

APPENDIX V - 70

Office Stars

Language Acquisition Department
July 2020



LENGUAJE DUAL DE DOBLE VÍA
DUAL
TWO-WAY DUAL LANGUAGE

TUCSON UNIFIED
SCHOOL DISTRICT





Who do we serve...

PHLOTE students- Students whose Primarily Home Language is Other Than English as determined on the registration form and Home Language Survey (HLS)

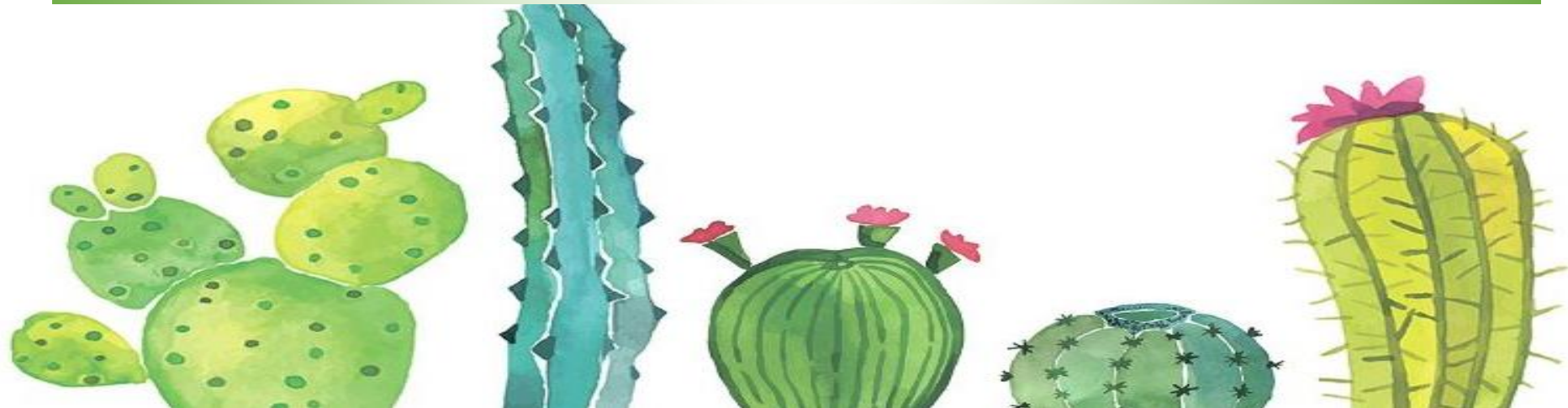


LENGUAJE DUAL DE DOBLE VÍA
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TUCSON UNIFIED
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Session Norms

- Be fully present and engaged
- Keep your mic on mute
- Respond to and ask questions in the Chat Box
(Our team will do our best to answer questions)



Agenda



- Welcome
- Think and Chat Responses
- ADE Compliance for PHLOTE students and English Language Learners
 - Identifying and Placing PHLOTE Students for Appropriate Services
 - ✓ Online Registration form, HLS, and AZELLA Results
 - Creating and Maintaining PHLOTE file within the Student's Cumulative folder



Share Responses in Chat

- What is the name of your school?
- What position do you hold?
- How does your school's Atmosphere shout "Welcome" to everyone?



Session Objectives

Primary
Home
Language
Other
Than
English

Participants will be able to maintain ADE compliance for **PHLOTE** students in Synergy and Cumulative folders by:

- Identifying **PHLOTE** students
- Collecting a completed and signed HLS for ***ALL new students registering in TUSD***
- Uploading **HLS** to Synergy and filing the original in student's Cum folder
- Adhering to initial language response for returning **PHLOTE** students
- Ensuring **PHLOTE** students are placed in an appropriate designated classroom
- Organizing forms needed for documentation based on student's status
- Maintaining **PHLOTE** documentation records as an on-going process

We are all lifelong learners!



Elementary ELD/LIEL/TWDL Models



School Name:	Principal:	Date:
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- Principals received an Elementary designation sheet in May 2020
- Principals may be asked to revised the designation sheet, once AZELLA scores are reviewed by Language Acquisition

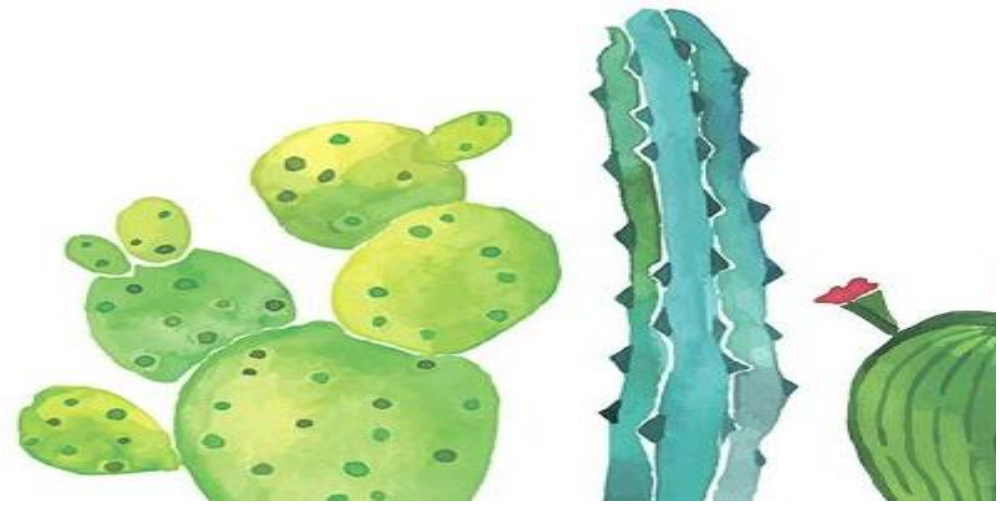
SEI/SEI-B (SEI Blend) Please note: (SEI-B formerly SEI Mix)
LIEL (Low Incidence EL) Please note: (LIEL formerly ILLP)
Dual Language Model (TWDL): For Dual Language classrooms include the name of the Bilingual TA. Also, include the Bilingual TA's time allotted per DL teacher

	(SEI Blend)	(Low Incidence EL)	TA's Name	TA Time
K				
1st				
2nd				
3rd				
4th				
5th				

ELD Itinerant or Resource Teacher:

Reminder: Place all ELs in a critical mass in 1 designated classroom by grade level in order to facilitate grade level collaboration.

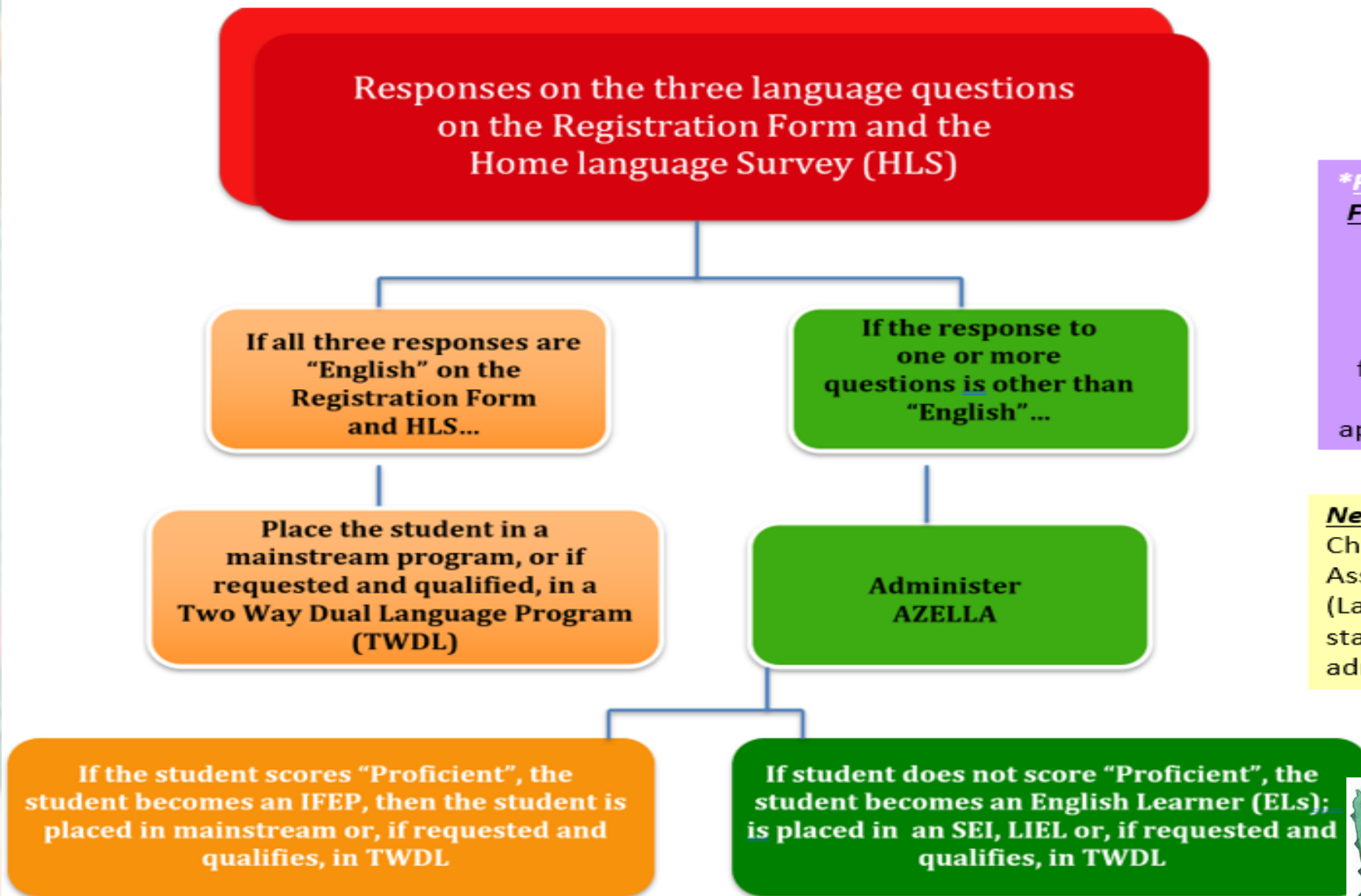
LIEL Exceptional Ed.:





Identifying and Placing PHLOTE and/or EL Students

Program Placement Flow Chart



****Please Note****
For students Re-registering in TUSD 1:
 The responses to the three language questions on the **initial** registration and HLS forms is what will determine student placement in the appropriate language program.

New Students to District:
 Check with your Language Assessment Coordinator (Language Acquisition) for EL status before test administration or placement.



SIS Num. / EdFi Num.	Name / DOB	Grade	Teacher / Designation	STU PRG	PHL LTH	EE	ELL Status	Test Date	Oral SS Prof.	Reading SS Prof.	Writing SS Prof.	Total SS Prof.	Over-all Prof.
0123456789 / 12345678	Last Name, First Name / D.O.B	KG	Teacher SEI	SEI-2HR	Arabic OEO	N	ELL	08/14/2019				203 PEE	PEE
0123456789 / 12345678	Last Name, First Name / D.O.B	KG	Teacher Bilingual		English Arabic OOO	N	I-FEP	08/13/2019				262 P	P
0123456789 / 12345678	Last Name, First Name / D.O.B	KG	Teacher		Arabic Spanish OEO	N							
0123456789 / 12345678	Last Name, First Name / D.O.B	1	Teacher Bilingual	Waiver-1	English Spanish OOO	N	ELL	8/15/2019	246 I	232 I	269 P	2378 I	I
0123456789 / 12345678	Last Name, First Name / D.O.B	1	Teacher SEI	SEI-2HR	Spanish OOO	N	ELL	02/25/2019	222 PEB	220 PEB	231 I	2268 B	B
0123456789 / 12345678	Last Name, First Name / D.O.B	1	Teacher		Spanish OOO	N	R-FEP	02/26/2019	300 P	266 P	262 P	2383 P	P
0123456789 / 12345678	Last Name, First Name / D.O.B	2	Teacher LIEL (Pull-Out)	LIEL (Pull-Out)	English Spanish OOO	N	ELL	08/18/2017	232 I	207 PEB	203 PEB	2390 PEE	PEE
0123456789 / 12345678	Last Name, First Name / D.O.B	2	Teacher	PW-ELL	Spanish OOO	N	*PAR-WD	03/05/2018	226 PEB	220 PEB	182 PEB	2255 B	B
0123456789 / 12345678	Last Name, First Name / D.O.B	3	Teacher		Spanish OOO	N	R-FEP	03/05/2018	281 P	302 P	301 P	2485 P	P
0123456789 / 12345678	Last Name, First Name / D.O.B	4	Teacher		Spanish OOO	Y	*R-IEP	02/07/2019	225 PEB	258 P	272 P	2461 I	I
0123456789 / 12345678	Last Name, First Name / D.O.B	5	Teacher		Spanish OOO	N	R-FEP	03/03/2017	283 P	273 P	400 P	2515 P	P

PHLOTE List Key

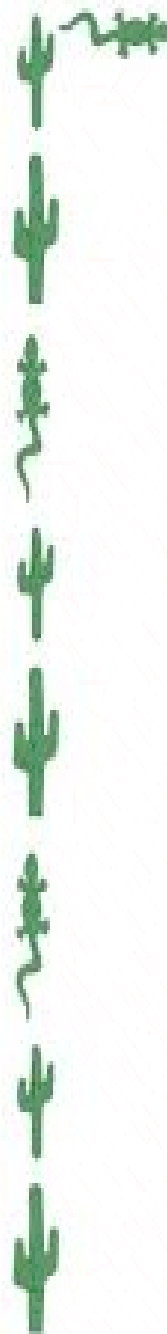
- SIS Num. / EdFi Num.**= Student SIS# (Matric/Permanent ID) and (SAIS/SSID)
- Name/DOB**= Student Name/Date of Birth
- Grade**
- Teacher/Designation**= Teacher and Class Designation
- Prg**= Student Program Participation in ELD/Bilingual (TWDL) or Withdrawn by Parent
 - Blank**= No Program
 - SEI**= Receiving Participation for Placement in an ELD Class
 - LIEL**= Low Incidence English Learner (Pull-Out)
 - Waiver 1/Waiver 2**= Receiving Participation for Placement in a Bilingual (Two Way Dual Language=TWDL) Class
 - PW-ELL**= Student is Withdrawn from ELD services by Parent Request
- PHL**= Primary Home Language Other Than English & 3 Language Question Responses
 - E**= English
 - O**= Language Other Than English
- EE**= Exceptional Ed. (Yes or No)
- ELL Status**= Student Status
 - Blank**= Awaiting Upload for Current Test Results/Status
 - ELL**= English Language Learner
 - *PAR-WD**= Withdrawn from ELD Services by Parent Request (Required to take AZELLA until Proficient)
 - *R-IEP**= Withdrawn from ELD Services by IEP Decision (Not Required ELD or AZELLA Testing)
 - R-FEP**= Reclassified (No longer qualified for ELD services)
 - I-FEP**= Initial English Proficient (Does not qualify for ELD services).
- Test Date**= Most Recent Recorded AZELLA Test Date

- Oral SS Prof.**= Oral Scale Score and Proficiency Level
- Reading SS Prof.**= Reading Scale Score and Proficiency Level
- Writing SS Prof.**= Writing Scale Score and Proficiency Level
- Total SS Prof.**= Total Combined Scale Score and Proficiency Level
- Over-all Prof.**= Overall Proficiency Level (Overrides Total Combined Proficiency Level)

Proficiency Levels on PHLOTE list labeled:

- PEE** Pre-Emergent/Emergent
- PEB** Pre-Emergent/Basic
- B** Basic
- I** Intermediate
- P** Proficient

A student must be Proficient in Reading/Writing/Total Combined to be considered Overall Proficient



Synergy: How to Access and Print a PHLOTE List



Synergy: How to Pull a PHLOTE LIST

1. Log into Synergy using the Internet Explorer browser.



2. Go to the Quick Launch box (top left of window) and type in the word "phlote".



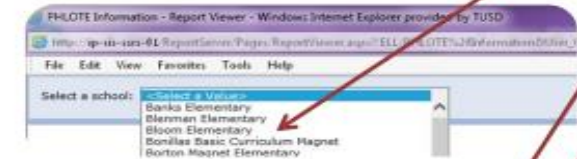
The "U-PROG-1 - PHLOTE List" report will appear. Click on it.



3. The Report appears. Click on "Print" and a new window will appear.



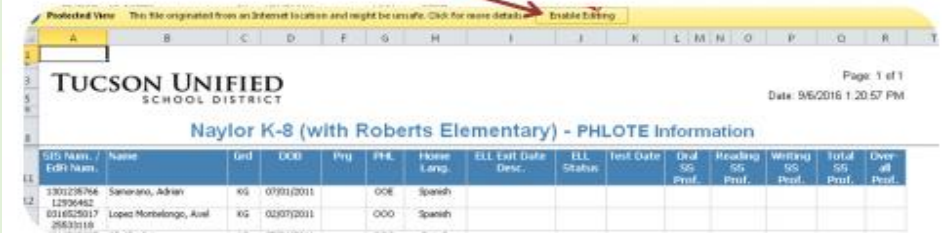
4. At this new window, do 3 things -- Select the "School", select "Excel" under the Save icon, and select "View Report".



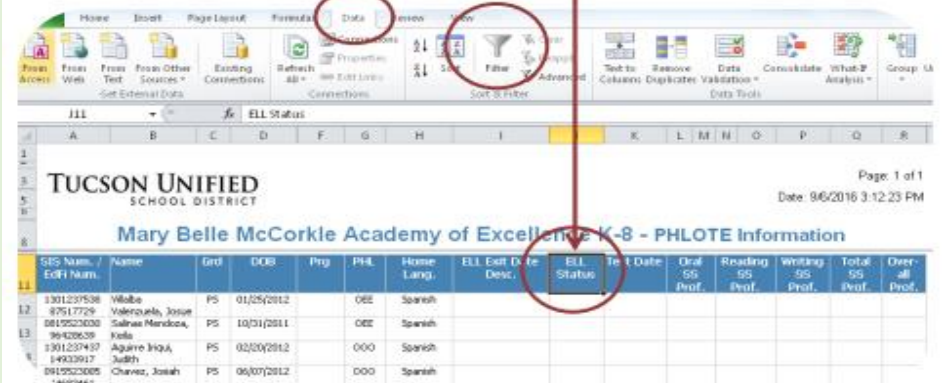
5. A pop up message will appear. Click on "Open".



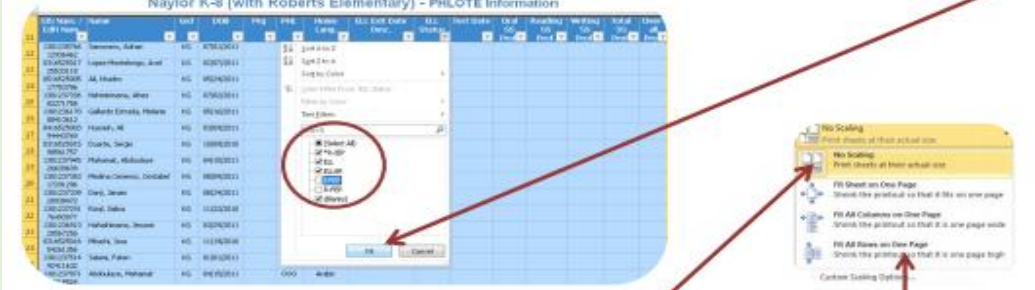
6. When the Excel file opens, enable editing and save the file with the school name as the filename.



7. Click on the Data tab. Then highlight the cell "ELL Status" cell. Finally, click on filter.



8. The filter buttons appear. Click on the button under ELL Status and uncheck the IFEP and R-FEP. Then click ok.



9. To print the file, go to File> Print. Then go to the option "No Scaling" and choose "Fit All Columns as One page."



*Identifying and Placing
New **PHLOTE**
and/or EL Students
for
EL Services*



The Student Registration and Home Language Survey Forms are used to Identify and place PHLOTE students

TUCSON UNIFIED SCHOOL DISTRICT

Registration Form

PHLOTE & STUDENT ENROLLMENT FORMS

Required for all students, EL and Non-EL



Arizona Department of Education

Office of English Language Acquisition Services

School:

1. Student Information (Please PRINT student name exactly as it appears on birth certificate)

Legal Last Name: _____ Legal First Name: _____
 Male Female

2. Language

What language do people speak in the home most of the time? English Spanish Other _____

What language does the student speak most of the time? English Spanish Other _____

What language did the student first speak or understand? English Spanish Other _____

Yes No Native Hawaiian/Pacific Islander Hispanic/Latino

7. Home Address

Residential Address: _____ City: _____ State: _____ Zip: _____
 Mailing Address (if different): _____ City: _____ State: _____ Zip: _____

8. Parents / Guardians - Must be Legal Guardians -Emergency Contacts listed below

Relationship: Mother Father Legal Guardian Interpreter needed? Yes No If yes, which language? _____

Last Name: _____ First Name: _____ Home Phone: _____ Cell Phone: _____ Work Phone: _____

Military: Active Reserve Start Date: _____ End Date: _____

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA). Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done **before** the student takes the AZELLA Placement Test.

1. What language do people speak in the home most of the time?

2. What language does the student speak most of the time?

3. What language did the student first speak or understand?

Student Name _____ District Student ID _____
 Date of Birth _____ SSID _____
 Parent/Guardian Signature _____ Date _____
 District or Charter _____

Registration Form

TUCSON UNIFIED
SCHOOL DISTRICT



Registration Form

School:

Grade:

School Year:

1. Student Information (Please PRINT student name exactly as it appears on the birth certificate)

Legal Last Name:	Legal First Name:	Full Middle Name:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Age:
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2. Language **3. Date of Birth** **4. Country of Birth**

What language do people speak in the home most of the time? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____	MM	DD	YYYY	<input type="checkbox"/> United States <input type="checkbox"/> Other _____
What language does the student speak most of the time? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____				US Only - State of Birth: _____
What language did the student first speak or understand? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____				

5. Race and Ethnicity (Check all that apply) **6. Student's PRIMARY racial/ethnic identity (choose only one)**

Is this student Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Multiracial <input type="checkbox"/> Black/African American <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Hispanic/Latino
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7. Home Address

Residential Address:	City:	State:	Zip:	Mailing Address (if different):	City:	State:	Zip:
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8. Parents / Guardians - Must be Legal Guardians –Emergency Contacts listed below

Parent/Guardian Lives With	Relationship: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian	Interpreter needed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which language? _____			
	Last Name:	First Name:	Home Phone:	Cell Phone:	Work Phone:
	Military: <input type="checkbox"/> Active <input type="checkbox"/> Reserve Start Date: _____		End Date: _____		

- TUSD will conduct online registration
- **Please Note** that when re-registering students in Synergy, the answers on the **initial/original** registration form are not to be changed regardless of what the parents complete on the new registration form



Arizona Department of Education

Office of English Language Acquisition Services

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA). Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done before the student takes the AZELLA Placement Test.

1. What language do people speak in the home most of the time?

2. What language does the student speak most of the time?

3. What language did the student first speak or understand?

Student Name _____ District Student ID _____

Date of Birth _____ SSID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

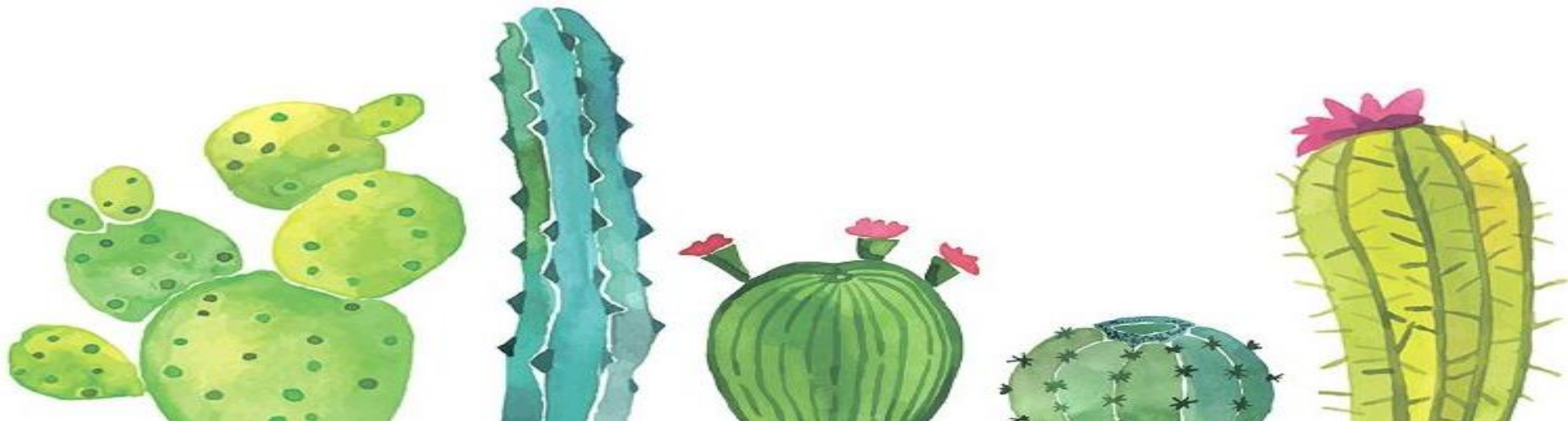
School _____

- TUSD will conduct online registration where the required **HLS** will be sought.
- A hard-copy of this document will be sought once schools physically re-open.
- The **HLS** (PHLOTE Form) is needed to identify students to be assessed and determined to need services.
- This form may **NOT** to be altered.
- It should only be completed once.

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Change of Response in Synergy

- The three language questions in Synergy are not to be changed if already populated.
- If a change is needed, your office needs to contact the Language Acquisition Department for a *Change of Response Form*.
 - **LAD will submit work order to TS for update.**



Sample AZELLA Report



Student Report

AZELLA
Arizona English Language Learner Assessment Placement

Header Information

Diane Douglas
Superintendent of Public Instruction

Reporting Date: 99/99/9999 (Cycle 07)



AZELLA TEST RESULTS

Your school will receive two copies per student.

One copy is filed in the student's cum folder and the second one is given to the parent/guardian

Student Proficiency and EL Designation

How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

- Proficient students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.
- Intermediate students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.
- Basic students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text read aloud. These students have minimal ability to independently decode and comprehend text. They have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.
- Pre-Emergent / Emergent students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student: LASTNAME, FIRSTNA

SAIS ID#: 12345678
Birth Date: 99/99/9999
Test Date: 99/99/9999
Grade: 99

Student Demographic Information

Dist-Sch #: 999999 - 999999
School Name: Sample Elementary School
District Name: Sample Unified School

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined		2313	[Progress Bar]		
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading	218	[Progress Bar]		
	*Writing	209	[Progress Bar]		
	Listening	252	[Progress Bar]		
	Speaking	206	[Progress Bar]		
Additional Scores	Language (Conventions/Vocabulary)	214	[Progress Bar]		
	Oral (Listening/Speaking)	228	[Progress Bar]		
	Comprehension (Reading/Listening)	229	[Progress Bar]		

Student Score Information





Documentation and File Compliance for PHLOTE Students

Where the Cum Folder Documentation process begins

- Registration Form
- Home Language Survey (HLS)
Collected in person, uploaded to Synergy and filed in cum folder
- Copy of AZELLA test results each year (Cumulative)
- Parental Notification and Consent for Student Placement in an ELL Program (Cumulative)
- Parental Bilingual Education Waiver Application (TWDL) (if applicable)
- Parental Permission to Assess (if applicable)
- Parent Notification of Student Achievement of English Proficiency
- English Proficient Student Two-Year Review Form
- Parent Request for Student Withdrawal from an ELL Program (if applicable)



- ❖ Individual Language Learner Plan and Attachment AB = ILLP
 - Elementary No longer a program that is offered to ELs (Only applicable for years prior to 2020/21 SY)
 - Secondary No longer a program that is offered to ELs (Only applicable for years prior to 2020/21 SY)
- ❖ English Language Learner Program Withdrawal by Special Education Criteria **Not available to process as of Summer 2019**

Primary Home Language Other Than English (PHLOTE) Documentation



SCHOOL CHECKLIST for COMPLIANCE with PHLOTE DOCUMENTATION	
Student: [REDACTED]	Matric: [REDACTED]
School: [REDACTED]	Initial PHLOTE Grade & SY: [REDACTED]

Documentation for PHLOTE students with NONE (Test Results Pending) Status:

[REDACTED]	Initial Registration Form
[REDACTED]	Initial Home Language Survey

Documentation for students with I-FEP (Initially Fluent English Proficient) Status:

[REDACTED]	Initial Registration Form
[REDACTED]	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
[REDACTED]	Copy of Permission to Assess Student with AZELLA (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)

Documentation for students with ELL (English Language Learners) & *PAR-WD (Withdrawn from ELD Services by Parent Request) Status:

[REDACTED]	Initial Registration Form
[REDACTED]	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
[REDACTED]	Copy of Permission to Assess Student with AZELLA (if applicable)
[REDACTED]	Copy of Parent Notification for Monitoring ELL's After Reclassification (if applicable)
[REDACTED]	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
[REDACTED]	Copy of Parent Request for Withdrawal from ELL Program Services for *PAR-WD status

Documentation for students with R-FEP (Reclassified) (Two-Year Reclassified) Status:

[REDACTED]	Initial Registration Form
[REDACTED]	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
[REDACTED]	Copy of Parent Notification of Student Achievement of English Proficiency
[REDACTED]	Two-Year Review From(s)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
[REDACTED]	Copy of Parent Notification of ELLAR Monitoring (No longer required but may be in student file from previous status)

Documentation for students with *R-IEP (Withdrawn from ELD Services by IEP Decision) Status:

[REDACTED]	Initial Registration Form
[REDACTED]	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessments (LAS, SELP, and/or AZELLA)
[REDACTED]	Copy of Permission to Assess Student with AZELLA (if applicable)
[REDACTED]	Copy of Parent Notification of Monitoring ELL's After Reclassification
[REDACTED]	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
[REDACTED]	Copy of Withdrawal from ELL Status by SPED Criteria Form

The Student Registration and Home Language Survey Forms are used to Identify and place PHLOTE students

TUCSON UNIFIED
SCHOOL DISTRICT

Registration Form

PHLOTE
Documentation



School: _____ Grade: _____ School Year: _____

1. Student Information (Please PRINT student name exactly as it appears on the birth certificate)

Legal Last Name:	Legal First Name:	Full Middle Name:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Age:
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2. Language

What language do people speak in the home most of the time? English Spanish Other _____

What language does the student speak most of the time? English Spanish Other _____

What language did the student first speak or understand? English Spanish Other _____

Yes No Native Hawaiian/Pacific Islander Hispanic/Latino

7. Home Address

Residential Address:	City:	State:	Zip:	Mailing Address (if different):	City:	State:	Zip:
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8. Parents / Guardians - Must be Legal Guardians -Emergency Contacts listed below

Parent/Guardian that Lives With	Relationship: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian	Interpreter needed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which language? _____			
	Last Name:	First Name:	Home Phone:	Cell Phone:	Work Phone:
	Military: <input type="checkbox"/> Active <input type="checkbox"/> Reserve Start Date: _____		End Date: _____		



Arizona Department of Education

Office of English Language Acquisition Services

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. **The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA).** Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done **before** the student takes the AZELLA Placement Test.

1. What language do people speak in the home most of the time?

2. What language does the student speak most of the time?

3. What language did the student first speak or understand?

Student Name _____ District Student ID _____

Date of Birth _____ SSID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

Initial **Fluent English Proficient** (**IFEP**) Documentation



SCHOOL CHECKLIST for COMPLIANCE with PHLOTE DOCUMENTATION	
Student: _____	Matric: _____
School: _____	Initial PHLOTE Grade & SY: _____

Documentation for PHLOTE students with NONE (Test Results Pending) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey

Documentation for students with I-FEP (Initially Fluent English Proficient) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
_____	Copy of Permission to Assess Student with AZELLA (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)

Documentation for students with ELL (English Language Learners) & *PAR-WD (Withdrawn from ELD Services by Parent Request) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
_____	Copy of Permission to Assess Student with AZELLA (if applicable)
_____	Copy of Parent Notification for Monitoring ELL's After Reclassification (if applicable)
_____	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
_____	Copy of Parent Request for Withdrawal from ELL Program Services for *PAR-WD status

Documentation for students with R-FEP (Reclassified) (Two-Year Reclassified) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
_____	Copy of Parent Notification of Student Achievement of English Proficiency
_____	Two-Year Review Form(s)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
_____	Copy of Parent Notification of ELLAR Monitoring (No longer required but may be in student file from previous status)

Documentation for students with *R-IEP (Withdrawn from ELD Services by IEP Decision) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessments (LAS, SELP, and/or AZELLA)
_____	Copy of Permission to Assess Student with AZELLA (if applicable)
_____	Copy of Parent Notification of Monitoring ELL's After Reclassification
_____	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
_____	Copy of Withdrawal from ELL Status by SPED Criteria Form

The Student Registration and Home Language Survey Forms are used to Identify and place PHLOTE students

TUCSON UNIFIED SCHOOL DISTRICT

Registration Form

School: _____ Grade: _____ School Year: _____

1. Student Information (Please PRINT student name exactly as it appears on the birth certificate)

Legal Last Name: _____	Legal First Name: _____	Full Middle Name: _____	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Age: _____
------------------------	-------------------------	-------------------------	---	------------

2. Language

What language do people speak in the home most of the time? English Spanish Other _____

What language does the student speak most of the time? English Spanish Other _____

What language did the student first speak or understand? English Spanish Other _____

3. Date of Birth

MM	DD	YYYY
_____	_____	_____

4. Country of Birth

United States

Other _____

US Only - State of Birth: _____

5. Race and Ethnicity (Check all that apply)

Is this student Hispanic/Latino? Yes No

American Indian/Alaska Native Asian Black/African American White Native Hawaiian/Pacific Islander

6. Student's PRIMARY racial/ethnic identity (choose only one)

American Indian/Alaska Native Asian Multiracial

Black/African American White

Native Hawaiian/Pacific Islander Hispanic/Latino

7. Home Address

Residential Address: _____	City: _____	State: _____	Zip: _____	Mailing Address (if different): _____	City: _____	State: _____	Zip: _____
----------------------------	-------------	--------------	------------	---------------------------------------	-------------	--------------	------------

8. Parents / Guardians - Must be Legal Guardians -Emergency Contacts listed below

Parent/Guardian that Lives With	Relationship: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian	Interpreter needed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which language? _____		
	Last Name: _____	First Name: _____	Home Phone: _____	Cell Phone: _____
	Military: <input type="checkbox"/> Active <input type="checkbox"/> Reserve Start Date: _____		End Date: _____	
	Work Phone: _____			

PHLOTE Documentation



Arizona Department of Education

Office of English Language Acquisition Services

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. **The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA).** Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done **before** the student takes the AZELLA Placement Test.

1. What language do people speak in the home most of the time?

2. What language does the student speak most of the time?

3. What language did the student first speak or understand?

Student Name _____	District Student ID _____
Date of Birth _____	SSID _____
Parent/Guardian Signature _____	Date _____
District or Charter _____	

Sample AZELLA Report

AZELLA TEST RESULTS

Your school will receive two copies per student.

One copy is filed in the student's cum folder and the second one is given to the parent/guardian

Student Report

AZELLA Arizona English Language Learner Assessment Placement

Diane Douglas
Superintendent of Public Instruction

Header Information

Reporting Date: 99/99/9999 (Cycle 07)



How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

Proficient students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.

Intermediate students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.

Basic students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text read aloud. These students have minimal ability to independently decode and comprehend text. They have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.

Pre-Emergent / Emergent students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student: LASTNAME, FIRSTNA

SAIS ID#: 12345678

Birth Date: 99/99/9999

Test Date: 99/99/9999

Grade: 99

Dist-Sch #: 999999 - 999999

School Name: Sample Elementary School

District Name: Sample Unified School

Student Demographic Information

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2313	[Progress Bar]			
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading	218	[Progress Bar]		
	*Writing	209	[Progress Bar]		
	Listening	252	[Progress Bar]		
	Speaking	206	[Progress Bar]		
Additional Scores	Language (Conventions/Vocabulary)	214	[Progress Bar]		
	Oral (Listening/Speaking)	228	[Progress Bar]		
	Comprehension (Reading/Listening)	229	[Progress Bar]		

Student Score Information

Student Proficiency and EL Designation



English Language Learner (ELL) Documentation



SCHOOL CHECKLIST for COMPLIANCE with PHLOTE DOCUMENTATION	
Student: [redacted]	Matric: [redacted]
School: [redacted]	Initial PHLOTE Grade & SY: [redacted]

Documentation for PHLOTE students with NONE (Test Results Pending) Status:

[redacted]	Initial Registration Form
[redacted]	Initial Home Language Survey

Documentation for students with I-FEP (Initially Fluent English Proficient) Status:

[redacted]	Initial Registration Form
[redacted]	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
[redacted]	Copy of Permission to Assess Student with AZELLA (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)

Documentation for students with ELL (English Language Learners) & *PAR-WD (Withdrawn from ELD Services by Parent Request) Status:

[redacted]	Initial Registration Form
[redacted]	Initial Home Language Survey
R 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
[redacted]	Copy of Permission to Assess Student with AZELLA (if applicable)
[redacted]	Copy of Parent Notification for Monitoring ELL's After Reclassification (if applicable)
[redacted]	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
[redacted]	Copy of Parent Request for Withdrawal from ELL Program Services for *PAR-WD status

Documentation for students with R-FEP (Reclassified) (Two-Year Reclassified) Status:

[redacted]	Initial Registration Form
[redacted]	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
[redacted]	Copy of Parent Notification of Student Achievement of English Proficiency
[redacted]	Two-Year Review From(s)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
[redacted]	Copy of Parent Notification of ELLAR Monitoring (No longer required but may be in student file from previous status)

Documentation for students with *R-IEP (Withdrawn from ELD Services by IEP Decision) Status:

[redacted]	Initial Registration Form
[redacted]	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessments (LAS, SELP, and/or AZELLA)
[redacted]	Copy of Permission to Assess Student with AZELLA (if applicable)
[redacted]	Copy of Parent Notification of Monitoring ELL's After Reclassification
[redacted]	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
[redacted]	Copy of Withdrawal from ELL Status by SPED Criteria Form

The Student Registration and Home Language Survey Forms are used to Identify and place PHLOTE students

TUCSON UNIFIED SCHOOL DISTRICT

Registration Form

School: _____ Grade: _____ School Year: _____

1. Student Information (Please PRINT student name exactly as it appears on the birth certificate)

Legal Last Name: _____ Legal First Name: _____ Full Middle Name: _____ Gender: Male Female Age: _____

2. Language **3. Date of Birth** **4. Country of Birth**

What language do people speak in the home most of the time? English Spanish Other _____

What language does the student speak most of the time? English Spanish Other _____

What language did the student first speak or understand? English Spanish Other _____

MM _____ DD _____ YYYY _____

United States
 Other _____

US Only - State of Birth: _____

5. Race and Ethnicity (Check all that apply) **6. Student's PRIMARY racial/ethnic identity (choose only one)**

Is this student Hispanic/Latino? American Indian/Alaska Native Asian Black/African American White Native Hawaiian/Pacific Islander

Yes No

American Indian/Alaska Native Asian Multiracial
 Black/African American White
Native Hawaiian/Pacific Islander Hispanic/Latino

7. Home Address

Residential Address: _____ City: _____ State: _____ Zip: _____ Mailing Address (if different): _____ City: _____ State: _____ Zip: _____

8. Parents / Guardians - Must be Legal Guardians -Emergency Contacts listed below

Relationship: Mother Father Legal Guardian Interpreter needed? Yes No If yes, which language? _____

Last Name: _____ First Name: _____ Home Phone: _____ Cell Phone: _____ Work Phone: _____

Military: Active Reserve Start Date: _____ End Date: _____



Arizona Department of Education

Office of English Language Acquisition Services

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. **The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA).** Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done **before** the student takes the AZELLA Placement Test.

1. What language do people speak in the home *most* of the time?

2. What language does the student speak *most* of the time?

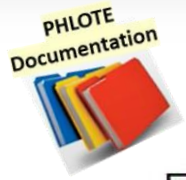
3. What language did the student first speak or understand?

Student Name _____ District Student ID _____

Date of Birth _____ SSID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____



Sample AZELLA Report

Student Report

AZELLA
Arizona English Language Learner Assessment
Placement
Diane Douglas
Superintendent of Public Instruction

Header Information



Reporting Date: 99/99/9999 (Cycle 07)

How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

- Proficient students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.
- Intermediate students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.
- Basic students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text read aloud. These students have minimal ability to independently decode and comprehend text. they have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.
- Pre-Emergent / Emergent students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student: LASTNAME, FIRSTNA

SAIS ID#: 12345678

Birth Date: 99/99/9999

Test Date: 99/99/9999

Grade: 99

Dist-Sch #: 999999 - 999999

School Name: Sample Elementary School

District Name: Sample Unified School

Student Demographic Information

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2313	[Progress Bar]			
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading 216	[Progress Bar]			
	*Writing 209	[Progress Bar]			
	Listening 252	[Progress Bar]			
	Speaking 206	[Progress Bar]			
Additional Scores	Language (Conventions/Vocabulary) 214	[Progress Bar]			
	Oral (Listening/Speaking) 228	[Progress Bar]			
	Comprehension (Reading/Listening) 229	[Progress Bar]			

Student Score Information

AZELLA TEST RESULTS

Your school will receive two copies per student.

One copy is filed in the student's cum folder and the second one is given to the parent/guardian

Student Proficiency and EL Designation



Parental Notification and Consent Form

The status of your student's academic achievement is: (circle one)
below grade level **at grade level** **above grade level**

Your student has been placed into the following English learner program (see the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753):

Structured English Immersion (SEI) Pull-Out Model = **LIEL in TUSD**
Structured English Immersion (SEI) Two-Hour Model
Structured English Immersion (SEI) Newcomer Model
50-50 Dual Language Immersion (DLI) Model = **N/A in TUSD**
Bilingual with Waiver 1, 2, or 3 (Bilingual Parental Waiver Request Application is required) = **TWDL in TUSD**

SSID _____ School _____ Grade _____
The English language proficiency of your student has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of the assessment show that your student achieved an overall proficiency level of less than proficient, and therefore, qualifies for placement in an English learner program.

English learner (EL) program instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn and meet age appropriate academic standards are based upon scientific research. The expectations set for ELs are the same as those for students in mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individualized Education Program (IEP) are incorporated into classroom instruction.

The status of your student's academic achievement is: (circle one)
below grade level **at grade level** **above grade level**
Your student has been placed into the following English learner program (see the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753):
Structured English Immersion (SEI) Pull-Out Model = **LIEL in TUSD**
Structured English Immersion (SEI) Two-Hour Model
Structured English Immersion (SEI) Newcomer Model
50-50 Dual Language Immersion (DLI) Model = **N/A in TUSD**
Bilingual with Waiver 1, 2, or 3 (Bilingual Parental Waiver Request Application is required) = **TWDL in TUSD**

A student must meet the following criteria on the AZELLA in order to achieve English language proficiency and exit the EL program: A proficient score on the reading and writing domain scores as well as a proficient score on the total combined score. A.R.S. § 15-756.05

Parents have the right to decline their student's placement in an EL program or to have their student withdrawn from an EL program at any time after a consultation. If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student's school administrator.

Signature of Classroom Teacher/Language Arts Teacher Date

Signature of Parent/Guardian Date

The Parental Notification and Consent Form must be provided no later than 30 calendar days after the beginning of each school year or within the first two weeks of placement in an EL program for students who enroll after the start of the school year. ESSA § 1112(e)(3)(A)(B)

This form should be placed in the student's cumulative folder. (Revised 05-2020)

Kathy Hoffman, Superintendent of Public Instruction

1535 West Jefferson Street • Phoenix, Arizona 85007 • (602) 542-0753 • www.azed.gov/oelas

- This form must be completed annually by the teacher and signed by the parent within the first 30 calendar days of school or within 10 days of enrollment thereafter
- Teacher will indicate the student's placement (SEI, LIEL and/or BIL= TWDL) and sign
- If unable to obtain parent signature, teacher must make three attempts to contact parent for signature. Date and document each attempt on the form and place in cum folder.
- **Once** a signed form is received, place in cum folder.

PHLOTE
Documentation



Bilingual Parent Waiver Request Application

- The Parent Waiver Application is completed when a parent/guardian is requesting that their EL student be placed in a Bilingual (TWDL) program
- Must be signed by the parent/guardian and school's principal within current school year
- Submit waiver to LAD for approval
- EL students with an approved waiver may be placed in a Bilingual (TWDL) classroom placement in lieu of an SEI placement

Arizona Department of Education
Office of English Language Acquisition Services

Bilingual Parental Waiver Request Application

This application is used by parents to request an alternative to English Language Education as specified in A.R.S. §15-753. Parent/Guardian of an English learner must complete this application annually per A.R.S. §15-752.

District Name	School Name	SSID
Parent/Guardian Last Name	First Name	
Student's Last Name	First Name	Middle Initial
Address		
City	State Arizona	Zip Code
Native Language of Student	School year for which the waiver is requested	Grade

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Structured English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753).

At least one of the following circumstances must be checked:

- Waiver 1 (A.R.S. §15-753B.1) My child already knows English:** the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,
- Waiver 2 (A.R.S. §15-753B.2) My child is 10 years or older:** it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,
- Waiver 3 (A.R.S. §15-753B.3) My child has special individual needs:** the child already has been placed for a period of not less than thirty (30) school days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's lack of English proficiency that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

I understand that I must apply for this waiver on an annual basis. I was fully informed of my right to refuse to agree to this waiver.

Signature of Parent/Guardian _____ Date _____

Signature of School Principal _____ Date _____

Application Granted

Application Rejected

Instruction: 2-0753 • www.azed.gov/oesas

0123456789 / 12345678	Last Name, First Name D.O.B	KG	Teacher Bilingual		Arabic OOO Arabic	N	I-FEP	08/13/2019				262 P	P
0123456789 / 12345678	Last Name, First Name D.O.B	1	Teacher Bilingual	Waiver-1	Spanish OOO Spanish	N	ELL	8/15/2019	246 I	232 I	269 P	2378 I	I



AZELLA Placement Test Referral Form



State of Arizona
Department of Education

AZELLA Placement Test Referral Form Moving from Mainstream to EL Services

This form should be used for a student whose current academic placement is in a mainstream classroom and Not Eligible for EL Services. The student being referred for EL Services has never been tested with an AZELLA Test due to an all English Home Language Survey, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in EL Services and Withdrawn due to SPED Criteria by the student's IEP Team.

A parent conference and permission to administer an AZELLA Placement Test is **required**. If the parent(s) agree to their student being administered an AZELLA Placement Test, they **must also agree** to their student being placed into EL Services if their student scores an Overall Proficiency Level of less than Proficient.

Date _____ Student Name _____ SSID _____
District _____ School _____ Current Grade _____
Parent Conference Date _____

- Check one:
- Student has an all English Home Language Survey
 - Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated _____.
 - Student was Withdrawn due to SPED Criteria on _____.

Provide evidence that the student is having difficulties in the classroom based on a lack of English language proficiency that cannot be adequately addressed with appropriate differentiated instruction in a mainstream classroom and/or other language support such as tutoring, before/after school compensatory instruction, etc. Such evidence should include **assessment information demonstrating** performance below the student's English-only peers **using** classroom, school-wide, district-wide, and state-wide tests (AzMERIT/AzM2 ELA for grades 3-12), and/or documentation of interrupted schooling. For FEP students who are currently within their required 2 years of monitoring, the student's 2-year monitoring form must be attached to this referral.

(Grades 3-12) **FY2019** AzMERIT ELA: Partially Proficient Proficient Highly Proficient

Prior School Year:
End-of-year Student's School Report Card Grades: English Language Arts _____ Reading _____

End-of-year (last quarter) **District** ELA and Reading assessment data:
Date: _____ Result: _____ Name of District Assessment: _____
Date: _____ Result: _____ Name of District Assessment: _____



- Used when student is being referred for AZELLA testing
- Only available during designated testing windows
- Criteria must be met before testing is allowed
- Must be appropriately signed and dated

End-of-year (last quarter) **School/Class** ELA and Reading assessment data:
Date: _____ Result: _____ Name of Assessment: _____
Date: _____ Result: _____ Name of Assessment: _____

Other assessment data:

Student is currently performing below his/her English-only peers in the mainstream classroom.

Justification for referral:

Signatures are required prior to administering the AZELLA Placement Test.
The AZELLA Placement Test must be administered and the parent(s) notified of the results within 2 calendar weeks from the date parent(s) signed this form.

Signature of Parent(s)/Guardian(s)	_____	Date	_____
Signature of Referring Teacher	_____	Date	_____
Signature of District EL Coordinator	_____	Date	_____
Signature of AZELLA District Test Coordinator	_____	Date	_____
(If applicable) Signature of Special Education Director or IEP Team Representative	_____	Date	_____

For questions regarding this form, please contact the AZELLA Team at the Arizona Department of Education.
This form must be made available to the Arizona Department of Education upon request.
Place this completed form in the student's cumulative file.

Individual Language Learner Plan (ILLP) Required Signature Document

Individual Language Learner Plan (ILLP) Required Signature Document

Student Name: _____	Date: _____
School: _____	District: _____
Grade: _____ SSID Number: _____	Date of Birth: _____

This ILLP is for the exclusive use of schools with 20 or fewer English learner (EL) students within a grade-band according to the Revised SEI Models Document.

The ILLP will be written annually by the teacher(s) who will be involved in the instruction based on Attachment A of the ILLP.

- The *Required Signature Document* will be signed by the teacher, parent/guardian, EL Coordinator, and Site Administrator.
- All ILLP documentation will be placed in the student's EL file for documentation/compliance/accountability purposes and for review by other classroom teachers of the English learner.
- A copy of Attachments A and B will be located in the classroom for implementation by the mainstream classroom teacher.

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers administering the ILLP and after each administration of the AZELLA.

- Documentation should be provided on Attachment B documenting the student's progress toward selected Performance Indicators during that instructional reporting period.
- Based on the review of Attachment A and documentation on Attachment B, modifications will be made on Attachment A.

Most current student AZELLA overall proficiency level (circle one):

Date: _____ Pre-Emergent Emergent Basic Intermediate

Previous AZELLA overall proficiency level(s) (circle one):

Date: _____ Pre-Emergent Emergent Basic Intermediate Proficient

Date: _____ Pre-Emergent Emergent Basic Intermediate Proficient

English learners (ELs) must receive instruction based on all language domains in the SEI Models (unless Intermediate in Grades 6-12).

This differentiated instruction will be provided by using the Arizona English Language Proficiency (ELP) Standards.

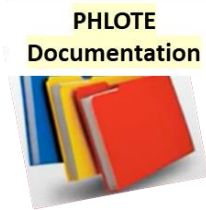
Elementary & Secondary ILLP

- No longer a program that is offered to ELs.
- This form is only applicable for years prior to 2020/21 SY.



Attachment A (may be altered by LEA, but must have all components)

- Documents the teacher responsible for instruction based on language domains:
 - Reading
 - Writing
 - Listening/Speaking
 - Grammar
 - Vocabulary
- Documents the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.
- Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.



Attachment B (may be altered by LEA, but must have all components)

- Formative assessment information to document progress of the English learner.
- Updated quarterly (or in accordance with reporting period).

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom Teacher

Classroom English Language Arts teacher Date

Parent/Guardian

Parent/Guardian Date

EL Coordinator

EL Coordinator Date

Site Administrator

Site Administrator Date

Individual Language Learner Plan (ILLP) Attachment AB

Date: _____ Individual Language Learner Plan (ILLP) – K-5 Attachment AB

Elementary & Secondary ILLP Attachment AB

- No longer a program that is offered to ELs.
- This form is only applicable for years prior to 2020/21 SY.

Student Name:	SSID ID #:	AZELLA Overall Proficiency Result:
		AZELLA Date:

The student will receive the required minutes of instruction in English daily (120 minutes in Grades K-5) from the teacher(s) identified below.

Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G	ILLP Teacher Signature/Date:
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G	Teacher Signature/Date:
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G	Teacher Signature/Date:

Language Domain	ELP Standards and Performance Indicators to be Covered	Target Date
Listening & Speaking		
Reading		
Vocabulary L-2		
Writing		
Grammar L-1		

Attachment B: *Quarter: _____ ILLP Teacher Signature/Date: _____

*Formative/Summative Assessments Used and Results:

*Recommendations:



Protocol for Principals to use When Parents are requesting a Withdrawal from EL Services

❖ This request **must** be initiated by the student's parent.

❖ Principal notifies the Regional Superintendent and copies the Language Acquisition Specialist assigned to their school via e-mail to document that they have met with the parent and request approval

❖ Principal **must** follow Protocol.



TUCSON UNIFIED SCHOOL DISTRICT LANGUAGE ACQUISITION DEPARTMENT (LAD)

Protocol for Principals Discussing Parental Concerns about ELD Program Placement

1. Meet with parents to

Review the student's grades, Standardized test scores, and the AZELLA test results that indicate the student's status as an ELL. Explain the ELD Program's benefits, which include:

- Specialized instruction that helps ELLs to quickly develop proficiency in English speech and literacy
- Specialized instruction designed to make subject matter comprehensible to ELL students
- Accommodations and support when ELL students take state-mandated tests
- Free after-school tutoring for ELLs (as available)
- Free summer school for ELLs (as available)

If the student is a Spanish-speaking ELL, point out that a dual language program may be available as an option (at least through a transfer if the program is not offered on site).

Discuss the possible long-term effects for ELL students not participating in either ELL program, weighing opportunities against risks:

- The opportunity to enroll in content classes, but at the risk of failing, earning lower grades, or being retained
- The opportunity to interact with mainstream students but at the risk of earning lower achievement test scores

2. If, after being fully informed, parents opt to withdraw their child from an ELD program, the principal (at secondary the principal can appoint a designee) will:

- Inform the parent that they can reserve the right to re-enroll the student in the ELD program at any time
- Notify the appropriate **Regional Superintendent** by e-mail to document the withdrawal request
- Copy **the school's assigned "Specialist" from LAD** to initiate the appropriate form authorizing the withdrawal
- Obtain the parent's signature on the form and return the completed form to LAD

LAD will process the withdrawal, make a copy of the form to file at Central and return the original to the school for insertion in the **student's** cum file. When the process is complete, the ELL student's status will be flagged in Synergy. Principals should regularly review the status of withdrawn students especially when entering a new school.

Note Regarding the School's Responsibility to Meet the Needs of ELLs in Mainstream Classes:


The Office of Civil Rights requires schools to provide equal access to CORE curriculum for students who opt out of ELD and enroll in mainstream classes. For ELLs participating in mainstream programs, this means that teachers are still responsible for meeting ELL students' learning needs. Some of those needs are above and beyond the needs of the mainstream student. SIOP is a key component for content areas and the ELL student still needs literacy development (listening, speaking, reading and writing) that is comprehensible. OCR will monitor how well mainstream teachers address ELL students' literacy and content needs.

As per ADE a parent withdrawal must be initiated by the parent/s and not the school. A parent withdrawal should never be used to lower ELL numbers or to avoid placement with a particular teacher.

Parent Request for Student Withdrawal from an English Language Learner Program



- The parent/guardian **must** initiate the request for their child to be withdrawn from an EL program
- The school's administrator **must** meet with the parent/guardian to discuss the advantages in keeping their child in the program
- This form is populated by the Language Acquisition Specialist assigned to your school
- EL students withdrawn by parent/request will continue to take the annual AZELLA reassessment until they achieve an Overall Proficient level



Arizona Department of Education
Office of English Language Acquisition Services

Parent Request for Student Withdrawal from an English Learner Program

Student Name _____
Last Name First Name M.I.

SSID _____
District Student ID School Grade

As the parent/guardian of the student named above, I am exercising my right to request that my student be removed from his/her designated English learner program (Structured English Immersion, 50-50 Dual Language Immersion, or Bilingual with Waiver). I have discussed any alternative educational options with my student's teacher and/or principal, and I am requesting that the student be placed in a mainstream, non-English learner classroom. It is my belief that this course of instruction is better suited for my student's needs and therefore, I consent to a mainstream classroom placement. While I have withdrawn my student from English learner services, I understand that his/her progress in English language acquisition will continue to be monitored and assessed with the Arizona English Language Learner Assessment (AZELLA) until an Overall Proficiency Level of "Proficient" is attained.

Signature of Parent/Guardian _____ Date _____

ESSA § 1112(e)(3)(A)

FOR OFFICE USE ONLY

Current Arizona English Language Learner Assessment (AZELLA) Proficiency Levels:

Reading _____ Writing _____ Total Combined _____

By signing, I acknowledge that I have discussed the alternative educational options with the parent/guardian, and I agree to place the student according to the parent/guardian's wishes.

Signature of Principal _____ Date _____

This form should be placed in the student's cumulative folder. (Revised 05-2020)

Kathy Hoffman, Superintendent of Public Instruction
 1535 West Jefferson Street • Phoenix, Arizona 85007 • (602) 542-0753 • www.azed.gov/oelas

Reclassified Fluent English Proficient (R-FEP) Documentation

PHLOTE Documentation



SCHOOL CHECKLIST for COMPLIANCE with PHLOTE DOCUMENTATION	
Student: _____	Matric: _____
School: _____	Initial PHLOTE Grade & SY: _____

Documentation for PHLOTE students with NONE (Test Results Pending) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey

Documentation for students with I-FEP (Initially Fluent English Proficient) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
_____	Copy of Permission to Assess Student with AZELLA (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)

Documentation for students with ELL (English Language Learners) & *PAR-WD (Withdrawn from ELD Services by Parent Request) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
_____	Copy of Permission to Assess Student with AZELLA (if applicable)
_____	Copy of Parent Notification for Monitoring ELL's After Reclassification (if applicable)
_____	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
_____	Copy of Parent Request for Withdrawal from ELL Program Services for *PAR-WD status

Documentation for students with R-FEP (Reclassified) (Two-Year Reclassified) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
_____	Copy of Parent Notification of Student Achievement of English Proficiency
_____	Two-Year Review Form(s)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
_____	Copy of Parent Notification of ELLAR Monitoring (No longer required but may be in student file from previous status)

Documentation for students with *R-IEP (Withdrawn from ELD Services by IEP Decision) Status:

_____	Initial Registration Form
_____	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessments (LAS, SELP, and/or AZELLA)
_____	Copy of Permission to Assess Student with AZELLA (if applicable)
_____	Copy of Parent Notification of Monitoring ELL's After Reclassification
_____	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
_____	Copy of Withdrawal from ELL Status by SPED Criteria Form

Sample AZELLA Report

PHLOTE Documentation



Student Report

AZELLA Arizona English Language Learner Assessment Placement

Header Information

Diane Douglas
Superintendent of Public Instruction

Reporting Date: 99/99/9999 (Cycle 07)



AZELLA TEST RESULTS

Your school will receive two copies per student.

One copy is filed in the student's cum folder and the second one is given to the parent/guardian

How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

Proficient students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.

Intermediate students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.

Basic students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text read aloud. These students have minimal ability to independently decode and comprehend text. They have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.

Pre-Emergent / Emergent students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student: LASTNAME, FIRSTNA

SAIS ID#: 12345678

Birth Date: 99/99/9999

Test Date: 99/99/9999

Grade: 99

Dist-Sch #: 999999 - 999999

School Name: Sample Elementary School

District Name: Sample Unified School

Student Demographic Information

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

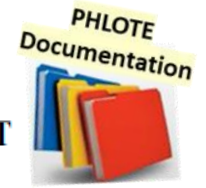
	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2313				
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading	216			
	*Writing	209			
	Listening	252			
	Speaking	206			
Additional Scores	Language (Conventions/Vocabulary)	214			
	Oral (Listening/Speaking)	228			
	Comprehension (Reading/Listening)	229			

Student Score Information

Student Proficiency and EL Designation



Parent Notification of Student Achievement of English Proficiency



TUCSON UNIFIED SCHOOL DISTRICT
1010 East Tenth Street
Tucson, AZ 85719

**PARENT NOTIFICATION OF STUDENT ACHIEVEMENT
OF ENGLISH PROFICIENCY**

- Required when an EL student obtains an Overall Level of Proficient on AZELLA; therefore, becoming Reclassified
- Sent to principal by LAD for signature
- Original must be sent/delivered to parent
- Does not require a parent/guardian signature
- A copy of this notice must be place in cum folder

Dear Parents/Guardians of _____ :

We are proud to inform you that your child has passed the test of English Proficiency and has been reclassified as a student who is proficient in English. On behalf of the faculty and the entire school, please accept our congratulations for your child's achievement.

If you would like additional details about this reclassification, we would be happy to discuss them and review your child's progress with you. You can contact us at _____ and we will return your call as soon as possible.

Sincerely,

Principal's Signature

School

Date

Please place a copy of the letter in the student's cumulative file.

Two-Year Monitoring Form for Fluent English Proficient Students



Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____

SSID Number _____

Date Reclassified _____

Assessment data used to monitor progress of Fluent English Proficient (FEP) students

	Test Name	Year 1		Year 2	
		Test Date	Test Score	Test Date	Test Score
State-wide					
District-wide, School-wide					
		Year 1		Year 2	
Other criteria used for monitoring the FEP student. Classroom teacher comments.					

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Monitor's Signature - Year 1 _____ Date: _____

Monitor's Signature - Year 2 _____ Date: _____

(Revised 05-2019)



PHLOTE

Documentation



- Used to monitor the academic progress of reclassified students for two years after reclassification
- Principal will receive these forms in February along with an Attestation form that the administrator will have to sign and return to LAD
- Documentation begins the school year after the year the student reclassified
- Completed by Mainstream K-5 and 6-12 Language Arts Teachers
- Must be place in cum folder

Reclassified Fluent English Proficient (R-IEP)

***IEP Team Determination: Discontinuation Of Language English Language Services Documentation**



SCHOOL CHECKLIST for COMPLIANCE with PHLOTE DOCUMENTATION	
Student:	
School:	
Matric:	
Initial PHLOTE Grade & SY:	

Documentation for PHLOTE students with NONE (Test Results Pending) Status:

	Initial Registration Form
	Initial Home Language Survey

Documentation for students with I-FEP (Initially Fluent English Proficient) Status:

	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
	Copy of Permission to Assess Student with AZELLA (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)

Documentation for students with ELL (English Language Learners) & *PAR-WD (Withdrawn from ELD Services by Parent Request) Status:

	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
	Copy of Permission to Assess Student with AZELLA (if applicable)
	Copy of Parent Notification for Monitoring ELL's After Reclassification (if applicable)
	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
	Copy of Parent Request for Withdrawal from ELL Program Services for *PAR-WD status

Documentation for students with R-FEP (Reclassified) (Two-Year Reclassified) Status:

	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessment (LAS, SELP, and/or AZELLA)
	Copy of Parent Notification of Student Achievement of English Proficiency
	Two-Year Review Form(s)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
	Copy of Parent Notification of ELLAR Monitoring (No longer required but may be in student file from previous status)

Documentation for students with *R-IEP (Withdrawn from ELD Services by IEP Decision) Status:

	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessments (LAS, SELP, and/or AZELLA)
	Copy of Permission to Assess Student with AZELLA (if applicable)
	Copy of Parent Notification of Monitoring ELL's After Reclassification
	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (No longer required but may be in student file from previous status)
	Copy of Withdrawal from ELL Status by SPED Criteria Form

4	Teacher	Spanish	Y	*R-IEP	02/07/2019	225	258	272	2461	I
		OOO				PEB	P	P	I	
		Spanish								

Reclassified Fluent English Proficient (R-IEP)

PHLOTE
Documentation



TUSD

LANGUAGE ACQUISITION DEPARTMENT
TUCSON UNIFIED SCHOOL DISTRICT
2025 E. Winsett St./LIRC Building
Tucson, AZ 85719
Phone: (520) 225-4600 Fax: (520) 225-4668

IEP Team Determination: Discontinuation of English Language Learner Services

Student's Last Name _____ First Name _____ Matric _____

School _____ Grade _____ EE Category _____ Date of Meeting _____

The MET/IEP team considered the impact of this student's disability on his/her ability to attain English language proficiency on the AZELLA and has determined that the student's disability is the primary education focus for intervention. Therefore, the student will be excluded from any further English Language Learner (ELL) services and AZELLA assessment due to one of the following reasons:

The nature of the handicapping condition will prevent the student from making reasonable progress and/or reclassifying as proficient on AZELLA. Please Specify:

OR

The MET/IEP team has confirmed that the student has received at least three years of ELD instruction and/or that the student's three most recent AZELLA assessments, as documented below, indicate no consistent pattern of improvement.

AZELLA Date	Oral (Listening/Speaking)			Reading			Writing			Overall			
	Performance Level			Performance Level			Performance Level			Overall Performance Level			
	PEB	I	P	PEB	I	P	PEB	I	P	PEE	B	I	P
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PEB=Pre-emergent/emergent/basic; I=Intermediate; P=Proficient; PEE=Pre-emergent/emergent; B=Basic

Other - Please Specify _____

❖ English Language Learner Program Withdrawals by Special Education Criteria are **Not an available option as of Summer 2019**

❖ EL students with an R-IEP status on PHLOTE list, **must** have this form in their individual cum folder prior to Summer 2019

2020-21 School Assignments for LAD Specialists
ELEMENTARY SPECIALISTS (K-5)

Language Assessment Coordinator Site Assignments

Updated 7/22/2020

	Catherine.Espinoza2@tusd1.org	Marisa.Pargas@tusd1.org	Olivia.Cazares@tusd1.org	Cruz.Herrera@tusd1.org
1.	Booth-Fickett	Blenman	Banks	Bonillas
2.	Borman	Collier	(DL) Bloom	Borton
3.	Cavett	Cragin	Carrillo	Erickson
4.	Davidson	Dietz	Drachman	Fruchthendler
5.	(DL) Davis	(DL) Grijalva	Ford	Henry
6.	Dunham	Hudlow	Holladay	(DL) Hollinger
7.	Gale	Miles	Johnson	Hughes
8.	Howell	Myers-Ganoung	Kellond	(DL) McCorkle
9.	Lineweaver	Ochoa	Lawrence	(DL) Roskruge
10.	Lynn-Urquides	Oyama	Maldonado	Safford
11.	Marshall	Robins	Manzo	Tully
12.	Pueblo Gardens	Steele	Maxwell	Warren
13.	Roberts/Naylor	Sewell	Miller	Whitmore
14.	Rose (K-5)	Tolson	(DL) Mission View	Wright
15.	(DL) Van Buskirk	Wheeler	Robison	Soleng Tom
16.		(DL) White	Vesey	

Temporary	Charlotte	Lisa
Banks	Bonillas	Catalina HS
Blenman	Booth/Fickett (K-8)	Cavett
Bloom	Carrillo	Cragin
Borman	Drachman	Davidson
Borton	Dunham	Dietz (K-8)
Cholla HS	Gridley	Dodge MS
Collier	Grijalva	Hollinger (K-8)
Davis	Henry	Howell
Doolen MS	Hudlow	Johnson (K-2)
Erickson	Hughes	Kellond
Ford	Lynn-Urquides	Lawrence (3-8)
Fruchthendler	Magee	Lineweaver
Gale	Mansfeld MS	Morgan Maxwell (K-8)
Holladay	Manzo	Myers-Ganoung
Maldonado	Marshall	Pueblo Gardens (K-8)
McCorkle (K-8)	Miller	Rincon HS
Miles	Ochoa	Robins (K-8)
Mission View	Pueblo HS	Sabino HS
Oyama	Roberts/Naylor (K-8)	Safford (K-8)
Palo Verde HS	Robison	Sahuaro HS
Pistor MS	Rose (K-8)	Secrist MS
Roskruge (K-8)	Santa Rita HS	Sewell
Tolson	Soleng Tom	Tucson HS
Tully	Steele	University HS
Valencia MS	Van Buskirk	Utterback MS
Wheeler	Vesey	Vail MS
White	Warren	Wakefield
	Whitmore	Wright
	Alternative Schools	Alternative Schools
	Marj Meredith (K-12)	Alternative 2 (TAPP)
	Innovation Tech	C.O.L.E
		Direct Link (Ex.Ed.)
		Project MORE
		SV Alternative
		Private Schools



Thank You!



ALL Forms related to PHLOTE students are available on the TUSD Intranet. Copy the link below into a new browser

<http://intranet/languageacq/forms.asp>

Full compliance training available on the LAD Intranet

The screenshot shows a web browser window with the URL <http://intranet/languageacq/forms.asp>. The page content includes the Tucson Unified School District logo and tagline, a navigation breadcrumb "TUSD Web Portal > Departments > Language Acquisition", and a "Language Acquisition" section with a mission statement and goals. A sidebar on the right lists "LANGUAGE ACQUISITION RESOURCES" with links to various documents and folders, including "PHLOTE Folder Compliance PPI".

