



# Marysville Joint Unified School District

## English Learner Program Implementation Checklist

Key EL Program Components	Key Implementation Questions		
	Do we have a system in place to ensure that:		
	Yes	No	
<b>Initial Identification and Assessment</b>	<input type="checkbox"/>	<input type="checkbox"/>	A Home Language Survey is completed for all students
	<input type="checkbox"/>	<input type="checkbox"/>	Students who indicate a language, other than English, are administered initial CELDT w/in 30 calendar days. Results are on file.
	<input type="checkbox"/>	<input type="checkbox"/>	Students needing primary language assessments are assessed w/in 90 calendar days. Results are on file.
	<input type="checkbox"/>	<input type="checkbox"/>	Parent notification of initial assessment results are on file.
	<input type="checkbox"/>	<input type="checkbox"/>	Program Placement Notification forms are on file.
	<input type="checkbox"/>	<input type="checkbox"/>	All documentation is filed in EL Folder.
Note: Placement for Special Education ELs will be given administrative consideration.			
<b>English Language Development</b>	<input type="checkbox"/>	<input type="checkbox"/>	All ELs receive ELD instruction appropriate for their level of English proficiency using state-approved ELD materials for a minimum of 45 minutes daily/30 minutes in Kinder.
	<input type="checkbox"/>	<input type="checkbox"/>	Teachers record ongoing ELD progress using ELD Standards and is reflected on report card (Elementary).
	<input type="checkbox"/>	<input type="checkbox"/>	ELD instruction follows guidelines in District EL Master Plan
	<input type="checkbox"/>	<input type="checkbox"/>	ELD progress growth data is consistent with school site plan and indicates that ELs are advancing 1 ELD level per year as per NCLB.
	<input type="checkbox"/>	<input type="checkbox"/>	There is an ELD Catch-up Plan in place to help ELs accelerate their ELD progress.
Note: ELD goals for EL students receiving Special Education services must be delineated on the IEP.			
<b>Access to Core (Grade Level) Curriculum</b>	<input type="checkbox"/>	<input type="checkbox"/>	All ELs receive appropriate Master Plan Program services (i.e. ELD, L1 instruction, SDAIE, L1 support) to ensure access to standards-based grade level instruction.
	<input type="checkbox"/>	<input type="checkbox"/>	Achievement data indicates that ELs are learning grade-level academic content and ELs at ELD 4-5's are performing at a level comparable to grade level ELA standards.
	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate core curriculum instructional materials are available.
	<input type="checkbox"/>	<input type="checkbox"/>	There is a Catch-Up Plan in place to help ELs recoup any academic deficits incurred while learning English in an instructional program.
<b>Staffing</b>	<input type="checkbox"/>	<input type="checkbox"/>	All teachers delivering ELD/SDAIE instruction to ELs have BCLAD/BCC, CLAS/LDS. SB 1969/SB395 or are enrolled in courses leading to appropriate authorizations.
	<input type="checkbox"/>	<input type="checkbox"/>	All teachers delivering core curriculum in a Bilingual Alternative or Dual Language Immersion Program have a BCLAD/BCC or are enrolled in courses leading to the appropriate authorizations.

School \_\_\_\_\_ Principal \_\_\_\_\_ Date \_\_\_\_\_

Director Educational Services \_\_\_\_\_ District EL Coordinator \_\_\_\_\_ Date \_\_\_\_\_