

Wheatland School District

Master Plan for English Learner Success



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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 9/12/19, the Master Plan for English Learners was reviewed and approved by the Wheatland School District English Language Advisory Committee.

Peter J. Laine
Signature, District English Language Advisory Chairperson

Signature, Member

Bobby [Signature]
Signature, ELL Coordinator

Signature, Member

Anna Paredes
Signature, Member

Signature, Member

Patti [Signature]
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.

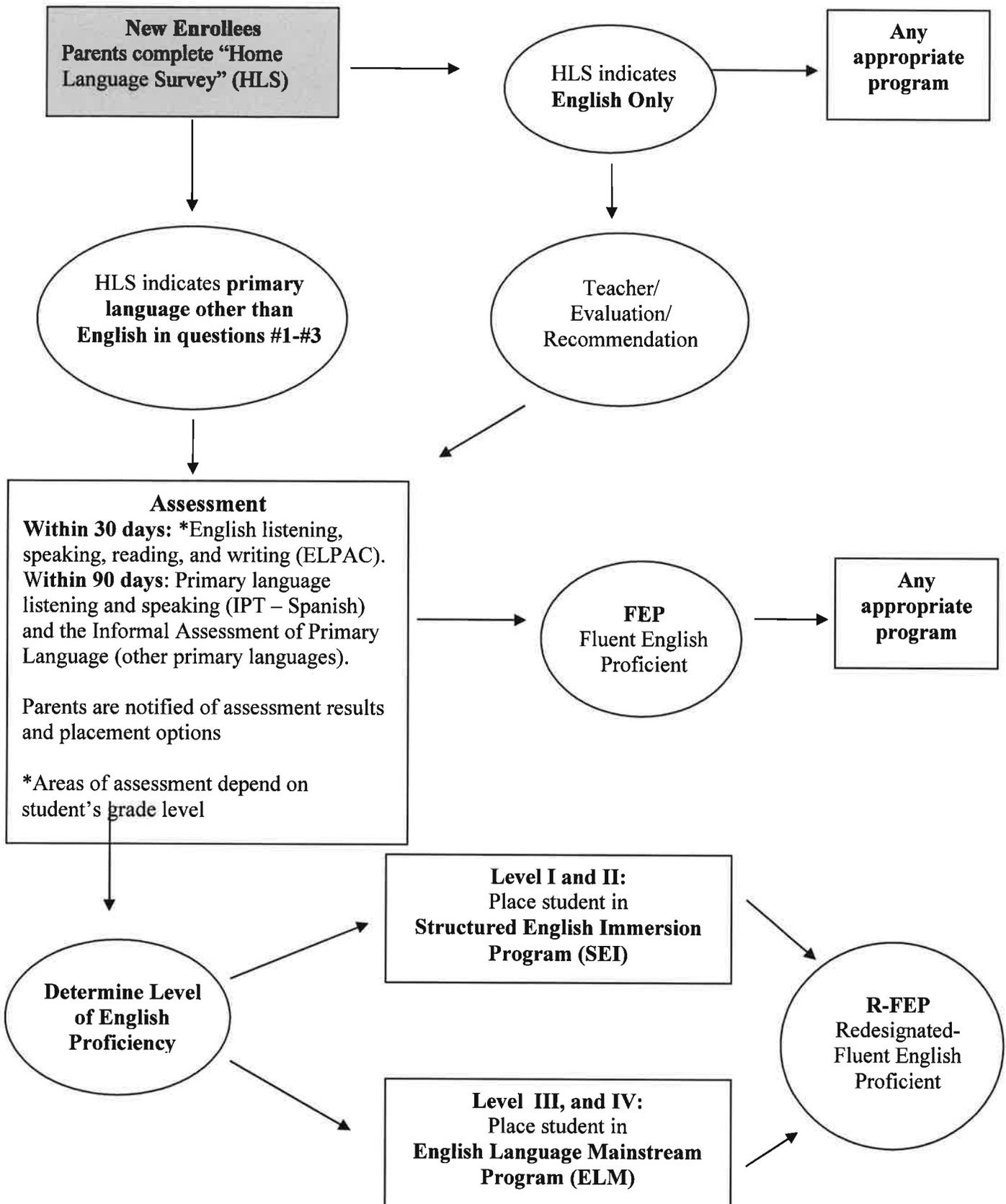
Primary Language Proficiency Assessment (Spanish IPT) - English Learners are assessed for primary language proficiency in listening, speaking, reading, and writing within 90 calendar days of initial enrollment. A fluent speaker of the student's primary language, who is trained in test administration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