



**WILLOWS UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

Management Report

DATE: February 6, 2020

AGENDA TOPIC: Willows Unified School District ELD Master Plan

PRESENTER: Ellen Hamilton, Director of State & Federal Programs

BACKGROUND INFORMATION:

During our FPM Review for 19-20, CDE generated a new parent initial and annual letter that stated the different language acquisition courses. Every district is required to embed those in the new letters. We made the changes and now it needs to get Board Approval.

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, as well as meeting ESSA Requirements and The California English Learners Roadmap.

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.

RECOMMENDATION:

Approval of the WUSD ELD Master Plan will help teachers and staff members working with English learners develop 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. Approval is required.

WILLOWS UNIFIED SCHOOL DISTRICT MASTER PLAN FOR ENGLISH LEARNERS



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Board Approved February 6, 2020

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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 (EL) 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 TK – 12.

Willows Unified School District (WUSD) is committed to developing academic English language proficiency, a positive self-image, and reclassification to Fluent English proficiency, as well, as developing an appreciation of the cultural and linguistic diversity EL students bring to the community.

In order to achieve these district, state & federal goals, WUSD will use the California English Learner Roadmap as a guide for the English Language Development (ELD) program:

- Set a vision and mission with research-based principles to guide planning and continuous improvement
- English Learners as central to practice, woven into Local Control Accountability Plan (LCAP), everyone's responsibility
- Focus on English proficiency plus proficiency in multiple languages and recognition of the role of home language in supporting English and overall literacy
- Responsive to diverse EL needs
- College and career readiness and preparation for civic participation in global, diverse, multilingual 21st century world
- Value and build on linguistic and cultural assets students bring using a culturally responsive curriculum and instruction
- Focus on safe, affirming, and welcoming school climate and culture
- Language development in and through content, integrated across curriculum (Integrated ELD) along with protected time (Designated ELD)
- Explicit commitment to leadership knowledgeable of and responsive to English Learners
- Provide on-going ELD professional development in high leverage instructional strategies
- Track English Learner progress and make changes to ensure growth
- Use academic language and ELD strategies in all core subjects
- All teachers will use common assessments to inform instruction

The goal of this plan was to develop a comprehensive document that would clearly communicate the Willows Unified School District English Language Development 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. EL students make up 20% of the district's enrollment.

DISTRICT MISSION, VISION, GOALS

Mission

"Preparing today's students for tomorrow's challenges."

Vision Statement

Willows Unified School District provides a safe, engaging, student focused learning environment where each student:

- Realizes his/her full potential
- Develops respect and tolerance for self and others
- Becomes a productive member of our global society

Goals

1. Adhere to state mandated accountability criteria related to the Local Control Funding Formula (LCFF).
2. Be financially capable of supporting all of the District's obligations.
3. Provide clear, concise, and current District policies.
4. Ensure safe, clean, orderly, and drug-free campuses that promote a positive learning environment.
5. Recruit and retain the highest quality personnel.
6. Provide and maintain adequate facilities to house students and support all program needs.
7. Develop and maintain a TK-12 curriculum that is aligned with State Standards and supports the needs of all students.
8. Implement effective instruction to engage all students.
9. Collaborate with students, parents, and the community in developing greater cultural awareness, tolerance, and understanding.
10. Develop and maintain good communication between the District, parents, and the community.
11. Integrate student and staff members' use of technology to improve achievement and performance in all subject areas.
12. Promote and support programs and coursework leading to all students becoming career and/or college ready.

WILLOWS UNIFIED SCHOOL DISTRICT PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The English Language Development 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.

DIVERSITY AND CHARACTERISTICS OF ENGLISH LEARNERS

Students who are English Learners (ELs) come to California schools from all over the world, and many were born in the United States. Schools and districts are responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make progress in their English Language Development (ELD) program.

Definition: An English Learner means a student who is age 4-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An EL may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801, AR 6174)

Age: It is important to note that ELs learn the English Language at different stages of their cognitive development. English learners entering the U.S. in the Kindergarten, for example, will benefit from participating in the same instructional activities in literacy as their non-EL peers, along with additional differentiated support based on student needs. All ELs should have full access to the same high quality, intellectually challenging, and content rich instruction and materials as their non-EL peers, along with effective levels of scaffolding to ensure success.

Primary language and literacy background: English learners have varying levels of knowledge, skills, and abilities in primary language and literacy. Older ELs may also have considerable content knowledge in core disciplines, such as science or math. Many ELs continue to develop primary language and literacy in both formal bilingual programs or less formally at home. English learners can draw upon their primary language and literacy skills and knowledge and also the content knowledge they have developed in their primary language to inform their English language learning and content knowledge development. Rather than leaving this cross linguistic transfer up to chance, teachers should approach transfer intentionally and strategically. Other ELs may have very limited schooling backgrounds and may have gaps in literacy skills (e.g., decoding, comprehension) and so will require substantial support in particular aspects of literacy instruction. Even with strong primary language foundations, however, some EL adolescents may struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade level content area expectations.

Time in the U.S.: Many ELs were born in the U.S. or began their US schooling in kindergarten. English learners who were born in the U.S. or who have been in U.S. schools for a number of years are fluent in conversational, or everyday English (although there may be gaps in some ELs' knowledge of everyday English), and need to develop academic English. Other ELs enter U.S. schools with limited exposure to American culture or to English. Newcomer EL students, students who have been in U.S. schools for less than one year, are provided specialized support to ensure their development of English, as well as their social integration into their schools. Especially important to note is that students with strong backgrounds in formal schooling, those who may be performing at grade level in their primary language but who are new to English, will require different specialized instruction than students with less formal schooling.

Progress in ELD: Regardless of their age, primary language and literacy backgrounds, and time in U.S. schools, all ELs should make steady progress in developing English, particularly the types of academic English needed for school success. However, many ELs may have not received the educational support from schooling that they need to continually progress in developing English and for succeeding in academic subjects. These students have been identified as long-term English learners (LTELs) because they have been schooled in the U.S. for six or more years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status.

Long-term English Learners: California Education Code (EC) section 313.1. (a)(b) defines a long-term English learner as "an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test. In addition, the same California Education Code section 313.1(a)(2) identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 3 to 12, in schools in the United States for 4-5 years, has scored intermediate level or below on ELD test, and in grades 3-9, who score below basic or far below basic on the State mandated ELA assessment.

2014 CALIFORNIA ELA/ELD FRAMEWORK

The purpose of the ELA/ELD Framework is to provide instructional guidance and lesson ideas for TK-12 teachers. It also guides curriculum development, program design, school leadership, and professional development. The ELA/ELD Framework integrates these two sets of standards and discusses them in terms of the five key themes listed below (ELA/ELD Framework, Ch. 2, p. 4).

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational
- Skills

In September of 2017, the State Board of Education adopted new ELD Standards, as well as, a new English Language Proficiency test. This new test called, English Language Proficiency Assessments for California (ELPAC) replaced the previous assessment called CELDT.

2014 CALIFORNIA ELD PROFICIENCY LEVEL DESCRIPTORS

The Proficiency Level Descriptors provide an overview of stages of ELD. ELs are expected to progress through these stages as they gain increasing proficiency in English as a new language. The descriptors describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at each of the three proficiency levels: **Emerging**, **Expanding**, and **Bridging**. These descriptors are intended to be used as a guide to provide ELs with targeted instruction in English as well as differentiated instruction in academic content areas. However, ELs at all levels of English language proficiency must fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

EMERGING: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

EXPANDING: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

BRIDGING: Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

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 EC 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. 1981 Pursuant to EC Section 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 section 3*
- 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 section (a))*
- Instructional aides who are assisting classroom teachers have educational qualifications appropriated to their assigned responsibilities. *(EC 45344 section (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
- Home Language Survey
- English Language Proficiency Assessment
- Diagnostic Assessment
- Redesignation
- Curriculum Mastery Checklist (Teacher Input)

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 Initial ELPAC to any pupil with a primary language other than English, and has never taken the initial ELPAC before.
5. Any TK-12 EL student who scores lower expanding (level 2) or Emerging shall be considered as an EL.
6. Any TK-12 EL student who scores Upper Bridging (level 4) shall be considered for reclassification.

INITIAL IDENTIFICATION PROCEDURES

Primary Function	Instrument	Target Group	Responsibility	Time Line
To determine a primary language other than English	Home Language Survey	All TK-12 pupils	Registration Personnel	Within 30 school days of enrollment
To determine level of English language proficiency (reading, writing, listening and speaking)	ELPAC	TK-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	TK-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	TK-12 students initially identified as FEP on the initial ELPAC or RFEP	Classroom Teacher and ELD Teacher	Evaluation made within 6 months of identification-- Follow-up evaluation at end of year

HOME LANGUAGE SURVEY (HLS)

California Education Code, Section 52164.1 (a) contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. A Home Language Survey (HLS) must be completed by a parent or legal guardian upon initial registration of TK-12 students. New students enrolling in California schools for the first time may include, but are not limited to, migrant, immigrant, out of state transfers, special education, alternative education, transitional kindergarten (TK), and kindergarten students.

The HLS consists of the following four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently 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)

See HLS in English and Spanish in Appendices.

All four questions must be answered and the HLS form must be signed by parent/guardian. The document becomes a permanent part of the student's cumulative record (CUM) and documented permanently in the student data systems Aeries and CALPADS.

- If the parent indicates “English” in questions #1-3 and any language in question #4, the student is considered English Only (EO) and placed in the district's general program. (For question #4, the language spoken most often by the adults at home does not determine the native language proficiency of the student.)
- If the parent indicates one response other than English on questions #1-3, mark “TBD”. The student is designated as having a primary language other than English and the assessment process begins. A copy of the initial HLS shall be provided to the EL Site Contact. The HLS is placed in the student's CUM folder. The assessment process must take place within 30 calendar days of enrollment. EL Site Contact will update student's language classification (TBD-IFEP or EL). They will also add language test dates and results in Aeries. Student will be placed in the appropriate educational program based on the results of initial language.

Once home language determination is made, it does not need to be re-determined unless the results are disputed by the parent or guardian. If the HLS is completed in error, the parent/guardian may make a request to change it. However, once the student is assessed with the ELPAC and identified as an English Learner, changing the HLS will not change the student's identification. A student's English learner status will change only when reclassification criteria are met. Parents cannot "opt out" of the ELPAC because English language proficiency assessment is both a federal and State requirement (EC section 313).

Student Name _____

DOB _____ Student ID # _____

School _____

Grade _____ Date _____



Willows Unified School District Home Language Survey-English

The California Education Code 52164.1 (a) requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

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

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently 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)

State of California
Department of Education

Signature of Parent or Guardian/Date

INITIAL IDENTIFICATION-FOR SCHOOL USE ONLY

1 ___ English Only	Primary Language Assessment Date: _____
Initial ELPAC Assessment Date: _____ Score: _____ Language Classification: 2 ___ IFEP 3 ___ EL 4 ___ RFEP Date _____ _____	District Language Assessment Score: _____

Nombre de Estudiante _____

Fecha de Nacimiento _____ # de estudiante _____

Escuela _____

Grado _____ Fecha _____



Willows Unified School District Encuesta sobre el idioma del hogar-Español

El Código de Educación de California 52164.1 (a) requiere que las escuelas determinen e; idioma 9s0 hablando en casa por cada estudiantes. Esta información es esencial para que las escuelas proporcionen instrucción significativa a todos los estudiantes. Como padres o tutores, se solicita su cooperación para cumplir con el requisito legal. Responda a cada una de las cuatro preguntas que se enumeran a continuación con la mayor precisión con la mayor precisión posible. Para cada pregunta, escriba el nombre del idioma que se aplica en el espacio provisto. **Por favor, no deje ninguna pregunta sin respuestas.**

1. ¿Qué idioma aprendió su hijo cuando comenzó a hablar? _____
2. ¿Cuál idioma habla su hijo con más frecuencia en casa? _____
3. ¿Cuál idioma usa usted (con más frecuencia los padres o tutores) cuando habla con su hijo? _____
4. ¿Qué idioma se habla más a menudo por los adultos en el hogar? _____
(Padres, tutores, abuelos o cualquier otro adulto)

Estado de California
Departamento de Educación

Firma del padre o tutor/ Fecha

IDENTIFICACIÓN INICIAL - SÓLO PARA USO ESCOLAR	
<p>1__ English Only</p> <hr/> <p>Initial ELPAC Assessment</p> <p>Date: _____</p> <p>Score: _____</p> <p>Language Classification:</p> <p>2__ IFEP (Initially Fluent Proficiency)</p> <p>3__ EL (English Learner)</p> <p>4__ RFEP (Reclassified) Date: _____</p>	<p>Primary Language Assessment</p> <p>Date: _____</p> <p>District Language Assessment Score: _____</p>

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

ELD Personnel (Aides, ELD teacher)	<ul style="list-style-type: none"> ● Ensures that initial assessments are completed within 30 calendar days of student enrollment & annual assessments are administered during ELPAC window
Director of State & Federal Programs	<ul style="list-style-type: none"> ● Attends trainings for ELPAC administration & signs affidavit ● Organizes & ensures security of test materials ● Oversees test administration ● Responsible for security & assessment procedures across district ● Provides timely updates & test results to all stakeholders
ELD Teacher or ELPAC Site Coordinator	<ul style="list-style-type: none"> ● Provides training, materials, technical assistance, support, and data collection

PROCEDURES FOR INITIAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

1. If Home Language Survey (HLS) indicates a primary language other than English (Questions 1-3), student will be assessed using the English Learner Proficiency Assessment of California (ELPAC)
2. Authorized and trained staff will administer the ELPAC within 30 calendar days of the student's enrollment.
3. Local Scoring Tool (LST) data will be used until official ELPAC result are available to determine the following designations:
 - a. Initial Fluent English Proficient (IFEP): A student is considered Initially Fluent English Proficient when he or she has met the ELPAC criterion on the initial ELPAC test. Refer to page 14. Once determined, IFEP students require no further ELPAC testing and are placed in the school's general program.
 - b. English Learner (EL): Students who score To Be Determined (TBD) are offered EL services and must be reassessed annually using the ELPAC until they meet reclassification requirements.

DIAGNOSTIC ASSESSMENT PROCESS

IPT (IDEA Language Proficiency Tests) will be used to determine primary language proficiency as needed by the discretionary of the teacher.

REDESIGNATION PROCESS

1. Administer SOLOM (K-12) to any pupil recommended for redesignation.
2. Conduct redesignation review.
 - a) ELPAC (TK-12) – English Language Proficiency
3. Pupils who are redesignated will be assigned ongoing support activities (English or Primary Language) to sustain academic achievement, as needed.
4. An English Language Learners Appraisal Team* will review students' progress and make program recommendations by also looking at a writing sample of the student.
5. Pupils who are not redesignated will continue in the English Language Development Program.

*Recommended composition of Appraisal Team: Classroom teacher, ELD teacher, Principal, Resource Teacher and parents (will receive a parent notification letter).

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) <ul style="list-style-type: none"> • Passing Score of 18/25 	All EL pupils considered for redesignation in grades TK-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)	ELPAC <ul style="list-style-type: none"> • Level 4 (Upper Bridging) 	All EL pupils considered for redesignation in grades TK-12	ELD Teacher Other Personnel	When student is considered for redesignation
To determine level of English language proficiency (writing)	Writing Sample or Curriculum Mastery Checklist (Teacher Input)	All EL pupils considered for redesignation in grades TK-12	Classroom Teacher ELD Teacher	When student is considered for redesignation
To notify parents of pending redesignation and to invite them to redesignation meeting	Parent Notification Letter	All EL pupils considered for redesignation in grades TK-12	ELD Teacher	When student is considered for redesignation
To follow up on educational success of redesignated pupils	Conference group (Appraisal Team)	All redesignated TK-12 pupils	English Language Learners Appraisal Team Classroom Teacher ELD Teacher Site Administrator	Within 6 months of redesignation and yearly thereafter.
Redesignate Immediately	CAASPP Scores ELA and Math (Standards met and Standards Exceeded)	All redesignated TK-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:** An Appraisal Team (AT) 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 or site coordinator 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 or EL site coordinator.
 - b)** Fill out the SOLOM and Curriculum Mastery Checklist (Teacher Input)
 - c)** Complete redesignation form by recording:
 - 1. scores from SOLOM
 - 2. scores from Curriculum Mastery Checklist
 - 3. 70% in ELA and Math class
 - 4. scores from most recent ELPAC
 - 5. Writing Sample
 - 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 –	ELPAC	Overall score of Level 4 (Upper Bridging)	
Oral English – Teacher Judgment	SOLOM	Comprehension - 4 Fluency - 4 Vocabulary - 4 Pronunciation - 3 Grammar - 4	
Curriculum Mastery/Objective Assessment	Grade	Performance Level Basic or above (at least 70%)	ELA Math
Written English – Teacher judgment	Writing Sample	Comparable to average EO	Writing
Curriculum Mastery – Teacher Input	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 _____

title _____

name _____

title _____

Follow-up

Satisfactory

Unsatisfactory

Signature

30 days _____

6 mon. _____

2 years _____

CURRICULUM MASTERY CHECKLIST (Teacher Input)

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

- ELD Program
- Program Objectives
- Proficiency Level Descriptors
- 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

English Language Designated/Integrated Classroom

Qualified teachers work to provide daily designated/integrated ELD instructions designed to support students learning English. Teachers and primary language aides, as appropriate, assist the student in learning English and accessing the core curriculum. Teachers are well trained and use multiple instructional approaches to achieve the objective of all students meeting state standards.

Materials used for English Language Development are *Benchmark Advanced* for K-5, Houghton Mifflin Harcourt *Collections* for 6th grade, McGraw Hill *Study Sync* for 7th and 8th grade, and Pearson Longman *Keystone* for high school. Additional resource materials are available at each site to support the adopted materials.

According to the ELA/ELD Framework, "ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence." (Ch. 2, p. 97)

INTEGRATED ELD

The ELA/ELD Framework "uses the term integrated ELD to refer to ELD throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/ELD Literacy and other content standards to support their ELs' linguistic and academic progress. The goal section of each set of grade level and grade span CA ELA/ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English." (Ch. 2, p. 81)

DESIGNATED ELD

"Designated ELD is protected time during the regular school day when teachers use the CA ELA/ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas." (CA ELA/ELD Framework, Ch.2, p. 91)

PROGRAM OBJECTIVES FOR ENGLISH LEARNERS (TK-12)

- All ELs will receive English Language Development in Reading, Writing, Listening and Speaking
- When appropriate, ELs 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.

ELPAC Performance Level Descriptors

Progress Expectations Minimum Progress Expectations for ELs Years in Program

	English Learner			Consideration for Reclassification		
	1	2	3	4	5	6
Years in Program	1	2	3	4	5	6
ELPAC Overall Level	1	2	2	3	3	4
	Lower	Upper	Lower	Upper	Lower	Upper
ELD Standards Based Assessments	Enter Emerging	Exit Emerging	Enter Expanding	Exit Expanding	Enter Bridging	Exit Bridging

ELs are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development. WUSD uses the ELPAC and if the student scores Bridging or upper expanding
2. Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery
3. Parent/guardian opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.
 1. Curriculum Mastery, SOLOM (18 or higher), writing sample
 2. Parent opinion
 3. Report card grade of “C” or better in ELA/ELD;
 - OR • GPA of 2.0 or better;
 - OR • Teacher attestation that incurred deficits are due to factors unrelated to English language proficiency.

ELPAC Levels and ELD Standards Proficiency Levels

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging - Requires substantial linguistic support	Expanding - Requires moderate linguistic support	Bridging - Requires light linguistic support	

Reclassification

ELs are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California *EC* and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development. WUSD uses the ELPAC and if the student scores Bridging or upper expanding
2. Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery
3. Parent/guardian opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Willows Unified School District (reclassification) criteria are listed below.

Required Criteria (<i>EC</i> Section 313[f])	Willows Unified School District Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Writing Sample or Curriculum Mastery Checklist (Teacher Input)
Parental Opinion and Consultation	Parent Notification Letter After having reviewed the data and received an appropriate explanation, and participated in discussion, the parent signs the reclassification form
Comparison of Performance in Basic Skills	Student Oral Language Observation Matrix in English (SOLOM); Passing Score of 18/25

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 ELs 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 ELs 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 ELs.

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. 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 ELs 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 ELs 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 ELs.

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 DELAC 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 DELAC members. 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 when selecting 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 EL community and the U.S. mainstream community.
3. Linguistic, economic, political, and educational aspirations of the EL 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 ELs.
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 EL parents.
8. Primary language literacy resources in the community; e.g., library, community language schools, organizations, biliterate adults, etc.

Instructional Treatment Factors

1. Primary language instruction and assessment with appropriate and varied materials in the more abstract literacy-related, cognitively demanding, language-dependent areas of the curriculum.
2. Sheltered English instruction for intermediate and advanced ELs 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.
3. Preview of language needed in upcoming lessons provided in the ELD and/or primary language development program.

4. 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.
5. Focus on the contributions and influences of other cultures on the U.S. government, culture and society.
6. Delivery of a primary oral language curriculum which is parallel and simultaneous with instruction in English language development for the non-native speaker.
7. Synthetic (phonics, decoding only) and analytic (reading for meaning, language experience) approaches to reading.
8. 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 for 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 TK-12

Language Acquisition/Academic Learning:	The subconscious process of acquiring a language for communicative purposes and its relationship to cognitive academic learning.
English Language Development:	The program for ELs 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 ELs.
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 ELs 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 ELs:	Those instructional procedures and responsibilities for teachers of ELs 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 ELs transitioning into English reading and language arts.

SECTION V

STAFF RECRUITMENT

- Process
- Policy

Recruitment and Selection – BP 4111

The Board of Education is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 4000 - Concepts and Roles)

(cf. 4100 - Certificated Personnel)

(cf. 4200 - Classified Personnel)

(cf. 4300 - Administrative and Supervisory Personnel)

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

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

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she shall also disseminate job announcements to ensure a wide range of candidates.

The district's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position.

(cf. 4112.61/4212.61/4312.61 - Employment References)

The Superintendent or designee may establish an interview committee to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law.

(cf. 2230 - Representative and Deliberative Groups)

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

The Superintendent or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. He/she shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses

voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which he/she is applying. (Labor Code 432.3)

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.

(cf. 4112 - Appointment and Conditions of Employment)

(cf. 4112.2 - Certification)

(cf. 4112.22 - Staff Teaching English Learners)

(cf. 4112.23 - Special Education Staff)

(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

(cf. 4212 - Appointment and Conditions of Employment)

(cf. 4312.1 - Contracts)

Incentives

With Board approval and in accordance with district needs, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

35035 Responsibilities of superintendent

44066 Limitations on certification requirement

44259 Teaching credential; exception; designated subjects; minimum requirements

44750 Teacher recruitment resource center

44830-44831 Employment of certificated persons

44858 Age or marital status in certificated positions

44859 Prohibition against certain rules and regulations re: residency

45103-45139 Employment (classified employees)

49406 Examination for tuberculosis

GOVERNMENT CODE

815.2 Liability of public entities and public employees

6250-6276.48 Public Records Act

12900-12996 Fair Employment and Housing Act, including:

12940-12957 Discrimination prohibited; unlawful practices

HEALTH AND SAFETY CODE

53570-53574 Teacher Housing Act of 2016

LABOR CODE

432.3 Salary information

UNITED STATES CODE, TITLE 5

552 Freedom of Information Act

UNITED STATES CODE, TITLE 8

1324a Unlawful employment of aliens

1324b Unfair immigration related employment practices

UNITED STATES CODE, TITLE 20

1681-1688 Title IX prohibition against discrimination

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

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS

C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1

Management Resources:

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION PUBLICATIONS

Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017

WEB SITES

California County Superintendents Educational Services Association: <http://ccsesa.org/recruit>

California Department of Education: <https://www.cde.ca.gov>

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Education Job Opportunities Information Network: <http://www.edjoin.org>

Teach USA: <https://culturalvistas.org/programs/us/teach-usa>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Policy WILLOWS UNIFIED SCHOOL DISTRICT

adopted: June 21, 2018 Willows, California

SECTION VI

APPENDICES

- Home Language Survey
- Initial Letter for Initial Testing
- Summative Letters for Summative Testing
- Initial and Annual Letters
- Redesignation Referral
- Redesignation Follow-up form
- English Learners Not Placed in ELD Form
- SOLOM
- Parent Notification of Reclassification
- ELD Profile Sheets
- Glossary of Terms
- CCSS Writing Standards

Student Name _____

DOB _____ Student ID # _____

School _____

Grade _____ Date _____



Willows Unified School District Home Language Survey-English

The California Education Code 52164.1 (a) requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

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

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently 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)

State of California
Department of Education

Signature of Parent or Guardian/Date

INITIAL IDENTIFICATION-FOR SCHOOL USE ONLY

1 ___ English Only	Primary Language Assessment Date: _____ District Language Assessment Score: _____
Initial ELPAC Assessment Date: _____ Score: _____ Language Classification: 2 ___ IFEP 3 ___ EL 4 ___ RFEP Date _____ _____	

Nombre de Estudiante _____

Fecha de Nacimiento _____ # de estudiante _____

Escuela _____

Grado _____ Fecha _____



Willows Unified School District Encuesta sobre el idioma del hogar-Español

El Código de Educación de California 52164.1 (a) requiere que las escuelas determinen e; idioma 9s0 hablando en casa por cada estudiantes. Esta información es esencial para que las escuelas proporcionen instrucción significativa a todos los estudiantes. Como padres o tutores, se solicita su cooperación para cumplir con el requisito legal. Responda a cada una de las cuatro preguntas que se enumeran a continuación con la mayor precisión con la mayor precisión posible. Para cada pregunta, escriba el nombre del idioma que se aplica en el espacio provisto. **Por favor, no deje ninguna pregunta sin respuestas.**

1. ¿Qué idioma aprendió su hijo cuando comenzó a hablar? _____
2. ¿Cuál idioma habla su hijo con más frecuencia en casa? _____
3. ¿Cuál idioma usa usted (con más frecuencia los padres o tutores) cuando habla con su hijo? _____
4. ¿Qué idioma se habla más a menudo por los adultos en el hogar? _____
(Padres, tutores, abuelos o cualquier otro adulto)

Estado de California
Departamento de Educación

Firma del padre o tutor/ Fecha

IDENTIFICACIÓN INICIAL - SÓLO PARA USO ESCOLAR

1__ English Only	Primary Language Assessment
Initial ELPAC Assessment	Date: _____
Date: _____	District Language Assessment Score: _____
Score: _____	
Language Classification:	
2__ IFEP (Initially Fluent Proficiency)	
3__ EL (English Learner)	
4__ RFEP (Reclassified) Date: _____	



English Language Proficiency Assessments for California
Initial ELPAC 2019-2020
Parent and Guardian Notification

Dear Parent/Guardian:

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

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

Based on the home language survey results, **your child will be assessed with the Initial ELPAC.**

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

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

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

You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact:

- Murdock Elementary (530) 934-6640
- Willows Intermediate (530) 934-6633
- Willows High School (530) 934-6611
- Willows Community High School (530) 934-6605

Sincerely,

Mort Geivett, Ed.D
Superintendent

California Department of Education

June 2019



English Language Proficiency Assessments for California

Inicial ELPAC 2019-2020

Notificación de carta a los padres

Estimado padre, madre o tutor:

Cuando inscribió a su hijo en la escuela, usted indicó que el idioma nativo o lengua materna de su hijo no es inglés. En las escuelas públicas de California, todos los estudiantes que ingresan en la escuela por primera vez serán evaluados con la Prueba de Suficiencia en el Idioma Inglés Inicial de California (*Initial English Language Proficiency Assessments for California*), o "ELPAC inicial", si su lengua materna no es inglés.

La ELPAC inicial es la prueba utilizada para determinar si un estudiante está aprendiendo inglés o es proficiente en inglés. Esta prueba obligatoria ayudará a identificar a los estudiantes que necesitan ayuda para aprender inglés. Esto es importante para poder brindarles la ayuda necesaria para que se desempeñen bien en todas las materias escolares.

Dados los resultados de la encuesta de lengua materna, **su hijo será evaluado con la ELPAC inicial.**

Usted es una parte importante de la educación de su hijo. Para ayudar a su hijo a prepararse para esta prueba, puede:

- Leerle a su hijo o hacer que su hijo le lea a usted en forma periódica.
- Usar dibujos y pedirle a su hijo que le diga lo que ve en o lo que está ocurriendo en cada dibujo.
- Dar a su hijo oportunidades de usar el idioma fuera de la escuela.
- Hablar con el maestro de su hijo sobre sus destrezas de comprensión auditiva, expresión oral, lectura y escritura, para poder ayudar a su progreso.

Para obtener más información sobre las ELPAC, visite la página web de las "Guías de padres para comprender" (*Parent Guides to Understanding*) del Departamento de Educación de California:

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

También puede ver preguntas de muestra en las pruebas de práctica, que se encuentran en el sitio web de las ELPAC:

<https://www.elpac.org/resources/practicetests/>.

Si tiene alguna pregunta sobre las pruebas ELPAC que va a tomar su hijo, comuníquese con:

- Murdock Elementary (530) 934-6640
- Willows Intermediate (530) 934-6633
- Willows High School (530) 934-6611
- Willows Community High School (530) 934-6605

Atentamente,

Mort Geivett, Ed.D
Superintendente

California Department of Education

June 2019



**English Language Proficiency Assessments for California (ELPAC)
Summative ELPAC, 2019-2020
Parent and Guardian Notification Letter**

Dear Parent/Guardian:

Identifying students who need help learning English is important so they can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The Summative English Language Proficiency Assessments for California, or “Summative ELPAC,” is the test used to measure how well students understand English when it is not the language they speak at home. Information from the ELPAC tells your child’s teacher about the areas in which your child needs extra support.

This spring, your child will take the Summative ELPAC.

Students in kindergarten through grade twelve who are classified as English learners will take the Summative ELPAC every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing.

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

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

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

You also can look at sample test questions on the practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact:

- Murdock Elementary (530) 934-6640
- Willows Intermediate (530) 934-6633
- Willows High School (530) 934-6611
- Willows Community High School (530) 934-6605

Sincerely,

Mort Geivett, Ed.D
Superintendent



**English Language Proficiency Assessments for California (ELPAC)
Sumativo ELPAC 2019-2020
Notificación de carta a los padres**

Estimado Padre/Tutor:

Identificar a los estudiantes que necesitan ayuda para aprender inglés es importante para que puedan obtener el apoyo que necesitan para desempeñarse bien en las artes del lenguaje inglés y la lectoescritura, las matemáticas, las ciencias y otras materias en la escuela. Los Exámenes del Dominio del Idioma Inglés para California (ELPAC, por sus siglas en inglés) o “ELPAC Sumativos” son los exámenes que se usan para medir qué tan bien los estudiantes entienden el inglés cuando este no es el idioma que hablan en casa. La información de los ELPAC le comunica al maestro acerca de las áreas en las que su hijo necesita apoyo adicional.

Esta primavera, su hijo tomará los ELPAC Sumativos.

Los estudiantes del kindergarten al duodécimo grado que están clasificados como estudiantes de inglés como segundo idioma tomarán los ELPAC Sumativos cada año hasta que sean reclasificados como competentes en el idioma inglés. Los estudiantes son evaluados en cuanto a sus habilidades para escuchar, hablar, leer y escribir. Usted es parte importante de la educación de su hijo. Para ayudar a su hijo a prepararse para el examen, usted puede:

- Leerle a su hijo o hacer que este le lea a usted regularmente.
- Usar imágenes y pedirle a su hijo que le diga lo que ve o lo que está sucediendo en cada imagen.
- Brindarle a su hijo oportunidades para usar el idioma fuera de la escuela.
- Hablar con su maestro acerca de las habilidades de comprensión auditiva, expresión oral, lectura y escritura de su hijo para ayudar a apoyar su progreso.

Para obtener más información sobre los ELPAC, visite la página web de las guías para los padres que el Departamento de Educación de California mantiene en <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

También puede ver preguntas de ejemplo en los exámenes de práctica que puede encontrar en el portal web de los ELPAC en <https://www.elpac.org/resources/practicetests/>.

Si tiene alguna pregunta sobre la participación de su hijo en los ELPAC, póngase en contacto con:

- Murdock Elementary (530) 934-6640
- Willows Intermediate (530) 934-6633
- Willows High School (530) 934-6611
- Willows Community High School (530) 934-6605

Atentamente,

Mort Geivett, Ed.D
Superintendent



**INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements**

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

School:

Date:

State Student ID #:

Date of Birth:

Grade:

Primary Language:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child’s Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	
Oral Language (Listening and Speaking)	
Written Language (Reading and Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an IFEP EL student.
(IFEP- Initially Fluent English proficient EL- English Learner)

Your child is participating in an Individualized Education Program (IEP), which is on file:

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached.
(20 U.S.C Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Willows Unified School District’s exit (reclassification) criteria are listed below.

Required Criteria (<i>EC</i> Section 313[f])	Willows Unified School District Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Writing Sample or Curriculum Mastery Checklist (Teacher Input)
Parental Opinion and Consultation	Parent Notification Letter After having reviewed the data and received an appropriate explanation, and participated in discussion, the parent signs the reclassification form
Comparison of Performance in Basic Skills	Student Oral Language Observation Matrix in English (SOLOM); Passing Score of 18/25

Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is 93.3%.

The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]). We also offer the following language acquisition programs:

- Structured English Immersion Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.
- Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.
- Transitional Bilingual Program:** A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction all in English.
- Developmental Bilingual Program:** Language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.
- Heritage Language Program:** Language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy development and academic instruction. These enable non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact Ellen Hamilton, Willows Unified School District, to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).



NOTIFICACIÓN INICIAL PARA LOS PADRES
Requisitos federales del Título I o Título III y estatales

A los padres/tutores de: Escuela: Fecha:
 #ID Estatal del Estudiante: Fecha de nacimiento: Grado:
 Lengua materna:

Estimados padres o tutores: Cuando inscribió a su hijo en nuestra escuela, indicó un idioma aparte del inglés en la encuesta de la lengua materna. Las leyes estatales y federales nos requieren evaluar el nivel del dominio de inglés de su hijo y notificarle a usted de los resultados. Estamos obligados a informarle de las opciones de programas de adquisición de idiomas disponibles. De estas opciones usted puede escoger la mejor para su hijo (*Código de Educación de California [EC*] Sección 310*). Este aviso también contiene el criterio para salida del programa para aprendices de inglés (20 Código de los Estados Unidos [U.S.C.*] Sección 6312[e][3][A][i],[vi]).

Resultados de la evaluación de idioma
 (20 U.S.C sección 6312[e][3][A][ii])

Ámbitos Compuestos	Pruebas del dominio de inglés de California (ELPAC*) Nivel de rendimiento de ELPAC inicial
General	
Lenguaje Oral (Habilidades de comprensión y expresión oral)	
Lenguaje Escrito (Lectura y escritura)	

Basado en los resultados de la evaluación del dominio de inglés, su hijo es identificado como Estudiante de IFEP EL.
 IFEP- Inicialmente fluido en inglés EL- Aprendiz de inglés)

Existe un Programa de Educación Individualizado (IEP*) en el cual su hijo está participando:
 Se adjunta una descripción de cómo el programa asignado a su hijo cumplirá con los objetivos del IEP.
 (20 U.S.C. Sección 6312[e][3][A][vii]).

Criterios para la reclasificación (la salida del programa para aprendices de inglés)
 (20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de idiomas es que los aprendices de inglés logren dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. El criterio para la reclasificación en *[insert LEA name]* es el siguiente.

Criterio general (EC Sección 313[f])	Criterio de Willows Unified School District
Evaluación del dominio de inglés	Rendimiento general del 4º nivel en el ELPAC
Evaluación del maestro	Muestra de Escritura o Lista de Verificación de Dominio del Currículo (Entrada del maestro)
Consulta y opinión de los padres	Carta de notificación para padres Después de haber revisado los datos y recibido una explicación apropiada, y participado en la discusión, el padre firma el formulario de reclasificación

Tasa de graduación escolar para los aprendices de inglés

(20 U.S.C. Sección 6312[e][3][A][vi])

La anticipada tasa de graduación para estudiantes en este programa es 93.3%.

Se muestra la tasa de graduación en el reporte (*Graduation Rate*) disponible en la página web (*DataQuest*) en <http://dq.cde.ca.gov/dataquest/> mantenido por el Departamento de Educación de California.

Escoger un programa de adquisición de idiomas

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo (*EC* Sección 310). Los programas de adquisición de idiomas son programas educativos diseñados para asegurar que la adquisición de inglés sea tan rápida y eficazmente como sea posible. Éstos proporcionan instrucción para aprendices de inglés basados en las normas de la disciplina académica adoptadas por el estado, incluso las normas del desarrollo de inglés (ELD*) (20 U.S.C. Sección 6312[e][3][A][iii],[v]; *EC* Sección 306[c]).

Programas de adquisición de idiomas ofrecidos

Estamos obligados a ofrecer, al mínimo, la opción del programa de **Inmersión Estructurada en Inglés (SEI*)** (*EC* Sección 305[a][2]). También ofrecemos el/los siguiente(s) programa(s) de adquisición de idiomas:

- Programa de Inmersión Estructurada en Inglés:** Un programa de adquisición de idiomas para aprendices de inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes reciben ELD designado y acceso a la disciplina académica apropiada para su nivel de grado usando instrucción de ELD integrado.
- Programa de Inmersión Dual (DLI*):** También conocido como **Doble Inmersión**. Un programa de adquisición de idiomas que proporciona el aprendizaje y la instrucción académica para hablantes nativos de inglés y hablantes nativos de otro idioma, con los objetivos de un alto logro académico, dominio del primer y segundo idioma, y comprensión intercultural. Se inicia este programa típicamente en kindergarten transicional o kindergarten (TK/K*) y continúa hasta el sexto grado.
- Programa Bilingüe de Transición:** Un programa de adquisición de idiomas para aprendices de inglés que proporciona instrucción en inglés y el idioma materno del estudiante para la alfabetización y la instrucción académica, permitiendo que aprendices de inglés logren el dominio de inglés y el cumplimiento de las metas de logro académico adoptadas por el estado. Este programa inicia en TK/K y continúa hasta el tercer grado, momento en que los estudiantes hacen la transición a una instrucción completamente en inglés. Siguen recibiendo instrucción de ELD designado e integrado hasta reclasificar.
- Programa Formativo Bilingüe:** Programa de adquisición de idiomas para aprendices de inglés que proporciona instrucción en inglés y el idioma materno del estudiante para la alfabetización y la instrucción académica, permitiendo que aprendices de inglés logren el dominio del idioma y el cumplimiento de las metas de logro académico del estado. Este programa comienza en TK/K y continúa con el objetivo de la alfabetización en dos idiomas para el sexto grado.
- Programa de Idiomas de Herencia:** Programa de adquisición de idiomas para aprendices de inglés que proporciona instrucción en inglés y el idioma materno del estudiante para la alfabetización y la instrucción académica, permitiendo que los estudiantes que no hablan inglés o los estudiantes con habilidades de lectoescritura deficientes en su idioma materno logren el dominio del idioma y el cumplimiento de las metas de logro académico. Este programa está diseñado para los grados del sexto al octavo y del noveno al duodécimo.

Los padres o tutores pueden solicitar el mejor programa de adquisición de idiomas para su hijo. Se requiere que la escuela responda cuando 30 o más padres o tutores de alumnos, o 20 o más padres o tutores de alumnos en cualquier grado soliciten un programa de adquisición de idiomas. Si es posible, se ofrecerá un programa de adquisición de idiomas (20 U.S.C. Sección 6312[e][3][A][viii][III]; *EC* Sección 310[a]).

Los padres o tutores pueden aportar información acerca de los programas de adquisición de idiomas durante la elaboración del Plan de rendición de cuentas con control local (*EC* Sección 52062). Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con Ellen Hamilton, de Willows Unified School District para preguntar acerca del proceso.

Aunque las escuelas tienen la obligación de servir a todos los aprendices de inglés, los padres o tutores de aprendices de inglés tienen derecho de rechazar u optar que su hijo no participe en un programa o en algún servicio específico para aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos no participarán en un programa o servicio específico para aprendices de inglés, los estudiantes mantienen su clasificación como aprendiz de inglés y la escuela sigue obligado a tomar pasos afirmativas requeridos por el Título VI de la Ley de Derechos Civiles de 1964 a tomar acciones apropiadas requeridas por la Ley de Igualdad de Oportunidad Educativa de 1974 para proveer acceso a programas educativas para aprendices de inglés (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii]).



**Annual Parent Notification Letter
Federal Title I or Title III and State Requirements**

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

School:

Date of Birth:

Date:

Grade:

State Student ID #:

Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code (EC)* Section 310). This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C. Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall		
Oral Language		
Written Language		

Domain	ELPAC Performance Level
Listening	
Speaking	
Reading	
Writing	

Your child is participating in an Individualized Education Program (IEP), which is on file:

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached (20 U.S.C. Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Willows Unified School District (reclassification) criteria are listed below.

Required Criteria (<i>EC</i> Section 313[f])	Willows Unified School District Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Writing Sample or Curriculum Mastery Checklist (Teacher Input)
Parental Opinion and Consultation	Parent Notification Letter After having reviewed the data and received an appropriate explanation, and participated in discussion, the parent signs the reclassification form
Comparison of Performance in Basic Skills	Student Oral Language Observation Matrix in English (SOLOM); Passing Score of 18/25

Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts		Met or Exceeded the Standard
Mathematics		Met or Exceeded the Standard

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is 93.3%. Local educational agency (LEA) graduation rates are displayed on the Graduate Data report, which is available on the California Department of Education DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at a minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]). We also offer the following language acquisition programs:

- Structured English Immersion Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.
- Dual-Language Immersion (DLI) Program:** A language acquisition program also referred to as **Two-Way Immersion** that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.
- Transitional Bilingual Program:** A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, thus enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction solely in English.
- Developmental Bilingual Program:** A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, thus enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.
- Heritage Language Program:** A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction. These enable non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact Ellen Hamilton, at Willows Unified School District, to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).



NOTIFICACIÓN ANUAL PARA LOS PADRES
Requisitos federales del Título I o Título III y del estado

A los padres/tutores de:

Escuela:

Fecha de nacimiento:

Fecha:

Grado:

#ID Estatal del Estudiante:

Lengua materna:

Estimados padres o tutores: Su hijo sigue clasificado como aprendiz de inglés. Cada año, estamos obligados a evaluar el nivel del dominio de inglés de su hijo y notificarle a usted de los resultados. Estamos obligados a informarle de las opciones de programas de adquisición de idiomas disponibles. De estas opciones usted puede escoger la mejor para su hijo (*Código de Educación de California [EC*] Sección 310*). Este aviso también contiene el criterio para la salida del programa para aprendices de inglés (20 Código de los Estados Unidos [U.S.C.*] Sección 6312[e][3][A][i],[vi]).

Resultados de la evaluación del idioma
 (20 U.S.C. Sección 6312[e][3][A][ii])

Ámbitos Compuestos	Pruebas del dominio de inglés de California (ELPAC*) Puntuación escalada	ELPAC Nivel de rendimiento
General		
Lenguaje Oral (Habilidades de comprensión y expresión oral)		
Lenguaje Escrito (Lectura y escritura)		

Ámbito	Nivel de rendimiento
Comprensión auditiva	
Expresión oral	
Lectura	
Escritura	

Existe un Programa de Educación Individualizado (IEP*) en el cual su hijo está participando:

Se adjunta una descripción de cómo el programa asignado a su hijo cumplirá con los objetivos del IEP (20 U.S.C. Sección 6312[e][3][A][vii]).

Criterios para la reclasificación (la salida del programa para aprendices de inglés)
(20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de idiomas es que los aprendices de inglés logren dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. El criterio para la reclasificación en *de Willows Unified School District* es el siguiente.

Criterio general (EC Sección 313[f])	Criterio de Willows Unified School District
Evaluación del dominio del inglés	Rendimiento general del 4 ^o nivel en el ELPAC
Evaluación del maestro	Muestra de Escritura o Lista de Verificación de Dominio del Currículo (Entrada del maestro)
Consulta y opinión de los padres	Carta de notificación para padres Después de haber revisado los datos y recibido una explicación apropiada, y participado en la discusión, el padre firma el formulario de reclasificación
Comparación del desempeño en habilidades básicas	Matriz de observación del lenguaje oral del estudiante en inglés (SOLOM); Puntaje de aprobación de 18/25

Resultados de los logros académico
(20 U.S.C. Sección 6312[e][3][A][ii])

Área de habilidad	Evaluación <i>Smarter Balanced Assessment Consortium</i> (SBAC)* o medidas locales	Otra medida
Artes del lenguaje inglés		Cumplió o excedió el estándar
Matemáticas		Cumplió o excedió el estándar

Tasa de graduación escolar de aprendices de inglés
(20 U.S.C. Sección 6312[e][3][A][vi])

La anticipada tasa de graduación para estudiantes en este programa es 93.3%. Se muestra la tasa de graduación en el reporte *Graduation Rate* disponible en la página web (*DataQuest*) en <http://dq.cde.ca.gov/dataquest/> mantenido por el Departamento de Educación de California.

Escoger un programa de adquisición de idiomas

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo (EC Sección 310). Los programas de adquisición de idiomas son programas educativos diseñados para asegurar que la adquisición de inglés se logre tan rápida y eficazmente como sea posible. Éstos proporcionan instrucción para aprendices de inglés basados en las normas de la disciplina académica adoptadas por el estado, incluso las normas del desarrollo de inglés (ELD*) (20 U.S.C. Sección 6312[e][3][A][iii],[v]; EC Sección 306[c]).

Programas de adquisición de idiomas ofrecidos

Estamos obligados a ofrecer, al mínimo, la opción del programa de **Inmersión Estructurada en Inglés (SEI*)** (*EC* Sección 305[a][2]). También ofrecemos el/los siguiente(s) programa(s) de adquisición de idiomas:

[Note to LEA: Insert all language acquisition programs offered. Modify the language acquisition program description, according to the program options offered. Remove the language acquisition programs that are not offered.]

Programa de Inmersión Estructurada en Inglés: Un programa de adquisición de idiomas para aprendices de inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes reciben ELD designado y acceso a la disciplina académica apropiada para su nivel de grado usando instrucción de ELD integrado.

Programa de Inmersión Dual (DLI*): También conocido como **Doble Inmersión**. Un programa de adquisición de idiomas que proporciona el aprendizaje y la instrucción académica para hablantes nativos de inglés y hablantes nativos de otro idioma, con los objetivos de un alto logro académico, dominio del primer y segundo idioma, y comprensión intercultural. Se inicia este programa típicamente en kindergarten transicional o kindergarten (TK/K*) y continúa hasta el sexto grado.

Programa Bilingüe de Transición: Un programa de adquisición de idiomas para aprendices de inglés que proporciona instrucción en inglés y el idioma materno del estudiante para la alfabetización y la instrucción académica, permitiendo que aprendices de inglés logren el dominio de inglés y el cumplimiento de las metas de logro académico adoptadas por el estado. Este programa inicia en TK/K y continúa hasta el tercer grado, momento en que los estudiantes hacen la transición a una instrucción completamente en inglés. Siguen recibiendo instrucción de ELD designado e integrado hasta reclasificar.

Programa Formativo Bilingüe: Programa de adquisición de idiomas para aprendices de inglés que proporciona instrucción en inglés y el idioma materno del estudiante para la alfabetización y la instrucción académica, permitiendo que aprendices de inglés logren el dominio del idioma y el cumplimiento de las metas de logro académico del estado. Este programa comienza en TK/K y continúa con el objetivo de la alfabetización en dos idiomas para el sexto grado.

Programa de Idiomas de Herencia: Programa de adquisición de idiomas para aprendices de inglés que proporciona instrucción en inglés y el idioma materno del estudiante para la alfabetización y la instrucción académica, permitiendo que los estudiantes que no hablan inglés o los estudiantes con habilidades de lectoescritura deficientes en su idioma materno logren el dominio del idioma y el cumplimiento de las metas de logro académico. Este programa está diseñado para los grados del sexto al octavo y del noveno al duodécimo.

Los padres o tutores pueden solicitar el mejor programa de adquisición de idiomas para su hijo. Se requiere que la escuela responda cuando 30 o más padres o tutores de alumnos, o 20 o más padres o tutores de alumnos en cualquier grado soliciten un programa de adquisición de idiomas. Si es posible, se ofrecerá un programa de adquisición de idiomas (20 U.S.C. Sección 6312[e][3][A][viii][III]; *EC* Sección 310[a]).

Los padres o tutores pueden aportar información acerca de los programas de adquisición de idiomas durante la elaboración del Plan de rendición de cuentas con control local (*EC* Sección 52062). Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con Ellen Hamilton, de Willows Unified School District, para preguntar acerca del proceso.

Aunque las escuelas tienen la obligación de servir a todos los aprendices de inglés, los padres o tutores de aprendices de inglés tienen derecho de rechazar u optar que su hijo no participe en un programa o en algún servicio específico para aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos no participarán en un programa o servicio específico para aprendices de inglés, los estudiantes mantienen su clasificación como aprendiz de inglés y la escuela sigue obligado a tomar pasos afirmativas requeridos por el Título VI de la Ley de Derechos Civiles de 1964 a tomar acciones apropiadas requeridas por la Ley de Igualdad de Oportunidad Educativa de 1974 para proveer acceso a programas educativas para aprendices de inglés (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii]).

REDESIGNATION REFERRAL

English Language Learners

Student Name _____

Date _____

Teacher(s) _____

Grade _____

SKILL AREA	EVALUATION INSTRUMENT	STANDARD	STUDENT ACHIEVEMENT
Oral English – Objective Assignment –	ELPAC	Overall score of Level 4 (Upper Bridging)	
Oral English – Teacher Judgment	SOLOM	Comprehension - 4 Fluency - 4 Vocabulary - 4 Pronunciation - 3 Grammar - 4	
Curriculum Mastery/Objective Assessment	Grade	Performance Level Basic or above (at least 70%)	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

title

name

title

name

title

Follow-up

Satisfactory

Unsatisfactory

Signature

30 days _____

6 mon. _____

2 years _____

Willows Unified School District
Redesignation Follow-Up TK-12

30 day follow-up 6 month follow-up 2 year follow-up

Student: _____	Grade: _____	RFEF Date: _____
Counselor: _____	Teacher: _____	School Year: _____
Attendance/Behavior		
Number of Absences: _____	Behavior Issues: _____ _____ _____ _____	
Number of Tardies: _____		
Current Academic Performance		
Mathematics	<input type="checkbox"/> <input type="checkbox"/> Student is performing at or above AVERAGE . An Academic Catch Up Plan is not needed at this time. <input type="checkbox"/> Student is performing BELOW AVERAGE . Academic Catch Up Plan is in progress and attached.	
English	<input type="checkbox"/> <input type="checkbox"/> Student is performing at or above AVERAGE . An Academic Catch Up Plan is not needed at this time. <input type="checkbox"/> Student is performing BELOW AVERAGE . Academic Catch Up Plan is in progress and attached.	
Other: _____ (Science, Social Studies, etc.)	Student is performing at or above AVERAGE . An Academic Catch Up Plan is not needed at this time. <input type="checkbox"/> Student is performing BELOW AVERAGE . Academic Catch Up Plan is in progress and attached.	

Teacher: _____ Date: _____

ELD Personnel: _____ Date: _____

At the end of each year, a copy of this completed signed form and any additional related documentation is to be filed in student's Blue Jacket.

Willows Unified School District

English Learners Not Placed in ELD

Follow-Up Grades 6-12

FALL _____

SPRING _____

Student: _____	Grade: _____	Date: _____
Current Academic Performance		
English Class Student is Currently Taking: _____	Reason(s) student is not placed in ELD: _____	
Grade: _____	_____	
Other Comments: _____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
	Most recent ELPAC Overall Score: _____	
	Student is still required to take ELPAC. Student will be monitored every year.	

ELD Personnel: _____ Date: _____

Each year, a copy of this completed signed form and any additional related documentation is to be filed in student's Blue Jacket.

Using the SOLOM to Assess English Proficiency

PURPOSE OF THE SOLOM

The Student Oral Language Observation Matrix (SOLOM) is an informal rating tool used to rate and monitor the oral English proficiency of limited English proficient (LEP) students. An advantage of the SOLOM is that results are available immediately to classroom personnel to assist with instructional decisions. The SOLOM can be used to group and regroup students for instruction and to identify instructional and curricular areas needing more attention. The SOLOM is sometimes used for identifying LEP students' eligibility for entry or exit from English as a second language (ESL) services.

ADMINISTRATION

The classroom teacher can use the SOLOM to rate her ELs after at least three weeks of classroom instruction. She may use the SOLOM to monitor ELs growth in English by re-profiling individual LEP students every semester or trimester. When used for instructional planning, the SOLOM is done by observing a student interact with typical instructional content materials. Having observed the language skill of each student, the teacher selects the SOLOM description which most closely matches the current proficiency of that student in each of the five categories: comprehension, fluency, vocabulary, pronunciation, grammar. When used for eligibility screening, it is best to use one set of materials consistently with all students. The average between the two scores is the most accurate reflection of the LEP student's oral proficiency.

SCORING

The number at the top of each column on the SOLOM determines the point value of each box checked in that column.

1. Write the score for each category.
2. Total the scores for all five categories.
3. Match the total to the developmental stage.

<u>English Developmental Stage</u>	<u>SOLOM Score</u>
Pre Production	0 - 5
Early Production	6 - 10
Speech Emergence	11 - 15
Intermediate Fluency	16 - 20
Advanced Fluency	21 - 25



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 ELPAC (English Language Proficiency Assessments for California)
2. Passing grade in English and Math (70% or better)
3. Passing score on the Student Oral Language Observation Matrix
4. Passing score on the Curriculum Mastery Checklist (Teacher Input)

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



Fecha _____

Estimados Padres:

Su hijo/hija _____
Ha sido elegido para reclassification del programa de principiantes de Ingles. .

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

1. Aprobacion en el Examen ELPAC (English Language Proficiency Assessments for California)
2. Aprobar el grado en inglés y matemáticas (70% o más)
3. Aprobacion del alumno en la observacion oral del idioma (Ingles)
4. Aprobacion de dominio en las lista de materias (Muestra de escritura/recomendación del maestro/a)

Su hijo/hija ha cumplido el criterio para reclasificacion, Asi que el/ella dejaran de recibir servicios como principiantes del idioma Ingles. Si usted no esta de acuerdo con este colocacion, por favor regresa la forma y llenar la informacion siguiente.

Padre/guardiano

Numero del telefono

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

Atentamente,

Maestro de Desarrollo de Ingles

English Language Learner Profile Sheet

Student _____ Date of Birth _____

Date Entered USA _____ Date Entered School _____ Redesignation Date: _____

SCORES									
CAST	_____	_____	_____	_____	_____	_____	_____	_____	_____
ELA	_____	_____	_____	_____	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____	_____	_____	_____	_____
Date									
SOLOM									
Score									
Date									
Level 4 (Upper Bridging)									
Date									
Level 3 (Lower Bridging)									
Date									
Level 3 (Upper Expanding)									
Date									
Level 2 (Mid Expanding)									
Date									
Level 2 (Low Expanding)									
Date									
Level 1 (Emerging)									
Date									
Years in Program →									
Grade →									
Homeroom Teacher or English Teacher →									

GLOSSARY OF TERMS

Academic language: Refers to the oral, written, auditory, and visual language proficiency required for students to learn effectively and fluently in schools and academic programs (e.g., language used in classroom lessons, books, tests, and assignments).

Access to core: Providing access to the core curriculum means providing EL students with simultaneous access to both the ELD and the core academic curriculum, for example Math, English, Science, Social Science, CTE classes, electives, etc. In this type of approach, the program would use primary language instruction or primary language support and SDAIE.

BCLAD: Bilingual, Cross-cultural Language and Academic Development credential or certificate authorize the holder to teach ELD, SDAIE, primary language content.

CAASPP: California Assessment of Student Performance and Progress (established January 1, 2014)

CABE: California Association for Bilingual Education

CASBE: California Association for Secondary Bilingual Education

CDE: California Department of Education

CELDT: California English Language Development Test- A standardized English language proficiency test used to assess listening, speaking, reading and writing skills.

CLAD: Cross-cultural Language and Academic Development - Credential authorizes the holder to teach ELD and SDAIE.

CTC: Commission on Teacher Credentialing

DELAC: District English Learner Advisory Committee - Whenever there are 51 or more students in a school district, a DELAC is formed consisting of at least one parent member from each school.

Designated ELD: A protected time during the regular school day where teachers use English Language Development standards as the focal standards in ways that build into and from content instruction in order to development critical English language skills, knowledge, and abilities needed for content learning in English.

EL: English Learner status is used to identify a student who is not currently proficient in English and whose primary language is not English. This designation is determined by a state approved assessment.

ELAC: English Learner Advisory Committee- Whenever there are 21 or more EL students at a school site, an ELAC is formed consisting of parents of EL students and school staff.

ELPAC: English Language Proficiency Assessments for California

ELD: English Language Development

ELM: English Language Mainstream- A classroom setting for ELs who have acquired reasonable fluency in English. In addition to ELD instruction, ELs continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EO: English Only student- A language classification given to students whose parents list "English" for each question on the Home Language Survey.

FEP: Fluent English Proficient

HLS: Home Language Survey- The approved instrument for determining whether a language other than English is spoken in the home.

IFEP: Initial Fluent English Proficient - A language classification for students whose native language is other than English but who have been initially classified as fluent in English based on the CELDT and IPT.

Integrated ELD: English Language Development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

L1: The primary or first language spoken by student.

L2: The second language a student learns to speak.

LEA: Local Educational Agency or local school district

LTEL: Long term English learner. An English learner who is enrolled in American schools for more than six years and has remained at the same English language proficiency level for two or more consecutive years. LTEL students generally struggle academically due to their limited English skills and are enrolled in grades 6-12.

Newcomer: A student who is a recent immigrant to the U.S. who has little or no English proficiency and who may have had limited formal education in their native country.

PLD: Proficiency Level Descriptor- PLDs provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.

Primary Language (L1) Support: The use of a student's primary language to facilitate teaching and learning English in an SEI setting.

RFEP: Reclassification - The formal process by which a student is reclassified to fluent English proficient. Reclassification takes place when an EL student meets district reclassification criteria.

SBAC: Smarter Balanced Assessment Consortium- The next generation assessments that are aligned to the Common Core State Standards in English language arts/literacy and mathematics for Grades 3-8 and 11.

SDAIE: Specially Designed Academic Instruction in English- An approach or set of instructional strategies for teaching academic content for English learners. SDAIE courses at the secondary level are designed for nonnative speakers of English and focus on the comprehensibility of the academic courses typically provided to mainstream students.

SEI: Structured English Immersion-"Sheltered English "or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

SST: Student Study Team



Language Acquisition Program Request

Date: _____ School _____

Parent/Guardian Name _____

Child's Name _____ Child Grade Level _____

Request:

Please maintained records for 3 years.

Solicitud del programa de adquisición de idiomas

Fecha: _____ Escuela _____

Nombre del padre gaurdian _____

El nombre del nino _____ Grado del nino _____

Solicitud:

Por favor, mantenga registros durante 3 años.