



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

Management Report

DATE: April 7, 2016

AGENDA TOPIC: Willows Unified School District ELD Master Plan

PRESENTER: Ellen Hamilton, Director of State & Federal Programs

BACKGROUND INFORMATION:

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

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

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

RECOMMENDATION:

Approval of the WUSD ELD Master Plan will help teachers and staff members working with English learners develop proficiency in English, reinforce positive self-concepts and promote cross-cultural understanding. The program will enable all students to develop academic, linguistic and social skills and knowledge to their fullest potential in order to participate fully in our multicultural society. Approval is required.

WILLOWS UNIFIED SCHOOL DISTRICT

MASTER PLAN

FOR

**ENGLISH LANGUAGE
LEARNERS**

Board Approved April 7, 2016

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INTRODUCTION

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

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

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

WILLOWS UNIFIED SCHOOL DISTRICT PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

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

SECTION I

COMPLIANCE ITEMS

- Parent Notification
- Assurances
- Compliance Items

PARENT NOTIFICATION IN PRIMARY LANGUAGE

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

DISTRICT ASSURANCES

DISTRICT CONSOLIDATED APPLICATION* STATE PROGRAM FOR ENGLISH LANGUAGE LEARNERS

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

***Assurance Items 89-103**

SECTION II

PROGRAM PROCESS/PROCEDURES

- Initial Identification
- Diagnostic Assessment
- Redesignation

INITIAL IDENTIFICATION PROCESS

1. Review Cumulative Records for Home Language (HLS).
2. Administer Home Language Survey to any pupils without HLS in records.
3. If English Only (EO), terminate Identification Process and place pupil in appropriate program.
4. Administer CELDT to any pupil with a primary language other than English.
5. Any K-12 pupil who scores at the Early Advanced level and above = Fluent English.
6. Pupils who score below the Early Advanced Level on CELDT are classified as Limited English and placed in appropriate programs.
7. Scores of Early Advanced level and above look to see if they meet other redesignation criteria and if so FEP.

INITIAL IDENTIFICATION PROCEDURES

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

DIAGNOSTIC ASSESSMENT PROCESS

1. Parallel Assessments

A. Spanish Assessment:

➤ CELDT

B. Options for other languages:

➤ IPT oral

2. Place pupil in appropriate English Language Development Program.

3. Complete a periodic review of Primary language and English.

DIAGNOSTIC ASSESSMENT PROCEDURES

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

REDESIGNATION PROCESS

1. Administer SOLOM (K-12) to any pupil recommended for redesignation.
2. Conduct redesignation review.
 - a) CELDT (K-12) – English Language Proficiency
3. Pupils who are redesignated may be assigned ongoing support activities (English or Primary Language) to sustain academic achievement.
4. An English Language Learners Appraisal Team* will review students' progress and make program recommendations 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"> Passing Score of 19/25 	All ELL pupils considered for redesignation in grades K-12	Classroom Teacher ELD Teacher Resource Teacher Other Personnel	When student is considered for redesignation
To determine level of English language proficiency (reading, writing, speaking and listening)	CELDT <ul style="list-style-type: none"> Early advanced overall 	All ELL pupils considered for redesignation in grades K-12	ELD Teacher Other Personnel	When student is considered for redesignation
To determine level of English language proficiency (writing)	Met Writing Standards (K-8) Met Graduation Proficiencies (9-12)	All ELL pupils considered for redesignation in grades K-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 ELL pupils considered for redesignation in grades K-12	ELD Teacher	When student is considered for redesignation
To follow up on educational success of redesignated pupils	Conference group (Appraisal Team)	All redesignated K-12 pupils	English Language Learners Appraisal Team Classroom Teacher ELD Teacher Site Administrator	Within 6 months of redesignation and yearly thereafter.

WILLOWS UNIFIED SCHOOL DISTRICT REDESIGNATION PROCEDURE

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

REDESIGNATION REFERRAL

English Language Learners

Student Name _____

Date _____

Teacher(s) _____

Grade _____

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

Parent Contact – Date _____

Written/Telephone _____

Signatures of Student Appraisal Team

name

title

name

title

name

title

Follow-up

Satisfactory

Unsatisfactory

Signature

30 days _____

6 mon. _____

2 years _____

CURRICULUM MASTERY CHECKLIST

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

SECTION III

INSTRUCTIONAL PROGRAM IMPLEMENTATION

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

PROGRAM OPTIONS FOR ENGLISH LEARNERS K-12

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

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

ENGLISH LANGUAGE DEVELOPMENT

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

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

Structured English Immersion

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

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

English Language Mainstream Classroom

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

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

PROGRAM OBJECTIVES FOR ENGLISH LEARNERS (K-12)

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

PARENT INVOLVEMENT/EDUCATION

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

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

SCHOOL ADVISORY COMMITTEE ON ENGLISH LANGUAGE EDUCATION

FORMATION

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

COMPOSITION REQUIREMENTS

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

ELECTIONS

Requirements for ELAC elections include:

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

MAJOR FUNCTION

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

TASKS

At a minimum, the ELAC:

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

TRAINING

The District shall provide for all ELAC members:

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

DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE

FORMATION

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

COMPOSITION

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

ELECTIONS

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

MAJOR FUNCTION

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

TASKS

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

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

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

TRAINING

The district shall provide for all ELAC members:

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

CURRICULUM DEVELOPMENT FACTORS

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

Student Input Factors

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

Teacher Education Background Factors

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

Community Background Factors

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

Instructional Treatment Factors

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

SECTION IV

STAFF DEVELOPMENT

- Topics

STAFF DEVELOPMENT

GOAL

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

OBJECTIVE

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

Recommended topics for K-12

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

Parent Involvement:	Strategies and techniques to involve parents in the program designed for their children.
School Climate:	Strategies and techniques to create positive social relations within the classroom and school to ensure student acceptance and learning.
English Language Classroom Management:	Strategies for managing and organizing the English language classroom.
Program Requirement for ELL students:	Those instructional procedures and responsibilities for teachers of ELL students including the knowledge of the interrelationship among ELD and mainstream programs.
Cooperative Learning:	Techniques to assist students to work in small structured groups (3-5) in a cooperative manner toward a common goal.
Transitional English Language Arts:	Strategies and techniques designed to meet the needs of ELL students transitioning into English reading.

SECTION V

STAFF RECRUITMENT

- Process
- Policy

Recruitment and Selection – BP 4111

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

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

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

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

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

(cf. 4112.2 - Certification)

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

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

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

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

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

44066 Limitations on certification requirement

44259 Teaching credential; exception; designated subjects; minimum requirements

44735 Incentive grants for recruiting teachers for low-performing schools

44740-44741 Personnel Management Assistance Teams

44750-44754.5 Regional teacher recruitment centers

44830-44831 Employment of certificated persons

44858 Age or marital status in certificated positions

44859 Prohibition against certain rules and regulations re residency

52051 Academic Performance Index

GOVERNMENT CODE

12900 Unlawful employment practices

12940-12956 Discrimination prohibited; unlawful practices

UNITED STATES CODE, TITLE 8

1324(a)(b) Immigration and Nationality Act

UNITED STATES CODE, TITLE 42

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

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

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

12101-12213 Americans With Disabilities

Policy WILLOWS UNIFIED SCHOOL DISTRICT

adopted: September 4, 2003 Willows, California

SECTION VI

APPENDICES

- Home Language Survey
- Initial and Annual Letters
- Redesignation Referral
- Redesignation Follow-up form
- SOLOM
- Parent Notification of Assessment Results
- Parent Notification of Reclassification
- ELD Profile Sheets
- Parental Exception Waiver

HOME LANGUAGE SURVEY
ENGLISH VERSION

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

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

Directions to Parents and Guardians:

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

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

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

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

Signature of Parent or Guardian Date

WILLOWS UNIFIED SCHOOL DISTRICT

Date: _____

Initial _____

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 California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read and write English.

Your student has been given the CELDT. There are five levels of proficiency a student can achieve. They are: beginning, early intermediate, intermediate, early advanced, and advanced. Your student scored:

Date Tested:	Overall Proficiency Level	Listening	Speaking	Reading	Writing
Advanced					
Early Advanced					
Intermediate					
Early Intermediate					
Beginning					

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 = Beginning to Early Intermediate
2-4 years of English Instruction = Early Intermediate to Early Advanced
5+ years of English Instruction = Early Advanced to Advanced

Your child _____
has been placed in an English Language Development Program (English Language Development is required for all English Learners and is a basic component of all program options) AND/OR

- ☐ Structured English Immersion Classroom
☐ English Language Mainstream Classroom
☐ Waiver (Please contact the school principal or ELD Teacher)
(Please see the attached description of the program selected as well as the redesignation criteria)

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

**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.

· **Structured English Immersion Classroom:** Some assistance may be provided in the primary language. 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.

· **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.

· **WAIVER: Alternative Program:** Students with an approved *Parental Exception Waiver***** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be redesignated as fluent English proficient. (Parents can obtain a *Parental Exception Waiver* from the school site Principal or ELD Teacher.)

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:

Primary Function	Instrument	Target Group	Responsibility	Time Line
To determine level of English language proficiency (comprehension, fluency, vocabulary, pronunciation and grammar)	Student Oral Language Observation Matrix in English (SOLOM) <ul style="list-style-type: none"> Passing Score of 19/25 	All ELL pupils considered for redesignation in grades K-12	Classroom Teacher ELD Teacher Resource Teacher Other Personnel	When student is considered for redesignation
To determine level of English language proficiency (reading, writing, speaking and listening)	CELDT <ul style="list-style-type: none"> Early advanced overall 	All ELL pupils considered for redesignation in grades K-12	ELD Teacher Other Personnel	When student is considered for redesignation
To determine level of English language proficiency (writing)	Met Writing Standards (K-8) Met Graduation Proficiencies (9-12)	All ELL pupils considered for redesignation in grades K-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 ELL pupils considered for redesignation in grades K-12	ELD Teacher	When student is considered for redesignation
To follow up on educational success of redesignated pupils	Conference group (Appraisal Team)	All redesignated K-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: _____

Inicial _____

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 (California English Language Development Test, o prueba CELDT). 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 CELDT. El estudiante Puede encontrarse en uno de los siguientes cinco niveles de dominio de la lengua: novicio, preintermedio, intermedio, preavanzado o avanzado. Su estudiante Califico lo siguiente:

	Nivel general de Proficiencia en Inglés	Escuchando	Hablando	Lectura	Escritura
Avanzado					
Preavanzado					
Intermedio					
Pre-intermedio					
Novicio					

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 Novicio-Pre-intermedio

2-4 años de instrucción en Inglés Preintermedio-Preavanzado

5+ años de instrucción en Inglés Preavanzado-Avanzado

Su hijo/hija _____

ha sido ubicado en un programa de desarrollo del idioma de Inglés y es obligatorio para todos los principiantes de Inglés y es un componente básico de todas las opciones de programas Y/O

- ☐ Salón de inmersión estructurado en Inglés
- ☐ Instrucción Académica en idioma de Inglés.
- ☐ Por una alternativa para un programa adicional

Si desea más información sobre el CELDT 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.

Carta de Notificación Inicial 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

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.

- **Inmersión Estructurada en Inglés (conocida en inglés como SEI).** Los estudiantes que obtienen como resultado una **fluidez menos que la razonable** son ubicados en un programa de SEI y la enseñanza en la mayor parte se brinda en inglés. Se puede proporcionar asistencia en la lengua materna. 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.
- **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.
- **REUNCIA:** Programa Alternativo. Se les enseñan materias requeridas dictadas en su lengua materna a aquellos estudiantes que tengan una “Solicitud de exención presentada por los padres” aprobada.**** A la instrucción en ELD la reciben en inglés. Los maestros deben recibir una capacitación especial para trabajar en dicho programa. Utilizan los libros de texto y materiales didácticos 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. (Los padres pueden obtener *un solicitud de excepción presentada por los padres* a la escuela.)

Criterios de redesignacion (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 redesignacion 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"> Puntuación de 19/25 pasando 	Todos los alumnos de ELL considerados para la reclasificación de los grados K -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)	CELDT <ul style="list-style-type: none"> Pre-avanzado global 	Todos los alumnos de ELL considerados para la reclasificación de los grados K -12	ELD Maestros Otro Personal	Cuando el estudiante es considerado para reclasificación
Para determinar el nivel de dominio del idioma Inglés (escritura)	Normas de escritura (K -8) Competencia con graduaciones (9-12)	Todos los alumnos de ELL considerados para la reclasificación de los grados K -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 ELL considerados para la reclasificación de los grados K -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 ELL considerados para la reclasificación de los grados K -12	Aprendices de Inglés equipo de evaluación El maestro del aula Maestro ELD Administrador del sitio	Dentro de los 6 meses de re-designación 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.

WILLOWS UNIFIED SCHOOL DISTRICT

Date: _____

Annual _____

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 California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read and write English.

Your child's current English Proficiency level is _____: according to the most recent California Language Development Test (CELDT) results.

Date Tested:	Overall Proficiency Level	Listening	Speaking	Reading	Writing
Advanced					
Early Advanced					
Intermediate					
Early Intermediate					
Beginning					

Academic Achievement Results:

Instruments	Performance Level
SOLOM	
CELDT	
Writing Standard/Graduation Proficiencies	

As a result of the performances, 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 = Beginning to Early Intermediate

2-4 years of English Instruction = Early Intermediate to Early Advanced

5+ years of English Instruction = Early Advanced to Advanced

Your child _____

has been placed in an English Language Development Program (English Language Development is required for all English Learners and is a basic component of all program options) AND/OR

☐

Structured English Immersion Classroom

☐

English Language Mainstream Classroom

☐

Waiver (Please contact the school principal or ELD Teacher)

(Please see the attached description of the program selected as well as the redesignation criteria)

If you want more information about the CELDT 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.

· **Structured English Immersion Classroom:** Some assistance may be provided in the primary language. 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.

· **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.

· **WAIVER:** Alternative Program: Students with an approved *Parental Exception Waiver***** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be redesignated as fluent English proficient. (Parents can obtain a *Parental Exception Waiver* from the school site Principal or ELD Teacher.)

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:

Primary Function	Instrument	Target Group	Responsibility	Time Line
To determine level of English language proficiency (comprehension, fluency, vocabulary, pronunciation and grammar)	Student Oral Language Observation Matrix in English (SOLOM) <ul style="list-style-type: none"> Passing Score of 19/25 	All ELL pupils considered for redesignation in grades K-12	Classroom Teacher ELD Teacher Resource Teacher Other Personnel	When student is considered for redesignation
To determine level of English language proficiency (reading, writing, speaking and listening)	CELDT <ul style="list-style-type: none"> Early advanced overall 	All ELL pupils considered for redesignation in grades K-12	ELD Teacher Other Personnel	When student is considered for redesignation
To determine level of English language proficiency (writing)	Met Writing Standards (K-8) Met Graduation Proficiencies (9-12)	All ELL pupils considered for redesignation in grades K-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 ELL pupils considered for redesignation in grades K-12	ELD Teacher	When student is considered for redesignation
To follow up on educational success of redesignated pupils	Conference group (Appraisal Team)	All redesignated K-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 (California English Language Development Test, o prueba CELDT). 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.

Actual nivel de ELD de aptitud de su hijo es _____ de acuerdo con el resultado de la prueba más reciente CELDT (California Language Development Test):

Fecha del test	General de Proficiencia en Inglés	Escuchando	Hablando	Lectura	Escritura
Avanzado					
Preavanzado					
Intermedio					
Pre-intermedio					
Novicio					

Resultados de los logros Académicos

Instrumentos	Nivel de desempeño
SOLOM	
CELDT	
La escritura estándar / Competencia con graduación	

Como resultado de estos exámenes, 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 Novicio-Pre-intermedio

2-4 años de instrucción en Inglés Preintermedio-Preavanzado

5+ años de instrucción en Inglés Preavanzado-Avanzado

Su hijo/hija _____

ha sido ubicado en un programa de desarrollo del idioma de Inglés y es obligatorio para todos los principiantes de Inglés y es un componente básico de todas las opciones de programas Y/O

☐ Salón de inmersión estructurado en Inglés

☐ Instrucción Académica en idioma de Inglés.

☐ Por una alternativa para un programa adicional

Si desea más información sobre el CELDT 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 Inicial Para Los Padres Requisitos Estatales 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.

- **Inmersión Estructurada en Inglés (conocida en inglés como SEI).** Los estudiantes que obtienen como resultado una **fluidez menos que la razonable** son ubicados en un programa de SEI y la enseñanza en la mayor parte se brinda en inglés. Se puede proporcionar asistencia en la lengua materna. 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.
- **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.
- **REUNCIA:** Programa Alternativo. Se les enseñan materias requeridas dictadas en su lengua materna a aquellos estudiantes que tengan una "Solicitud de exención presentada por los padres" aprobada.**** A la instrucción en ELD la reciben en inglés. Los maestros deben recibir una capacitación especial para trabajar en dicho programa. Utilizan los libros de texto y materiales didácticos 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. (Los padres pueden obtener una *solicitud de excepción presentada por los padres* a la escuela.)

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"> Puntuación de 19/25 pasando 	Todos los alumnos de ELL considerados para la reclasificación de los grados K -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)	CELDT <ul style="list-style-type: none"> Pre-avanzado global 	Todos los alumnos de ELL considerados para la reclasificación de los grados K -12	ELD Maestros Otro Personal	Cuando el estudiante es considerado para reclasificación
Para determinar el nivel de dominio del idioma Inglés (escritura)	Normas de escritura (K -8) Competencia con graduaciones (9-12)	Todos los alumnos de ELL considerados para la reclasificación de los grados K -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 ELL considerados para la reclasificación de los grados K -12	Maestro ELD	Cuando el estudiante es considerado para reclasificación
Hacer un seguimiento de éxito educativo de los alumnos redesignados	grupo de conferencia (Equipo de evaluación)	Todos los alumnos de ELL considerados para la reclasificación de los grados K -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 –	CELDT	Advanced Early Advanced High Intermediate (with Appraisal Team Approval)	
Oral English – Teacher Judgment	SOLOM	Comprehension - 4 Fluency - 4 Vocabulary - 4 Pronunciation - 3 Grammar - 4	
Curriculum Mastery/Objective Assessment	District Benchmark	Appraisal Team Approval	ELA – 70% Math – 70%
Written English – Teacher judgment	Writing Standards	Comparable to average EO	Writing
Curriculum Mastery – Teacher judgment	Curriculum Mastery Checklist	Grade level curriculum performance - 4 Projected Ability - 3 Curriculum Support - 4	

Parent Contact – Date _____

Telephone _____

Signatures of Student Appraisal Team

name

title

name

title

name

title

Follow-up

Satisfactory

Unsatisfactory

Signature

30 days _____

6 mon. _____

2 years _____

English Learner Redesignation Follow-Up

Willows Unified School District

Student _____ R-FEP Date _____

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

Date _____ Satisfactory _____ Unsatisfactory _____

If unsatisfactory, list measures taken to facilitate success.

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

Date _____ Satisfactory _____ Unsatisfactory _____

If unsatisfactory, list measures taken to facilitate success.

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

Date _____ Satisfactory _____ Unsatisfactory _____

If unsatisfactory, list measures taken to facilitate success.

SOLOM

Student Oral Language Observation Matrix

Purpose

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

Description

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

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

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

Administration

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

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

CDE/IMBC 06-91 fn=IMBC\solom.prp

SOLOM Teacher Observation
Student Oral Language Observation Matrix

Student's Name: _____

Language Rated: _____

Grade _____

Date(s) _____

School _____

Teacher _____

Total Score(s) _____

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

WILLOWS UNIFIED SCHOOL DISTRICT

Date _____

Dear Parents:

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

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

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

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

Parent/guardian

phone number

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

Respectfully,

ELD Teacher



WILLOWS UNIFIED SCHOOL DISTRICT

Fecha _____

Estimados Padres:

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

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

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

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

Padre/guardiano _____

Número del teléfono _____

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

Atentamente,

Maestro de Desarrollo de inglés



English Language Learner Profile Sheet

Student _____ Date of Birth _____

Date Entered USA _____ Date Entered School _____

CST Scores	ELA									
	Math									
	Date									
SOLOM Score	Date									
Redesignation	Date									
Advanced	Date									
Early Advanced	Date									
Intermediate	Date									
Early Intermediate	Date									
Beginning	Date									
Years in Program →										
Grade→										
Homeroom Teacher or English Teacher →										

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

Placement in Instructional Programs

Introduction

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

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

Structured English Immersion

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

English Language Mainstream Class

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

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

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

Alternative Programs

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

Willows Unified School District
Proposition 227 Parental Exception Waiver

For School Year:

Student's Full Name: _____
Date of Birth: _____ Primary Language: _____
Grade: _____ School: _____
Parent's/Guardian's Name: _____
Home Address: _____
street name and number City State Phone number

I am requesting a parental exception waiver of the requirement that my child be placed in a classroom composed of English Language Learners in which instruction is overwhelmingly in English, under the following section: (Please check the section which applies to your child.)

- ☐ Section 311(a) My child possesses good English language skills as measured by standardized tests of English vocabulary comprehension, reading, and writing in which he/she scores at or above the state average for his grade level or at or above the 5th grade average, whichever is lower.
- ☐ Section 311(b) My child is over 10 years of age and it is the informed belief of the school principal and educational staff that an alternative course of educational study would be better suited to the child's rapid acquisition of English language skills.
- ☐ Section 311(c) My child has special needs and will be better served by an alternative program. The district has determined that my child has physical, emotional, psychological, or educational needs. I understand that I am not required to consent to a waiver because of these special needs. I am requesting the following educational program for my child:

☐ I want my child to participate in an Alternative Program.

In addition, the following are other reasons why I am requesting the parental exception waiver for my child:

I understand that this waiver applies only to the school year listed above and I must request a waiver on an annual basis for the waiver to continue. I understand that my request shall be acted upon within 20 instructional days of receipt by the principal, or 10 days following the 30 calendar day's placement period required for students requesting waivers under section 311(c), whichever is later. I also understand that if my request is denied, I will receive a written explanation of the reason/s for denying my waiver request, if applicable. I have also been advised of the appeal process implemented by Willows Unified School District should my waiver be denied.

Program explained to parents by: _____ Date: _____

Parent/Guardian Signature Date

* * * * *

For School Use Only: Waiver granted _____ Waiver denied _____

Reasons for denial: _____

As the principal of _____ school, I acknowledge receipt of this waiver, which was personally delivered to me by the parent/guardian of _____

Site Administrator Signature Date request was received



PARENTAL WAIVERS FOR ENGLISH LEARNERS

The purpose of this letter is to remind you about the laws and regulations governing parental waivers as they relate to instruction for English learners (ELs).

California *Education Code (EC)* Section 305 requires that, except by parental waiver, all children be placed in English language classrooms. ELs are to be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Once ELs have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms.

Per *EC* Section 310, the requirement to place an EL in an English language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian. Under approved parental waivers, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom. This does not entail going through the waiver process. The parent or guardian need only request this placement (*California Code of Regulations*, Title 5 [5 CCR] Section 11301[b]).

Parental Notification of Waiver Opportunity

Per 5 CCR Section 11309(a), all parents and guardians must be informed of the placement of their children in a structured English immersion program and must be notified of an opportunity to apply for a parental exception waiver. The notice shall include a description of the locally-adopted procedures for requesting a parental exception waiver, and any locally-adopted guidelines for evaluating a parental waiver request.

Circumstances in Which a Parental Waiver May Be Granted

Under *EC* Section 311, a waiver may be allowed based on any one of the following three conditions:

(1) Children who already know English: The child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his or her grade level or at or above the fifth grade average, whichever is lower. Per 5 CCR Section 11309(e), if standardized assessment data is not available for the student, school districts may use equivalent measures as determined by the local governing board.

(2) Older children: The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.

(3) Children with special needs: The child already has been placed for a period of not less than 30 calendar days during that school year in an English language classroom, and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local board of education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.



Procedures for Granting Parental Exception Waivers

- School districts shall establish procedures for granting parental exception waivers (5 CCR 11309[b]).
- Parents or guardians must personally visit the school to apply for a waiver (EC 310).
- Waiver requests must be submitted annually (EC 310).
- At the school, parents and guardians applying for a waiver must be provided with a full written description and on request from a parent or guardian, a spoken description of the structured English immersion program and any alternative courses of study and all educational opportunities offered by the school district and available to the pupil. A full description of the educational materials to be used in the different options shall also be provided (EC 310; 5 CCR 11309[b][1]).
- For a waiver based on special needs, parents and guardians must be informed that the pupil must be placed for at least 30 calendar days in an English language classroom, and that the school district superintendent must approve the waiver pursuant to guidelines established by the local governing board (5 CCR 11309[b][2]).
- Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil (5 CCR 11309[b][4]).
- Individual schools in which 20 pupils or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered (EC 310).

Recommendation of Waivers

The school principal and educational staff may recommend a waiver based on age or special needs to a parent or guardian. Parents and guardians must be informed in writing of any such recommendation for an alternative program and must be given notice of their right to refuse to agree to a waiver. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the pupil. If the parent or guardian elects to request the recommended alternative program, he or she must comply with all procedures applicable to a parental exception waiver (EC 311(b) and (c); 5 CCR 11309[b][3]).

Denial of Waivers

In cases where a waiver based on the age or special needs of the child is denied, the parents or guardians must be informed in writing of the reasons for denial and advised that they may appeal the decision to the local board of education if such an appeal is authorized by the local board of education, or to the court (5 CCR 11309[d]).

Deadlines for Acting on a Waiver Request

- All parental exception waivers shall be acted upon by the school within 20 instructional days of submission to the school principal (5 CCR 11309[c]).
- However, parental waiver requests based on special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers must be acted upon either no later than 10 calendar days after the expiration of the 30-day placement, or within 20 instructional days of submission of the waiver to the school principal, whichever is later (5 CCR 11309[c]).



Definitions

EC Section 306 provides the following definitions:

- "English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.
- "English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.
- "English language mainstream classroom" means a classroom in which the pupils either are native English language speakers or already have acquired reasonable fluency in English.
- "Sheltered English immersion" 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.
- "Bilingual education/native language instruction" means a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child's native language.