

WILLOWS UNIFIED SCHOOL DISTRICT

MASTER PLAN

FOR

**ENGLISH LANGUAGE
LEARNERS**

Updated November, 2015

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INTRODUCTION

The Willows Unified School District Master Plan for English Language Learners was developed in order to provide the educational staff and community information regarding English Learner requirements, program processes, procedures, options and objectives. The plan was further designed to serve as a resource model for curriculum planning and development for grades K – 12.

The goal of this plan was to develop a comprehensive document that would clearly communicate the Willows Unified School District English Language Learner program to staff, parents and community leaders.

The Willows Unified School District consists of four schools: Murdock Elementary, Willows Intermediate, Willows High, and Willows Community High.

WILLOWS UNIFIED SCHOOL DISTRICT PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

POSITION STATEMENT: The English Language Learner Education Program will develop in each child proficiency in English, reinforce positive self-concepts and promote cross-cultural understanding. The program will enable all students to develop academic, linguistic and social skills and knowledge to their fullest potential in order to participate fully in our multicultural society.

SECTION I

COMPLIANCE ITEMS

- Parent Notification
- Assurances
- Compliance Items

PARENT NOTIFICATION IN PRIMARY LANGUAGE

When 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 through 12 speak a single primary language other than English, as determined from the census data submitted to the Department of Education pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in such primary language, and may be responded to either in English or the primary language. (Added by Stats. 191, Ch. 219.) (EC 48985)

DISTRICT ASSURANCES

DISTRICT CONSOLIDATED APPLICATION* STATE PROGRAM FOR ENGLISH LANGUAGE LEARNERS

- The district has properly identified, assessed, and reported all students who have a primary language other than English and are English Learners. (EC 62002)
- The district has completed and submitted annual language census reports (R30-LC) which include all English Learners and FEP students. (EC 62002 and 62003)
- All parents of English Learners and FEP students have been notified in writing of their child's English and primary language proficiency assessment results. (EC 62002)
- A procedure exists which ensures that the participation of each student enrolled in a bilingual program is voluntary on the part of the parent or guardian. (EC 62002)
- The district has assigned an adequate number of qualified teachers to implement the required English language instruction in order to develop proficiency in English. (EC 62002)
- The district has assigned an adequate number of qualified teachers to implement academic instruction through the primary language for each EL student when it has been determined to be necessary. (EC 62002)
- Classroom teachers who are being assisted by instructional aides retain their responsibility for the instruction and supervision of the pupils in their charge. (EC 45344 (a))
- Instructional aides who are assisting classroom teachers have educational qualifications appropriated to their assigned responsibilities. (EC 45344 (b))
- The district provides an inservice program to qualify existing and future personnel in the bilingual and cross-cultural skills necessary to serve English Learners. (EC 62002)
- There are adequate basic and supplemental resources to provide English Learners with bilingual learning opportunities in an appropriate program to sustain academic achievement. (EC 62002)
- Objective criteria to change a student's designation from English Learner to FEP status have been established. (EC 62002)
- The district has met the requirements of EC 62002.5 regarding the advisory functions of the district and school committees on bilingual education. (EC 62002.5)
- Each English Learner receives a program of instruction in English Language development in order to develop proficiency in English. (EC 62002)
- Each English Learner whose diagnosis makes academic instruction through the primary language necessary receives such instruction. (EC 62002)
- Each English Learner whose diagnosis makes it necessary to receive specially designed academic instruction in English receives such instruction. (EC 62002)

***Assurance Items 89-103**

SECTION II

PROGRAM PROCESS/PROCEDURES

- Initial Identification
- Diagnostic Assessment
- Redesignation

INITIAL IDENTIFICATION PROCESS

1. Review Cumulative Records for Home Language (HLS).
2. Administer Home Language Survey to any pupils without HLS in records.
3. If English Only (EO), terminate Identification Process and place pupil in appropriate program.
4. Administer CELDT to any pupil with a primary language other than English.
5. Any K-2 pupil who scores at the Early Advanced level and above = Fluent English.
6. Pupils who score below the Early Advanced Level on CELDT are classified as Limited English and placed in appropriate programs.
7. Scores of Early Advanced level and above look to see if they meet other redesignation criteria and if so FEP.

INITIAL IDENTIFICATION PROCEDURES

| Primary Function | Instrument | Target Group | Responsibility | Time Line |
|---|--|---|--|---|
| To determine a primary language other than English | Home Language Survey | All K-12 pupils | Registration Personnel | Within 30 school days of enrollment |
| To determine level of English language proficiency (reading, writing, listening and speaking) | CELDT | K-12 pupils having a home language other than English | ELD Teacher Other Qualified Personnel | Within 30 school days of enrollment |
| To notify parents of initial identification results | Parent Notification Letters | K-12 pupils having a home language other than English | ELD Teacher | Within 45 school days of enrollment |
| To determine if proper identification has been made | Classroom Observation/quarterly progress reports | K-2 students initially identified as FE on the CELDT | Classroom Teacher and ELD Teacher | Evaluation made within 6 months of identification-- Follow-up evaluation at end of year |

DIAGNOSTIC ASSESSMENT PROCESS

1. Parallel Assessments
 - A. Spanish Assessment:
 - CELDT
 - B. Options for other languages:
 - IPT oral
2. Place pupil in appropriate English Language Development Program.
3. Complete a periodic review of Primary language and English.

DIAGNOSTIC ASSESSMENT PROCEDURES

| Primary Function | Instrument | Target Group | Responsibility | Time Line |
|---|----------------------------|---|--|--|
| To determine Spanish language proficiency in comprehension and speaking. | CELDT | All Spanish-speaking K-12 pupils identified as English Language Learners. | ELD Teacher Other Qualified Personnel | Complete within 90 calendar days of enrollment. |
| To determine Spanish language proficiency in reading and writing. | CELDT | All Spanish-speaking 2-12 pupils identified as English Language Learners | ELD Teacher Other Qualified Personnel | Complete within 90 calendar days of enrollment. |
| To determine primary oral language proficiency of other than Spanish English Language Learners. | CELDT | English Language Learners in grades K-12. | ELD Teacher Other Qualified Personnel | Complete within 90 calendar days of enrollment. |
| To determine primary language proficiency in reading and writing. | CELDT | English Language Learners in grades 2-12. | ELD Teacher Other Qualified Personnel | Complete within 90 calendar days of enrollment. |
| To notify parents of the results of the diagnostic assessment. | Parent Notification Letter | All English Language Learners in grades K-12. | ELD Teacher | Complete within 100 calendar days of enrollment. |
| Periodic review and update diagnosis. | Classroom Observation | All ELL students K-12. | ELD Teacher Classroom Teacher | Quarterly Reports |

REDESIGNATION PROCESS

1. Administer SOLOM (K-12) to any pupil recommended for redesignation.
2. Conduct redesignation review.
 - a) CELDT (K-12) – English Language Proficiency
3. Pupils who are redesignated may be assigned ongoing support activities (English or Primary Language) to sustain academic achievement.
4. An English Language Learners Appraisal Team* will review students’ progress and make program recommendations.
5. Pupils who are not redesignated will continue in the English Language Learners Program.

*Recommended composition of Appraisal Team: Classroom teacher, ELD teacher, Principal and Resource Teacher.

REDESIGNATION PROCEDURES

| Primary Function | Instrument | Target Group | Responsibility | Time Line |
|--|---|--|---|--|
| To determine level of English language proficiency (comprehension, fluency, vocabulary, pronunciation and grammar) | Student Oral Language Observation Matrix in English (SOLOM) | All ELL pupils considered for redesignation in grades 2-12 | Classroom Teacher ELD Teacher Resource Teacher Other Personnel | When student is considered for redesignation |
| To determine level of English language proficiency (reading, writing, speaking and listening) | CELDT | All ELL pupils considered for redesignation in grades 2-12 | ELD Teacher Other Personnel | When student is considered for redesignation |
| To determine level of English language proficiency (reading, language arts and mathematics) | STAR Curriculum Mastery | All ELL pupils considered for redesignation in grades 2-12 | ELD Teacher | When student is considered for redesignation |
| To determine level of English language proficiency (writing) | Writing Standards (2-8) Graduation Proficiencies (9-12) | All ELL pupils considered for redesignation in grades 2-12 | Classroom Teacher ELD Teacher | When student is considered for redesignation |
| To notify parents of pending redesignation and to invite them to | Parent Notification Letter | All ELL pupils considered for redesignation in | ELD Teacher | When student is considered for |

| redesignation meeting | | grades 2-12 | | redesignation |
|--|------------------|------------------------------|---|---|
| To follow up on educational success of redesignated pupils | Conference group | All redesignated 2-12 pupils | English Language Learners Appraisal Team Classroom Teacher ELD Teacher Site Administrator | Within 6 months of redesignation and yearly thereafter. |

WILLOWS UNIFIED SCHOOL DISTRICT REDESIGNATION PROCEDURE

- STEP 1:** A Student Appraisal Team (SAT) is formed that shall include: ELD Teacher, Administrator, Classroom Teacher, and other members as appropriate. A redesignation meeting will be determined and all appropriate people will be in attendance.
- STEP 2:** A classroom teacher who feels that he/she has a student who is ready for redesignation will do the following:
- a)** Request a redesignation form, SOLOM form and curriculum mastery checklist from the ELD teacher
 - b)** Fill out the SOLOM and Curriculum Mastery Checklist
 - c)** Complete redesignation form by recording:
 1. scores from SOLOM
 2. scores from Curriculum Mastery Checklist
 3. 70% in ELA/Math class
 4. scores from most recent CELDT
 5. writing standards
 - d)** If the student's achievement on all of the above meets district standards (as indicated on the form) the classroom teacher submits the student's name to the head of the Student Appraisal Team and a meeting time will be determined.
- STEP 3:** On the appointed day, the SAT will meet with teachers to present necessary paperwork for students they are recommending for redesignation. The team makes a decision and records the information from the meeting on the redesignation form.
- STEP 4:** For each student redesignated, the ELD teacher will conduct a 30-day and six month follow up.
- STEP 5:** The SAT should make every effort to contact parents to receive their input on the redesignation decision. Conversations with parents, as well as attempts to contact them, should be documented. Parents will be informed in writing of the redesignation of their child.

REDESIGNATION REFERRAL

English Language Learners

Student Name _____

Date _____

Teacher(s) _____

Grade _____

| SKILL AREA | EVALUATION INSTRUMENT | STANDARD | STUDENT ACHIEVEMENT |
|---|------------------------------|---|---------------------|
| Oral English – Objective Assignment – | CELDT | Early Advanced Higher Advanced High Intermediate (with Appraisal Team Approval) | |
| Oral English – Teacher Judgment | SOLOM | Comprehension - 4 Fluency - 4 Vocabulary - 4 Pronunciation - 3 Grammar - 4 | |
| Curriculum Mastery/Objective Assessment | STAR | Performance Level Basic or above | ELA Math |
| Written English – Teacher judgment | Writing Standards | Comparable to average EO | Writing |
| Curriculum Mastery – Teacher judgment | Curriculum Mastery Checklist | Grade level curriculum performance - 4 Projected Ability - 3 Curriculum Support - 4 | |

Parent Contact – Date _____

Written/Telephone _____

Signatures of Student Appraisal Team

name

name

name

title

title

title

Follow-up
30 days _____
6 mon. _____
2 years _____

Satisfactory

Unsatisfactory

Signature

CURRICULUM MASTERY CHECKLIST

| SCORE | CURRICULUM PERFORMANCE | PROJECTED ABILITY TO SUCCEED IN CURRICULUM IN ENGLISH | CURRICULAR SUPPORT REQUIRED IN REGULAR CLASS |
|--------------|---|---|---|
| 1 | Has not mastered basic curriculum expected of the weakest Fluent English Speaking students at this grade level. | Would require special, lower level curricular materials for most areas of instruction. | Unlikely to be able to adjust to an English only classroom even with support |
| 2 | Is weak in both language related and nonlanguage curricular areas. Needs work on some basic concepts. | Can struggle through basic curriculum slowly and with great effort. | Will probably require considerable assistance and support in an English-only classroom. |
| 3 | Knows nonlanguage curriculum as well as other students, but is somewhat weak in English reading and writing skills. | Can handle basic curriculum materials at a slower rate than normal and/or with some assistance. | Will require some initial assistance to adjust to an English-only classroom. |
| 4 | Knows as much in curriculum areas as the average student at this grade level. | Can handle curricular materials expected of others in this grade at a normal pace. | Will almost certainly adapt readily to a regular, English-only classroom. |

SECTION III

INSTRUCTIONAL PROGRAM IMPLEMENTATION

- Program Options
- Program Objectives
- Proficiency Level Descriptors
- ELD Criteria
- Parent Involvement
- ELL Advisory
- District Advisory
- Curriculum Development

PROGRAM OPTIONS FOR ENGLISH LEARNERS K-12

ENGLISH LANGUAGE DEVELOPMENT IS REQUIRED FOR ALL ENGLISH LEARNERS AND IS A BASIC COMPONENT OF ALL OTHER PROGRAM OPTIONS.

ALL OPTIONS ARE TAUGHT BY PROPERLY CREDENTIALLED AND/OR CERTIFIED STAFF OR STAFF IN TRAINING.

ENGLISH LANGUAGE DEVELOPMENT

The goal of the English Language Development (ELD) program for English Language Learners (ELL) is to develop the student's oral and academic language skills in English, enabling students to attain grade level proficiency. The curriculum focuses on the developmental acquisition of language through the use of a sequential, communicative and meaning-centered approach. ELL students are placed into an English Language Development program which takes into account the English proficiency level of the student. ELL students will be instructed in ELD by a teacher credentialed and/or certificated for ELD instruction. Bilingual Instructional Aides and Instructional Aides, may support and assist the ELD teacher.

Materials used for English Language Development are *Into English* for K-6 and *Language!* for secondary students. Additional resource materials are available at each site to support the adopted materials.

Structured English Immersion

An instructional approach which provides for nearly all of the instruction and curriculum to be provided in English. The instruction in English is presented and designed for students learning English. Teachers assist the student in learning English and the core curriculum. Adjustments and assistance include English as a Second Language (ESL) instruction and Specially Designed Academic Instruction in English (SDAIE), and limited primary language instruction and support.

Materials for Sheltered/Structured English Immersion are the district adopted core curricular materials in English. These are enhanced by use of visuals, manipulatives, and other resources which increase student understanding. English Language Development materials are as noted above.

English Language Mainstream Classroom

This is a classroom in which the students are native English speakers or English learners who have already acquired reasonable fluency in English. Qualified teachers work to provide assistance through instruction designed for students learning English. Teachers and primary language aides, as appropriate, assist the student in learning English and the core curriculum. Teachers are well trained and use multiple instructional approaches to achieve the objective of all students meeting state standards.

Materials for the English Mainstream classroom are the state adopted core curricular materials in English. These are enhanced by use of visuals, manipulatives, and other resources which increase student understanding. English Language Development materials are as noted above.

PROGRAM OBJECTIVES FOR ENGLISH LEARNERS (K-12)

- All ELL pupils will receive English Language Development in Reading, Writing, Listening and Speaking
- When appropriate, ELL pupils will receive primary language support in the core curriculum until transition to English is determined to be appropriate.
- All pupils will receive instruction in multicultural education.
- All pupils will receive instruction pertaining to the development and enhancement of their self-esteem.
- All pupils will be expected to meet all state grade level content and performance standards for promotion and graduation.
- All parents of pupils will be encouraged to participate in their child's education.

PARENT INVOLVEMENT/EDUCATION

The parent involvement model should demonstrate exemplary approaches in English Language Development. Encouraging the limited-English-proficient parents' participation in their children's education can be one of the most important factors for success in school.

| <u>PARENT INVOLVEMENT</u> | <u>PARENT EDUCATION</u> |
|--|--|
| <p>Legal Requirements:</p> <ol style="list-style-type: none"> 1. Completion of Home Language Survey 2. Notification of initial identification and diagnostic 3. Involvement in redesignation 4. Participation in English language learner advisory councils 5. Right to visit class(es) 6. Participation in Language Census (R-30LC) 7. Information on the importance of school attendance <p>Parent Involvement Approaches:</p> <ol style="list-style-type: none"> 1. Positive attitudes toward education 2. Proportionate representation on advisory councils 3. Regular dissemination of information 4. Ongoing training 5. Participation in decision-making 6. Input into curriculum development program implementation and evaluation 7. A home support system, reinforcing school activities | <p>District Requirements:</p> <ol style="list-style-type: none"> 1. Explanation of existing laws and guidelines pertaining to ELL pupils 2. Plan and budget development 3. Understanding of language identification and assessment procedures 4. Development of needs assessment and establishment of goal and objectives 5. Understanding of parents' right and responsibilities 6. Clarification of educational "jargon" 7. Understanding of evaluation and program review reports <p>Optional Parent Education Activities:</p> <ol style="list-style-type: none"> 1. Child development/rearing practices 2. Nutrition and health practices 3. Cultural interaction 4. Values clarification 5. Understanding |

SCHOOL ADVISORY COMMITTEE ON ENGLISH LANGUAGE EDUCATION

FORMATION

Each school with 21 or more students of English Language Learners in attendance, regardless of language, must form a functioning English Language Advisory Committee (ELAC) or subcommittee of an existing committee.

COMPOSITION REQUIREMENTS

On the committee, the percentage of parents of ELL students is to be at least the same as that of ELL students at the school. The school may designate its responsibilities to an existing school advisory committee or subcommittee if it meets this parent composition requirement.

ELECTIONS

Requirements for ELAC elections include:

1. Parents or guardians of ELL students elect parent members of the school committee or subcommittee.
2. All parents shall be provided the opportunity to vote.
3. Each school committee shall have the opportunity to elect at least one parent member to the District English Language Advisory Committee (DELAC).

MAJOR FUNCTION

The purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and staff on English Language programs and services to ELL students.

TASKS

At a minimum, the ELAC:

1. Advises the principal and staff on development of a detailed master plan for English Language education for the individual school and submits the plan to the district governing board for its possible consideration and inclusion in the district's master plan.
2. Assists in the development of the school's needs assessment.
3. Assists in the administration of the school's language census.
4. Assists in finding ways to make parents aware of the importance of regular school attendance.

TRAINING

The District shall provide for all ELAC members:

1. Appropriate training and training materials to assist each member to carry out his or her responsibilities for all required tasks.
2. Training which is planned in full consultation with ELAC members. EIA-LEP or district funds may be used to cover the costs of training and attendance of ELAC members (e.g., costs associated with child care, translation services, meals, and other reasonable expenses).

DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE

FORMATION

Each district with 51 or more students of English Language Learners (ELL) in attendance, regardless of language, must form a functioning District English Language Advisory (DELAC) or subcommittee of an existing districtwide advisory committee.

COMPOSITION

Parents or guardians of ELL students not employed by the district must constitute a majority membership of the committee. The district may designate an existing districtwide advisory committee to serve as the DELAC if the percentage of parents and guardians of ELL students is at least the same percentage as that of the ELL students in the district.

ELECTIONS

Each school's English Language Advisory Committee (ELAC) must have the opportunity to elect at least one parent member to the DELAC.

MAJOR FUNCTION

The DELAC or subcommittee on English Language education is to advise the district governing board (in person and/or in writing) on English Language Development programs and services to ELL students.

TASKS

The DELAC advises (reviews and comments) the district governing board on at least:

1. A timetable for and development or revision of a district master plan for English Language Development Education, taking into consideration each of the school site plans.

2. Conducting a districtwide needs assessment on a school-by-school basis.
3. Setting district English Language Development education goals and objectives.
4. Administration of the annual language census, e.g., procedures and forms.
5. The written parent notification of initial school enrollment.
6. The district's redesignation procedures.
7. Any waiver request affecting services to ELL students.

TRAINING

The district shall provide for all ELAC members:

1. Appropriate training and training materials to assist each member to carry out his or her responsibilities for all required tasks.
2. Training which is planned in full consultation with ELAC members. EIA-LEP or district funds may be used to cover the costs of training and attendance of ELAC members (e.g., costs associated with child care, translation services, meals, and other reasonable expenses).

CURRICULUM DEVELOPMENT FACTORS

The following factors should be taken into consideration during the planned development, acquisition and application of primary language and shelter core ELD curricula.

Student Input Factors

1. Level of language proficiency in understanding, speaking, reading, and writing in both English and the primary language.
2. Self-confidence and attitude toward oral language use in various classroom contexts.
3. Previous academic background in the specific content area.
4. Student experiences in the U.S. and other countries.
5. Values, customs and ideals common to the student's home culture.
6. Student interests, concerns and aspirations in the specific content area.

Teacher Education Background Factors

1. Language competencies and placement of the staff.
2. Staff competencies and methodological preferences related to English Language Development.
3. Staff training in cooperative learning, classroom simulations, questioning techniques, and sheltered English.
4. School policies on the use of languages other than English in various school contexts.
5. Articulation between the classroom content area program and the ELD program.
6. Availability of primary language materials which are analogous to those used in English version of the curriculum, as well as sheltered or out-of-level materials in English.
7. Availability of support staff (i.e., aides, volunteers...) to facilitate language proficiency level and/or language dominant grouping when necessary.
8. Ability of the program to assess progress through the curriculum in English and the primary language.
9. School and district budget priorities.

Community Background Factors

1. Ethnic composition of the community.
2. Relationship between the cultural values and the experiences of the ELL community and the U.S. mainstream community.
3. Linguistic, economic, political, and educational aspirations of the ELL community.
4. Parents' ability to promote high-quality language interactions between themselves and their children first in the primary language and eventually, if possible, in English.
5. Attitudes of the majority population toward the use of the primary language of the ELL students.
6. Ethnic minority persons working in the specific content area-related fields in the community.
7. Educational preparation of, and capacity for student support and motivation by, the ELL parents.
8. Primary language literacy resources in the community; e.g., library, community language schools, organizations, biliterate adults, etc.

Instructional Treatment Factors

1. Application of the specific content area curriculum at the student's diagnosed level of language and previous academic preparation.
2. Primary language instruction and assessment with appropriate and varied materials in the more abstract literacy-related, cognitively demanding, language-dependent areas of the curriculum.
3. Sheltered English instruction for intermediate and advanced ELL students characterized by a focus on subject matter rather than grammatical form, the use of extensive contextual clues during instruction, native-to-non-native modifications of teacher speech and English written materials, and the promotion of extensive student-centered interdependent interactions.
4. Preview of language needed in upcoming lessons provided in the ELD and/or primary language development program.
5. Presentation of a variety of ethnic minority persons who are interested in, work in, or have made contributions to the specific fields represented in the curriculum.
6. Focus on the contributions and influences of other cultures on the U.S. government, culture and society.
7. Delivery of a primary oral language curriculum which is parallel and simultaneous with instruction in English language development for the non-native speaker.
8. Synthetic (phonics, decoding only) and analytic (reading for meaning, language experience) approaches to reading.
9. Participation in primary language only, English only, or two-language reading and language reading programs.
10. Amount of pleasure reading promoted for students.
11. Training of parents and English Learner community members in the nature and goals of the English Language Development.

SECTION IV

STAFF DEVELOPMENT

- Topics

STAFF DEVELOPMENT

GOAL

The district will provide appropriate training to increase staff awareness and sensitivity to cultural diversities of our student population as well as strategies to access students to the total curriculum.

OBJECTIVE

District staff development programs will provide opportunities for administrators, teachers and support personnel that will assist culturally and linguistically diverse students. Recommended topics for the staff development training include topics selected by school site staff from some or all of the topics listed below:

Recommended topics for K-12

| | |
|---|---|
| Language Acquisition/Academic Learning: | The subconscious process of acquiring a language for communicative purposes and its relationship to cognitive academic learning. |
| English –as-a-Second Language: | The program for ELL students that provides for planned instruction in second language acquisition and adequate exposure to comprehensible English language. |
| Student Assessment and Identification: | Awareness of testing procedures regarding initial assessment, placement, and redesignation of ELL students. |
| Primary Language Development: | The instructional programs for ELL students whose diagnosis makes it necessary to receive instruction in the primary language. |
| Multicultural Awareness/Sensitivity/Self-Esteem: | Strategies and techniques to create positive social relations within the classroom and school. |
| Sheltered English: | Strategies and techniques designed to meet academic need of ELL students in the content areas as they continue to develop English language skills. |

Parent Involvement:

Strategies and techniques to involve parents in the program designed for their children.

School Climate:

Strategies and techniques to create positive social relations within the classroom and school to ensure student acceptance and learning.

English Language Classroom Management:

Strategies for managing and organizing the English language classroom.

Program Requirement for ELL students:

Those instructional procedures and responsibilities for teachers of ELL students including the knowledge of the interrelationship among ELD and mainstream programs.

Cooperative Learning:

Techniques to assist students to work in small structured groups (3-5) in a cooperative manner toward a common goal.

Transitional English Language Arts:

Strategies and techniques designed to meet the needs of ELL students transitioning into English reading.

SECTION V

STAFF RECRUITMENT

- Process
- Policy

Recruitment and Selection – BP 4111

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Willows Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Because an important factor in student achievement is the quality of the teaching staff, the Board of Education desires to employ the most highly qualified and appropriate person available for each open position.

The Superintendent or designee shall recruit candidates for open positions based on an assessment of the district's needs for specific skills, knowledge and abilities. He/she shall develop job descriptions that accurately describe all essential and marginal functions and duties of each position, and shall disseminate job announcements to ensure a wide range of candidates.

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

The Superintendent or designee may provide incentives to recruit credentialed teachers to teach in any district school ranked in the bottom half of the state Academic Performance Index. Such incentives may include, but are not limited to, signing bonuses, improved work conditions, teacher compensation or housing subsidies.

(cf. 4112.2 - Certification)

The Superintendent or designee shall develop selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations, and recommendations from previous employers.

No inquiry shall be made with regard to the age, gender, race, ethnicity, religion, national origin, medical condition, disability or sexual orientation of a person seeking employment. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

District employment practices shall not discriminate against legal noncitizen residents. Inquiries to assure employment eligibility shall be made in accordance with law, Board policy and administrative regulation.

(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be

employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

44066 Limitations on certification requirement

44259 Teaching credential; exception; designated subjects; minimum requirements

44735 Incentive grants for recruiting teachers for low-performing schools

44740-44741 Personnel Management Assistance Teams

44750-44754.5 Regional teacher recruitment centers

44830-44831 Employment of certificated persons

44858 Age or marital status in certificated positions

44859 Prohibition against certain rules and regulations re residency

52051 Academic Performance Index

GOVERNMENT CODE

12900 Unlawful employment practices

12940-12956 Discrimination prohibited; unlawful practices

UNITED STATES CODE, TITLE 8

1324(a)(b) Immigration and Nationality Act

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans With Disabilities

Policy WILLOWS UNIFIED SCHOOL DISTRICT

adopted: September 4, 2003 Willows, California

SECTION VI

APPENDICES

- Home Language Survey
- Resignation Referral
- Resignation Follow-up form
- SOLOM
- Parent Notification of Assessment Results
- Parent Notification of Reclassification
- ELD Profile Sheets
- Parental Exception Waiver

HOME LANGUAGE SURVEY
ENGLISH VERSION

Name of Student: _____ Surname / Last Name _____ First Given Name _____ Second Given Name _____

School: _____ Age: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child currently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____ Date

REDESIGNATION REFERRAL

English Language Learners

Student Name _____

Date _____

Teacher(s) _____

Grade _____

| SKILL AREA | EVALUATION INSTRUMENT | STANDARD | STUDENT ACHIEVEMENT |
|---|------------------------------|---|-------------------------|
| Oral English – Objective Assignment – | CELDT | Advanced Early Advanced High Intermediate (with Appraisal Team Approval) | |
| Oral English – Teacher Judgment | SOLOM | Comprehension - 4 Fluency - 4 Vocabulary - 4 Pronunciation - 3 Grammar - 4 | |
| Curriculum Mastery/Objective Assessment | District Benchmark | Appraisal Team Approval | ELA – 70% Math – 70% |
| Written English – Teacher judgment | Writing Standards | Comparable to average EO | Writing |
| Curriculum Mastery – Teacher judgment | Curriculum Mastery Checklist | Grade level curriculum performance - 4 Projected Ability - 3 Curriculum Support - 4 | |

Parent Contact – Date _____

Telephone _____

Signatures of Student Appraisal Team

_____ name

_____ title

_____ name

_____ title

_____ name

_____ title

Follow-up
30 days _____

Satisfactory

Unsatisfactory

Signature

6 mon. _____

2 years _____

English Learner Redesignation Follow-Up

Willows Unified School District

Student _____ R-FEP Date _____

30 day follow-up School Year _____ Teacher & Grade _____

Date _____ Satisfactory _____ Unsatisfactory _____

If unsatisfactory, list measures taken to facilitate success.

60 day follow-up School Year _____ Teacher & Grade _____

Date _____ Satisfactory _____ Unsatisfactory _____

If unsatisfactory, list measures taken to facilitate success.

2 year follow-up School Year _____ Teacher & Grade _____

Date _____ Satisfactory _____ Unsatisfactory _____

If unsatisfactory, list measures taken to facilitate success.

SOLOM

Student Oral Language Observation Matrix

Purpose

The SOLOM is an informal rating tool that has proven a useful guide for teacher judgment of oral language proficiency as observed in a school setting. It can be used to determine English acquisition phase, diagnose student needs, and record the progress of individuals and groups. Some success has been reported in using the SOLOM to rate languages other than English, and it may be the best approach to obtain a rating of the home language when no standardized tests are available.

Description

The SOLOM provides five scales for rating key dimensions of language proficiency. Each of these five scales may be rated from one (no proficiency) to five (native-like proficiency). The sum of the five scales yields a total score which ranges from five (5) to twenty-five (25). The scales are:

- A. Comprehension
- B. Fluency
- C. Vocabulary
- D. Pronunciation
- E. Grammar

The SOLOM is not a standardized test; rather, it is a systematic observer rating of language proficiency. It has been used widely throughout California since about 1978 to supplement assessments garnered through standardized tests of language. Limited studies of its validity and reliability have been conducted, and the SOLOM was judged to be acceptable for evaluation purposes in at least two national studies of programs for LEP students. A one-hour training session is recommended for those who will use the instrument.

Administration

The SOLOM should be used by persons who are native speakers of the language and who are familiar with the student to be rated. Ideally, the classroom teacher will rate the English language proficiency of a student after several weeks of instruction. There is no test to be administered. The teacher just needs a few quiet moments to reflect on the language proficiency of a given student and to select the description which most closely matches the current proficiency of that student.

A rating is immediately available and can be used to group or re-group students for ESL lessons, to assist in determining which students require academic instruction in the primary language, to report student progress, or to guide refinements of instruction.

**SOLOM Teacher Observation
Student Oral Language Observation Matrix**

Student's Name: _____

Language Rated: _____

Grade _____

Date(s) _____

| | | | |
|--|--|--|--|
| | | | |
| | | | |

| School | Teacher | | | | | Total Score(s) | Score(s) |
|-------------------------|--|---|--|--|---|----------------|----------|
| | 1 | 2 | 3 | 4 | 5 | | |
| A. Comprehension | Cannot understand even simple conversation | Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated frequently | Understands most of what is said at slower-than-normal speed with some repetitions | Understands nearly everything at normal speed, although occasional repetition may be necessary | Understands everyday conversation and normal classroom discussion without difficulty | 5 | |
| B. Fluency | Speech so halting and fragmentary that conversation is virtually impossible | Usually hesitant; often forced into silence because of language limitations | Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression | Everyday conversation and classroom discussion generally fluent with occasional lapses while student searches for the correct manner of expression | Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker | | |
| C. Vocabulary | Vocabulary limitations so extreme that conversation is virtually impossible | Difficult to understand because of misuse of words and very limited vocabulary | Frequent use of wrong words; somewhat limited because of inadequate vocabulary | Occasional use of inappropriate terms and/or rephrasing of ideas because of limited vocabulary | Vocabulary and idioms approximately those of a native speaker | | |
| D. Pronunciation | Pronunciation problems so severe that speech is virtually unintelligible | Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood | Concentration required of listener; occasional misunderstandings caused by pronunciation problems | Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern | Pronunciation and intonation approximately those of a native speaker | | |
| E. Grammar | Errors in grammar and word order so severe that speech is virtually unintelligible | Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns | Frequent errors in grammar and word order; meaning occasionally obscured | Occasional errors in grammar or word order; meaning not obscured | Grammar and word order approximately those of a native speaker | | |

WILLOWS UNIFIED SCHOOL DISTRICT

Date _____

Dear Parents:

Your child _____
has been determined to be eligible for Reclassification in the English Language Learners Program.

He/she has met the following district criteria in English:

1. Passing score on the CELDT (California English Language Development Test)
2. Passing score for Reading, Language, Math on standardized test
3. Passing score on the Student Oral Language Observation Matrix
4. Passing score on the Curriculum Mastery Checklist
5. District Writing Standards

Your child has met the criteria for Reclassification and will no longer need English Language Learner Services. If you do not agree with this placement, please return this form and complete the following information:

Parent/guardian

phone number

Please be assured that your child's academic performance will continue to be monitored. If you have any questions, please do not hesitate to call the school that your child attends.

Respectfully,

ELD Teacher



WILLOWS  UNIFIED
SCHOOL DISTRICT

Fecha _____

Estimados Padres:

Su hijo/hija _____
ha sido elegido para reclasificación del programa de principiantes de Inglés.

El/Ella ha cumplido con el siguiente criterio de Inglés del Distrito Escolar:

1. Aprobación en el Examen CELDT (Examen Estatal De Desarrollo En Idioma De Inglés)
2. Aprobación en Lectura, Lenguaje, Matematicas del Examen Estatal.
3. Aprobación del alumno en la observación oral del idioma. (Inglés)
4. Aprobación de dominio en la lista de materias
5. Aprobación de normas en escritura del Distrito Escolar.

Su hijo/hija ha cumplido el criterio para reclasificación, Asi que el/ella dejarán de recibir servicios como principiantes del idioma Inglés. Si usted no está de acuerdo con este colocación, por favor regresa la forma y llenar la información siguiente.

Padre/guardiano

Número del teléfono

Por favor tenga por seguro que el progreso académico de sus hijos continuará a ser revisado. Si tiene usted alguna duda, por favor de llamar a la escuela.

Atentamente,

Maestro de Desarrollo de inglés



The California Department of Education's State Program for English Learners mandates that:

All English Learners shall be placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program.

Placement in Instructional Programs

Introduction

The requirements of Proposition 227, passed by the voters of California in June 1998, have been put into place for English Learners in the Willows Unified School District. As a result, English Learners are placed in a Structured English Immersion Program or in an English Language Mainstream Class. These classes are taught by teachers who have had additional authorization to work with English Learners. As required by Proposition 227, instruction is done overwhelmingly in English (60-100%); however, primary language support may be provided as necessary and/or as available by either the classroom teacher or by a bilingual paraprofessional.

Parents have the right to request that their child(ren) be placed in an Alternative program.

Structured English Immersion

English Learners in grades K-6 who are new to U. S. schools or performing at the beginning proficiency levels are placed in a structured English Immersion program within an English Mainstream classroom. This program provides students with Basic Interpersonal Communication Skills (BICS) in English and structured ELD at their level, using the state adopted *Houghton Mifflin, Avenues, and/or Into English* curriculum taught using appropriate SDAIE strategies with supplementary materials and services as needed.

English Language Mainstream Class

English Learners with reasonable fluency in English are placed in an English Language Mainstream Classroom. *Reasonable fluency* is determined by the following criteria:

K-6 - Level *Intermediate* or higher on the CELDT

An English Language Mainstream Class is one in which the teacher has specialized training to work with English Learners. These teachers hold appropriate authorization or they are currently enrolled in a training program. In an English Language Mainstream Class, students receive instruction in ELD to steadily build skills which are required for academic success. Materials used for the program are Houghton Mifflin, Language, and supplementary materials.

Alternative Programs

English Learners who have been granted a *Parental Exception Waiver* are placed in an alternative program. Whenever the parents of twenty or more students in a grade level with the same primary language in a school submit *Parental Exception Waivers*, the District shall offer an alternative program. The program will include ELD and core curriculum which will be taught in the student's primary language by teachers who have the proper authorization. Schools with fewer than 20 pupils at a grade level may offer the alternative program or allow students to transfer to a public school in which such a program is offered.

