or inability to perform his/her duties, the Vice- President shall assume those duties.
- The District Program Specialist of English Learner Programs ensures ongoing communication and completes the feedback loop by responding to parent concerns and questions raised at DELAC meetings.
- Site principals and School Community Liaisons 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 ELD Program Specialist 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 classrooms.

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

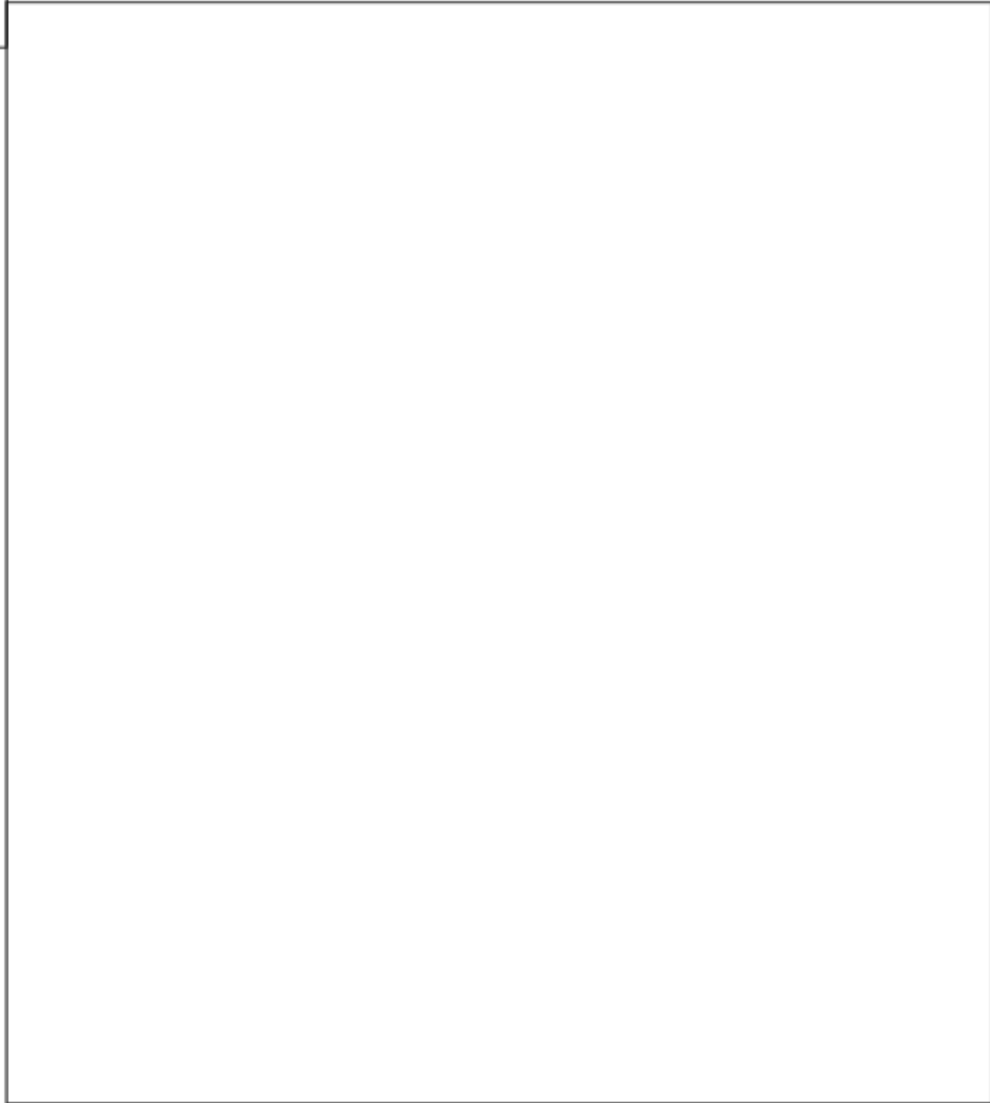
Bilingual Authorization Incentives

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. The district provides a \$1500 per year stipend to certificated teachers holding a BCLAD and assigned to a primary language program. Teachers holding a BCLAD and not assigned to a primary language program but providing bilingual support will receive a stipend of \$750 per year.

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 Strategic Plan Vision 2026 highlights Areas of Strategic Focus & Goals to increase Academic Achievement by providing "effective evidence-based instruction for all students." School leadership, district leadership, and ELD Coordinators have committed to prioritizing academic discourse as a common practice to increase engagement and listening and speaking for all students and with specific intention to increase progress for our EL students. Additionally, the ELD Program Specialist in partnership with the instructional leaders, TOSAs, and the Ed Services Division continue to work towards a comprehensive literacy plan that addresses professional development with a specific focus on the needs of English Learners.

All district teachers and administrators continue to actively engage 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 discourse, also known as academic conversations and constructive or collaborative conversations
- Additional, amplified or differentiated instructional support for ELs
- Motivation and engagement strategies
- In 2024-2025, TTUSD partnered with PCOE and with EPICC to begin a two year [professional development plan](#). In 2024-2025 we continued to focus on Academic Discourse as the district priority practice, ensured Designated ELD training for every certificated teacher responsible for facilitating Designated ELD, and provided training to classified staff (i.e. bilingual instructional assistants, special education instructional assistants, and Wellness Specialists) on best practices for English Learners. 2025-2026 will be the second phase of the two-year plan and systematically provide professional development to all certificated and classified employees in the classrooms on best practices of Integrated ELD.

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 discourse
- 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)
- Collaborative support from ELD Program Specialist and TOSAs 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 Principals coordinate development of the school level plan (Accountability Plan), prioritize needs based on data collection, and convene necessary approval groups (e.g. School Site Council and ELAC). The principals also ensure 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.

Categorical Funding Source	TITLE III / EL and Immigrant
Description	• Assists English Learner students to acquire English and achieve grade-level and graduation standards • Provides supplementary programs and services to English Learners and immigrants
Students served	English Learners TK-12
Examples of appropriate expenditures	Funds may be used for a variety of purposes that provide for support directed to ELs, including: • English Language Development instruction • Enhanced instruction for ELs in core subject areas • High-quality professional development for teachers and other staff • Identifying and improving curriculum, materials, and assessments • Tutorials or other intervention support to meet the language development needs of ELs • Educational technology • Providing community participation programs, including family literacy and parent outreach • Coordinating language instruction program with other programs and services (e.g., Title 1) • Administration and indirect costs (limited to 2% of the grant)
Inappropriate expenditures	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 CTCL)

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, whose 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 either 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.