

# WILLOWS UNIFIED SCHOOL DISTRICT MASTER PLAN FOR ENGLISH LEARNERS



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# TABLE OF CONTENTS

		Page
	<b>Introduction</b>	<b>3</b>
	<b>District Mission, Vision, Goals</b>	<b>4</b>
	<b>Diversity and Characteristics of English Learners</b>	<b>4</b>
	<b>Proficiency Levels (CELDT &amp; ELPAC)</b>	<b>6</b>
<b>Section I</b>	<b>Compliance Items</b>	<b>9</b>
<b>Section II</b>	<b>Program Process/Procedures</b>	<b>11</b>
<b>Section III</b>	<b>Instructional Program Implementation</b>	<b>21</b>
<b>Section IV</b>	<b>Staff Development</b>	<b>32</b>
<b>Section V</b>	<b>Staff Recruitment</b>	<b>35</b>
<b>Section VI</b>	<b>Appendices</b>	<b>40</b>
	<b>Home Language Survey</b>	
	<b>Initial and Annual Letters</b>	
	<b>Redesignation Referral</b>	
	<b>Redesignation Follow-up form</b>	
	<b>SOLOM</b>	
	<b>Parent Notification of Reclassification</b>	
	<b>ELD Profile Sheets</b>	
	<b>Glossary of Terms</b>	
	<b>CCSS Writing Standards</b>	

## INTRODUCTION

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

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 English learners 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 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 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 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.

## 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.
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.

## WILLOWS UNIFIED SCHOOL DISTRICT PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

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

### 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:** English Learner means a student who is age 3-21 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 English learner 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, should be provided specialized support to ensure their development of English, as well as their social integration into their schools. Primary language assessments should be used, when available, with older students who are newcomers to English in order to determine an appropriate instructional program. 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:** 2013 California Education Code 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 identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state's annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards based achievement test.

## 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

### 2001 ENGLISH LANGUAGE DEVELOPMENT PROFICIENCY LEVELS (CELDT)

In November 2012, the State Board of Education adopted the new ELD Standards. California school districts are now transitioning from our current California English Language Development Test (CELDT) to a new English Language Proficiency Assessment of California (ELPAC). By spring 2018, the five proficiency levels listed below will be replaced by the three new proficiency level descriptors listed on the next page. Our district will continue to use both sets of descriptors to teach and assess students' language development until the transition is complete and the new English language proficiency assessment (ELPAC) is adopted by the California State Board of Education (SBE).

**BEGINNING:** Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

**EARLY INTERMEDIATE:** Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

**INTERMEDIATE:** Students performing at this level of English language proficiency begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

**EARLY ADVANCED:** Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

**ADVANCED:** Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified

instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

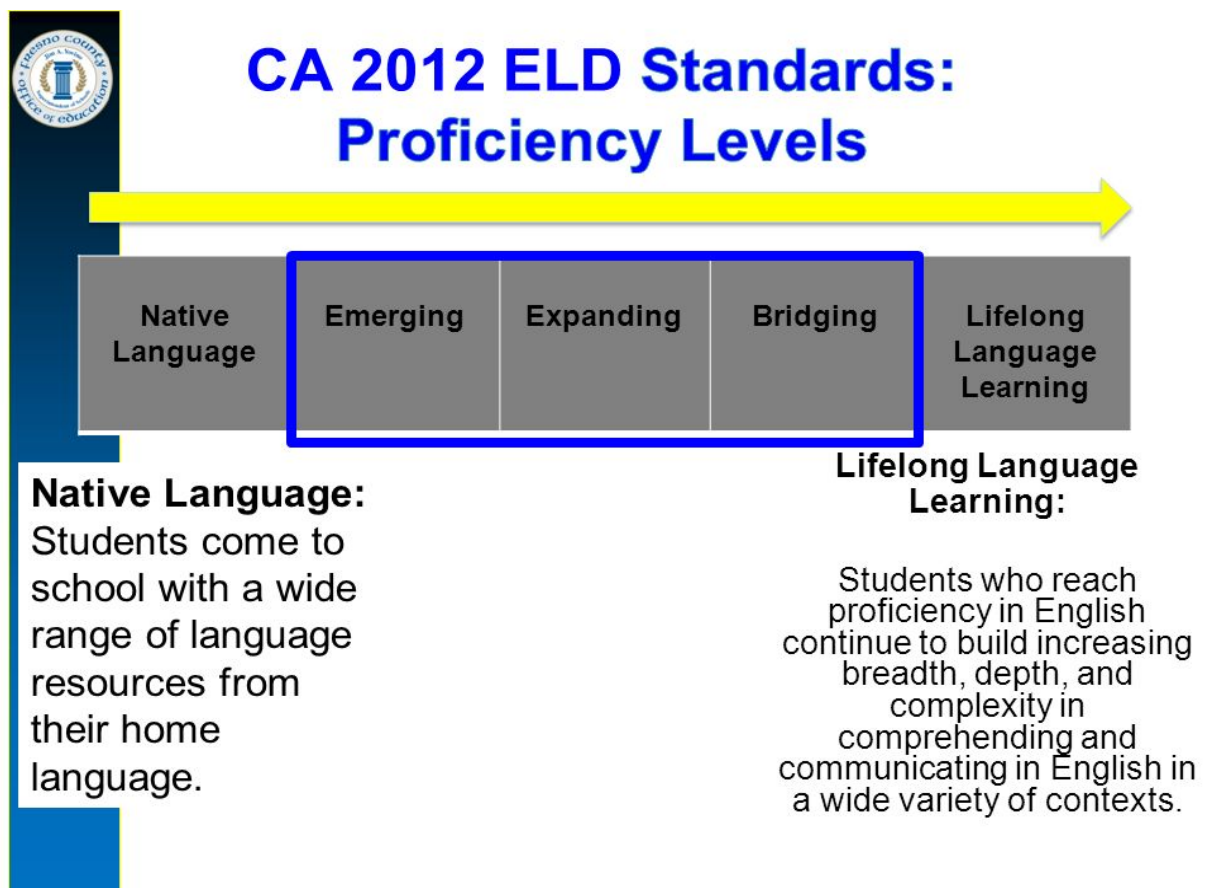
## 2012 CALIFORNIA ELD PROFICIENCY LEVEL DESCRIPTORS

The Proficiency Level Descriptors provide an overview of stages of English Language Development. English Learners 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.



## **2018 ENGLISH LEARNER PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC) SYSTEM**

The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The California Department of Education (CDE) expects to be fully transitioned from the CELDT to the ELPAC as the state's assessment of ELP by 2018–19. The proposed ELPAC system would include a spring Annual Assessment window and a plan to move from a paper pencil test to an online test format compatible with the Smarter Balanced Assessment Consortium (SBAC) system.





## **SECTION I**

### **COMPLIANCE ITEMS**

- Parent Notification
- Assurances
- Compliance Items

## PARENT NOTIFICATION IN PRIMARY LANGUAGE

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

### DISTRICT ASSURANCES

#### DISTRICT CONSOLIDATED APPLICATION\*

#### STATE PROGRAM FOR ENGLISH LANGUAGE LEARNERS

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

\*Assurance Items 89-103

## **SECTION II**

### **PROGRAM PROCESS/PROCEDURES**

- Initial Identification
- 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.
5. Any TK-12 pupil who scores at the Level 3 (Lower Bridging) or Level 4 (Upper Bridging) = Fluent English.
6. Pupils who score below the Level 3 (Lower Bridging) on ELPAC are classified as Limited English and placed in appropriate programs.
7. Scores of Level 3 (Lower Bridging) and above look to see if they meet other redesignation criteria and if so FEP.

## INITIAL IDENTIFICATION PROCEDURES

<b>Primary Function</b>	<b>Instrument</b>	<b>Target Group</b>	<b>Responsibility</b>	<b>Time Line</b>
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 FE on the initial ELPAC	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.

Prior to completing the HLS, parents are to receive an explanation regarding the purpose and uses of the HLS, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status. Each school office has a designated staff member available to provide consistent information about the HLS, assessment process, and instructional program options offered to English Learners (ELs).

*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 (NCLB Title 1, section 1111 and Title III, 2002) and State requirement (Ed Code. 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: \_\_\_\_\_

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 ASSESSMENT

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

### 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. The criterion is to be determined by state direction in 2018-19. 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 (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 may be assigned ongoing support activities (English or Primary Language) to sustain academic achievement.
4. An English Language Learners Appraisal Team\* will review students’ progress and make program recommendations by also looking at a writing sample of the student.
5. Pupils who are not redesignated will continue in the English Language Learners 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"> <li>• Passing Score of 18/25</li> </ul>	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"> <li>• Level 3 (Lower Bridging)</li> </ul>	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  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 (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:** A Student Appraisal Team (SAT) is formed that shall include: ELD Teacher, Administrator, Classroom Teacher, and other members as appropriate. A redesignation meeting will be determined and all appropriate people will be in attendance.
- STEP 2:** A classroom teacher who feels that he/she has a student who is ready for redesignation will do the following:
- a)** Request a redesignation form, SOLOM form and curriculum mastery checklist from the ELD teacher
  - b)** Fill out the SOLOM and Curriculum Mastery Checklist (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 3 (Lower Bridging) or 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

\_\_\_\_\_

name

\_\_\_\_\_

title

Follow-up

Satisfactory

Unsatisfactory

Signature

30 days \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 mon. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 years \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CURRICULUM MASTERY CHECKLIST (Teacher Input)**

<b>SCORE</b>	<b>CURRICULUM PERFORMANCE</b>	<b>PROJECTED ABILITY TO SUCCEED IN CURRICULUM IN ENGLISH</b>	<b>CURRICULAR SUPPORT REQUIRED IN REGULAR CLASS</b>
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**

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

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

## **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.



## **PROGRAM OBJECTIVES FOR ENGLISH LEARNERS (TK-12)**

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

## ELPAC Performance Level Descriptors

Level	Description
4	English learners at this level have <b><u>well developed</u></b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. <b><u>This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).</u></b>
3	English learners at this level have <b><u>moderately developed</u></b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. <b><u>This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</u></b>
2	English learners at this level have <b><u>somewhat developed</u></b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. <b><u>This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</u></b>
1	English learners at this level have <b><u>minimally developed</u></b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. <b><u>This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.</u></b>

### ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

ELPAC Performance Level Descriptors & ELD Standards Proficiency  
Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding - low
	Expanding - mid
Level 3	Expanding - upper
	Bridge - low
Level 4	Bridge - upper

## **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.

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

# **SCHOOL ADVISORY COMMITTEE ON ENGLISH LANGUAGE EDUCATION**

## **FORMATION**

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

## **COMPOSITION REQUIREMENTS**

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

## **ELECTIONS**

Requirements for ELAC elections include:

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

## **MAJOR FUNCTION**

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

## **TASKS**

At a minimum, the ELAC:

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

## **TRAINING**

The District shall provide for all ELAC members:

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

# **DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE**

## **FORMATION**

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

## **COMPOSITION**

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

## **ELECTIONS**

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

## **MAJOR FUNCTION**

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

## **TASKS**

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

1. A timetable for and development or revision of a district master plan for English Language Development Education, taking into consideration each of the school site plans.
2. Conducting a districtwide needs assessment on a school-by-school basis.
3. Setting district English Language Development education goals and objectives.
4. Administration of the annual language census, e.g., procedures and forms.
5. The written parent notification of initial school enrollment.
6. The district's redesignation procedures.
7. Any waiver request affecting services to ELL students.

## **TRAINING**

The district shall provide for all ELAC members:

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

## **CURRICULUM DEVELOPMENT FACTORS**

The following factors should be taken into consideration during the planned acquisition of ELD curricula.

### **Student Input Factors**

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

### **Teacher Education Background Factors**

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

### **Community Background Factors**

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

### **Instructional Treatment Factors**

1. Application of the specific content area curriculum at the student's diagnosed level of language and previous academic preparation.
2. Primary language instruction and assessment with appropriate and varied materials in the more abstract literacy-related, cognitively demanding, language-dependent areas of the curriculum.
3. Sheltered English instruction for intermediate and advanced ELL students characterized by a focus on subject matter rather than grammatical form, the use of extensive contextual clues during instruction, native-to-non-native modifications of teacher speech and English written materials, and the promotion of extensive student-centered interdependent interactions.

4. Preview of language needed in upcoming lessons provided in the ELD and/or primary language development program.
5. Presentation of a variety of ethnic minority persons who are interested in, work in, or have made contributions to the specific fields represented in the curriculum.
6. Focus on the contributions and influences of other cultures on the U.S. government, culture and society.
7. Delivery of a primary oral language curriculum which is parallel and simultaneous with instruction in English language development for the non-native speaker.
8. Synthetic (phonics, decoding only) and analytic (reading for meaning, language experience) approaches to reading.
9. Participation in primary language only, English only, or two-language reading and language reading programs.
10. Amount of pleasure reading promoted for students.
11. Training of parents and English Learner community members in the nature and goals of the English Language Development.



## **SECTION IV**

### **STAFF DEVELOPMENT**

- Topics

## STAFF DEVELOPMENT

### GOAL

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

### OBJECTIVE

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

#### Recommended topics for K-12

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

**Program Requirement for ELL students:**

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

**Cooperative Learning:**

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

**Transitional English Language Arts:**

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

## **SECTION V**

### **STAFF RECRUITMENT**

- Process
- Policy

## Recruitment and Selection – BP 4111

The Board of Education is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficiency of district operations.

(cf. 0100 - 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 fair, open, and transparent recruitment and selection processes and procedures which ensure that 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. 4031 - Complaints Concerning Discrimination 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 also shall disseminate job announcements to ensure a wide range of candidates.

With Board approval, the Superintendent or designee may provide incentives to recruit teachers, administrators, or other employees to work in low-performing schools or in hard-to-fill positions.

(cf. 4113 - Assignment)

The district's selection procedures shall include screening processes, interviews, observations, and/or recommendations from previous employers as necessary to identify the best possible candidate for a position. The Superintendent or designee may establish an interview committee, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations shall be confidential in accordance with law.

(cf. 2230 - Representative and Deliberative Groups)

During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

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 Language Learners)

(cf. 4112.23 - Special Education Staff)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

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

(cf. 4212 - Appointment and Conditions of Employment)

(cf. 4312.1 - Contracts)

Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

41530-41533 Professional Development Block Grant

44066 Limitations on certification requirement

44259 Teaching credential; exception; designated subjects; minimum requirements

44735 Teaching as a Priority block grant

44740-44741 Personnel management assistance teams

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

12900-12996 Fair Employment and Housing Act, including:

12940-12956 Discrimination prohibited; unlawful practices

#### UNITED STATES CODE, TITLE 8

1324a Unlawful employment of aliens

1324b Unfair immigration related practices

#### UNITED STATES CODE, TITLE 42

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

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

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

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

COURT DECISIONS

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

Management Resources:

WEB SITES

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

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

Teach USA: <http://www.calteach.org>

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

Policy WILLOWS UNIFIED SCHOOL DISTRICT

adopted: September 4, 2014 Willows, California

## **SECTION VI**

### **APPENDICES**

- Home Language Survey
- 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.**

- 5. Which language did your child learn when he/she first began to talk? \_\_\_\_\_
- 6. Which language does your child most frequently speak at home? \_\_\_\_\_
- 7. Which language do you (the parents or guardians) most frequently use when speaking with your child?  
\_\_\_\_\_
- 8. 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 el idioma que habla en casa por cada estudiante. 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.**

5. ¿Qué idioma aprendió su hijo cuando comenzó a hablar? \_\_\_\_\_
6. ¿Cuál idioma habla su hijo con más frecuencia en casa? \_\_\_\_\_
7. ¿Cuál idioma usa usted (con más frecuencia los padres o tutores) cuando habla con su hijo? \_\_\_\_\_
8. ¿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: \_\_\_\_\_



**Willows Unified School District**  
  
 Initial \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parents of \_\_\_\_\_ :

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the English Language Proficiency Assessments for California (ELPAC). Its purpose is to determine how well each student tested can speak, listen, read and write English.

Your student has been given the ELPAC. There are six levels of proficiency a student can achieve. They are: Emerging, Low Expanding, Mid Expanding, Upper Expanding, Lower Bridging, and Upper Bridging. Your student scored:

Date Tested:	Overall Proficiency Level	Listening	Speaking	Reading	Writing
<b>Level 4</b> (Upper Bridging)					
<b>Level 3</b> (Upper Expanding)					
<b>Level 3</b> (Lower Expanding)					
<b>Level 2</b> (Mid Expanding)					
<b>Level 2</b> (Low Expanding)					
<b>Level 1</b> (Emerging)					

As a result of this test and your child has been designated:

- English Learner (EL)
- Fluent English Proficient (FEP)

As a general rule, students regularly attending a California school should progress in overall English Proficiency as follows:

- 0-2 years of English Instruction = Emerging to Low Expanding
- 2-4 years of English Instruction = Mid Expanding to Upper Expanding
- 5+ years of English Instruction = Lower Bridging to Upper Bridging

Your child \_\_\_\_\_

has been placed in an English Language Development Program (English Language Development is required for all English Learners).

- English Language Designated/Integrated Classroom

**Willows Unified School District  
Initial Parent Notification Letter  
Federal Title III and State Requirements**

**Description of Program Placement Options and Goals for English Learners**

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

**English Language Mainstream Classroom:** Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

**REDESIGNATION CRITERIA**

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district’s redesignation criteria are listed below:

<b>Primary Function</b>	<b>Instrument</b>	<b>Target Group</b>	<b>Responsibility</b>	<b>Time Line</b>
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"> <li>Passing Score of 18/25</li> </ul>	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"> <li>Level 3 (Lower Bridging)</li> </ul>	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  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 (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.

**Graduation Rate 92.3%**

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Please telephone the school office if you would like to schedule a parent conference to discuss your child’s options for program placement.



**Distrito Escolar  
Unificado de Willows**

Inicial \_\_\_\_\_

Fecha: \_\_\_\_\_

Estimados padres de \_\_\_\_\_:

Leyes Estatales y Federales exige a todos los distritos escolares de enseñanza pública de California evaluar a todos los estudiantes cuya lengua materna no sea la de inglés con una prueba de ámbito estatal. Dicha prueba se conoce como la Prueba de evaluación del desarrollo de la lengua de inglés del estado de California (English Language Proficiency Assessments for California, o prueba ELPAC). Su Propósito es determinar el nivel de dominio del estudiante de las destrezas de comprensión, verbal, expresión oral, lectura y escritura en la lengua de inglés.

A su hijo/a se le ha administrado la Prueba ELPAC. El estudiante Puede encontrarse en uno de los siguientes cinco niveles de dominio de la lengua: Nivel 1 (Emergente), Nivel 2 (Baja Expansion), Nivel 2 (mitad de expansion), Nivel 3 (expansion superior), Nivel 3 (puenteo inferior), and Nivel 4 (puente superior). Su estudiante Califico lo siguiente:

	Nivel general de Proficiencia en Inglés	Escuchando	Hablando	Lectura	Escritura
Nivel 4 (PS)					
Nivel 3 (PI)					
Nivel 3 (ES)					
Nivel 2 (ME)					
Nivel 2 (BE)					
Nivel 1					

Como resultado el examen, su hijo ha sido designado:

- Estudiante que está aprendiendo inglés (EL)
- Domina el inglés (FEP)

Como regla general, un estudiante que esté asistiendo con regularidad a una escuela de California, debe progresar en inglés de la siguiente manera:

- 0-2 años de instrucción en Inglés = Emergente – Baja Expansion
- 2-4 años de instrucción en Inglés = Mitad de Expansion – Expansion Superior
- 5+ años de instrucción en Inglés = Puenteo Inferior – Puente Superior

Su hijo/hija \_\_\_\_\_ ha sido ubicado en un programa de desarrollo del idioma de Inglés y es obligatorio para todos los principiantes de Inglés.

- Clase de inglés designada e integrada

## Inicial de Notificación Inicial Para Los Padres Requisitos Estables y del Título III Federal

### Descripción de los objetivos y de las opciones de ubicación en el programa para los estudiantes de inglés como segunda lengua

Todos los programas incluyen el Desarrollo del Inglés Como Segunda Lengua (conocido en inglés como ELD) y estrategias de enseñanza diferenciadas para el nivel de dominio del inglés de cada estudiante. Dichas estrategias se utilizan para ayudar a los estudiantes a dominar la expresión oral, lectura y expresión escrita en inglés, así como también a conseguir el éxito académico en todas las materias requeridas.

- **Clases en Inglés Regulares (conocido en inglés como ELM).** Los estudiantes que obtienen como resultado una **fluidez razonable** en inglés son ubicados en el programa ELM. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La enseñanza se basa en los estándares de contenido del grado escolar y del ELD. Los estudiantes reciben toda la instrucción adicional que sea necesaria para ser reclasificados como estudiantes con dominio fluido del inglés.

### Criterios de redesignación (salida)

El objetivo del programa para estudiantes de inglés como segunda lengua es que los estudiantes dominen completamente el inglés y que dominen los estándares estatales para obtener el logro académico tan rápido como sea posible. A continuación se detallan los criterios de redesignación del distrito:

Función primaria	Instrumento	Grupo objetivo	Responsabilidad	Línea del tiempo
Para determinar el nivel de dominio del idioma Inglés (comprensión, fluidez, vocabulario, pronunciación y la gramática)	Estudiante Observación del Lenguaje Oral Matrix en Inglés (SOLOM) <ul style="list-style-type: none"> <li>• Puntuación de 18/25 pasando</li> </ul>	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	El maestro del aula Maestro ELD Maestro de Recursos Otro Personal	Cuando el estudiante es considerado para reclasificación
Para determinar el nivel de dominio del idioma Inglés (lectura, escritura, habla y escucha)	ELPAC <ul style="list-style-type: none"> <li>• Pre-avanzado global</li> </ul>	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	ELD Maestros Otro Personal	Cuando el estudiante es considerado para reclasificación
Para determinar el nivel de dominio del idioma Inglés (escritura)	Muestra de escritura Recomendación del maestro/a	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	El maestro del aula Maestro ELD	Cuando el estudiante es considerado para reclasificación
Para notificar a los padres de nueva designación pendiente y que los invite al nuevo orden reunión	Carta de Notificación a los Padres	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	Maestro ELD	Cuando el estudiante es considerado para reclasificación
Hacer un seguimiento de éxito educativo de los alumnos redesignadas	grupo de conferencia (Equipo de evaluación)	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	Aprendices de Inglés equipo de evaluación El maestro del aula Maestro ELD Administrador del sitio	Dentro de los 6 meses de redesignación y posteriormente cada año
Redesignar de inmediato	Puntuaciones CAASPP (Estándares cumplidos y estándares excedidos)	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	Aprendices de Inglés equipo de evaluación El maestro del aula Maestro ELD Administrador del sitio	Dentro de los 6 meses de redesignación y posteriormente cada año

### Tasa de graduación escolar 92.3%

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Llame a la escuela al si quiere programar una reunión de padres para analizar las opciones de ubicación en el programa para el niño/a.

# WILLOWS UNIFIED SCHOOL DISTRICT

Date: \_\_\_\_\_

Annual _____
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Dear Parents of \_\_\_\_\_:

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the English Language Proficiency Assessments for California (ELPAC). Its purpose is to determine how well each student tested can speak, listen, read and write English.

Your student has been given the ELPAC. There are six levels of proficiency a student can achieve. They are: Emerging, Low Expanding, Mid Expanding, Upper Expanding, Lower Bridging, and Upper Bridging. Your student scored:

Date Tested:	Overall Proficiency Level	Listening	Speaking	Reading	Writing
<b>Level 4</b> (Upper Bridging)					
<b>Level 3</b> (Upper Expanding)					
<b>Level 3</b> (Lower Expanding)					
<b>Level 2</b> (Mid Expanding)					
<b>Level 2</b> (Low Expanding)					
<b>Level 1</b> (Emerging)					

### Academic Achievement Results:

Instruments	Performance Level
SOLOM	
ELPAC	
Writing Sample/Teacher Input	

As a general rule, students regularly attending a California school should progress in overall English Proficiency as follows:

- 0-2 years of English Instruction = Emerging to Low Expanding
- 2-4 years of English Instruction = Mid Expanding to Upper Expanding
- 5+ years of English Instruction = Lower Bridging to Upper Bridging

Your child \_\_\_\_\_ has been placed in an English Language Development Program (English Language Development is required for all English Learners).

English Language Designated/Integrated Classroom

If you want more information about the ELPAC or your student's results and placement, contact your student's teacher or the school office.

**Willows Unified School District  
Annual Parent Notification Letter  
Federal Title III and State Requirements**

**Description of Program Placement Options and Goals for English Learners**

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

**English Language Mainstream Classroom:** Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

**REDESIGNATION CRITERIA**

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district’s redesignation criteria are listed below:

<b>Primary Function</b>	<b>Instrument</b>	<b>Target Group</b>	<b>Responsibility</b>	<b>Time Line</b>
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"> <li>Passing Score of 18/25</li> </ul>	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"> <li>Level 3 (Lower Bridging)</li> </ul>	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 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
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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 (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.

**Graduation Rate 92.3%**

\*\*\*\*\*

Please telephone the school office if you would like to schedule a parent conference to discuss your child’s options for program placement.



## DISTRITO ESCOLAR UNIFICADO de WILLOWS

Fecha: \_\_\_\_\_

Anual _____
-------------

Estimados padres de \_\_\_\_\_:

Leyes Estatales y Federales exige a todos los distritos escolares de enseñanza pública de California evaluar a todos los estudiantes cuya lengua materna no sea la de inglés con una prueba de ámbito estatal. Dicha prueba se conoce como la Prueba de evaluación del desarrollo de la lengua de inglés del estado de California (English Language Proficiency Assessments for California, o prueba ELPAC). Su Proposito es determinar el nivel de dominio del estudiante de las destrezas de comprensión, verbal, expression oral, lectura y escritura en la lengua de inglés.

A su hijo/a se le ha administrado la Prueba ELPAC. El estudiante Puede encontrarse en uno de los siguientes cinco niveles de dominio de la lengua: Nivel 1 (Emergente), Nivel 2 (Baja Expansion), Nivel 2 (mitad de expansion), Nivel 3 (expansion superior), Nivel 3 (puenteo inferior), and Nivel 4 (puente superior). Su estudiante Califico lo siguiente:

	Nivel general de Proficiencia en Inglés	Escuchando	Hablando	Lectura	Escritura
Nivel 4 (PS)					
Nivel 3 (PI)					
Nivel 3 (ES)					
Nivel 2 (ME)					
Nivel 2 (BE)					
Nivel 1					

Como resultado el exámen, su hijo ha sido designado:

- Estudiante que está aprendiendo ingles (EL)
- Domina el inglés (FEP)

Instrumentos	Nivel de desempeño
<b>SOLOM</b>	
<b>ELPAC</b>	
<b>Muestra de escritura/recomendación del maestro/a</b>	

Como resultado el exámen, su hijo ha sido designado:

- Estudiante que está aprendiendo ingles (EL)
- Domina el inglés (FEP)

Como regla general, un estudiante que esté asistiendo con regularidad a una escuela de California, debe progresar en inglés de la siguiente manera:

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Su hijo/hija \_\_\_\_\_ ha sido ubicado en un programa de desarrollo del idioma de Inglés y es obligatorio para todos los principiantes de Inglés.

- Clase de ingles designada e integrada.

Si desea mas información sobre el ELPAC o los resultados de su estudiante, se puede comunicar con el/la maestro/a de su hijo/a o con la oficina de la escuela.

## Anual de Notificación Anual Para Los Padres Requisitos Estatles y del Título III Federal

### Descripción de los objetivos y de las opciones de ubicación en el programa para los estudiantes de inglés como segunda lengua

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- **Clases en Inglés Regulares (conocido en inglés como ELM).** Los estudiantes que obtienen como resultado una **fluidez razonable** en inglés son ubicados en el programa ELM. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La enseñanza se basa en los estándares de contenido del grado escolar y del ELD. Los estudiantes reciben toda la instrucción adicional que sea necesaria para ser reclasificados como estudiantes con dominio fluido del inglés.

### Criterios de redesignación (salida)

El objetivo del programa para estudiantes de inglés como segunda lengua es que los estudiantes dominen completamente el inglés y que dominen los estándares estatales para obtener el logro académico tan rápido como sea posible. A continuación se detallan los criterios de redesignación del distrito:

Función primaria	Instrumento	Grupo objetivo	Responsabilidad	Línea del tiempo
Para determinar el nivel de dominio del idioma Inglés (comprensión, fluidez, vocabulario, pronunciación y la gramática)	Estudiante Observación del Lenguaje Oral Matrix en Inglés (SOLOM) <ul style="list-style-type: none"> <li>• Puntuación de 18/25 pasando</li> </ul>	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	El maestro del aula Maestro ELD Maestro de Recursos Otro Personal	Cuando el estudiante es considerado para reclasificación
Para determinar el nivel de dominio del idioma Inglés (lectura, escritura, habla y escucha)	ELPAC <ul style="list-style-type: none"> <li>• Pre-avanzado global</li> </ul>	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	ELD Maestros Otro Personal	Cuando el estudiante es considerado para reclasificación
Para determinar el nivel de dominio del idioma Inglés (escritura)	Muestra de escritura Recomendación del maestro/a	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	El maestro del aula Maestro ELD	Cuando el estudiante es considerado para reclasificación
Para notificar a los padres de nueva designación pendiente y que los invite al nuevo orden reunión	Carta de Notificación a los Padres	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	Maestro ELD	Cuando el estudiante es considerado para reclasificación
Hacer un seguimiento de éxito educativo de los alumnos redesignadas	grupo de conferencia (Equipo de evaluación)	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	Aprendices de Inglés equipo de evaluación El maestro del aula Maestro ELD Administrador del sitio	Dentro de los 6 meses de redesignación y posteriormente cada año
Redesignar de inmediato	Puntuaciones CAASPP (Estándares cumplidos y estándares excedidos)	Todos los alumnos de EL considerados para la reclasificación de los grados TK -12	Aprendices de Inglés equipo de evaluación El maestro del aula Maestro ELD Administrador del sitio	Dentro de los 6 meses de redesignación y posteriormente cada año

### Tasa de graduación escolar 92.3%

\*\*\*\*\*

Llame a la escuela al si quiere programar una reunión de padres para analizar las opciones de ubicación en el programa para el niño/a.

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



## 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. I recommend the SOLOM as an instructional planning and monitoring tool.

### ADMINISTRATION

The classroom teacher can use the SOLOM to rate her LEP students after at least three weeks of classroom instruction. She may use the SOLOM to monitor LEP student 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. Also, I recommend that another educator independently rate the same LEP student and the two SOLOM scores be compared. 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)
5. Passing Writing Sample

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)
5. Aprobando la escritura de la muestra

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: \_\_\_\_\_

<b>Scores</b> CST      ELA  <b>Math</b>  <b>Date</b>										
<b>Score</b> SOLOM  <b>Date</b>										
Level 4 (Upper Bridging)  <b>Date</b>										
Level 3 (Lower Bridging)  <b>Date</b>										
Level 3 (Upper Expanding)  <b>Date</b>										
Level 2 (Mid Expanding)  <b>Date</b>										
Level 2 (Low Expanding)  <b>Date</b>										
Level 1 (Emerging)  <b>Date</b>										
<b>Years in Program →</b>										
<b>Grade →</b>										
<b>Homeroom Teacher or English Teacher →</b>										

## 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.

**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

