

Wheatland School District

Master Plan for English Learner Success



2020-2021 Summative ELPAC

We were able to administer the ELPAC Summative test to all qualifying students with the exception of one. Using a transparent plastic divider and the test examiners entering the student's answers. We mailed home the 2020-21 Summative Score Reports for these students. 2020-21 Summative and Initial ELPAC results are available for parents to view in Aeries Parent Portal for Bear River, Wheatland Elementary and Lone Tree students.

2021-2022 In Person and/or Remote Administration

This year, ELPAC tests may be administered remotely, in person, or through a combination of in-person and remote testing, based on county public health department guidelines. At this point, Wheatland School District is planning to administer ELPAC tests *in person*, to all eligible students *or through a combination of in-person and remote ONLY if necessary*. We will be providing more information on spring testing soon. For more information, visit the Parents/Guardians Resources web page at <https://www.elpac.org/resources/parent-resources/>.

2021-2022 Initial ELPAC

All initial students have been given the Initial ELPAC test. Their results notification letters have been mailed home. Students were tested on campus, one-on-one with the test examiner entering answers for TK through 3rd grade.

2021-2022 Alternate ELPAC

The Alternate ELPAC assessment is intended only for students who have a significant cognitive disability and whose Individualized Education Program (IEP) team has decided that the student should take alternate assessments, in addition to being identified as an EL or potential EL. The Alternate ELPAC operational field test is a census field test, meaning all students who would be eligible to take the Summative Alternate ELPAC are required to participate in the administration. The testing window for the Alternate ELPAC operational field test will open on November 1, 2021 and closes on February 15, 2022.

Suggested Guidelines for Physically Distancing Test Administration

During this time of coronavirus disease 2019 (COVID-19), the health and safety of students and staff is the highest priority. The information and suggestions in this document are offered to local educational agencies (LEAs) and schools as guidance to complete required testing for the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC). **This information should not be interpreted as a state mandate.** While what is described in these guidelines will provide information regarding the administration of the CAASPP and the ELPAC, LEAs should review the State Superintendent of Public Instruction's [Coronavirus Response and School Reopening Guidance](#) web page for information from the CDE. **It is recommended that all students and staff always wear a mask during testing. Please note that this information does not supersede any regulations or rules set in place by the Centers for Disease Control and Prevention; the State of California; the California Department of Education (CDE); county, or city agencies; or LEAs. LEAs need to work with their local health departments and local stakeholders to ensure that their public health protocols align with the most current scientific knowledge and community expectations. Finally, it is also reasonable to expect that the protocols schools implement will change as the local conditions change.**

Table of Contents

Superintendent's Message and Description of English Learners	5
Assurances	6
Federal Law Key Sources	7
State Law	8
Student Identification and Placement (IV-EL 6, I-EL 1)	9
Parental Exception Waivers (VI-EL 10, VI-EL 11)	11
Program Description (VI-EL 10, VI-EL 11, VII-EL 12, and VII-EL13)	12
Reclassification (IV-EL 6, IV-EL 7)	15
Staffing and Professional Development (V-EL 8, V-EL 9)	17
Parent and Community Involvement (I-EL 1, I-EL 2, and I-EL 3)	18
Funding (III-EL 5)	20
Program Evaluation and Monitoring (IV-EL 6, I-EL 1)	21

Table of Contents (continued)

Appendices.....	26
Initial Placement Letters (English)	27-28
Initial Placement Letters (Spanish).....	29-30
Annual Placement Letters (English).....	31-32
Annual Placement Letters (Spanish).....	33-34
ELPAC Results Letter-ELL (English)	35
ELPAC Results Letter-ELL (Spanish)	36
ELPAC Results Letter-I-FEP (English)	37
ELPAC Results Letter-I-FEP (Spanish)	38
Student Reclassification Checklist	39
Student Reclassification Checklist Signature Page	40
Reclassification Letter (English)	41
Reclassification Letter (Spanish)	42
Alternative Waiver Form	43-44
R-FEP Monitoring Evaluation Form (K-3)	45
R-FEP Monitoring Evaluation Form (4-8)	46
Informal Assessment of Primary Language	47-48

Superintendent's Message

The Wheatland School District is committed to providing a high quality program for all students, which includes effective educational options for English Learners (ELs). This Master Plan reflects an increased commitment on the part of the District to further define, clarify, and implement programs that are not only compliant with State and Federal law, and aligned to the District's Strategic Goals, but also truly assist students to meet the standards for English competence and academic achievement.

The purpose of this document is to clearly explain the various program options for English Learners through various educational pathways that are designed for students who present a specific linguistic and educational profile. The Wheatland School District is confident that this *Master Plan for English Learner Success* will permit District teachers, support staff, administrators, parents, and Governing Board members to create a new level of quality and commitment to educating English Learners.

Description of English Learners

English Learners (EL's) are identified as students whose primary or home language is a language other than English. Upon enrollment, students are assessed using the ELPAC and IPT (Spanish). Students identified as English Learners *will receive instruction in English Language Development* and academic assistance to enable them to meet federal, state and district goals.

District Goals

1. Development of full proficiency in English, a gain of one level each year, measured by annual ELPAC.
2. Academic achievement in core subjects at grade level within a reasonable time as indicated in the district's catch-up plan.

Assurances

This document has been reviewed and approved by the Wheatland School District Governing Board and the Wheatland School District English Language Advisory Committee.

Wheatland School District English Language Advisory Committee

On _____, the Master Plan for English Learners was reviewed and approved by the Wheatland School District English Language Advisory Committee.

Signature, District English Language Advisory Chairperson

Signature, Member

Signature, ELL Coordinator

Signature, Member

Signature, Member

Signature, Member

Signature, Member

Signature, Member

Signature, Member

Signature, Member

Signature, Member

Signature, Member

Key Sources of Federal Law Pertaining to the Education of English Language Learners

Title VI of the Civil Rights Act-1964

Prohibits discrimination against students on the basis of their language minority status

OCR May 25th Memorandum-1970

Where the inability to speak and understand English excludes students from “effective participation” in the education program, the district must take “affirmative steps to rectify the language deficiency in order to open its instructional program to these students”

Lau v. Nichols-1974

Classes taught exclusively in English and which provide no assistance in learning English deny English Learners a meaningful opportunity to participate in the educational program

Equal Educational Opportunities Act: 20 U.S.C. 1703

Requires educational agencies to take “appropriate action to overcome language barriers that impede equal participation” by students in their instructional programs

Casteñeda v. Pickard-1981

Districts have the dual obligation to:

- 1) Teach English**
- 2) Provide access to academic content instruction.**

Development of a three-prong test to evaluate the effectiveness of a district program:

- Is the program informed by an educational theory recognized as sound by at least some experts in the field?**
- Are the district’s programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?**
- Does the district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?**

Gomez v. Illinois State Board of Education-1987

Establishes the responsibility of state educational agencies to provide oversight and guidance to local districts in the area of services to English Learners

California State Law

California Legislation Code, General Provisions, Article 3, Section 30, Language of Instruction.

English shall be the basic language of instruction in all schools. The governing board of any school district, or community college district, and any private school may determine when and under what circumstances instruction may be given bilingually.

It is the policy of the state to ensure mastery of English by all pupils in the schools; provided that bilingual instruction may be offered in those situations when such instruction is educationally advantageous to the pupils. Bilingual instruction is authorized to the extent that it does not interfere with the systematic, sequential and regular instruction of all pupils in the English Language.

California Code of Regulations Title 5, sub-chapter 4, Section 11302, Duration of Services

The School District shall continue to provide additional and appropriate educational services to English Learners in Kindergarten through grade twelve for the purposes of overcoming language barriers until the English Learners have:

- a) Demonstrated English-language proficiency comparable to that of the school district's average native English-language speaker; and
- b) Recouped any academic deficits that may have been incurred in the areas of the core curriculum as a result of language barriers

Student Identification and Placement

The district has properly identified, assessed, and reported all students who have a primary language other than English (II-EL 4)

Home Language Survey- At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete a Home Language Survey (HLS) for each of their school-aged children, as part of the online enrollment process. When a parent or legal guardian enrolls their child in our District for the first time, the parent/legal guardian completes the HLS as part of the district's enrollment process. The HLS remains on file in each student's cum in the district. This information will assist schools in providing appropriate instruction for all students.

English Language Proficiency Assessments for California (ELPAC)- All students whose HLS indicates a language other than English on questions 1, 2, or 3 of the HLS must be assessed in English language skills within 30 calendar days of initial enrollment. (The 4th question provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but does not mandate assessment.) The state-approved assessment instrument is currently administered K-8 to determine English language proficiency skills. Each identified English Learner is annually assessed for English proficiency and academic progress utilizing the ELPAC.

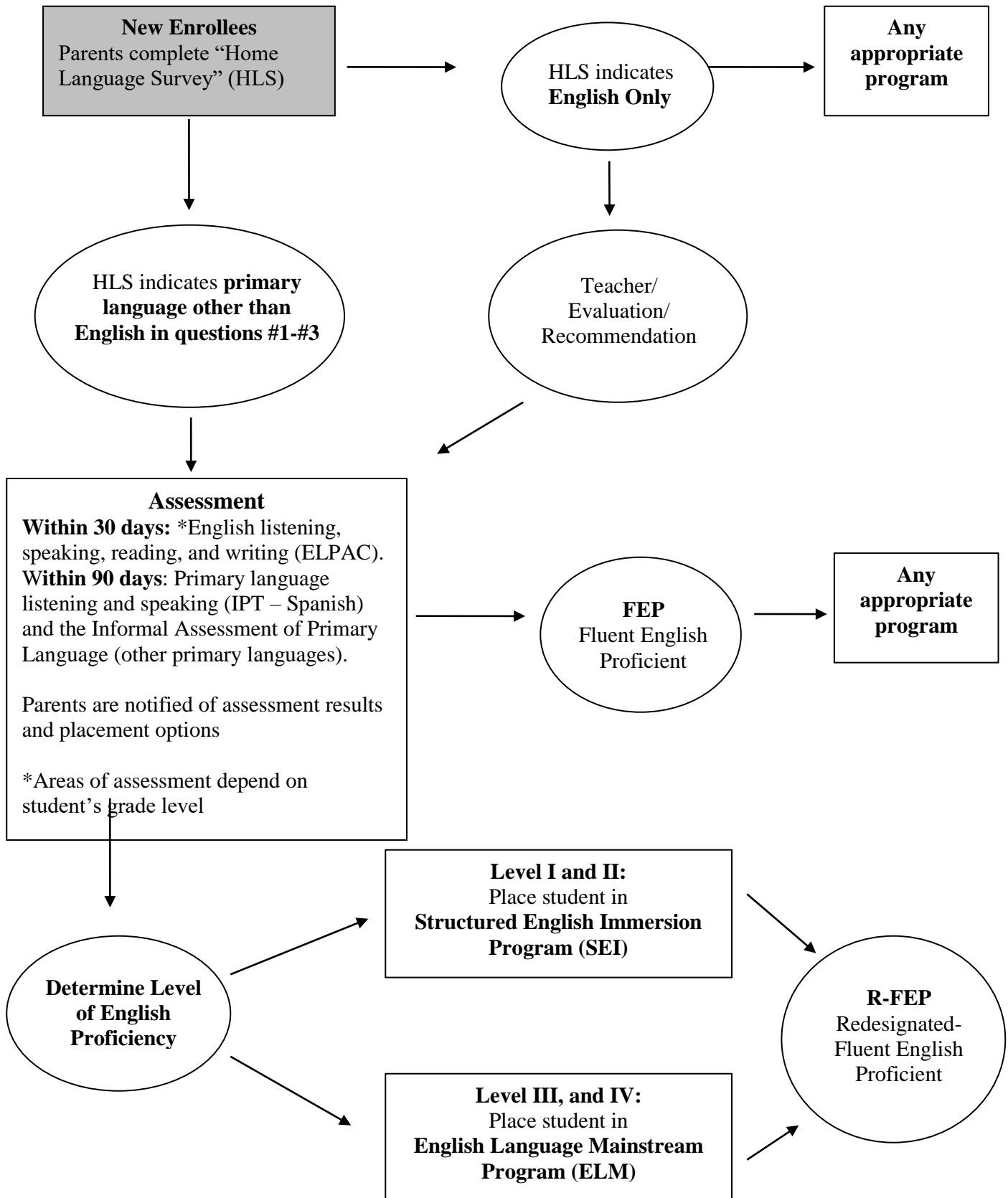
Primary Language Proficiency Assessment (Spanish IPT) - English Learners are assessed for primary language proficiency in listening, speaking, reading, and writing within 90 calendar days of initial enrollment. A fluent speaker of the student's primary language, who is trained in test administration and evaluation, conducts the assessment.

Informal Assessment of Primary Language (Questionnaire) - the purpose of an Informal Assessment of an English Language Learner's ELL Primary Language is: (1) determine the extent of the development of the student's primary language skills (comprehension, speaking, reading and writing); and 2) to use this information in combination with the assessment results of the student's English language assessment to determine the student's program services and placement. The Informal Assessment of Primary Language is to be used with all ELL students with a home language other than English.

Parent Notification of Initial Program Placement- Parents are notified with the preliminary results of their child's initial assessment. Testing results are provided to parents in our annual parent notification program description letter. The purpose of the notification letter is to notify the parent of the English proficiency, program options, student recommended placement, and the waiver process for an alternative program. In addition, a copy of the letter and initial testing results are provided to the child's teacher(s). A copy of the HLS, original Initial Language Assessment and Parent Notification forms, is placed in the student's cumulative record file.

Parent Notification of On-Going Program Placement- Each spring, the site administrators and teachers will review data regarding the student's academic performance and make recommendations for program placement for the coming school year. In the fall parents are provided with program placement recommendations and written descriptions of program options, along with information about the waiver process. If the parent has any questions, regarding program placement or the waiver process the principal or vice principal will meet with the parent/guardian.

Initial Identification and Placement in the EL Program



Parental Exception Waivers

All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. (VI-EL10 and VI-EL11)

Parent Notification of Student Placement and Parental Exception Waivers – During the first month of school and annually thereafter, parents will be notified of their student’s recommended placement, placement options, and parental exception waivers.

Parents can request a waiver from the school site principal

- Within seven working days, the principal will provide a written justification to the parent/guardian describing the reason for denial of the waiver request
- When 20 or more students of a given grade level, at the same school, have approved waivers, District and site administrators will examine the requests to determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil.
- If fewer than 20 students of a given grade level request a waiver, students have the option of transferring to a public school where an alternative program is offered.
- Waivers are acted on within 20 instructional days of submission to the school principal.

Waiver Denial Appeal Process - If denied, the parent/guardian may appeal the Principal’s decision in writing to the Superintendent. If the Superintendent denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial within seven working days. **A parent/guardian may appeal the Superintendent’s decision in writing to the Superintendent if parent disagrees with decision. The Superintendent will respond to parent in writing regarding the appeal. Thereafter the parent can appeal in writing to the board the Superintendents decision. The Governing Board may consider the matter at its next regularly scheduled Board meeting. The Governing Board may not decide to hear the appeal, in which case, the Superintendent’s decision is final. If the Governing Board chooses to hear the appeal, the Superintendent shall send the Governing Board’s decision to the parent/guardian within seven working days.**

Program Description

The district is providing services to English Learners to ensure that they are acquiring English-language proficiency and recouping any academic deficits that may have been incurred in other areas of the core curriculum. The district provides additional and appropriate educational services to English Learners in kindergarten through grade eight in any and all classroom situations. These services are for the purposes of enabling English Learners to overcome language barriers until they have demonstrated English-language proficiency comparable to that of the district's average native English speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
(VI-EL 10; VI-EL 11; VII-EL 12; VII-EL 13)

The programs for English Learners in the Wheatland School District are designed to help students acquire fluency in English, academic language, and provide equal access to the academic core curriculum, while maintaining a positive self-concept. English Language Development (ELD) instruction is part of the daily program for all English Learners. ELD is taught by certificated teachers who have been trained in the principles of language development and methodologies for teaching English Learners. Student learning is supported through district-adopted texts and supplemental materials.

- **Option 1 - Structured English Immersion (SEI):** Provides **sequential** ELD instruction to students and access to the core curriculum, through providing primary language support and, using SDAIE strategies in an English mainstream class or intervention class.
- **Option 2 - English Language Mainstream (ELM):** All students will be placed in the English Language Mainstream class. Students will receive ELD and additional instruction using SDAIE strategies in order to meet the requirements to be reclassified as Fluent English Proficient (FEP).
- **Option 3- Alternative Program (AP):** **Currently, Wheatland School District does not offer an alternative program. Should a school acquire 20 or more students of a given grade level and parental exception waivers are granted, the district will make every effort to provide an alternative program that would be better suited for the overall educational development of the students. For example:** Students may be placed in a primary language classroom with a parental waiver and site approval. Classes are formed based on the needs of 20 or more students at a given grade level, at the same school. Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment. Staff members may recommend an alternative placement for a student; however, parents have the right to refuse the staff recommendation.

ELD

English Proficiency Levels are tied to ELD Instruction Levels

The English proficiency of students who have a non-English home language is currently evaluated with the English Language Proficiency Assessments for California (ELPAC). When test results indicate the students are limited in their English proficiency, they must receive ELD instruction. This assessment identifies the students' language proficiency level at Level 1 Beginning Stage, 2 Somewhat Developed, 3 Moderately Developed, and 4 Well Developed. It is the principal's responsibility to place students in the proper class to receive the appropriate ELD program.

ELD Instructional Configurations

At Wheatland School District, schools vary in the number of classrooms at each grade level, in percentage of English Learners, and in the needs of parents and their specific communities. Therefore, school sites have freedom in choosing how to configure ELD instruction, in order to maximize learning opportunities and to best utilize those teachers who are qualified to teach ELD.

Elementary and Middle School

- Teaming between a qualified ELD teacher and a Mainstream English teacher, in which a qualified teacher gives ELD instruction and the other, gives an enrichment lesson.
- A qualified teacher in a self-contained Mainstream English Classroom may give ELD instruction to his/her own English Learners.

Evaluating ELD Progress

Each school has the responsibility of determining whether the English Learners are making adequate progress in English Language Development. If the students are not progressing through the ELD levels at an adequate rate according to the ELD guidelines (K-8th) a student study team will be formed to address specific needs of students and suggest interventions.

Instructional Program Specifics

	<u>Structured English Immersion</u>	<u>English Language Mainstream</u>	<u>Alternative Program</u>
Description	Provides sequential ELD instruction to students and access to the core curriculum, through providing primary language support, reading and math interventions and, using SDAIE strategies.	Students may be placed in the English Language Mainstream class once they have reached Intermediate fluency or higher on the ELPAC. Students continue to receive ELD and additional instruction using SDAIE strategies in order to meet the requirements to be reclassified as Fluent English Proficient (FEP).	Not Available
Goals	<ol style="list-style-type: none"> 1. Fluency in English 2. Academic Language 3. Access to Curriculum Content 4. Maintain positive self-concept 5. Reclassification 	<ol style="list-style-type: none"> 1. Fluency in English 2. Academic Language 3. Access to Curriculum Content 4. Maintain positive self-concept 5. Reclassification 	Not Available
Students Served	Overall ELPAC scores of Levels I, and II.	Overall ELPAC Scores of Levels III, and IV	Not Available
Program Duration	One to two years.	Until Reclassification	Not Available
ELD Instruction	Daily Explicit and systematic ELD instruction K-5 30minutes (minimum) 6-8: 2 periods daily (minimum)	Daily Explicit and systematic ELD instruction K-5 30minutes (minimum) 6-8 1 period daily (minimum)	Not Available
Core Content	Differentiated instruction in all subject areas of the curriculum using teaching, learning and assessment strategies appropriately to students at Levels I and II on the ELPAC.	Differentiated instruction in all subject areas of the curriculum using teaching, learning and assessment strategies appropriately to students at Levels III, and IV.	Not Available
Instruct. Asst.	Yes, bilingual as available	As appropriate	Not Available

Reclassification

Each English Learner (EL student) who meets the established Reclassification criteria is reclassified as Fluent English Proficient (FEP). Each former English Learner who has been reclassified Fluent English Proficient has demonstrated English-language and academic proficiency comparable to that of the average native English speakers and can participate successfully in the school's regular instructional program. (EL: IV-EL6, IV-EL7) Each former English Learner (EL) who has been reclassified fluent English proficient (FEP) has demonstrated English language proficiency comparable to that of average native English speakers and can participate equally with average native speakers in the school's regular instructional program.

The purpose of reclassification is to determine when an English learner has met certain district established criteria and can participate equally with native speakers in the school's regular instructional program and, therefore, qualifies to be identified as Fluent English Proficient (FEP). (EC 52164.6)

English Learners will be reclassified as Fluent English Proficient when they demonstrate the ability to participate effectively in curriculum designed for students of the same age whose native language is English.

Criteria will be assessed using multiple measures of assessment that include:

- Score Well Developed (Level 4) overall score on the ELPAC
- Score Basic, Proficient, or Advanced (3, 4, or 5) on the California Assessment of Student Performance and Progress (CAASPP), in both ELA and Math
- Receive a recommendation from his/her Language Arts teacher
- Attain a grade of C or higher in Language Arts (middle school only)
- Consultation with Site Administrators and Classroom Teacher
- Consultation with parents

Reclassification Process

May or August-October the following school year: Monitoring and Referral

1. Identify 1st-8th Grade students who scored an overall score of level 4's of the ELPAC
2. Site administrators complete the *Reclassification Evaluation Checklist*
3. The site administrator distributes the *Reclassification Evaluation Checklist* to the classroom teacher or English/Language Arts teacher (grades 6-8) for completion
4. A teacher completes the *Reclassification Evaluation Checklist* and returns the forms to the site administrator.
5. Site Administrator reviews and recommends reclassification for each student.
6. Parents of students who are eligible for R-FEP designation are contacted by the site administrator.
7. Copies of the *Reclassification Evaluation checklists* are placed in the student's cumulative record and logged in Aeries for the purpose of recording student status to R-FEP designation in the district data base prior to R-30 data collection and submission.

Two-Year Monitoring Process

Follow up monitoring and interventions are provided for all students reclassified as Fluent English Proficient (FEP) for two years in order to ensure that they are able to maintain proficient performance in class and on district and state assessments.

November-December:

1. EL Appraisal Team completes the *R-FEP Monitoring Form*
2. EL Appraisal Team meets, analyzes student data, and prescribes interventions as needed
3. EL Appraisal Team analyzes data including, but not limited to:
 - a. Grades/report cards in all subjects
 - b. Current standardized, norm-referenced testing data
 - c. Site level assessments
 - d. Parent input
 - e. Teacher input
 - f. Writing samples
 - g. District standards-based assessment data
 - h. Student attitude/outside influences
4. Site Administration prescribes interventions and/or refers student for School Study Team meeting. Intervention plans are documented and placed in the student's cumulative records.

May-June:

1. Repeat R-FEP monitoring process listed for November through December.
2. Site Administration convenes with grade level teachers to analyze both data and interventions and to recommend additional interventions, if appropriate.

Staffing and Professional Development

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high quality professional growth opportunities, the school district provides in-service training that qualifies existing and future personnel to provide appropriate instructional services to EL students.

(V-EL 8; V-EL 9)

Staffing

English Learners are placed with qualified teachers who hold CTC authorization to teach English Learners. Teachers who do not hold the necessary authorization are notified that their assignments are provisional and are encouraged to complete the necessary training for certification. Teachers who do not obtain the necessary authorization to instruct English Learners may be reassigned.

Bilingual paraprofessionals work as needed in concert with the teacher to provide primary language support to motivate, clarify, direct, support, and explain facts and concepts to Beginning English Learners. Paraprofessionals may also assist with needs outside the classroom, including but not limited to:

- Parent-teacher conferences and notifications
- ELAC and DELAC
- Oral and written translations

Professional Development

Administrators, teachers, and paraprofessionals are provided with ongoing professional development that is:

- Designed to improve the instruction and assessment of English Learners
- Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies (with a focus on monitoring) for English Learners.
- Research-based and effective strengthening of teacher's subject matter knowledge, as well as instructional strategies for the purpose of increasing English Learners' language proficiency and academic achievement.
- Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships. District and school sites have functioning English Learner Advisory Committees (DELAC, ELAC) meeting all legal requirements, as required.

(I-EL 1; I-EL 2; I-EL 3)

Parent Outreach

Wheatland School District strives to involve parents in all aspects of the educational program for students. We recognize that parent involvement is the key to success and we establish a partnership with parents, community members, industry and organizations to improve student achievement. To ensure that all members of our community have the opportunity to assist in and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships the District and one school site have a functioning English Learner Advisory Committees (DELAC, ELAC). These meetings are provided by the District and Wheatland Elementary School to afford parents an opportunity to assist their children in attaining English Proficiency, achieve at high levels in core academic subjects and meet the challenging CCSS.

The Wheatland School District and individual school sites send notifications of regular meetings held to involve and respond to parent needs. The following opportunities are available for parental involvement:

- English Language Advisory Council (ELAC), Parent Club Organizations and School Site Councils (SSC) ~ English Learner parents are encouraged to serve on these committees
- District English Language Advisory Council (DELAC), and the Wheatland Youth Collaborative ~ English Learner parents are encouraged to serve on district councils and committees

When 15% or more of the student population at the school site speaks a single primary language other than English, notices, reports, statements, or records sent to the parents are sent in their primary language in addition to English.

English Language Advisory Council (ELAC) and District English Language Advisory Council (DELAC):

Schools with 21 or more English Learners are required to establish a functioning English Language Advisory Committee (ELAC) on programs and services for English Learners. Members of the committee are elected by all parents/guardians of English Learners annually and constitute at least the same percentage of the committee members as their child is representative of the student body.

The ELAC committee duties include advising the principal and staff on:

- The development of the school's Single Plan for School Achievement
- Programs for English Learners
- Development of the school's needs assessment
- Ways to make parents aware of the importance of regular school attendance

At the first or second ELAC meeting of the year, the members of the school's ELAC receive training to assist the members in carrying out their legal duties and elect one or two parents of EL students to represent them at the District English Language Advisory Committee (DELAC).

The DELAC committee annually receives training and advises the district's Governing Board on the following:

- Master Plan for English Learner Success
- Needs of English Learners on a school-by-school basis
- Program, goals, and objectives for programs and services for English Learners
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
- Administration procedures of annual language census (R-30 LC Reports)
- District's Reclassification procedures
- Written notifications sent to parents and guardians. Notifications are sent in primary languages for significant language populations

The DELAC meetings are held in conjunction with Wheatland Elementary School's ELAC meetings. Parents of Lone Tree Elementary, Wheatland Charter Academy and Bear River Middle School students are invited to the meetings held four times a year. Translators and child care are provided at each meeting

Funding

To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success (III – EL5)

Adequate general fund resources are used to provide each English Learner with learning opportunities in an appropriate program, including English-language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical funds.

The following funds supplement, but do not supplant general funds:

- EL Funds ~ EIA/LEP, ELAP, Title III LEP and CBET:
- Supplemental instructional materials
- ELD instructional materials
- ELD Para Educators
- Staff development

Program Evaluation & Monitoring

The district has established a process and criteria to determine the effectiveness of the program(s) provided to English Learners (IV-EL 6; I-EL 1)

Monitor English Learners meeting Annual Measurable Achievement Objectives (AMAO's).

AMAO #1: Students are expected to gain one level each year as measured by annual ELPAC with students at the Early Advanced or Advanced bringing up all sub-skills to the Intermediate level to become ELPAC English Proficient.

AMAO #2: English Learners that can be expected to reach English Proficiency attain English proficiency.

AMAO #3: English Learners making Adequate Yearly Progress (AYP).

Wheatland School District has an ongoing procedure for using the criteria to evaluate program effectiveness to ensure that each EL achieves full proficiency in English and academic achievement at grade level. Twice a year the administrators at each site will meet to review progress towards goals as well as the program evaluation and monitoring procedures. Results of this semi-annual review are shared with the District English Language Advisory Council. When progress has not been made towards these annual measurable objectives, the Wheatland School District informs parents/guardians of English Learners of such failure not later than 30 days after such failure occurs.

Annual Performance Expectations for English Learners

Timeline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELD ELPAC Level	1 Beginning Stage	2 Somewhat Moderately	3 Moderately Developed	4 Well Developed	Reclassification	
District Assessments <ul style="list-style-type: none"> • Reading • Writing • Math 	1 Far Below Basic	2 Below Basic	3 Basic	3-4 Basic to Proficient	3-4 Basic to Proficient	4-5 Proficient to Advanced
CAASPP <ul style="list-style-type: none"> • ELA • Math 	1 Far Below Basic	2 Below Basic	3 Basic	3-4 Basic to Proficient	3-4 Basic to Proficient	4-5 Proficient to Advanced
Parent Consultation	Annual Notification	Annual Notification	Annual Notification	Annual Notification	Parent consultation of Reclassification	
Teacher Evaluation	Ongoing Classroom Assessments	Ongoing Classroom Assessments	Ongoing Classroom Assessments	Ongoing Classroom Assessments	Ongoing Classroom Assessments	Ongoing Classroom Assessments and Report Cards

Catch-Up Plan

Student progress towards these annual expectations are monitored through the District Promotion and Retention expectations and referred to the site Student Study Team as necessary.

Program Evaluation & Monitoring Procedures

Area	Action	Responsible Person	Date	Evaluation
Student Identification and Placement	Home Language Survey (HLS) completed and filed in cum	Secretaries or EL Para Educators	Date of Enrollment	<i>Home Language Survey</i>
	Measure English proficiency levels of all English Learners	District Student Services and EL Para Educators	July - October	Initial ELPAC scores
	Measure or obtain English proficiency levels for all English Learners enrolling after September	District Student Services and EL Para Educators	October - June	ELPAC scores
	Measure primary language skills of “Initial” English Learners	District Student Services and EL Para Educators	July - October	IPT or Primary Language Inventory scores
	Parents are notified of initial program placement and placement options	District Student Services and EL Para Educators	Within 30 days of enrollment	<i>Initial Assessment Results and Program Placement Letters</i>
	Review on-going placement and notify parents	Site Administrators and Teachers	October - January	<i>On-Going Program Placement Recommendation Form</i>
Parental Exemption Waivers	Parents are notified of program options and waiver option	Site Administration	During first month of enrollment	<i>Initial Assessment Results and Program Placement for English Learners Form</i>
	Make decisions to deny or approve waivers	Principals	Within 30 days of receiving a waiver	<i>Alternative Program Waiver Form</i>
	Waiver appeals are referred to the Superintendent	Principals and Superintendent	On-going	Appeal Letters

Area	Action	Responsible Person	Date	Evaluation
Program Description	Discussions on SEI and ELM class configurations for each school site	Principals	Summer and Fall (following year)	Meeting minutes and/or developed structures for program delivery
	Formulation of SEI and ELM classes	Principals and Staff	Summer and Fall (following year)	Meeting minutes and/or developed structures for program delivery
	Formulation of Alternative Classes	Superintendent and Principals	Not Applicable	Not Applicable
	Implement instructional program for English Learners described on page 9 of English Learner Master Plan for student success	Principals and Teachers	September through June	R-30 Report
Reclassification	Students are reviewed for reclassification from English Learner to R-FEP	Site Administration	June - August	<i>Student Reclassification Checklist</i>
	Students meeting eligibility requirements are considered for reclassification	Site Administration	May - October	<i>Student Reclassification Evaluation Form</i>
	Students recommended for reclassification are monitored for a period of two years. Monitoring ensures correct classification, placement and additional academic support if needed.	Site Administration	November - December	R-FEP Monitoring Forms
Staffing and Professional Development	Organize and implement staff development in ELD and sheltered instructional strategies for teachers and paraprofessionals of English Learners	Site Administration	August for paraprofessionals October-February for teachers	Sign-In sheets, surveys
	Provide on-going coaching and support to provide for a lasting impact on teacher improvement	Site Administration	August - June	Contract, sub requisitions, AMAO results
	Ensure that English Learners are placed with qualified teachers	Site Administration	August-September	R-30 Report

Area	Action	Responsible Person	Date	Evaluation
Parent and Community Involvement	On going parent notification of District and site meetings	Site Administration	September-June	Notifications
	Quarterly meetings of DELAC and ELAC committees	Site Administration	Sept. – Oct. Nov. – Jan. Feb. – Apr. May – Jun.	Meeting Minutes
	Annual Reporting to the Governing Board by the DELAC committee	Superintendent or Other Administrator	June	Governing Board Minutes
Funding	Develop tentative budgets for the following school year	District Office and Principals	March - April	Budget Worksheets
	Revise budgets as funding is allocated	District Office and Principals	As needed	Budget Worksheets
	Supplement school programs for English Learners	District Office and Principals	Sept. – June	Purchase Orders, Conference Requisitions, and Contracts
Program Evaluation and Monitoring	Develop and update an English Learner Database to monitor English Learner progress over time	Site Administration	June - August	Database
	Monitor Annual Measurable Achievement Objectives	Site Administration	October - November	AMAO Report
	Monitor English Learners in Special Programs	Site Administration	October	Database and English Learner Special Programs Report
	Monitor implementation of English Learner Master Plan for Student Success	Superintendent	Nov/Dec. and Feb./Mar.	Calendar of Ed. Services Activities

Appendices

Initial Placement Letters (English).....	27-28
Initial Placement Letters (Spanish).....	29-30
Annual Placement Letters (English).....	31-32
Annual Placement Letters (Spanish).....	33-34
ELPAC Results Letter-ELL (English)	35
ELPAC Results Letter-ELL (Spanish)	36
ELPAC Results Letter-I-FEP (English)	37
ELPAC Results Letter-I-FEP (Spanish)	38
Student Reclassification Checklist	39
Student Reclassification Checklist Signature Page.....	40
Reclassification Letter (English)	41
Reclassification Letter (Spanish).....	42
Alternative Waiver Form	43-44
R-FEP Monitoring Evaluation Form (K-3)	45
R-FEP Monitoring Evaluation Form (4-8)	46
Informal Assessment of Primary Language	47-48

Wheatland School District

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

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> School: <School_Name> Date: <Date_Testing_Completed>

State Student ID #: <Student_ID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Primary Language: <Primary_Language_Name>

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

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

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	Status: <Overall_Performance_Level> Score: <Overall_Score>
Oral Language (Listening and Speaking)	<Oral_Level>
Written Language (Reading and Writing)	<Written_Level>

Based on results of the English language proficiency assessment, your child has been identified as an <Calculated_ELAS> student.

- English Learner** with *less than reasonable fluency* in English who will be assigned to the SEI Program.
- English Learner** with *reasonable fluency* in English who will be assigned to the ELM Program.
- Initial Fluent English Proficient (I-FEP)** student who will be placed in the district’s regular core curriculum.

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

A description of your child’s program and placement will be determined by the IEP team.

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

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The <LEA_Name> exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	<LEA_Name> Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	The student’s teacher(s) must recommend the student based on academic performance, including grades.
Parental Opinion and Consultation	After site and district approval, Parent/Guardian is notified and given an opportunity to consult with staff and share their opinion regarding their child’s readiness to be reclassified.
Comparison of Performance in Basic Skills	The student’s performance is at grade level or above on the California Standards Test and the student attains a grade of C or higher in Language Arts.

Choosing a Language Acquisition Program

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

Language Acquisition Programs

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]). If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

English Language Mainstream (ELM): Students who score at **reasonable fluency** in English are placed in an ELM program. They 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.

Alternative Program (ALT): **Currently, Wheatland School District does not offer an alternative program.** Should a school acquire 20 or more students of a given grade level and parental exception waivers are granted, the district will make every effort to provide an alternative program that would be better suited for the overall educational development of the students. (*EC* Section 52062) If interested in a different program from those listed above, please contact the school office to ask about the process.

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

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

Wheatland School District

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

A los padres/tutores de: <Last_Name>, <First_Name> Escuela: <School_Name> Fecha: <Date_Testing_Completed_Spanish>

Estudiante ID Estatal#: <Student_ID> Fecha de nacimiento: <Date_of_Birth_Spanish> Grado: <Tested_Grade_Spanish >

Lengua materna: <Primary_Language_Name>

Estimados padres o tutores: Cuando inscribió a su hijo en nuestra escuela, indicó un idioma aparte del inglés en la encuesta de la lengua materna. La ley estatal y federal nos requiere evaluar a su hijo y notificarle de su nivel del dominio de inglés. Estamos obligados a informarle de las opciones de programas de adquisición de idiomas disponibles. De estas opciones usted puede escoger la mejor para su hijo (*Código de Educación de California [EC*] sección 310*). Este aviso también contiene los criterios para la salida del estado de aprendiz de inglés (20 Código de los Estados Unidos [U.S.C.*] sección 6312[e][3][A][i],[vi]).

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

Ámbitos Compuestos	Pruebas del dominio de inglés de California (ELPAC*) Nivel de rendimiento de ELPAC inicial
General	Status: <Overall_Performance_Level_Spanish> Score: <Overall_Score_Spanish>
Lenguaje Oral (Habilidades de comprensión y expresión oral)	<Oral_Level_Spanish>
Lenguaje Escrito (Lectura y escritura)	<Written_Level_Spanish>

Basado en los resultados de la evaluación del dominio de inglés, se ha identificado a su hijo como <Calculated_ELAS_Spanish>.

- Estudiante de inglés** con una fluidez menor a la razonable en Inglés quien se asignará al Programa de SEI.
- Estudiante de inglés** con una fluidez razonable en Inglés quien se asignará al Programa ELM.
- Fluidez Inicial en Inglés (I-FEP)** estudiante que se colocara en el plan de estudios básicos del distrito.

Existe un Programa de Educación Individualizado (IEP*) en cual su hijo está participando: <IEP_on_FILE_Spanish>
Una descripción del programa y la colocación de su niño será determinada por el equipo del IEP.

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

El objetivo de los programas de adquisición de idiomas es que los aprendices de inglés logren a dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. Los criterios para la reclasificación en <LEA_Name> son los siguientes.

Los criterios generales (EC sección 313[f])	Los criterios de <LEA_Name>
Evaluación del dominio de inglés	Rendimiento general del 4to nivel de ELPAC
Evaluación del maestro	Maestro (s) del estudiante debe recomendar al estudiante basado en el rendimiento académico, incluyendo las calificaciones.
Consulta y opinión de los padres	Después de la aprobación del Sitio y del Distrito, se notifica a los padres y tutores y se les da la oportunidad de consultar con el personal y compartir su opinión sobre la disposición de sus hijos para ser reclasificados.
Comparación de rendimiento en habilidades básicas	El rendimiento del estudiante es a nivel de grado o nivel de grado o superior en la Prueba de Estándares de California y el estudiante obtiene una calificación de C o superior en lengua y literatura.

Escoger un programa de adquisición de idiomas

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

Programas de Adquisición de Idiomas

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

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

Inglés Idioma Principal (ELM): Los estudiantes que califican en **fluidez razonable** en Inglés se colocan en un programa de la ELM. Se enseñan ELD y otros temas de la base por profesores autorizados mediante libros de texto adoptados por el distrito y materiales suplementarios. Instrucción se basa en la ELD y estándares de contenido a nivel de grado. Los estudiantes reciben cualquier instrucción adicional necesaria para que puedan ser reclasificadas como Proficiencia en Inglés con Fluidez.

Programa Alternativo (ALT): Actualmente, El Distrito Escolar Wheatland no ofrece un programa alternativo. Adquiera una escuela 20 o más estudiantes de un grado determinado y se conceden exenciones de excepción a los padres, el distrito hará cada esfuerzo para ofrecer un programa alternativo que sería más adecuado para el desarrollo educativo en general de los estudiantes. *EC* sección 52062) Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con la Oficina de la Escuela para preguntar acerca del proceso.

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo. Se le requerirá a las escuelas en que los padres o tutores de 30 alumnos o más por escuela o los padres o tutores de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de idiomas diseñado a proporcionar enseñanza del idioma que ofrezcan tal programa en la medida de lo posible (20 U.S.C. sección 6312[e][3][A][viii][III]; *EC* sección 310[a]).

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

WHEATLAND SCHOOL DISTRICT

Parent Notification Letter

State and Federal Title III Requirements

Annual Assessment Results and Program Placement for English Learners

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID # _____ DOB: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English Learner program. (20 United States Code 7012 and 6312[g] [1] [A]; California Education Code Section 48985; and Title 5 of the California Code of Regulations Section 11309[a] [b] [1])

Your child's current English proficiency level is _____, according to their most recent English language proficiency assessment for California (ELPAC) results.

Based on these results, your child has been identified as an:

- English Learner (EL)** with *less than reasonable fluency in English* who will be assigned to the Structured English Immersion Program.
- English Learner (EL)** with *reasonable fluency in English* who will be assigned to the English Mainstream Program.

Check if applicable:

- Individualized Education Program (IEP) on file:** A description of your child's program and placement will be determined by the IEP team.

Academic Achievement Results

Skill Area	California Standards Tests	Other measure	Performance Level
English Language Arts			
Mathematics			

Program Placement Options for English Learners

The chart below shows all program placement options (a more detailed description follows). To request that your child be assigned to an Alternative Program (if applicable), you must apply for a Parental Exception Waiver.

English Language Proficiency Levels		Program Placement
Level 4	Reasonable fluency	English Language Mainstream or an Alternative Program (if applicable) with an approved Parental Exception Waiver
Level 3		
Level 2	Less than reasonable fluency	Structured English Immersion or an Alternative Program (if applicable) with an approved Parental Exception Waiver
Level 1		
		Other Instructional Setting based on IEP

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 (SEI):** Students who score at **less than reasonable fluency** are placed in a SEI program and are taught overwhelmingly in English. 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 (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They 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.
- **Alternative Program (Alt):** **Currently, Wheatland School District does not offer an alternative program. Should a school acquire 20 or more students of a given grade level and parental exception waivers are granted, the district will make every effort to provide an alternative program that would be better suited for the overall educational development of the students. For example:** Students may be placed in a primary language classroom with a parental waiver and site approval. Classes are formed based on the needs of 20 or more students at a given grade level, at the same school. Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English-Language classroom the first year of enrollment. Staff members may recommend an alternative placement for a student; however, parents have the right to refuse the staff recommendation.

***** California state law gives parents the right to request that their child be placed in an alternative program.**

To place your child in an alternative program, you must personally visit the school to apply for a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English Language classroom for 30 calendar days, and special needs exist.

➤ *Note: At any time during the school year, you may have your child moved into the English Language Mainstream Program*

Parents/Guardians have the right to request a parental exception waiver for an alternative program or to request withdrawal from a SEI placement.

A school visitation is required to request a waiver or withdrawal!

Please call the school if you would like to schedule a conference to discuss program options for your child.

Wheatland Elementary School 633-3140 Bear River School 633-3135 Lone Tree School 788-0248

If no response is received from the parent within 15 days, placement will proceed as described above.

Reclassification (Exit) 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. The reclassification criteria for Wheatland School District are listed below:

Required Criteria (Education Code 313)	Wheatland School District Criteria
English Language Proficiency Assessment (ELPAC)	ELPAC Overall Performance Level 4
Teacher Evaluation	The student's teacher(s) must recommend the student based on academic performance, including grades.
Parental Opinion and Consultation	After site and district approval, parent/guardian is notified and given an opportunity to consult with staff and share their opinion regarding their child's readiness to be reclassified.
Comparison of Performance in Basic Skills	The student's performance is at grade level or above grade level on the California Standards Test and the student attains a grade of C or higher in Language Arts.

DISTRITO ESCOLAR DE WHEATLAND

Carta de Notificación a los Padres

Requisitos Estatal y Federal de Título III

Resultados de la Evaluación Anual y la Colocación del Programa para los Estudiantes de Inglés

A los padre (s)/tutor (s) de: _____ Escuela: _____ Fecha: _____

ID del Estudiante # _____ FDN: _____ Grado: _____ Lenguaje Primario: _____

Estimados Padres o Guardián: Cada año, estamos obligados por ley a notificar a ustedes del nivel de habilidad de su niño en inglés. También debemos proporcionarle con la recomendación de la escuela para la colocación del programa y describir todas las opciones disponibles del programa. Esta carta también explica cómo decidimos cuando un estudiante está listo para salir del programa de aprendices del inglés. (20 Estados Unidos código 7012 y 6312 [g] [1] [A]; Código de Educación de California sección 48985; y el título 5 del código de California de la sección de reglamentos 11309 [a] [b] [1])

Nivel de dominio del inglés actual de su hijo es _____, según sus más recientes resultados del Examen de California Desarrollo del Lenguaje Inglés (CELDT).

Basando en estos resultados su hijo a sido identificado como un:

- Aprendices del Inglés (EL)** con *menos que razonable fluidez en inglés* que serán asignados al Programa de Inmersión de Inglés Estructurado.
- Aprendices del Inglés (EL)** con *razonable fluidez en inglés* que serán asignados al Programa de Corriente Inglés.

Comprobar si es applicable:

- Programa de Educación Individualizado (IEP) en el archivo:** Una descripción del programa y la colocación de su niño será determinada por el equipo del IEP.

Resultados de los Logros Académico

Área de Habilidad	Examen de Normas de California	Otra Medida	Nivel de Desempeño
Artes del Lenguaje Inglés			
Matemáticas			

Opciones de Ubicación de Programa para los Estudiantes de Inglés

La siguiente tabla muestra todas las opciones de programa de colocación (sigue una descripción más detallada). Para solicitar que su niño sea asignado a un Programa de Alternativa (si corresponde), debe solicitar una Renuncia a Exención de los Padres.

Niveles de Competencia de Idioma Inglés		Colocación del Programa
Level 4	Razonable fluidez	Inglés Idioma Principal o un Programa Alternativo (si aplica) con una Renuncia de Excepción los Padres aprobado
Level 3		
Level 2	Menos razonable fluidez	Inmersión de Inglés Estructurado o un Programa Alternativo (si aplica) con una Renuncia de Excepción los Padres aprobado
Level 1		
		Otro Ajuste de la Enseñanza Basada en el IEP

Descripción de Opciones de Colocación del Programa y las Metas para los Estudiantes de Inglés

Todos los programas incluyen Desarrollo de Lenguaje Inglés (ELD) y estrategias de enseñanza diferenciadas para cada nivel de cada estudiante de dominio del idioma inglés. Estas estrategias se utilizan para ayudar a cada estudiante alcanzar competencia en hablar, leer y escribir inglés y tener éxito académico en todas las materias fundamentales.

- **Estructurado de Inmersión (SEI):** Los estudiantes que cualifican en **menos de fluidez razonable** se colocan en un programa SEI y se imparten mayoritariamente en inglés. Ayuda puede proporcionarse en el idioma primario. Los estudiantes son enseñados ELD y otros temas de la base por profesores autorizados mediante libros de texto adoptados por el distrito y materiales suplementarios. Instrucción se basa en ELD y grado estándares de contenido.
- **Inglés Idioma Principal (ELM):** Los estudiantes que cualifican en **razonable fluidez** en Inglés se colocan en un programa de la ELM. Se enseñan ELD y otros temas de la base por profesores autorizados mediante libros de texto adoptados por el distrito y materiales suplementarios. Instrucción se basa en la ELD y grado estándares de contenido. Los estudiantes reciben cualquier instrucción adicional necesaria para que puedan ser reclasificadas como Proficiencia en Inglés con Fluidez.
- **Programa Alternativo (Alt): Actualmente, El Distrito Escolar Wheatland no ofrece un programa alternativo. Adquiera una escuela 20 o más estudiantes de un grado determinado y se conceden exenciones de excepción los padres, el distrito hará cada esfuerzo para ofrecer un programa alternativo que sería más adecuado para el desarrollo educativo en general de los estudiantes. Por ejemplo:** los estudiantes pueden ser colocados en una clase de idioma con una aprobación de renuncia y sitio de los padres. Las clases se forman basadas en las necesidades de 20 o más alumnos en un grado determinado. Se informaron a los padres y tutores que una pupila bajo edad de diez años debe colocarse para no menos de 30 días en un aula de inglés el primer año de inscripción. Los miembros del personal pueden recomendar una colocación alternativa para un estudiante; sin embargo, los padres tienen el derecho a rechazar la recomendación personal.

***** Ley estatal de California da a los padres el derecho a solicitar que su hijo será colocado en un programa alternativo.**

Para sentar al niño en un programa alternativo, usted debe visitar personalmente la escuela para solicitar una renuncia a excepción de los padres en la escuela de su hijo cada año, y él o ella debe cumplir con uno de los siguientes criterios: a) sabe inglés y realiza académicamente por lo menos en el nivel del 5 grado, b) es de 10 años de edad o más, c) es un estudiante menor de edad 10 años, fue colocado en un aula de lengua inglesa para 30 días y en especial las necesidades existen.

➤ *Nota: En cualquier momento durante el año escolar, puede tener su hijo en el Programa de Corriente Principal Idioma Inglés*

Los padres / Tutores tienen el derecho de solicitar una solicitud de exención para un programa alternativo o para solicitar la retirada de una colocación SEI.

Se requiere una visita escolar para solicitar una renuncia o retiro!

Por favor llame a la escuela si le gustaría programar una conferencia para discutir las opciones del programa para su hijo.

Escuela Primaria Wheatland 633-3140 Escuela Bear River 633-3135 Escuela Lone Tree 788-0248

Criterios de Reclasificación (Salida)

La meta del Programa de Aprendices de Inglés es que los alumnos sean plenamente competentes en Inglés y para dominar las normas estatales para el logro académico lo más rápidamente posible. Los criterios de reclasificación para el Distrito Escolar de Wheatland se enumeran a continuación:

Criterios Requirió (313 del Código de Educación)	Criterios de Distrito Escolar de Wheatland
Examen de California Desarrollo del Lenguaje Inglés (CELDLT).	Rendimiento general del 4to nivel de ELPAC
La Comparación de Rendimiento en las Habilidades Básicas	El rendimiento del estudiante es a nivel de grado o nivel de grado o superior en la Prueba de Estándares de California y el estudiante obtiene una calificación de C o superior en lengua y literatura.
Evaluación de Maestros de Rendimiento Académico	Maestro (s) del estudiante debe recomendar al estudiante basado en el rendimiento académico, incluyendo las calificaciones.
Consulta los Padres	Después de la aprobación del sitio y del distrito, el padre / tutor es notificado y se le da la oportunidad de consultar con los programas del personal con respecto a aumentar aún más las perspectivas para el logro académico.



WHEATLAND ELEMENTARY SCHOOL

Wheatland Elementary School District

111 Hooper St., Wheatland, California 95692

Phone: (530) 633-3140 – Fax: (530) 633-2367



Craig Guensler
Superintendent

Peter Towne
Principal

Dear Parent or Guardian:

Last spring, your child took a test called the Summative English Language Proficiency Assessments for California (ELPAC). This test is part of the California assessment system and is aligned with California's English Language Development Standards.

These standards make sure English learner students have a high-quality program that will enable them to attain proficiency in English—developing the necessary skills and confidence in listening, speaking, reading, and writing—so they can be successful in the classroom. The ELPAC helps teachers across the state see how well students are doing with those skills.

Your child's report shows an overall score, consisting of oral language skills (speaking, listening) and written language skills (reading, writing) and a performance level. Because the ELPAC is a new test, scores from the ELPAC should not be compared to scores from the previous test, the California English Language Development Test (CELDT).

To find out more about your child's scores:

The ELPAC Web site at <http://www.elpac.org> has the following materials to help parents understand the score reports:

- Understanding the Summative Student Score Report—ELPAC, a video
- Guide to Understanding the ELPAC Student Score Report

In our district, the test results are just one way to look at how well our students are doing. We use the results to find areas in which students need help in the next school year. It is also important to know that the test results are not used to determine whether a student moves to the next grade. If you have questions or concerns about your child's progress, please call the school office at 530-633-3140 to arrange a conference with your child's teacher.

Sincerely,

Peter Towne
Principal



WHEATLAND ELEMENTARY SCHOOL

Wheatland Elementary School District

111 Hooper St., Wheatland, California 95692

Phone: (530) 633-3140 – Fax: (530) 633-2367



Craig Guensler
Superintendent

Peter Towne
Principal

Estimado padre o tutor:

La primavera pasada, su hijo tomó una prueba denominada Evaluaciones Sumativas de Dominio del Idioma Inglés para California (ELPAC). Esta prueba es parte del sistema de evaluación de California y está alineada con los Estándares Académicos del Desarrollo del Inglés como Segundo Idioma de California.

Estos estándares garantizan que los estudiantes de inglés como segundo idioma tengan un programa de alta calidad que les permitirá alcanzar el dominio del idioma inglés—desarrollando las habilidades necesarias y la confianza para escuchar, hablar, leer y escribir—para que puedan tener éxito en el aula. La ELPAC ayuda a los maestros de todo el estado a determinar qué tan bien los estudiantes están empleando esas habilidades.

El informe de su hijo muestra una calificación general compuesta de habilidades del lenguaje oral (hablar, escuchar) y habilidades del lenguaje escrito (lectura, escritura) y un nivel de desempeño. Debido a que la ELPAC es una prueba nueva, los resultados obtenidos en ésta no deben compararse con los resultados de la prueba que se usaba anteriormente: la Prueba para Medir el Desarrollo del Idioma Inglés de California (conocida en inglés como Prueba de Desarrollo del Idioma Inglés de California (CELDT)).

Para obtener más información acerca de los resultados de su hijo:

El sitio web de ELPAC en <http://www.elpac.org> cuenta con los siguientes materiales para ayudar a los padres a entender los informes de resultados:

- Cómo entender el informe de resultados del estudiante—ELPAC, un video
- Guía para entender el informe de resultados de la ELPAC del estudiante

En nuestro distrito, los resultados de las pruebas son sólo una manera de determinar el desempeño de nuestros estudiantes. Usamos los resultados para encontrar las áreas en las que los estudiantes necesitarán ayuda en el próximo año escolar. También es importante saber que los resultados no se usan para determinar si un estudiante pasa al siguiente grado. Si tiene preguntas o inquietudes acerca del progreso de su hijo, llame a la oficina de la escuela al 530-633-3140 para organizar una reunión con el maestro de su hijo.

Atentamente,

Peter Towne
Director

SAMPLE LETTER

Wheatland School District

Initial Notification for Student Identified as Fluent English Proficient (IFEP)

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, your child was given the ELPAC, and the results are attached. These test results have identified your child as Initially Fluent English Proficient (I-FEP). This means that your child will be assigned to a regular academic program and will not need to participate in an English language instructional support program. Your child's progress will be closely monitored for the next two years to ensure continued adequate academic progress is being made. You are encouraged to be involved in your child's education. If you have any questions regarding your child's instructional placement or ELPAC results, please contact your child's school office during school hours.

Sincerely,

Principal

SAMPLE LETTER

Distrito Escolar de Wheatland

La Notificación Inicial de Estudiante Identificado como Fluidez en Inglés (I-FEP)

Estimados Padres o Tutores:

Las leyes estatales y federales requieren que todos los distritos escolares en California ofrescan una prueba de estado de dominio del Inglés a los estudiantes cuya lengua materna no es el Inglés. Idioma principal de un estudiante es identificado en una encuesta del idioma en el hogar, el cual es completado por los padres o tutores sobre la colocación de su hijo en una escuela pública de California por primera vez. Evaluaciones de Competencia en Inglés para California (ELPAC). Los resultados de la ayuda ELPAC para medir la forma en que cada estudiante está progresando hacia el dominio de Inglés en las áreas de escuchar, hablar, leer y escribir.

Cuando su niño inscrito en la escuela, su hijo se le dio el ELPAC, y los resultados se adjuntan. Estos resultados de las pruebas han identificado a su hijo como Inicialmente Fluído del Inglés (I-FEP). Esto significa que su hijo será asignado a un programa académico regular y no tendrá que participar en un programa de apoyo a la instrucción del idioma Inglés. El progreso de su hijo será supervisado de cerca por los próximos dos años para asegurar el continuo progreso académico adecuado que se está haciendo. Se le anima a participar en la educación de su hijo. Si usted tiene alguna pregunta respecto a la colocación o ELPAC resultados de instrucción de su hijo, por favor, póngase en contacto con la escuela de su hijo durante el horario escolar.

Atentamente,

Director

WHEATLAND SCHOOL DISTRICT
English Language Learner Reclassification Form

Student Information

Student Name: _____ Student ID: _____

School: _____ Birth date: _____

Grade: _____ Classroom Teacher (K-5) or English Teacher (6-8): _____

Reclassification Requirements – Meet the Four Criteria

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	Wheatland School District Criteria
English Language Proficiency Assessment for California (ELPAC)	ELPAC Overall Performance Level 4
Teacher Evaluation	The student's teacher(s) must recommend the student based on academic performance, including grades.
Parental Opinion and Consultation	After site and district approval, Parent/Guardian is notified and given an opportunity to consult with staff and share their opinion regarding their child's readiness to be reclassified.
Comparison of Performance in Basic Skills	The student's performance is at grade level or above grade level on the California Standards Test and the student attains a grade of C or higher in Language Arts

Summative ELPAC Scores

Overall Score: _____ Test Date: _____

Oral Language Score: _____

Written Language Score: _____

Assessment of Basic Skills

Grades K-3: District ELA Assessment (nearly met, met, or exceeded on)

Assessment: _____ Score: _____ Date: _____

Grades 4-8: CAASPP ELA (standard met or standard exceeded)

Score: _____ Date: _____

*If necessary, 4th-8th grade may use district ELA assessment in lieu of CAASPP ELA results

Teacher Input (provide additional evidence to support reclassification)

Assessment: _____ Score: _____ Date: _____



WHEATLAND ELEMENTARY SCHOOL

Wheatland Elementary School District
111 Hooper St., Wheatland, California 95692
Phone: (530) 633-3140 – Fax: (530) 633-2367



Craig Guensler
Superintendent

Peter Towne
Principal

Dear Parent or Guardian:

Last spring, your child took the Summative English Language Proficiency Assessments for California (ELPAC). The state results have already been mailed to you and your child scored a Level 4 in the overall English language proficiency. Based on this score, your child may be reclassified to Fluent English Proficient (R-FEP). In addition to the ELPAC score, other criteria used in the decision included an evaluation of your child's academic performance in the classroom, and the District ELA Assessment/CAASPP scores.

Having completed the student evaluations for reclassification, we are pleased to tell you that your child qualifies as Fluent English Proficient. This means that your child will not need to continue in an English language instructional support program. Your child's progress will be closely monitored for the next two years to ensure continued adequate progress.

Before we can move your child from the English Language Learner designation to Fluent English Proficient, we need your approval and signature on the attached form. Please look over the recommendations, initial whether you agree or disagree, sign the form and return it to us in the self-addressed stamped envelope.

We share a common goal – to support your child's education. If you have any questions, concerns, or do not wish for your child to be reclassified to Fluent English Proficient please contact your child's school office during school hours.

Sincerely,

Peter Towne
Principal



WHEATLAND ELEMENTARY SCHOOL

Wheatland Elementary School District
111 Hooper St., Wheatland, California 95692
Phone: (530) 633-3140 - Fax: (530) 633-2367



Craig Guensler
Superintendent

Peter Towne
Principal

Estimado padre o tutor:

La primavera pasada, su hijo tomó las evaluaciones Sumativas de Dominio del Idioma Inglés de California (ELPAC). Ya se le enviaron por correo los resultados estatales y su hijo obtuvo un nivel 4 en el dominio general del idioma Inglés. Basado en este resultado, su hijo puede ser reclasificado a Competente del Inglés Fluido (R-FEP). Además de los resultados de ELPAC, otros criterios utilizados en la decisión incluyen una evaluación del desempeño académico de su hijo en el aula y las puntuaciones de evaluación ELA / CAASPP del distrito.

Después de haber completado las evaluaciones del estudiante para la reclasificación, nos complace informarle que su hijo califica como Competente en Inglés Fluido. Esto significa que su hijo no tendrá que continuar en un programa de apoyo instructivo del idioma inglés. El progreso de su hijo será monitoreado de cerca durante los próximos dos años para garantizar el progreso adecuado continuo.

Antes de que podamos mover al niño de la designación de Aprendices del Idioma Inglés a Competente del Inglés Fluido, necesitamos su aprobación y firma en el formulario adjunto. Por favor revise las recomendaciones, ponga sus iniciales si está de acuerdo o en desacuerdo, firme el formulario y devuélvanoslo en el sobre sellado con la dirección.

Compartimos un objetivo común - apoyar la educación de su hijo. Si tiene alguna pregunta, preocupaciones, o no desea que su hijo sea reclasificado como Competente en Inglés Fluido, comuníquese con oficina de la escuela de su hijo durante el horario escolar.

Atentamente,

Peter Towne
Director Escolar

Wheatland School District
Parental Exception Waiver
2021-2022

Student Name _____

Student Number _____

Teacher _____

School: _____

2021-2022
School Year

Under Proposition 227 program regulations, parents of English Learners have the right to request a Program Participation Waiver. The waiver allows the parent(s)/guardians of a student who qualifies for Structured English Immersion Program services to deny Structured English Immersion Program services including English Language Development Services. Parents requesting this option must indicate the waiver criterion that applies to their child. The application must be reviewed in accordance with state law and the school will respond within 20 days from the initial submission of the waiver request to the school. A written description of the educational reasons for a waiver request must be provided according to state law. The request will then be reviewed according to the school board guidelines on district waiver programs.

Waiver Application

(Parent/Guardian should check one of the following reasons)

A description of the Structured English Immersion Program mandated by Proposition 227 has been provided to me. I am requesting alternative instructional placement for my child for the following reason:

1. _____ **My child already knows English as measured by Standardized tests.**
2. _____ **My child is 10 or more years of age and I believe that an alternative course of study would be better suited to his/her acquisition of basic English language skills.**
3. _____ **My child has special needs and I understand that a minimum of 30 calendar days of enrollment in English instruction is required prior to alternative program placement. The waiver must be acted no later than 10 calendar days after expiration of 30 day placement or within 20 instructional days of submission to principal whichever is later.**
4. _____ **Other (describe):**

WHEATLAND SCHOOL DISTRICT
R-FEP MONITORING FORM
K-3rd Grade

Check time frame:
<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2
<input type="checkbox"/> Nov-Dec
<input type="checkbox"/> May-June

Student Name: _____ Student ID: _____
School: _____ Birth date: _____
Grade: _____ Classroom Teacher (K-5): _____
Student's R-FEP Date: _____ Date form completed by Teacher: _____

Monitoring Student Progress – Proficiency Levels

STAR Reading: _____ STAR Math: _____
Current grade in Language Arts or English (Satisfactory, C or above): _____

Attendance: Number of days absent this school year: _____

Disciplinary Referrals: Number of referrals this school year: _____

Writing Samples:

Satisfactory Not Satisfactory

Overall Progress in grade-level coursework and achievement of grade-level standards:

Satisfactory Not Satisfactory

Comments regarding factors affecting student's achievement or non-achievement: _____

Recommendation: _____

Name of person completing the form: _____

Date: _____

Analysis of the above data demonstrates that the student is:

- Highly proficient – consider a referral to GATE or Advanced Placement classes.
- Progressing satisfactorily
- Not progressing satisfactorily. Student will be referred to the site Student Study Team for appropriate Interventions and follow-up.

Administrator _____ **Date** _____

WHEATLAND SCHOOL DISTRICT
R-FEP MONITORING FORM
4th-8th Grade

Check time frame:

- Year 1 Year 2
 Nov-Dec
 May-June

Student Name: _____ Student ID: _____

School: _____ Birth date: _____

Grade: _____ Classroom Teacher (4-5) or English Teacher (6-8): _____

Student's R-FEP Date: _____ Date form completed by Teacher: _____

Monitoring Student Progress – Proficiency Levels

CAASP Language: _____ CAASP Math: _____

Current grade in Language Arts or English (Satisfactory, C or above): _____

Attendance: Number of days absent this school year: _____

Disciplinary Referrals: Number of referrals this school year: _____

Writing Samples:

- Satisfactory Not Satisfactory

Overall Progress in grade-level coursework and achievement of grade-level standards:

- Satisfactory Not Satisfactory

Comments regarding factors affecting student's achievement or non-achievement: _____

Recommendation: _____

Name of person completing the form: _____

Date: _____

Analysis of the above data demonstrates that the student is:

- Highly proficient – consider a referral to GATE or Advanced Placement classes.
- Progressing satisfactorily
- Not progressing satisfactorily. Student will be referred to the site Student Study Team for appropriate Interventions and follow-up.

Administrator _____ **Date** _____

ELL: Instructions for Informal Assessment of Primary Language

The purpose of an Informal Assessment of an English language learner's (ELL) Primary Language is: 1) to determine the extent of the development of the student's primary language skills (comprehension, speaking, reading and writing); and 2) to use this information in combination with the assessment results of the student's English language assessment California English Language Development Test (CELDT) to determine the student's program and placement. The Informal Assessment of Primary language is to be used with all ELL students with a home language other than English. The assessment should be completed by trained Wheatland School District personnel based on an interview with the student's parent or guardian.

PART I GENERAL INFORMATION **DATE:** _____

Directions: Fill in the appropriate background information as indicated:

STUDENT'S NAME _____ AGE _____ GRADE _____
SCHOOL _____ HOME LANGUAGE _____

PART II ORAL LANGUAGE

Directions: Make a check on the appropriate level.

To what extent does this student speak and understand the home language? Compare his/her oral proficiency with older siblings or cousins at the same age, or others who are native speakers of the language in the home country.

A. How well does your child understand the home language?

- Does not understand.
- Understands very little (a few words, phrases, or expressions).
- Understands with some limitations. He/she often or sometimes asks questions for clarification, needs statements repeated or restated, or is unable to complete tasks or follow specific directions.
- Understands the home language completely.

B. How well does your child speak the home language?

- Does not speak.
- Speaks very little. There are errors in tense or context. He/she speaks a few words, phrase or expressions. The meaning is sometimes unclear.
- Speaks with some limitations. He/she may be able to express himself, but expressions are awkward and contain errors in word usage, agreement or tense.
- Speaks fluently. His/her language is age appropriate and proper form.

PART III LITERACY

Directions: Make a check on the appropriate level.

To what extent does this child/student read and write the home language? Provide an estimate of literacy based on an average expectation for reading and writing of students of this age who attend school regularly in home language.

A. How well does your child read the home language?

- Does not read.
- Reads very little. He/she has a minimal understanding of decoding and the reading process.
- Reads some limitations. He/she may be able to read some, but lacks full comprehension and oral fluency.
- Is a competent reader.

NOTE: Most second and third graders are still at some stage of developing reading skills, and therefore may not be considered fully competent. All students should be noted as being competent based on grade level expectations. This information should appear in the “Comment” area.

B. How well does your child write the home language?

- Does not write.
- Writes very little. Sentences are awkward and/or unintelligible. There are serious mechanical and/or syntactical errors. The meaning is distorted or unclear.
- Writes with some limitations. Written materials may contain minor syntactical and /or mechanical errors which do not seriously affect meaning.
- Is a competent writer.

PART IV COMMENTS

Directions: Make any comments which will provide further information about the student’s home language proficiency, academic background, and ability to function in school.
