



Hayward Unified School District

English Language Learner Program Implementation Checklist

Key EL Program Components	Key Implementation Questions- Do we have a system in place to ensure that:		
	Yes	No	
Initial Identification and Assessment	<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 assessments 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 ELL Folder.
			NOTE: Placement for Special Education ELLs will be given administrative consideration.
English Language Development	<input type="checkbox"/>	<input type="checkbox"/>	All ELLs receive ELD instruction appropriate for their level of English proficiency using state-approved ELD materials for a minimum of 45 minutes daily/30minutes 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 ELL Master Plan.
	<input type="checkbox"/>	<input type="checkbox"/>	ELD progress growth data is consistent with school site plan and indicates that ELLs 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 ELLs accelerate their ELD progress.
			NOTE: ELD goals for EL students receiving Special Education services must be delineated on the IEP.
Access to Core (Grade Level) Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	All ELLs 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 ELLs are learning grade-level academic content and ELLs 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 ELLs recoup any academic deficits incurred while learning English in an instructional program.
Staffing	<input type="checkbox"/>	<input type="checkbox"/>	All teachers delivering ELD/SDAIE instruction to ELLs have BCLAD/BCC, CLAD/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 _____ Area Administrator _____ ELL Director _____