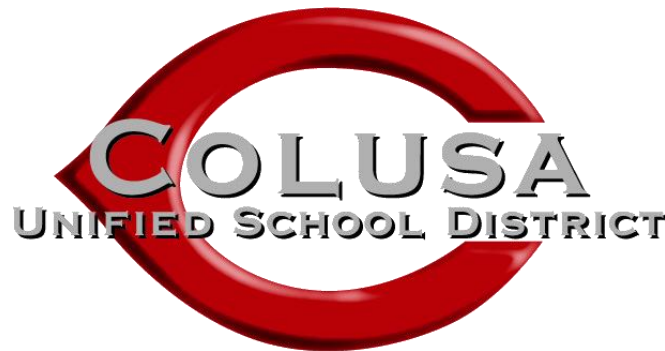


*COLUSA UNIFIED
SCHOOL DISTRICT*



**DISTRICT MASTER PLAN
FOR SERVICES TO
MULTILINGUAL LEARNERS**

**CUSD Board of Education
November 17, 2025**

**District English Learner Advisory Committee
October 29, 2025**

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Colusa Unified School District

Master Plan for Services to Multilingual Learners

Introduction: The Colusa Unified School District is committed to meeting the educational needs of all children with quality instructional programs. The Multilingual Learner programs are designed to help children develop English language proficiency as rapidly as possible while still maintaining their cultural identity, ensuring acquisition of skills and knowledge necessary for success in academic courses taught in English. All Multilingual Learners (MLs) shall be provided explicit instruction designated to develop proficiency in listening, speaking, reading and writing in English until they are reclassified as Fluent English Proficient (RFEP).

Purpose: The District Master Plan for Services to Multilingual Learners provides the educational staff and community up to date information regarding the legal requirements for Multilingual Learner programs including: English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and the primary language option. This plan explains and guides the placement, assessment, reclassification, and monitoring practices for Multilingual Learners. It addresses the programmatic needs of staffing, staff development, parent involvement committees, and implementation of instruction and curriculum. A common understanding of goals, definitions and procedures helps to ensure that Multilingual Learners receive consistently implemented services designed to meet their linguistic and academic needs.

The current plan was revised through the joint efforts of staff including members of the district's Multilingual Learner Coordinators, district, and site administrators. It reflects changes resulting from new state and federal regulations and the implementation of the new English Language Proficiency Assessment for California (ELPAC). This plan will be updated as needed to reflect changes in state regulations and district processes as well as to provide needed clarification.

The Offices of Assessment & Accountability, and Continuous Improvement, State & Federal Programs oversee programs and services for Multilingual Learners in CUSD. For information related to this Master Plan please contact Education Services at (530) 458-7791 (for assessment, identification, reclassification, monitoring, compliance)

I. PROGRAM GOALS

The goal of English language development/cross-cultural education in the Colusa Unified School District is to provide for the linguistic, academic, and cultural needs of Multilingual Learner (ML) students in order to ensure their success in:

- Achievement of communicative and academic competence in English.
- Achievement of those academic skills necessary to further their cognitive development and proficiency in meeting the State and District standards.
- Completion of requirements necessary for graduation from high school.
- Achievement of the understanding and competencies necessary for effective participation as members of a multicultural society.
- Development of a positive self-concept.
- Preparation for post-secondary education and/or successful entrance into the job market upon graduation from high school.

The goal is based on research findings which demonstrate that:

- English language development instruction is an essential and integral part of a well-organized program for Multilingual Learners.
- Structured and sequential development of communicative competence can be best furthered through the use of language the student understands.
- Understanding the multicultural nature of American society is vital for all since the world-view, values, traditions and lifestyles of students affect perceptions, cognition and learning styles.

Therefore, Multilingual Learner education in the Colusa Unified School District will be directed to the attainment of the District's general educational goals in a manner consistent with federal and state regulations and with District policies.

Parent Notifications in Primary Language (FPM II-EL02)

When 15 percent or more of student enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. Correspondence Language can be indicated in Aeries in the CorrLng field on the student screen. This field may be changed to reflect the language the parent prefers for correspondence from the school. (The RptgLng field MUST reflect the home language of the student as indicated on the Home Language Survey.)

II. PARENT PARTICIPATION

A. The District English Learner Advisory Committee (DELAC) (FPM I-EL02)

1. The committee shall consist of duly elected representatives from all TK-12 schools in the district that have an enrollment of 21 or more ML students. Representatives from the schools shall be elected by the site English Learner Advisory Committee (ELAC).
2. The majority of the members of the DELAC shall be parents of ML students *and* not employed by the District.
3. The DELAC shall meet at least four times per school year. The date of the first meeting shall be determined by the Director of Continuous Improvement, State and Federal Programs.
4. The DELAC shall follow established by-laws that set forth officers, procedures, and other legal requirements.
5. The DELAC shall advise the school district governing board on the following tasks:
 - The development and any necessary revision of the district master plan including policies guiding consistent implementation of ML educational programs and services that takes into consideration the SPSA.
 - Conducting a district-wide needs assessment on a school-by-school basis.
 - Establishment of district programs, goals and objectives for program and services for Multilingual Learners.
 - Review and comment on the local educational agency's (LEA) reclassification procedures and monitoring of RFEP students.
 - Review and comment on the written notifications of annual assessment and program placement to parents required to be sent to parents and guardians.
 - Review and evaluation of monitoring of RFEP students.
 - If the DELAC acts as the ML Parent Advisor Committee, the DELAC shall also review and comment on the development or annual update of the Local Control Accountability Plan (LCAP).

B. School Multilingual Learner Advisory Committee (ELAC) (FPM I-EL01)

1. Each school with 21 or more ML students shall establish a School English Learner Advisory Committee. The parents of ML students may, by majority vote of those present at the meeting, designate the School Site Council to represent ML students in lieu of the ELAC. In either case, parents of Multilingual Learners must constitute at least the same percentage of the committee membership as their children represent of the student body. This designation must be renewed annually.
2. At sites where an ELAC is established, the committee shall establish by-laws that set forth officers, procedures, and other legal requirements.
3. The ELAC shall advise the principal and staff on the following requirements
 - The ELAC shall be responsible for assisting in the development of the school wide needs assessment and ways to make parents aware of the importance of regular school attendance.
 - The ELAC shall be responsible for assisting in the development of a site plan for MLs and submitting the plan to the School Site council for consideration of inclusion in the Single Plan for Student Achievement.
4. Each site shall maintain records of the agendas and minutes of all ELAC meetings.

III. INITIAL IDENTIFICATION and ASSESSMENT

A. Initial Identification (FPM II-EL-03)

1. All parents are required to complete a “Home Language Survey” (HLS) form as part of the registration. If any language other than English is indicated for questions 1-3, a copy of the registration form will be provided to the site Multilingual Learner (ML) Coordinator or other staff member as designated by the Principal. Note: In the event there is more than one HLS in the student’s cum file, the original HLS should be the one used and entered into Aeries.
2. If the only other than English language response is for question #4, the student may be considered equivalent to an English Only (EO) student, and no assessment would be needed. However, the ELD Coordinator may determine assessment is needed at a later time if the classroom teacher(s) believes student learning is impacted by the other language.
3. If the student was previously enrolled in a California school, the ELD Coordinator should contact the Assessment and Accountability department to check the student’s language fluency status in CALPADS. If no information is available within 30 calendar days of initial enrollment, the site ELD Coordinator or designee will assess for English proficiency by means of the current English language proficiency assessment.
4. Students with disabilities may be assessed using accommodations or modifications of the English language proficiency assessment. Decisions about assessment are made by the IEP Team (or Section 504 Plan Team) and must be documents in the IEP or 504 Plan. See section VI for information related to Multilingual Learners with Disabilities.
5. If the English language proficiency assessment indicates that the student is not fluent in English, he/she shall be designated ML. Students designated as Multilingual Learners shall receive appropriate services as described in section VI. Instructional Services.
6. Students who are designated ML shall be assessed in the areas of speaking and listening, in their primary language within 90 days of being so designated where no record of previous initial ELPAC assessments is available. If the primary language assessment indicates that the student has no proficiency in the primary language the site ELD Coordinator should gather information about primary language use and consult with the Director of Assessment and Accountability about the possibility of an English Only designation.
7. If the English language assessment indicates that the student is fluent in English, he/she shall be designated as Initial Fluent English Proficient (IFEP) and placed in the regular program. Students may be classified as initial fluent if they meet the fluent proficiency criteria upon initial assessment. Such students are designated as F in Aeries. Students who were initially designated as Multilingual Learners may be reclassified as fluent once they meet the reclassification criteria. These students are designated as R in Aeries. Initially Fluent English proficient students do not receive any special services.

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

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

7. Student Data Entry

- a. Administrative Assistant or designated staff member enter information from student registration form for ALL students, including: 1) all 4 questions from the Home Language Survey (HLS) on the language screen in Aeries, 2) Birth country, and 3) US school entry date.
Please note: if the response to a HLS questions shows more than one language on a line, enter the language other than English. If both languages listed are other than English, enter the first language listed.
- b. Enter the appropriate language in the Reporting Language Field (RptgLng) on the Demographics page of the Student Screen. Enter the “other” language from the HLS questions 1-3. (If the only place a language other than English appears is on question #4, enter English as the Home Language unless directed otherwise by the ELD Coordinator.) *(Note that the correspondence language (CorrLng) may be used to reflect the language in which parents prefer to receive communication.)*
- c. In the language fluency (LangFlu) field, students with a language other than English will be tagged as T (to be determined) until the ELD Coordinator verifies the status or assesses the student. All other students (those with only English on the first three questions of the HLS) will be tagged as E (English Only). If a student is designated as IFEP, the date they are identified must be entered in the IFEP Date field of the Language screen at the time the language fluency is changed from T to I. If a student is designated as a Multilingual Learner, the Program Start Date (the date the student began to receive services) must be entered in the language screen at the time the language fluency is changed from T to L.

B. Multilingual Learner Parent Notification (FPM II-EL07)

1. When informing the parents regarding the results of the initial assessment, the school will provide them written information in English and, whenever possible, in their primary language, the following information:
 - results of the initial assessment
 - if appropriate, placement in English Language Development including the following information:
 - ELD support classes
 - 9-12th grade sheltered academic courses
 - parent’s rights to opt out of Multilingual Learners services
 - parent's right to participate in site English Language Advisory Council (ELAC)
2. Parents/guardians of Multilingual Learners shall be notified no later than 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program) of their child’s initial English-language and primary-language proficiency results, their child’s language designation, English proficiency level, program placements, program options, and exit criteria.
3. A copy of the parent notification form is to be uploaded into EdFiles as the CUSD recognized electronic CUM system.

IV. ANNUAL ASSESSMENT and RECLASSIFICATION

A. Annual Assessment and Evaluation of Students (FPM II-EL03 VI-EL10)

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

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

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

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

2. Academic progress is assessed using state assessments (CAASPP-SBAC), district assessments and grades.
3. Each Multilingual Learners on an active individualized education plan (IEP) or Section 504 plan will be annually assessed using accommodations, modifications or alternate assessments for the current ELPAC as specified in the student’s (IEP) or Section 504 Plan.
4. Multilingual Learners shall participate, when appropriate, in all district required assessments to measure achievement in academic content areas. Such assessments may be given in the student's primary language when instruction is in the student’s primary language.

B. Parent Notification for Annual Placement and Assessment Results (FPM II-EL03)

1. Parents of Multilingual Learner must be informed annually of student language designation, English proficiency, program placement, and exit criteria.
2. Official results of the English language proficiency assessment will be electronic and can be accessed through the parent portal. If a copy is needed, a copy can be requested at the school site.

C. Reclassification of Students (FPM IV-EL10)

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

A site Language Appraisal Team, usually made up of an administrator, the ELD or language arts teacher, a counselor, the parent and the student, makes the determination regarding reclassification of Multilingual Learner students. The English language proficiency assessment is one of four assessment measures which will determine if the student is to be Reclassified Fluent English Proficient (RFEP). All information on actions taken is to be documented and uploaded into EdFiles as the CUSD recognized electronic CUM system. Reclassification will be immediately updated on Aeries after the reclassification is approved.

The *CUSD Language Skills Appraisal for Reclassification of Multilingual Learner Students* is used to document reclassifications. This form is to be completed for all students who meet the English language assessment criteria for reclassification even if they fail to meet other criteria and the Team decides not to reclassify.

For Special Education students who do not meet the district reclassification criteria the IEP team may use the district's alternate assessment (**alternate ELPAC**) and additional data to determine how English language proficiency compares to proficiency in the primary language and whether factors other than English language proficiency are responsible for low academic performance. Based on this information the IEP team may decide to reclassify the student. A staff member with expertise in Multilingual Learner education must be part of this process. For more information, refer to the *CUSD Multilingual Learners with Disabilities* document.

1. Process for Reclassification:

- a. **Assessment of English Proficiency:** The student cannot be reclassified to fluent English proficient (RFEP) based on the English language assessment scores data alone. A student must meet district established criteria for fluency on the English Language Proficiency Assessment for California (ELPAC). This criteria includes a Performance level score of overall (4) Well Developed. This is the first piece of evidence to be used in the process. Students who fail to meet this criteria should **not** be reclassified unless there is strong evidence to suggest that the English language assessment score is **not** an accurate reflection of the student's true English Fluency Level.
- b. **Performance in Basic Skills (State Standards):** An assessment of student performance on an objective assessment of basic skills in English-Language Arts. Performance on the CAASPP (Grades 3-8, 11) assessment in ELA is to be considered. Students should be at Standard Met Level (3) or Standard Exceeded Level (4). Students scoring a level 2 may be reclassified if other data (i.e. district assessments, classroom performance) indicate achievement of basic skills comparable to English only peers.
 - Alternative District Assessment System – iReady score meeting the grade level average scale score or higher than the average.
- c. **Teacher Evaluation of Student Performance:** Student performance shall be evaluated by the teacher based on student performance on district assessments and classwork. The student should be performing at the level of an average native English speaker. At grades 4-12, students should be receiving a "C" grade or higher in ELA. **Note:** If a student does not meet the criteria for a C or better in ELA, the student may be reclassified if other data (including the teacher's evaluation of the student's potential) indicates that the student is capable of performing C or better work and/or other data (e.g. ELA assessments or classroom performance) indicates strong English language basic skills comparable to English only Students.
- d. **Parent consultation/notification:** A conference with the parent needs to take place to share the student's Language Skills Appraisal and intent to reclassify. The parent is informed that the student will be monitored for continuous academic progress for four years following reclassification. The parent's opinion, consultation and involvement during the reclassification process are part of the documentation. This conference can be held by telephone, in person, or by sending the *Parent Notification Letter (Reclassification)*. If a student meets all criteria and the parent and teacher(s) agree, then a student may be reclassified to Fluent English proficient.

2. Steps to document reclassification

- a. Complete reclassification paperwork including parent conference and parent signature.
- b. Update Student Information System and/or EdFiles Electronic CUM file system**

- c. Data Entry into Aeries (completed by the ELD Coordinator or other staff member as designated by the Principal)
 - 1) Language Fluency Tag needs to be changed from EL to Redesignated
 - 2) Reclassification date needs to be entered on the Language screen.
 - 3) The Program End Date must be entered on the Language screen (same as Redesignation Date)

D. Monitoring of Reclassified FEP Students (FPM IV-EL10)

Students who have been reclassified must be monitored annually for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. During the first-year students will be monitored each grading period (trimester or quarter). In subsequent years students will be monitored on the anniversary of their reclassification. Schools will use the *CUSD Monitoring of R-FEP Students* forms to document monitoring. Copies of these forms will be maintained in students cum folders.

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

1. An assessment of student performance on an objective assessment of basic skills in English-language arts. Performance on the CAASPP assessment in ELA is to be considered. Students should be meeting or exceeding standards (score of level 3 or 4). A score at level 2 is acceptable if other data (i.e. district assessments, classroom performance) indicate achievement of basic skills comparable to English only peers.
 - Alternative District Assessment System – iReady score meeting the grade level average scale score or higher than the average.
2. Student performance shall be evaluated by the teacher based on student performance on district assessments and classwork. The student should be meeting grade level expectations and performing at the level of an average native English speaker. At grades 4-12, students should be receiving a “C” grade or higher in his/her core academic classes.

The date and status of each monitoring must be entered on the Language Screen of Aeries as soon as reasonably possible following the monitoring dates. For the Code use Y for Yes, student continues to meet criteria or N for No student no longer meets criteria. If a student continues to meet the academic achievement criteria, no additional steps are needed.

<u>Data Entry into Aeries for RFEP Monitoring</u>
Year 1 Interim Monitoring: <ul style="list-style-type: none">1st grading period after reclassification = Aeries field “30 day”2nd grading period after reclassification = Aeries field “180 day”1 year after reclassification = Aeries field “1 Yr”
Year 2-4 Monitoring = Aeries field “2 Yr”, “3 Yr” etc.

RFEP students who are having difficulty in the core curriculum and no longer meeting the criteria for reclassification will have access to additional academic support through the services offered at the site to all students who are not meeting standards

RFEP Monitoring Procedures

The Office of Assessment and Accountability provides lists of RFEP students who need to be monitored (those identified or reclassified within the previous 48 months). This list will include assessment data from the prior year including state assessments (CAASPP-SBAC) scores.

The ELD Coordinator will review the list to identify students needing monitoring and inform the classroom teacher whether the student requires interim monitoring (for the first year following reclassification) or annual monitoring (for the second, third and fourth year following reclassification).

Year 1 Interim RFEP Monitoring

1. When a student is reclassified, the Year 1 RFEP monitoring form will be provided to the classroom/core teacher (K-6) or the English teacher (7-12). The classroom/core/English teacher will review the progress of students at two interim points – usually the end of the two subsequent trimesters or quarters, as well as at the 1-year anniversary of reclassification.
2. The classroom/core/English teacher will analyze data including, but not limited to the following to determine if the student is progressing satisfactorily:
 - Grades/report card
 - District or site assessments
 - Class work/Class assessments
 - Parent input
3. The classroom/core/English teacher will indicate the progress on the interim monitoring form. Once complete, the dates of monitoring will be documented in Aeries and the form will be filed in the student's cum folder.

Years 2-4 Annual Monitoring of RFEP students

1. The Year 2 RFEP monitoring form shall be completed on the 2, 3 and 4-year anniversary of a student being reclassified.
2. The classroom/core/English teachers will review progress of the student to determine if the student still meets reclassification criteria.
3. The completed monitoring form is to be filed in the ML folder in the student's cum.
4. If the RFEP student is not progressing satisfactorily, the classroom/core or English teacher will confer with the ELD Coordinator and administrator to recommend appropriate interventions.

V. STAFFING and PROFESSIONAL DEVELOPMENT

Staffing (FPM V-EL11)

Colusa Unified School District ensures that teachers assigned to provide English Language Development, SDAIE and primary language instruction are properly authorized. All teachers who provide ELD and/or SDAIE must be appropriately authorized with a Cross-cultural and Academic Development (CLAD) certificate or equivalent. All teachers who provide primary language instruction must be appropriately authorized with a Bilingual Cross-cultural and Academic Development (BCLAD) certificate or equivalent.

The Director of Continuous Improvement, State and Federal Programs shall be responsible for the overall coordination of services to Multilingual Learners. A designated ELD Coordinator at each school site, working in conjunction with the site administrator, oversees the assessment and documentation of Multilingual Learners for that site. Oversight is provided by the Director of Assessment and Accountability. See the Multilingual *Learner Program Task List* in the appendix for a full list of site responsibilities.

Professional Development (FPM V-EL12)

The district provides staff development for its staff that includes articulation among programs, grade levels, and sites. Staff development includes updates on new curriculum materials, effective instructional strategies for Multilingual Learners, and information regarding research on language acquisition and development. For staff development the district utilizes qualified district or site personnel and county staff.

Schools will provide opportunities for their staff to develop a greater understanding of teaching Multilingual Learners through the sharing of best instructional practices at faculty, department, and grade level meetings.

The Educational Services Department provides ongoing professional development opportunities for personnel who work with Multilingual Learners to aid in the following areas; English Language Development (ELD) Standards, Designated and Integrated ELD, Instructional Strategies for Multilingual Learners, Access to Core (direct instruction, differentiated instruction, scaffolding, text reconstruction, Analysis of ML student data ELPAC, and more) in understanding results of state language assessments, understanding and implementing the ELD standards, and understanding and implementing research-based effective instructional practices for Multilingual Learners.

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

Paraprofessionals

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

VI. INSTRUCTIONAL SERVICES

(FPM VII-EL 19 & 20)

A. Language Acquisition Program Descriptions

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and that provide instruction to Multilingual Learners on the state-adopted academic content standards, including the English Language Development (ELD) standards. The language acquisition programs provided to pupils shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. Language acquisition programs may include, but are not limited to:

Structured English Immersion (SEI) – English Language Program

A language acquisition program for Multilingual Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered English Language Development (ELD) and access to grade level academic subject matter content.

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

B. Services for Multilingual Learner Students

English Language Development:

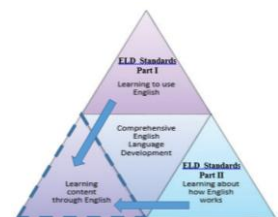
The CDE 2014 ELA/ELD Framework highlights the fact that “language development, especially academic language, is crucial for learning. It is the medium of literacy and learning; it is with and through language that students learn, think, and express.” (p. 78) The Framework describes comprehensive ELD instruction as a combination of Designated and Integrated ELD to address the CA ELD Standards. (For more information see Chapter 2 of the CDE 2014 ELA/ELD Framework.) The 2012 CA ELD Standards are organized into 3 parts:

2012 CA ELD Standards

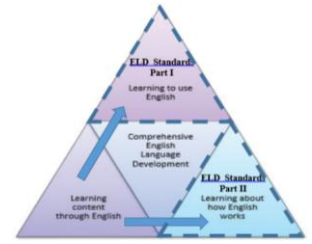
- Part I: Interacting in Meaningful Ways
 - A. Collaborative
 - B. Interpretive
 - C. Productive
- Part II: Learning About How English Works
 - A. Structuring Cohesive Texts
 - B. Expanding & Enriching Ideas
 - C. Connecting & Condensing Ideas
- Part III: Using Foundational Literacy Skills
(may be addressed in English Language Arts)

Integrated ELD – is academic language instruction provided throughout the instructional day and across the disciplines. Teachers use the CA ELD standards in addition to their focal ELA and other content standards to support the linguistic and academic progress of Multilingual Learners.

- ELD Standards are used in tandem with other content standards
- Activities should require students to interact in challenging and meaningful ways with texts and tasks that support ML’s linguistic and academic progress.



Designated ELD – is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.



- ELD standards are the focus of instruction.
- Activities should be explicitly linked to the ELA Core Curriculum and/ other content areas.
- Instruction should focus on the linguistic features of English, the structure of English, and foundational skills needed to successfully engage in core instruction develop academic (e.g. vocabulary and grammatical structure).
- Until reclassified, all ML students receive at least 30 consecutive minutes per day of designated ELD specifically targeted to their English proficiency level. The minimum recommended time for ELD instruction at TK/Kindergarten is fifteen minutes daily. At middle and high schools Multilingual Learners receive a minimum of one period (50 minutes) of ELD.

Access to Core Subjects (state adopted content standards)

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

C. Program Placement for Multilingual Learners at Elementary Grades

ELD – English Language Development

At the elementary (grades K-5) level scheduling Designated ELD varies depending on the number of ELs at each grade and proficiency level. School sites make decisions about the specific Designated ELD implementation structure that best serves their ML students. Multilingual Learners should not be removed from other core content instruction (e.g., ELA, science) in order to receive designated ELD instruction. Designated ELD must be provided in addition to all core content instruction. The district has identified three options for sites to consider (see below). The Continuous Improvement, State and Federal Programs Department provides guidance for implementation.

Structures for providing Designated ELD
(From ELA/ELD Adoption Toolkit 2015)

Options for Designated ELD at Elementary Schools
<p><u>Option 1A: Homeroom Model</u></p> <ul style="list-style-type: none"> • Teachers schedule a block of time daily to provide designated English Language Development to the Multilingual Learner student in their homeroom class. • Teachers work with small groups of Multilingual Learner students, grouped by English language proficiency level, while non- Multilingual Learner students engage in independent literacy stations or small group work.
<p><u>Option 1B: Schoolwide Regrouping (Deployment) Model</u></p> <ul style="list-style-type: none"> • Schools schedule a block of time daily to provide designated ELD by regrouping students

<p>by English language proficiency level within grade levels (or sometimes across grade levels, depending on numbers of Multilingual Learners at each grade level).</p> <ul style="list-style-type: none"> • Teachers sharing students collaborate frequently to plan and adapt instruction in order to meet the instructional language needs of Multilingual Learner students, while non-Multilingual Learner student are re-grouped to meet their literacy needs.
<p><u>Option 1C: Pull-out Model (rare)</u></p> <ul style="list-style-type: none"> • In rare exceptions (schools with very low numbers of MLs or with newcomer MLs), Multilingual Learner students may be pulled out regularly from homeroom classes to receive designated ELD instruction from a Multilingual Learner paraprofessional. • ML students must not be pulled from core content instruction, including ELA. • The Multilingual Learner paraprofessional and homeroom teacher collaborate regularly to meet the instructional language needs of Multilingual Learner students.

Access to Core Curriculum/State Content Standards

In Structured English Immersion programs for Multilingual Learners the curriculum and presentation are designed for children who are learning English. At the elementary (grades K-5) level, students are placed in a regular classroom where their teacher is responsible for the academic success of the student. Additional assistance may be provided by either a credentialed teacher or a paraprofessional under the direction of a credentialed teacher.

D. Program Placement for Multilingual Learners at Middle and High Schools

Note: All teachers with Multilingual Learners must have credential with appropriate authorization.

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

Middle school and high school Newcomer ELD

This course is designed for Newcomer (less than 12 months in US schools) Multilingual Learners that are considered Novice ML (1) or Intermediate ML (2) based on the ELPAC. The instructional goal is to rapidly and effectively increase students’ English language proficiency. Courses available based on student request and master schedule:

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

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

This course is designed for Multilingual Learner students that are considered Somewhat Developed (2) or Moderately Developed (3) based on the ELPAC. The instructional goal is to rapidly and effectively increase students’ English language proficiency. Courses available based on student request and master schedule:

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

Middle school and high school English Language Mainstream (ELA)

Multilingual Learner students that are considered Well Developed (4) based on the ELPAC. Courses available based on student request and master schedule:

- Receive one period of regular English Language Arts (ELA).
- Academic content classes provide as needed scaffold instruction with Specially designed academic instruction in English (SDAIE) based on grade level standards and using grade-level curriculum and materials.
- Electives taught in English.
- Light scaffolding support.
- Substantial scaffolding support (Academic Support Courses).
- Sheltered Courses (English, Social Studies)

Assessments (Grades 6th-12th)

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

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

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

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

F. Multilingual Learner with Disabilities

(See *CUSD Multilingual Learners with Disabilities* for documents referenced in this section)

Identification of Multilingual Learners with Disabilities

- Special Education referrals of Multilingual Learners must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom to provide success for Multilingual Learner students experiencing multiple difficulties.
- Multiple criteria must be used for assessing/identifying students for special education in order to identify educational needs based on disability separate from educational needs based on Multilingual Learner status. A flowchart of Multilingual Learner Initial Referral and Decision-Making Process outlines the steps that should be taken in referring a Multilingual Learner who is experiencing academic and/or behavioral difficulties.
 - a. The CUSD *SST Referral* form must be completed. This form provides for a review of physical/psychological factors, language development factors, and learning environment factors that may impact learning.
 - b. The CUSD Multilingual Learner Observation Record and Questions to Consider when Conducting Observations of Multilingual Learners may be used to collect additional information about the Multilingual Learner in the classroom setting.
- Assessments must be administered by qualified personnel who are competent in the oral and written skills of the student's primary language and have a knowledge and understanding of the cultural and ethnic background of the student (CA Code of Regulations, Title V, Section 3023).
 1. Language Proficiency Testing with Special Education Multilingual Learner Students (and students with 504 plans)
 - The Individualized Education Plan (IEP) Team should determine which test variations, accommodations, and/or modifications the student will use to participate in the English language proficiency assessment based on the matrix of allowable testing variations published by the California Department of Education. The IEP or Section 504 Plan must specify exactly how and for what domain(s) of the assessment (listening, speaking, reading, and writing) that test variations, accommodations, and/ or modifications are to be implemented relative to the student's disability.
 - The use of accommodations, modifications or an alternate assessment must be indicated on the-test booklet/answer document of the English language proficiency assessment.

Program Services for Multilingual Learners with Disabilities.

Special Education Multilingual Learner students will receive appropriate instruction in their classroom placement as determined by their Individualized Education Plan (IEP). The IEP will include linguistically appropriate goals and objectives including, when appropriate, use of the student's primary language. The IEP will also specify the services required including goals and objectives for ELD instruction that are aligned with the ELD standards. At least one member of the IEP team must possess a California

Teaching Credential (CTC) approved Multilingual Learner authorization.

Reclassification of Multilingual Learner with Disabilities

For Special Education students who do not meet the district reclassification criteria the IEP team may use alternate assessments and additional data to determine whether factors other than English language proficiency are responsible for low academic performance and whether it is reasonable to reclassify the student. A special version of the district's reclassification form includes consideration of such factors. A staff member with expertise in Multilingual Learner education must be part of this process. When an IEP team makes the decision to reclassify, they will document this decision in the IEP and also complete the district's Reclassification of Special Education Multilingual Learner Students Form, indicating that it was an IEP team decision. The completed Reclassification Form is to be provided to the site ELD Coordinator or designated office staff to ensure the change is reflected in Aeries.

Teachers providing instruction in the district's core curriculum to special education Multilingual Learner will be properly certified.

G. Annual Monitoring of Multilingual Learners

Each school in the district receives an allocation from state funds for the purpose of providing supplemental educational services for Multilingual Learners. Schools will earmark these funds for educational services which help Multilingual Learner students overcome language barriers, and to help them recoup any academic deficits, which may have been incurred in the core curricular areas as a result of language barriers.

The district employs multiple measures to monitor student progress. The *CUSD Expected Achievement Chart* outlines a reasonable timeline for Multilingual Learner to demonstrate academic success based on the number of years in the Multilingual Learner program. Annually the Office of Assessment and Accountability provides schools with a report on the performance of Multilingual Learners to determine if each student is on-target for meeting expectations (see CUSD ML Expected Achievement in Appendix) Students are expected to demonstrate expected achievement in the following areas:

- English Language Proficiency Assessment (Students are expected to gain one level on overall ELPAC each year, though remaining at somewhat developed for 2 years is allowed).
- District Assessments in ELA – expected percent proficient based on chart.
- CAASPP-SBAC in ELA and (scores from prior Spring testing – expected performance based on chart)
- Academic grades of C or better in English (from last grading period)

Multilingual Learner will be monitored annually, typically in the fall, to determine if they are making the expected progress based on their years in the program and language proficiency level from the prior spring. Monitoring forms pre-populated with as much information as possible, will be provided to each school by the Assessment and Accountability Office by November 1st each year. School site administrators will ensure that teachers complete the *Multilingual Learner Monitoring* forms between November 1st and Winter Break. A list of all ML students with the status of monitoring (meets expectations or does not meet expectations) will be returned to the Assessment and Accountability Office by Winter Break. Sites keep a copy to monitor MLs who did not meet expectations.

Once the *Multilingual Learner Monitoring* form is completed by the teacher and the student meets expected achievement then the form is returned to the ELD Coordinator. If the student is not meeting expected proficiency growth or is sustaining deficits in content areas, the ELD Coordinator will continue to monitor. A conference with the parent is documented as evidence that parent was informed of student not making expected achievement.

H. Retention of Multilingual Learners

Multilingual Learners may be considered for retention but are evaluated based on the expected achievement using the annual ML Monitoring process. Multilingual Learners are not to be retained solely because they fail to meet grade level expectations. For more information on retention and, specifically, the retention of Multilingual Learners please refer to the *CUSD Promotion and Retention Packet*.

APPENDIX

Assessment

- Informal Primary Language Assessment Form

Parent Notification Forms

- Initial ELPAC Computer-based Assessment Parent Letter
- Parent Notification of Initial Assessment/Placement
- Parent Notification of Annual Assessment/Placement
- CUSD Notification to Opt Out
- CUSD Notification to Opt Back In

Multilingual Learner Services Charts & Forms

- Initial Identification Flowchart
- Reclassification Flowchart
- Parent Request for a Change in Program Placement

Monitoring Forms

- ELAC Minutes Template
- Multilingual Learner Monitoring Form - Elementary
- Multilingual Learner Monitoring Form - Elementary
- ML Growth Expectation Chart
- Reclassification Form
- RFEP Monitoring Year 1
- RFEP Monitoring Year 2-4
- CUSD Principal's ML Checklist

(Note: Electronic versions of these forms are available to staff on the CUSD website)



Colusa Unified School District
745 Tenth Street, Colusa, Ca. 95932

Informal Primary Language Assessment (IPLA)
(for primary languages other than Spanish)
(revised 7/07/2022)

Dear Parent/Guardian:

Your child recently enrolled in the Colusa Unified School District. When you filled out the Home Language Survey, you indicated that you, your child, or someone in your home spoke a language other than English. We have tested your child to determine his or her skills in English, and we would like to know more about your child's skills in your home language.

Child's name: _____ Grade: _____
School: _____ Date: _____
Reported Home Language(s)/Dialect(s): _____

Please circle or write in your answer:

Speaking and Understanding

How much does your child understand in his or her home language?

Very little Some Most Everything
1 2 3 4

What percentage of time do you speak your home language to your child?

0% 25% 50% 75% 100%

What percentage of time does your child speak your home language?

0% 25% 50% 75% 100%

Reading and Writing

Please check the line that best describes your child's ability to read in the home language.

Does not read it Reads it a little Reads it well

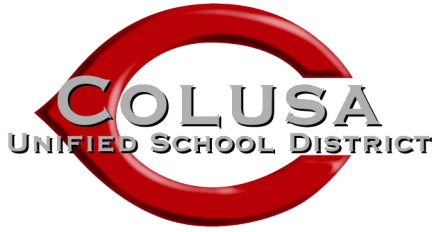
If they read in the home language, what do they read?

- Books (appropriate to their age)
Magazines
Newspapers
Other:

Please describe your child's ability to write in the home language:

Does not write in it Writes in it sometimes Writes in it well

Does your child write letters or messages to friends or relatives in the home language? Yes No



Colusa Unified School District
745 Tenth Street, Colusa, Ca. 95932

English Language Proficiency Assessments for California (ELPAC)
Initial ELPAC Computer-based Assessment
(meets Federal Title I/Title III and State Requirements)

Dear Parent/Guardian:

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

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

Based on the home language survey results, **your child will be assessed with the Initial ELPAC. The assessment will take place at Burchfield Primary School during the next few weeks.**

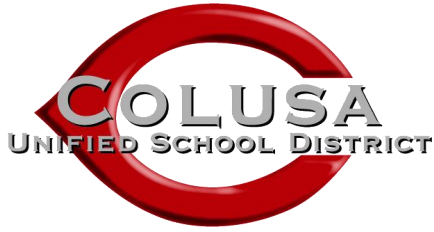
You are an important part of your child's education. To help your child get ready for the test, you can:

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

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

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

If you have any questions about your child taking the ELPAC, please contact **530-458-7791 ext. 4107**.



Colusa Unified School District
745 Tenth Street, Colusa, Ca. 95932

**Parent Notification of INITIAL Assessment Results
 and Program Placement (K-12)**

(meets Federal Title I/Title III and State Requirements)

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

School: _____ Grade: _____ Primary Lang: _____

When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the Multilingual Learner program. (20 United States Code section 6312[e][3][A])

English Language Assessment Results

Domain	English Language Proficiency Assessment		Primary Language Proficiency Level Test: IPT Informal L1 Assess. Date Administered: _____ (Optional)
Listening		Oral Language:	
Speaking			
Reading		Written Language:	
Writing			
Overall			
A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child’s official results within 30 days after the district has received individual student reports from the contractor.			

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

- an **Multilingual Learner (ML)** and will be assigned to a Language Acquisition Program.
- a **Fluent English Proficient (FEP)** student and will be placed in the district’s regular core program.

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached.

Multilingual Learner Exit (Reclassification) Criteria

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

Required Criteria (California Education Code [EC] Section 313[f])	District Criteria
English Language Proficiency Assessments of California (ELPAC)	ELPAC: Proficiency level of well developed (4) Overall and well developed (4) or moderately developed (3) in oral language or written language.
Performance in Basic Skills	Performance level of meets standards (level 3) or exceeds standards (level 4) on the state ELA assessment (SBAC). A score of approaching standards (level 2) may qualify if other district and teacher assessment data indicates mastery of basic skills. At K-2 this criterion will be met by student meeting grade level standards in ELA on district assessments.
Teacher Evaluation of Curriculum Mastery	Meeting grade level standards in ELA on district assessments or a C or higher in core classes
Parental Opinion and Consultation	Parent opinion

August 2022

(copy to be placed in ML folder of Student’s Cum.)

page 1 of 2

Graduation Rate for Multilingual Learners

The expected rate of graduation for Multilingual Learners in Colusa Unified is 88.3%. This expected rate is based on the California Department of Education's calculated graduation rate for Multilingual Learners in CUSD in 2018 - 19, as reported in the Fall 2019 California School Dashboard, the most recent year for which such data is available.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to Multilingual Learners based on the state-adopted academic content standards, including English language development (ELD) standards. (*EC* Section 306[c])

Description of Program Options and Goals for Multilingual Learners

A description of the language acquisition program provided in the **Colusa Unified School District** is listed below.

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

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

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact CUSD Education Services (**530) 458-7791**) to ask about the process.

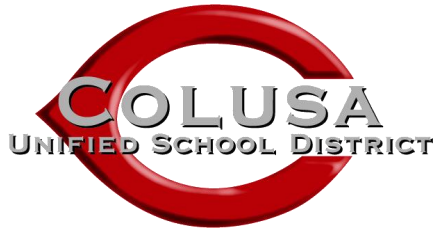
Parents of Multilingual Learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular Multilingual Learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Please call the school of enrollment if you would like to schedule a parent conference to discuss your child's instructional placement. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC).

Sincerely,

Principal

Date



Colusa Unified School District
745 Tenth Street, Colusa, Ca. 95932

**Parent Notification of ANNUAL Assessment Results
 and Program Placement (K-12)**

(meets Federal Title I/Title III and State Requirements)

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

School: _____ Grade: _____ Primary Lang: _____

Your child continues to be identified as a Multilingual Learner. Each year we are required to assess your child and notify you of your child’s proficiency level in English. We must also describe the available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the Multilingual Learner program. (20 United States Code section 6312[e][3][A])

Assessment Results

English Language Proficiency Assessment Results (Administered Spring 20__)			Academic Achievement Results (Administered Spring 20__ in grades 3-8, 11)	
	Level			SBAC Level
Listening		Oral Lang:	English Language Arts	
Speaking				
Reading		Written Lang:		
Writing				
Overall			Primary Language Academic Achievement	
A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child’s official results within 30 days after the district has received individual student reports from the contractor.			Spanish Language Arts (for students in the bilingual program only)	

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached.

Multilingual Learner Exit (Reclassification) Criteria

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

Required Criteria (California Education Code [EC] Section 313[f])	District Criteria
English Language Proficiency Assessments of California (ELPAC)	ELPAC: Proficiency level of well developed (4) Overall and with well developed (4) or moderately developed (3) in oral language or written language.
Performance in Basic Skills	Performance level of meets standards (level 3) or exceeds standards (level 4) on the state ELA assessment (SBAC). A score of approaching standards (level 2) may qualify if other district and teacher assessment data indicates mastery of basic skills. At K-2 this criterion will be met by student meeting grade level standards in ELA on district assessments.
Teacher Evaluation of Curriculum Mastery	Meeting grade level standards in ELA on district assessments or receive a C or higher in core classes
Parental Opinion and Consultation	Parent opinion

August 2022

(copy to be placed in ML folder of Student’s Cum.)

page 1 of 2

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Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to Multilingual Learners based on the state-adopted academic content standards, including English language development (ELD) standards. (EC Section 306[c])

Description of Program Options and Goals for Multilingual Learners

A description of the language acquisition program provided in the Colusa Unified School District is listed below.

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

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

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact CUSD Education Services (530) 458-7791 to ask about the process.

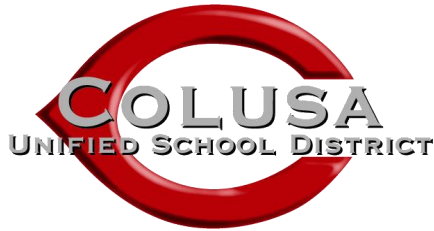
Parents of Multilingual Learners have a right to decline or opt their children out of the school district’s language acquisition program or opt out of particular Multilingual Learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Please call the school (*insert school office number*) if you would like to schedule a parent conference to discuss your child’s instructional placement. You are welcome to volunteer at the school and to participate on the school’s English Learner Advisory Committee (ELAC).

Sincerely,

Principal

Date



Colusa Unified School District
745 Tenth Street, Colusa, Ca. 95932

Notification to Opt a Student out of ML Programs
Waiver Form

Student Name: _____

School/Grade: _____

As required by federal law, your child has taken an English language proficiency test to determine if s/he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that s/he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

Parental Right to Refuse ELD Services: The school has described in detail the ELD program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those provided only for Multilingual Learners (MLs), for example ELD pull-out classes, ESL tutoring, after-school English tutoring for MLs or content classes consisting of only MLs. This does not include a class composed of MLs and non-MLs in which ELD is supported through content instruction. By checking () each item below, I acknowledge that I have read and understand each statement.

- I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.
My decision to decline or opt-out of specialized ELD instruction is voluntary.
The school district will report my child to the California Department of Education as a Multilingual Learner (ML) until my child attains English proficiency.
Federal law requires that my child will be tested annually with the ELPAC Summative assessment until s/he attains English proficiency and is no longer considered ML status.
The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from ML status.
The school district will continue to inform me of my child's progress in attaining English proficiency through the ELPAC Summative assessment results.
I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the school.

I, _____ (parent/guardian name) with a full understanding of the above information, wish to

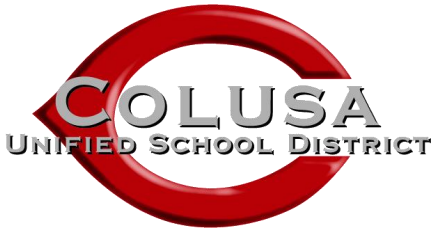
- Decline all of the specialized ELD programs and services offered to my child.
Decline some of the ELD programs and/or particular ELD services offered to my child

Parent's Signature

Date

Received by: _____
November 2025

Date: _____



Colusa Unified School District
745 Tenth Street, Colusa, Ca. 95932

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

To: (parent name) _____

Date: _____

Re: (student name) _____

School/Grade: _____

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

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

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

(Insert Principal's Name)
Principal

I wish to:

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

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

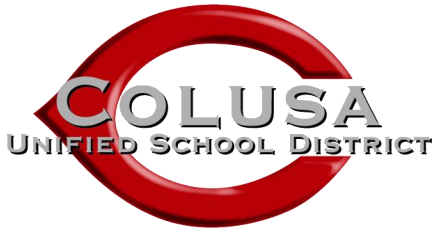
I wish to accept *(List program/services)*:

Parent's Signature

Date

Received by: _____

Date: _____



Colusa Unified School District
745 Tenth Street, Colusa, Ca. 95932

English Learner Advisory Committee (ELAC)

School Name: _____

Minutes of ELAC Meeting of ____/____/____

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

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

	1. Advise the principal and staff on the school’s program and services for Multilingual Learners
	2. Advise the School Site Council on the development of the Single Plan for Student Achievement (SPSA)
	3. Assist the school in the development of the school’s needs assessment.
	4. Assist the school in the development of ways to make parents aware of the importance of regular school attendance.

Additional Legal Requirements

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

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

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

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

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

Other Topics or Presentation:

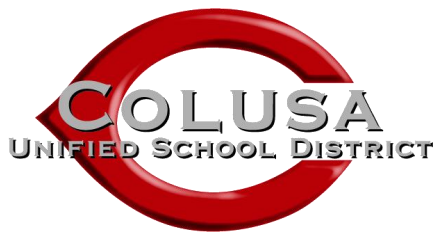
Follow-up on Topic(s): Action to be taken ... by whom? ...when?

Meeting adjourned at _____.

Respectfully submitted,

Secretary, English Learner Advisory Committee

(Form revised November 2025)

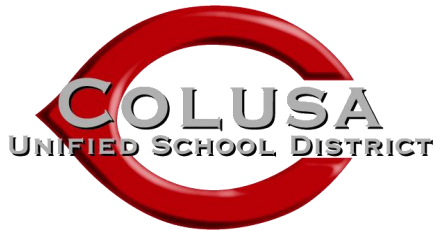


Colusa Unified School District
 745 Tenth Street, Colusa, Ca. 95932

Multilingual Learner Monitoring – Fall
Elementary Version
 (rev. August 2022)

All students designated as Multilingual Learner will be monitored annually to ensure they are making progress at the expected rate as established on the CUSD Expected Achievement Chart. *This form is to be completed each fall and filed in the ML folder in the student's cumulative record once complete.*

Student Information:	
Name: _____ School: _____ Grade: _____	
Teacher/Counselor: _____ ELD Teacher (if different): _____	
District Enter Date: _____ US School Enter Date: _____ Years in ML Program: _____	
Grade Level of Assessment: _____ ELPAC Overall: _____ (1=Minimal; 2=Somewhat; 3=Moderate; 4=Well) Listening: _____ Speaking: _____ Reading: _____ Writing: _____ (1-Beginning; 2=Somewhat/moderately developed; 3=Well Developed)	Grade Level of Assessment: _____ CAASPP: Smarter Balanced Assessment (SBAC): ELA Score: _____ Level: _____ Level 1 - Standard Not Met Level 2 – Standard Nearly Met Level 3 – Standard Met Level 4 – Standard Exceeded iReady District Assessment System: ELA Score: _____
<u>Academic Grades</u> <u>(Trimester 1 for grades 4-8)</u> English _____	<u>CAA (Calif. Alternate Assessment)</u> ELA Score: _____ Level: _____
Based on the CUSD Achievement Growth Chart: Student demonstrated the expected proficiency on ELPAC <input type="checkbox"/> Yes <input type="checkbox"/> No Student demonstrates expected performance on district assessments in ELA..... <input type="checkbox"/> Yes <input type="checkbox"/> No Student demonstrated the expected performance level on SBAC in ELA..... <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Student receiving passing grade (C or better) in Reading..... <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
Status Determination: _____ Student meets expected achievement (see CUSD Expected Achievement Chart for criteria) _____ Student does not meet expected achievement and requires a plan to overcome academic deficits Monitoring Form completed by: Print Name _____ <input type="checkbox"/> Teacher <input type="checkbox"/> Other: _____ Signature _____ Date: _____	



Colusa Unified School District
745 Tenth Street, Colusa, Ca. 95932

Multilingual Learner Monitoring – Fall
Middle School/High School Version
 (rev. August 2022)

All students designated as Multilingual Learner will be monitored annually to ensure they are achieving at the expected rate as established on the CUSD Expected Achievement Chart. *This form is to be completed each fall and filed in the ML folder in the student's cumulative record once complete.*

Student Information:

Name: _____ School: _____ Grade: _____

Teacher/Counselor: _____ District Enter Date: _____

English/ELD Teacher (MS/HS): _____ US School Enter Date: _____

Years in ML Program: _____

Grade Level of Assessment: _____ <u>ELPAC</u> Overall: _____ (1=Minimal; 2=Somewhat; 3=Moderate; 4=Well) Listening: _____ Speaking: _____ Reading: _____ Writing: _____ (1-Beginning; 2=somewhat/moderately developed, 3=Well Developed)	Grade Level of Assessment: _____ Date: _____ CAASPP: Smarter Balanced Assessment (SBAC): ELA Score: _____ Level: _____ Level 1 - Standard Not Met Level 2 – Standard Nearly Met Level 3 – Standard Met Level 4 – Standard Exceeded iReady District Assessment System: ELA Score: _____
--	--

<u>Acad. Grades Q1</u> English _____	<u>CAA (Calif. Alternate Assessment)</u> ELA Score: _____ Level: _____
---	---

Based on the CUSD Achievement Growth Chart:	<u>ENGLISH</u>
Student demonstrated the expected proficiency on ELPAC	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student demonstrated the expected performance level on SBAC in ELA.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Student demonstrates expected performance on district assessments in ELA...	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Student receiving passing grade (C or better) in English.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

Status Determination:

ELA

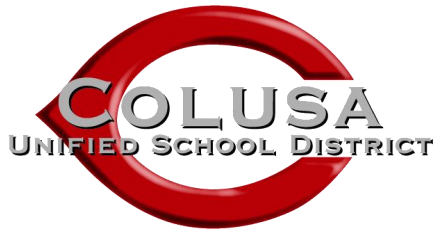
_____ Student meets expected achievement levels

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

English/ELD Teacher:

Print Name _____ Signature _____

Date: _____



Colusa Unified School District Multilingual Learner Expected Achievement Chart (revised September 2025)

The CUSD Multilingual Learner Expected Achievement Chart establishes the achievement goals for Multilingual Learners based the number of years in the Multilingual Learner programs (based on US School Enter Date) and performance on most recent ELPAC. Multilingual Learner achievement is based on multiple measures including progress/achievement on the ELPAC, CAASPP-SBAC and district assessments. Multilingual Learner achievement will be measured annually based on the chart below and will be documented on the Multilingual Learner Monitoring form. Students will be evaluated in Language Arts. Students must make the expected growth or meet expected level of achievement in 75% the areas*. For students not meeting this expectation, a Plan for Overcoming Academic Deficits will be implemented to remediate deficits in the students' academic growth in that subject area.

Note: Use the section based on years in program (in US Schools). If a student has been in US Schools for more than 6 years, use the Six+ column.

YEAR ONE			YEAR TWO or THREE			YEAR FOUR or FIVE			YEAR SIX+		
ELPAC ≥ Level 1			ELPAC ≥ Level 2			ELPAC ≥ Level 3			ELPAC Level 4		
Use the student's actual ELPAC Overall level to determine the expectations for SBAC and District Assessments using the chart below											
Actual ELPAC	SBAC	DIST. ASSESS	Actual ELPAC	SBAC	DIST. ASSESS.	Actual ELPAC	SBAC	DIST. ASSESS	Actual ELPAC	SBAC	DIST. ASSESS
Level	Level	Percent	Level	Level	Percent	Level	Level	Percent	Level	Level	Percent
1 Min. Dev.	Not met-1	>10%	1 Min. Dev.	Not met-1	>30%	1 Min. Dev.	Not met-1	>30%	1 Min. Dev.	Nearly Met -2	>50%
2 Somewhat Dev.	Not met-1	>30%	2 Somewhat Dev.	Not met-1	>30%	2 Somewhat Dev.	Nearly Met -2	>50%	2 Somewhat Dev.	Nearly Met -2	>50%
3 Mod. Devel	Nearly Met -2	>50%	3 Mod. Devel	Nearly Met -2	>50%	3 Mod. Devel	Nearly Met -2	>50%	3 Mod. Devel	Met-3	>70%
4 Well Devel	Nearly Met -2	>50%	4 Well Devel	Nearly Met -2	>50%	4 Well Devel	Nearly Met -2	>50%	4 Well Devel	Met-3	>70%

There are seven possible areas to be monitored which include:

ELPAC (1) Since there is only one year of ELPAC data available in the fall of 2018, the criteria for meeting expectations is the expected level of proficiency based on years in US Schools. Beginning in the fall of 2019 when there is a second year of ELPAC data, the criteria will be revised to expected growth.

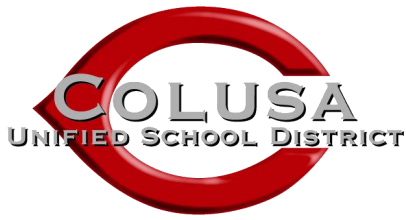
SBAC in ELA (2) (expected proficiency level based on years in program and most recent ELPAC Overall level using the chart above - scores from Spring 2018)

District Assessments** in ELA (scores from fall term of current year (e.g. Unit 1 assessment). Expected percent of assessments on which student needs to be proficient are listed in the chart above.

Academic grades of C or better in English (Reading) (from first quarter/trimester grading period for grades 4-12)

To achieve the expected achievement students would need to meet:
 2 of 3 criteria
 3 of 4 criteria
 4 of 5 criteria
 4 of 6 criteria
 5 of 7 criteria
 6 of 8 criteria

**District Assessments include the adopted district assessments in Language Arts. The percent indicates the percent of district assessments Multilingual Learners are expected to meet with a score of at least 3.



Colusa Unified School District
Language Skills Appraisal for Reclassification of
Multilingual Learner Students
 (revised August 2022)

Student Information:

Name: _____ ID# _____

Grade: _____ School: _____ Counselor: _____

Current teacher (ELD/English): _____

I. Assessment of English Language Proficiency:

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

Overall level: _____

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

II. Performance in Basic Skills

Smarter Balanced Assessment (SBAC/CAA) ELA Score: _____ Level: _____

District Assessments (iReady): Most Recent Scale Score: _____

Grade	K	1	2	3	4	5	6	7	8	9	10	11
-------	---	---	---	---	---	---	---	---	---	---	----	----

iReady Scale Score – Reading Placement One Grade Level Below

BPS Only: HFW _____ BPST _____ Fluency _____

III. Teacher Evaluation of Student Performance (grades K-5)

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

- Student is performing at expected grade level in:
 Reading: Y N Writing: Y N Oral Language: Y N

Teacher Evaluation of Student Performance (grades 4-12)

- Grades in current English Language Development/Regular English/Core course:
 _____ Student has mastered objectives of course with a grade of "C" or better
- Grades content courses where no specialized language services are provided:
 _____ Student has mastered objectives of course with a grade of "C" or better
- High Schools: GPA: _____ Credits: _____
 On target for graduation: ____ yes ____ no

IV. Parent Consultation

Yes No The parent/guardian participated in this discussion.

Parent Comments: _____

My signature indicates that I have been given an opportunity to express my opinion and to consult with the school staff during the reclassification process.

Parent/Guardian Signature: _____

Printed Name: _____

Parent Notification:

If parent is not able to attend:

Parent/Guardian was notified of outcome of this Language Appraisal Team meeting on

_____ by (whom) _____

- Method: in person
 by phone
 in writing
 other _____

***Recommendation of Language Appraisal Team:** Date of Meeting: _____

_____ Reclassify to Fluent English Proficient (RFEP) - has met exit criteria

_____ Continue as Multilingual Learner (ML) - has not met exit criteria

Team Members (signatures):

Site Administrator: _____

Multilingual Learner Representative:

English/Classroom Teacher: _____

Counselor: _____

Student: _____

Other: _____

*Office Use Only

- Language Fluency changed to R
- Redes Date entered on Language screen
- Program End Date entered (same as Redes Date)



Colusa Unified School District
Monitoring RFEP Students
Year 2-4

All reclassified students will be monitored, for at least four years after being reclassified, to ensure they are experiencing success. The monitoring process begins on the date the student is reclassified (RFEP). The classroom, Core, or English teacher will monitor the student at the end of the first two grading periods that follow the designation. The site ELD coordinator and classroom teachers will review the annual assessment data for four years.

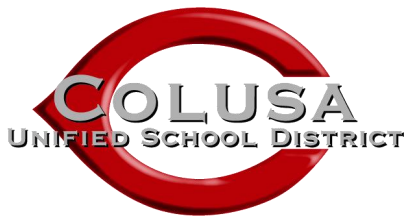
This form is to be filed in the student's cum folder once complete and the monitoring date and outcome must be documented in the Language Screen in Aeries.

New pertinent data reflected in this document was entered into Aeries on (date) _____ by _____

Student Information: Name: _____ School: _____ Grade: _____
RFEP re-classification date: _____(Classroom/Core/English)Teacher: _____
Annual Monitoring: Assessment of English Academic Proficiency:
Date: _____ Year 2 Year 3 Year 4 (circle appropriate year)
Smarter Balanced (SBAC-CAASPP): Date: _____
ELA Score: _____ Level: _____
iReady District Assessment System: Diagnostic 3 Results: ELA Score: _____
Teacher Evaluation of Student Performance (grades K-5)
Student is performing at expected grade level in all core curricular areas Yes No
Teacher Evaluation of Student Performance (grades 4-12)
Student is receiving C grades or better in all English Yes No
Student is receiving C grades or better in other core curricular areas..... Yes No
Student is on target for graduation (H.S. only) Yes No
Status Determination:
_____ Continues to meet criteria for Fluent designation (Y)
_____ No longer meets criteria for Fluent designation and requires academic support (N) (describe below)

Teacher Signature Principal Signature

revised November 2025



Colusa Unified School District
Multilingual Learner Program Task List
 School year: _____ Site: _____

Instructions: In the fall indicate the site person responsible for each task. Throughout the school year, indicate when each task is completed. The completed Task List is to be turned in to the Assessment and Accountability Office at the end of the school year.

Order	Task	Person Resp.	Site Person	Timeline	Jul/ Aug	Sep	Oct	Nov/ Dec	Jan	Feb	Mar	Apr	May/ Jun	Date completed
1	A Certificated teacher has been identified as ELD/ELPAC coordinator or other staff designated by the principal	Principal		Jun-Aug	X									
2	Personnel to administer ELPAC tests have been identified	ELD/ELPAC Coord		Jun-Aug	X									
3	All ELPAC Initial test administrators have been trained (must be trained annually)	ELD/ELPAC Coord		Aug. 15	X									
4	A process and schedule for administering and scoring initial ELPAC has been established.	Principal		by Aug. 15	X									
5	Staff members have been designated for ML data entry (Aeries) incl.: for Initial Registrations AND for updates from the ELD Coordinator	Principal		Sept. 15	X									
6	All parent communication is provided in Spanish if ≥ 15% of students have home language of Spanish.	Principal		ongoing	X	X	X	X	X	X	X	X	X	
7	Principal and ELD Coordinator schedule and hold regular meetings (minimum 3 times/yr) to monitor implementation of ML Master Plan	Prin./ ELD Coord		Sept-May min 3 x)	X		X		X			X		
8	Process and procedures relating to the registration of ML Learners have been reviewed with office staff. A process for notifying the ELD Coordinator of any new student with a home language other than English has been established and completed by the site administrator.	ELD/ELPAC Coord		Sept. 1	X									
9	A process for contacting the Assessment and Accountability office to check on language status/assessment data for newly enrolled students has been established	Principal /EL Coord		Sept. 1	X									
10	A process and procedures relating to the maintenance of ML records in CUMS has been reviewed with office staff	ELD/ELPAC Coord		Sept. 1	X	X	X	X	X	X	X	X	X	
11	All new students with a language other than English have been tested with ELPAC Initial within 30 days (initial) and materials sent to district monthly	ELD/ELPAC Coord		within 30 days	X	X	X	X	X	X	X	X	X	
12	Parents are notified of INITIAL assessment results (from ELPAC local scoring) and program placement	ELD Coord; clerical		Init.=30 days	X	X	X	X	X	X	X	X	X	

Order	Task	Person Resp.	Site Person	Timeline	Jul/ Aug	Sep	Oct	Nov/ Dec	Jan	Feb	Mar	Apr	May/ Jun	Date completed
13	Parents are notified of ANNUAL assessment results (ELPAC Student Score Report) and program placement (if not sent in the Spring)	ELD Coord; clerical		within 30 days of receiving		X								
14	Copies of Parent Notifications placed in EdFiles CUM	ELD/ELPAC Coord		fall & spring	X	X	X	X	X	X	X	X	X	
15	Language Proficiency level has been determined and recorded in Aeries for all Pending students within 30 days of enrollment	ELD/ELPAC Coord/ clerical		Aug-May	X	X	X	X	X	X	X	X	X	
16	All Initial ELPAC tests are locally scored and saved as they are administered.	ELD/ELPAC Coord		Sept. 15	X	X								
17	ELD Coordinator attends all ELD Coordinator meetings	Prin./ ELD Coord		Quarterly	X		X			X		X		
18	ELD Groupings are finalized and Schedule for daily designated ELD is set - Begin ELD	Prin./ ELD Coord		Sept. 1	X	X								
19	Monitor that ML students receive daily (≥ 30 minutes) Designated ELD based on their English proficiency level.	Prin./ ELD Coord		Sept. - May	X	X	X	X	X	X	X	X	X	
20	Teacher is designated to attend ELD Steering Committee meetings	Principal		Monthly			X	X	X	X	X	X	X	
21	Initial ELAC meeting held and parents informed of roles & responsibilities	Principal		by Sept. 30	X	X	X							
22	ELAC Committee determined to continue as ELAC with adopted bylaws OR to be represented on School Site Council (documented in minutes)	Principal		by Sept. 30	X	X	X							
23	ELAC representative (parent) designated to attend district DELAC meetings (1/quarter)	Principal		by Sept. 30		X		X			X		X	
24	Meet with ELAC Chairperson or ELAC rep. to SSC to determine meeting agendas and dates	Principal		ongoing		X	X	X	X	X	X	X	X	
25	Hold ELAC/SSC meetings with required agenda items: 1) Plan for MLs, 2) School needs assess.; 3) admin. of lang. census ; 4) Parent info. and education (incl. importance of attendance)	Principal/ ELAC Chair		periodically throughout school year	X	X	X	X	X	X	X	X	X	list all dates
26	ELAC meeting agendas, minutes and sign-in sheets documented and maintained at site (See ML Master Plan for Template)	Principal/ ELAC Chair		ongoing	X	X	X	X	X	X	X	X	X	
27	All new students with a language other than English have been assessed for Primary Language Fluency within 90 days (IPT - Spanish; informal language assess for other lang.)	ELD/ELPAC Coord		within 90 days	X	X	X	X	X	X	X	X	X	
28	All ML students have designated ML files in EdFiles CUM	ELD Coord/ clerical		Fall	X	X	X							

Order	Task	Person Resp.	Site Person	Timeline	Jul/ Aug	Sep	Oct	Nov/ Dec	Jan	Feb	Mar	Apr	May/ Jun	Date completed
29	ML Data updated in Aeries (data cleanup) based on Fix Lists from Assessment and Accountability or request from ISET (per CALPADS)	ELD Coord; clerical		Sept, Jan		X			X					
30	Eligible students have been reclassified based on State & District criteria before December 1	Prin./ ELD Coord		Fall		X	X	X						
31	Reclassification data has been entered into Aeries before Winter Break	ELD Coord; clerical		Fall		X	X	X						
32	A copy of documentation of reclassification has been placed in student EdFiles CUM	ELD/ELPAC Coord		Fall		X	X	X	X					
33	Year 2-4 RFEP students: Annual monitoring completed and documented in Aeries and EdFiles CUM	Prin./ ELD Coord		Fall				X						
34	ML Annual Monitoring Forms are distributed and completed by teachers.	Prin./ ELD Coord		November				X	X					
35	ML's not making annual growth targets have a plan for overcoming academic deficits. Student is monitored and Level 2 plan is implemented as needed	Prin./ ELD Coord		Winter				X	X	X	X	X	X	
36	ML Monitoring Spreadsheet indicating status of each ML student submitted to Assessment and Accountability Office	Prin./ELD Coord		by mid-January					X					
37	ML Annual Monitoring Forms are filed in EdFiles CUM	Prin./ ELD Coord		Winter					X	X	X	X	X	
38	All ELPAC Summative test administrators have been trained (must be trained annually)	Principal		January					X					
39	Determine what accessibility supports MLs need for the CAASPP testing, if any, and communicate to site testing coordinator to have them set up prior to testing.	Prin./ ELD Coord		By February					X	X				
40	All ML students are assessed annually with ELPAC Summative and materials turned in to district	ELD/ELPAC Coord		Feb-May						X	X	X	X	
41	Year 1- RFEP students: Interim monitoring completed and documented in Aeries and EdFiles CUM	Prin./ ELD Coord		quarter/ trimester							X		X	
42	Year 2-4 RFEP students: Annual monitoring completed and documented in Aeries and EdFiles CUM	ELD/ELPAC Coord		Fall/or spring					X		X		X	
43	Official ELPAC Summative scores distributed to parents with Annual Notice (if received from test contractor early enough in Spring)	Prin./ ELD Coord		May								X	X	
44	Submit ALL Unused ELPAC & ELPAC materials to the Assessment and Accountability Office	Prin, ELD Coord		May-June									X	

x = month could be completed