

Wheatland School District

Master Plan for English Learner Success 2015-2016



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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 CELDT 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 CELDT.
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, sign, and date a Home Language Survey (HLS) for each of their school-aged children. 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.

California English Language Development Test (CELDT)- 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 CELDT.

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.

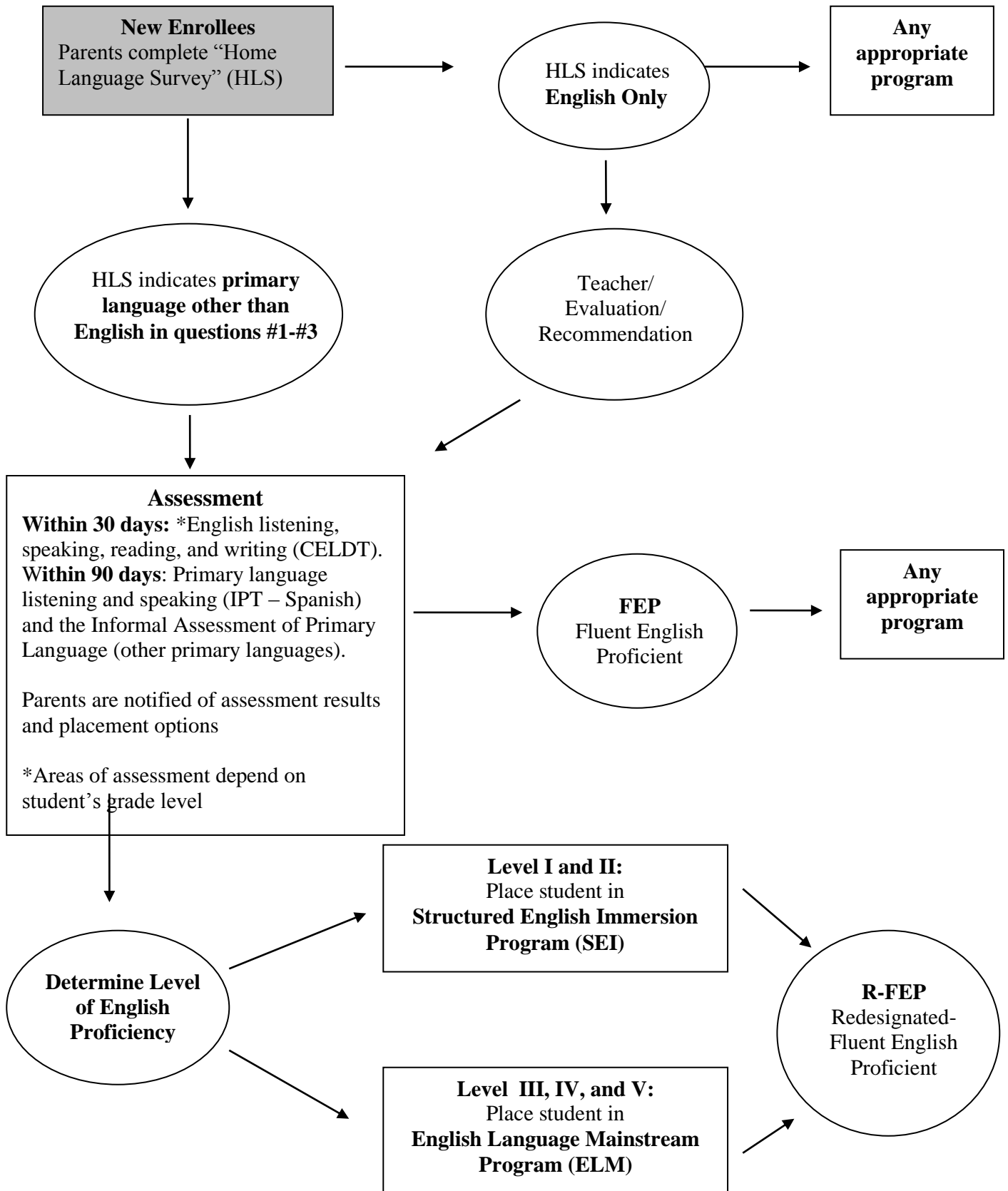
Informal Assessment of Primary Language (Questionnaire) - the purpose of an Informal Assessment of an English Language Learner's ELL Primary Language is: (1) determine the extent of the development of the student's primary language skills (comprehension, speaking, reading and writing); and 2) to use 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.**

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 California English Language Development Test (CELDT). 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, 2 Early Intermediate, 3 Intermediate, 4 Early Advanced, and 5 Advanced Fluency. 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.

The following practices are implemented in accordance with Section 3116(b) of NCLB:

- a. The following programs and activities have been developed, and are being implemented, and administered under the subgrant;
Wheatland School District implements the following programs and activities to service students identified as English learners (EL) according to CA law:
 - Mainstream English Program: K-12 EL students who are designated CELDT level 1-3 receive daily instruction in ELD. In K-8 this instruction occurs in mainstream classes through support materials of the core program. K-1 para support for target groups.
 - Core content instruction is based on CCSS grade level standards and delivered utilizing SDAIE strategies.
 - Students at CELDT level 1 and 2 receive daily pull out instruction using SDAIE. ELD instruction is based in ELD standards and focuses on listening, speaking, reading, and writing.

Persons Involved: School Principals, Classroom Teachers and Paras

Estimated Cost- Para Support \$205,000 from LCFF BASE as well as Pull Out cost \$36,000 from LCFF BASE.

- b. Wheatland School District will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122 including;
- Provide ongoing ELD professional learning opportunities within all district CCSS professional development, especially focusing on the new math adoption. (estimated Cost \$24,673.10 for staff development from Title II)
 - Provide bilingual teaching assistants at schools that need support with primary language instruction. (\$6,787.56 from Title III)

Persons involved: Bilingual Teaching Assts. Principals, Teachers

- c. Wheatland School District will hold all district schools receiving funds under this subpart accountable for:
- meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));

Site Level:

- Each site will monitor student placement, observe classroom instruction to see that ELD is in place and that instructional strategies that promote full engagement with the California CCSS for ELs are used; support teachers to participate in district professional learning opportunities.
- Use the student information and assessment systems to provide evidence for student progress in ELD and academic subjects, and curricular support in classrooms.

Persons involved: Principal, Teachers- (Cost 1,643.77 materials and supplies from title 3)

District Level

- Wheatland School District will on an annual basis evaluate English Learner programs and services to determine program effectiveness.
- Support sites with developing a comprehensive assessment system.
- Ensure that CAASP and CELDT are administered effectively and results are distributed to schools.

Person Involved: Supt.

- d. Wheatland School District will promote parental and community participation in LEP programs;
- Provide interpretation and translation for various onsite and district level parent participation events (e.g. ELAC, DLAC, SSC, etc.)
 - Offer parent workshops on topics selected through parent input

Each school's Parental Involvement Policy is available in the Single Plan for Student Achievement.

Persons involved: Translators, School, Families, and Community- Estimated Cost \$1000- LCFF Supplemental

Wheatland School District will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).

The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic areas.

To facilitate ongoing annual improvement Wheatland School District will:

- Provide ELD instruction based on the CA CCSS and ELD standards.
- Begin revising the LEA Master Plan to reflect the changes in instructional practices outlined in the CA ELA/ELD Framework (2015).
- Support schools in developing a plan to provide ELD instruction in accordance with the CA ELA/ELD Framework, i.e. designated and integrated ELD that builds into and from core instruction.
- Support teachers in determining the language demands of CCSS lessons in ELA and other core subjects through ongoing, job-embedded professional learning.
- Support teachers in designing and teaching ELD lessons that address student language needs and build into and from core instruction through ongoing, job-embedded professional learning
- Provide teachers and principals with tools and resources for instruction, curriculum, assessment and monitoring of EL programs.

Persons involved: Teachers, Principals, Trainer

A major focus for staff development for the 2015-16 school year is the implementation of the California CCSS in Math with the intent to identify language demands within the California CCSS and the transition in academic language. To utilize instructional strategies for teaching ELD, with an emphasis on integrated ELD.

Training Specialists, \$27690- Title II.

Teaching English Learners in Content Areas for history, science, and other technical subjects will be achieved by utilizing content specific professional learning based on California CCSS Standards supported by Collaborative Planning Time. In addition, teachers will work in teams and plan collaboratively on the implementation of the aforementioned Staff Development.

Persons: trainers, Teachers, Principals- teacher stipends for additional work outside their school day \$27,690- Title II; Classroom materials (supplemental) \$3631- Title 3. For the 2015-2016 implementation of the newly purchased math Materials, State Common Core funds were utilized.

Wheatland School District will ensure that EL students not only have access to CCSS based curriculum and instruction, but are fully engaged with it pre-k – 8. Wheatland School District is a small district and all departments collaborate to best meet student needs. The focus is to build a cohesive program that addresses the core curriculum and is accessible to all groups. (Involved: Principals, Teachers, Supt.)

Designated support time to further the understanding and application of academic language. (Persons: bilingual aides and EL certificated pullout instructor)

Parent Involvement:

Wheatland School District parents are informed annually of the following requirements through:

- a. Title III letter, score on initial CELDT test, and DELAC
- b. Title III letter, CELDT test, CELDT notification
- c. Title III letter, district handbook, ELACs, and DELAC

- d. Title III letter, district handbook, and ELACs
- e. Title III letter, district handbook, DELAC, and ELACs
- f. Title III letter, district handbook, DELAC, and ELACs
- g. District IEP form and process
- h. Parental exception waiver and Title III letter
 - All notices are provided in the primary language whenever 15% or more parents speak that language.
 - Notices are provided to parents no later than 30 days after the beginning of the school year. For students that enroll after the beginning of the school year, notices are provided to parents within two weeks of their child being placed in the LEA EL program.

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 CELDT. 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 CELDT scores of Levels I, and II.	Overall CELDT Scores of Levels III, IV, and V	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 CELDT.	Differentiated instruction in all subject areas of the curriculum using teaching, learning and assessment strategies appropriately to students at Levels III, IV 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 Early Advanced or Advanced English Proficient (4 or 5) overall score on the CELDT
- Score Basic, Proficient, or Advanced (3, 4, or 5) on the California Standards Test (CST), in both ELA and Math
- Score Proficient or Advanced (3, 4, or higher) on District's writing assessments
- 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

January-February: Monitoring and Referral

1. Identify 3rd-8th Grade students who scored 4's and 5's on all domains of the CELDT
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 7-8) 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 through 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
3. 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 through 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
- Review of the school's annual language census (R-30 LC Report)
- 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 number of EL students by site are as follows; Bear River Middle School 21, Wheatland Elementary School 39, Lone Tree 14, and Wheatland Charter Academy 4. The DELAC meetings are held in conjunction with Wheatland Elementary School's ELAC meetings since Wheatland Elementary has the highest number of English Language Learners. 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
- LCFF Base
- Title II
- 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 CELDT with students at the Early Advanced or Advanced bringing up all sub-skills to the Intermediate level to become CELDT 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 CELDT Level	1 Beginning	2 Early Intermediate	3 Intermediate	4 Early Advanced	5 Advanced	Reclassification
District Assessments • 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
CST • 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	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	CELDT scores
	Measure or obtain English proficiency levels for all English Learners enrolling after September	District Student Services and EL Para Educators	October - June	CELDT 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	Spring	<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>

Area	Action	Responsible Person	Date	Evaluation
	Waiver appeals are referred to the Superintendent	Principals and Superintendent	On-going	Appeal Letters
Program Description	Discussions on SEI and ELM class configurations for each school site	Principals	Spring and Summer	Meeting minutes and/or developed structures for program delivery
	Formulation of SEI and ELM classes	Principals and Staff	Spring and Summer	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	December/January	<i>Student Reclassification Checklist</i>
	Students meeting eligibility requirements are considered for reclassification	Site Administration	January	<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 and May-June	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

Area	Action	Responsible Person	Date	Evaluation
	Provide on-going coaching and support to provide for a lasting impact on teacher improvement	Site Administration	February -March	Contract, sub requisitions, AMAO results
	Ensure that English Learners are placed with qualified teachers	Site Administration	August-September	R-30 Report
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. <u>and</u> Feb./Mar.	Calendar of Ed. Services Activities

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Wheatland School District
Reclassification Evaluation
Student Checklist

Student's Name _____

Student's Permanent ID Number _____ Grade Level _____

Date of Birth _____

School _____

Indicator	Area(s) Assessed	Level of Achievement	Date Recorded	Meets Criteria
CELDT Level	Overall Score High 3 or 4, 5			
CELDT Level	Listening 3, 4, 5			
CELDT Level	Speaking 3, 4, 5			
CELDT Level	Reading 3, 4, 5			
CELDT Level	Writing 3, 4, 5			
Standardized Test Score:	CA Stds-ELA Total 3,4,5 Basic, Proficient, Advanced			
Standardized Test Score:	CA Stds-Math Total 3,4,5 Basic, Proficient, Advanced			
District Writing Assessment-May	Final (May) Writing Proficiency 3,4			
Report Cards Middle School	Language Arts grade C or better			
Teacher Recommendation	<input type="checkbox"/> I agree this student <u>should</u> be recommended for reclassification <input type="checkbox"/> At this time the student <u>should not</u> be recommended for reclassification			

Additional Comments:

Wheatland School District
Student Reclassification Evaluation Form

Student's Name _____ Grade Level _____

Date of Birth _____ School _____

The English Learner Appraisal team has reviewed the district's reclassification evaluation checklist results, based on the information provided:

- It is recommended that the student be reclassified to R-FEP status
- It is not recommended that the student be reclassified at this time

Required Signatures: _____ Date: _____

Administrator: _____

Classroom Teacher: _____

I have been advised of the recommendations of the ELL reclassification appraisal team:

- I agree that my child be recommended for reclassification to R-FEP status
- I do not agree that my child be reclassified at this time

Parent or Guardian: _____ Date: _____

Distrito Escolar de Wheatland
Forma de Evaluación de Reclasificación

Nombre del Alumno _____ Grado _____

Fecha de Nacimiento _____ Escuela _____

El equipo de Evaluación del Estudiante de Ingles ha revisado los resultados de la lista de evaluación del distrito, basándose en la información proveída:

- Se recomienda que el alumno sea reclasificado a la categoría de R-FEP.
- No se recomienda que el alumno sea reclasificado en este momento.

Firmas Requeridas: _____ Fecha: _____

Administrador: _____

Maestro/a de clase: _____

He sido informado/a de las recomendaciones del Equipo de Evaluación de Reclasificación de ELL:

- Estoy de acuerdo que mi hijo/a sea recomendado para reclasificación a la categoría de R-FEP.
- No estoy de acuerdo que mi hijo sea reclasificado en este momento.

Padre de Familia/Guardián: _____ Date: _____

Dear Parent or Guardian:

Enclosed is your child’s California English Language Development (CELDT) Report. The report describes your child’s English language proficiency scores. The state requires CELDT assessment to be administered upon time of initial enrollment and then again on an annual basis.

This information, along with academic achievement, is used to measure a student’s growth and for reclassification purposes. Each spring English Learners are reclassified from “*English Learner*” to “*Fluent English Proficient*” when they demonstrate abilities in the “Early Advanced” and “Advanced” levels in all domains of English and are academically performing at “Basic” levels or above.

The tables below indicate the areas assessed and Overall Student Proficiency scores that are necessary for the various levels.

Overall Proficiency Level Scores

Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	184-351	352-399	400-448	449-497	498-598
Grade 1	184-358	359-405	406-453	454-506	507-598
Grade 2	215-396	397-446	447-495	496-539	540-635
Grade 3	230-414	415-459	460-513	514-556	557-700
Grade 4	230-432	433-472	473-530	531-574	575-700
Grade 5	230-437	438-482	483-538	539-586	587-700
Grade 6	248-441	442-491	492-551	552-601	602-741
Grade 7	248-446	447-501	502-555	556-609	610-741
Grade 8	248-452	453-509	510-568	569-622	623-741

Please note beginning 2009/2010 school year kindergarten and first graders were also given the Reading and Writing portion of the CELDT, but only raw scores are available for Reading and Writing. Beginning 2010/2011 school year Reading and Writing will be calculated into the scores.

If you would like additional information on the CELDT, please refer to the back side of your child’s individualized student report for further explanations. As always, if you have any questions please feel free to contact your child’s teacher and/or the school principal.

Sincerely,

Principal

Estimados Padres o Guardianes:

Incluimos el Reporte de California del Desarrollo del Idioma Inglés (CELDT) de su niño/a. Este reporte describe la eficiencia de su estudiante en el idioma inglés. El estado requiere que la evaluación CELDT sea administrada una vez al año o al momento de inscripción.

Esta información, junto con el rendimiento académico, se utiliza para medir el crecimiento de un estudiante y para fines de reclasificación. Cada primavera los estudiantes de inglés son reclasificadas de "Aprendices del Inglés" a "Fluido en Inglés" cuando demuestran habilidades en el "Pre-Avanzado" y los niveles "Avanzado" en todos los ámbitos de Inglés y están académicamente realizando a niveles "básicos" o superior.

Las tablas de abajo indican las áreas que fueron evaluadas y los resultados de acuerdo al nivel de grado.

Niveles de los Resultados (Overall Proficiency Level Scores)

Grado	Principiante	Principiante Intermedio	Intermedio	Principiante Avanzado	Avanzado
Parvulos	184-351	352-399	400-448	449-497	498-598
Grado 1	184-358	359-405	406-453	454-506	507-598
Grado 2	215-396	397-446	447-495	496-539	540-635
Grado 3	230-414	415-459	460-513	514-556	557-700
Grado 4	230-432	433-472	473-530	531-574	575-700
Grado 5	230-437	438-482	483-538	539-586	587-700
Grado 6	248-441	442-491	492-551	552-601	602-741
Grado 7	248-446	447-501	502-555	556-609	610-741
Grado 8	248-452	453-509	510-568	569-622	623-741

Observe por favor año escolar 2009/2010 estudiantes de Kinder y ler grado se le dara unaprueba de Leer y Escribir de el CELDT.

Solamente las cuentas tentativas están disponibles hasta el año escolar de 2010/2011 en que las cuentas de la escala serán agregadas.

Por favor use las referencias en la parte de atrás del Reporte CELDT si necesita más explicaciones. Si tiene alguna pregunta por favor, llame al maestro de su estudiante ó al director/a de la escuela.

Atentamente,

Director

**Wheatland School District
Assessment Results and Program
Placement for English Learners Form**

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

Date: _____

DOB: _____ Grade _____ Primary Language: _____

Dear Parent(s): Upon enrollment, a language other than English was noted on your child’s Home Language Survey. Pursuant to California law, our school district is required to assess the English and primary language placement, our recommendation, and the program options that are available to your child according to state law.

_____ Your child has been assessed and classified as a **Fluent English Proficient (FEP)** student and will be placed in a regular English instructional program

**Language Assessment Results/Limited English Proficiency Identification
English**

Skill Area	Proficiency Level
Listening	
Speaking	
Reading	
Writing	
Overall Proficiency	

Primary Language Assessment Results

Your child has also been administered _____ in his/her primary language. The results are as follows:

Skill Area	Proficiency Level
Listening	
Speaking	
Reading	
Writing	
Overall Proficiency	

Based on the testing results, your child has been identified as:

- English learner (EL) with less than reasonable fluency in English and will be assigned to the Structured English Immersion Program if available.
- English learner (EL) with reasonable fluency in English and will be assigned to the English Mainstream Program (ELM).
- Fluent English proficient (FEP) student and will be placed in the district’s regular program of instruction.

➤ English learners, who are also identified as learning disabled students, will be assigned according to their Individualized Education Plan (IEP).

You have the right to request a parental exception waiver for an alternative program. Forms are available at each school site.

Please read the alternative program descriptions provided on the back of this form.

Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency*	Structured English Immersion
Early Intermediate		
Intermediate	Reasonable fluency*	English Mainstream
Early Advanced		
Advanced		
Any CELDT Level	With approved Parental Exception Waiver	Alternative Program (Currently not offered)
		Other Instructional Setting as per IEP

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
 - **Structured English Immersion (SEI):** provides instruction primarily in English and includes the following: a sequential English Language Development program, including language arts, and sheltered English content with primary language support, as needed.
 - **English Language Mainstream (ELM):** provides instruction in English only. Students continue to receive additional and appropriate instruction in English Language Development and sheltered content instruction.
 - **Alternative Program (AP):** **Currently, Wheatland School District does not offer an alternative program at this time. *****

***California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign 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 a English language classroom for 30 calendar days, and special needs exist.

Please read, sign and return the completed form to your child's school.

I receive information about the English learner programs: Structured English Immersion, English Language Mainstream, and Alternative Programs offered in our school district. I understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program. I also understand that I may visit my child's school site to apply for a Parental Exception Waiver. Furthermore, it has been explained that I have the right to move my child into the English Language Mainstream Program at any time.

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

Signature of Parent or Guardian

Telephone

Date

Distrito Escolar de Wheatland
Formulario de resultados de la evaluación y de la
Colocación en el programa para estudiantes de inglés

A los padres o tutores de: _____ Escuela: _____

Fecha: _____

Fecha de nacimiento: _____ Grado _____ Idioma materno: _____

Estimado(s) padre(s): En el momento de la inscripción se observó que en la Encuesta sobre el idioma en casa de su hijo/a usted indicó otro idioma que no es el inglés. En conformidad con las leyes del estado de California, se requiere que nuestro distrito escolar evalúe la colocación de inglés e idioma materno, nuestra recomendación, y las opciones del programa que están disponibles para su hijo/a según las leyes del estado.

_____ Se ha evaluado a su hijo/a y se lo/a ha clasificado como un estudiante con **Fluidez y competencia en el inglés (FEP, por sus siglas en inglés)** y por lo tanto se lo colocará en un programa de instrucción regular, en inglés.

Resultados de la evaluación del lenguaje/ Clasificación: alumno con nivel limitado de inglés

Area de destrezas	Nivel de competencia
Auditiva	
Oral	
Lectura	
Escritura	
Competencia general	

Resultados de la evaluación del idioma materno

También se le administró a su hijo/a: _____ en su idioma materno. Los resultados son los siguientes:

Area de destrezas	Nivel de competencia
Auditiva	
Oral	
Lectura	
Escritura	
Competencia general	

Basado en los resultados de la evaluación, se ha identificado a su hijo/a como:

- Un estudiante de inglés (EL, por sus siglas en inglés) con menos de la competencia razonable en inglés, por lo que se lo/a asignará al Programa de inmersión al inglés estructurada si está disponible
- Un estudiante de inglés (EL, por sus siglas en inglés) con fluidez razonable en el inglés, por lo que se lo/a asignará al Programa convencional de inglés (ELM, por sus siglas en inglés).
- Un estudiante con fluidez y competencia en el inglés (FEP, por sus siglas en inglés) por lo que se lo/a asignará al programa de instrucción regular del distrito.
- Los estudiantes de inglés que también sean identificados como estudiantes con discapacidades en el aprendizaje, serán asignados según su plan de educación individual (IEP, por sus siglas en inglés).

Usted goza del derecho de solicitar una exención paterna para obtener un programa alternativo. Los formularios se encuentran disponibles en cada establecimiento escolar.

Por favor lea las descripciones de los programas alternativos disponibles.

Opciones de colocación en programas para estudiantes de inglés

Nivel de competencia CELDT		Colocación en el Programa
Inicio	Menos de la fluidez razonable*	Inmersión al inglés estructurada
Intermedio temprano		
Intermedio	Fluidez razonable*	Inglés general
Avanzado temprano		
Avanzado		
Cualquier nivel CELDT	Con Solicitud de exención paterna aprobada	Programa alternative (No ofrecido actualmente)
		Otro lugar educacional según IEP

Objetivos del programa y descripciones para los estudiantes de inglés

- Todos los programas se han designado con el objeto de que cumplan con las necesidades educativas de los estudiantes de inglés, incluyendo para tales propósitos el Desarrollo del idioma inglés (ELD, por sus siglas en inglés). Algunos programas pueden incluir el uso de Estrategias especialmente diseñadas para la instrucción académica en inglés (SDAIE, por sus siglas en inglés).
- Los objetivos de todos los programas son que los estudiantes aprendan el idioma inglés y que cumplan con los estándares de logros apropiados según la edad, para la promoción de grados y graduación.
 - **Inmersión estructurada al inglés (SEI, por sus siglas en inglés):** Ofrece instrucción principalmente en inglés e incluye lo siguiente: un programa secuencial de Desarrollo del inglés, que incluye artes del lenguaje, y contenido en inglés protegido, con apoyo en el idioma materno, según sea necesario.
 - **Idioma inglés convencional (ELM, por sus siglas en inglés):** Ofrece instrucción únicamente en inglés. Los estudiantes continúan recibiendo instrucción adicional y adecuada en Desarrollo del idioma inglés e instrucción de contenido protegido.
 - **Programa alternativo:** Por el momento La Escuela del Distrito de Wheatland not ofrece programas alternativos.

***La ley del estado de California Ofrece a los padres la opción de colocar a sus hijos en un programa alternativo. Para colocar a su hijo/a en un programa alternativo, usted debe firmar una exención paterna en la escuela de su hijo/a cada año y su hijo/a debe cumplir con los siguientes criterios: (a) sabe inglés y se desempeña académicamente por lo menos al nivel de 5 grado, b) tiene diez años de edad o más, c) es un /a estudiante de menos de 10 años de edad, fue colocado/a en una clase donde se imparte instrucción en idioma inglés y tiene necesidades especiales.

Por favor, lea, firme y entregue el formulario completo en la escuela de su hijo/a.

Recibí información sobre los siguientes programas para los estudiantes de inglés: Inmersión estructurada al inglés, Idioma inglés convencional y Programa alternativo, que se hallan disponibles en nuestro distrito escolar. Entiendo que tengo el derecho de solicitar una Exención paterna con el objeto de seleccionar un programa alternativo. También entiendo que puedo visitar el establecimiento escolar de mi hijo/a para presentar una solicitud de Exención paterna. Además, se me ha explicado que gozo del derecho de transferir a mi hijo/a al Programa de inglés convencional en cualquier momento.

Por favor, llame a la escuela si desea programar una junta de padres para hablar sobre las opciones del programa en el idioma inglés para su hijo.

Firma del padre o tutor

Teléfono

Fecha

Student Name _____

Student Number _____

Teacher _____

Wheatland School District Parental Exception Waiver

School: _ School _____ - _____ School Year

Under Proposition 227 program regulations, parents of English Learners have the right to request a Program Participation Waiver. The waiver allows them to place their children in a bilingual program where the children will be taught the core subjects in the primary language. They will also receive English Language Development. 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 of 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):**

The waiver shall be granted unless the school administration determines that the bilingual waiver at the school where the request has been made would not be in the best academic interest of the student. I understand that this waiver will be reconsidered each school year and I have personally visited the school to apply for the waiver. Should the waiver be denied, the student's Parent(s)/Guardian(s) must be informed by the school site administrator in writing of the reasons for denial and the appeal procedure for the waiver denial. If the waiver is denied, parents may take the following steps:

1. Appeal to the Assistant Superintendent of Educational Services
2. Appeal to the District Superintendent
3. Final Appeal to the Board Of Education

Student Name Teacher

_____ _____

Grade Room #

Parent / Guardian Signature Date

Telephone Number

<input type="checkbox"/> Approved <input type="checkbox"/> Denied Reason(s) for denial: _____ _____ _____	Office Use Only
---	-----------------

Principal's Signature Date

WHEATLAND SCHOOL DISTRICT
R-FEP MONITORING FORM

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) or English Teacher (6-8): _____

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

Monitoring Student Progress – Proficiency Levels

CST Language: _____ CST 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 you 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 s peak.
- 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.

WHEATLAND SCHOOL DISTRICT
Wheatland School District
Pupil Registration Form

Last name	First	Middle	Social Security #	Gender	Grade	School Attended
Student Address			City	State	Zip	Today's Date

Parent/Guardian Home Phone	Date of Birth	Student Place of Birth (City and State)

Race/Ethnicity		Home Language (language spoken at home)
Ethnicity 1	Ethnicity 2	<p>1. Which language did your child learn when she/she first began to talk?</p> <p>2. What language does <i>your child</i> most frequently use at home?</p> <p>3. What language do <i>you</i> most frequently speak to your child?</p> <p>4. Name the language most often spoken <i>by the adults</i> at home.</p>
<input type="checkbox"/> Am. Indian/Alaskan	<input type="checkbox"/> Am. Indian/Alaskan	
<input type="checkbox"/> Chinese	<input type="checkbox"/> Chinese	
<input type="checkbox"/> Japanese	<input type="checkbox"/> Japanese	
<input type="checkbox"/> Korean	<input type="checkbox"/> Korean	
<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Vietnamese	
<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Asian Indian	
<input type="checkbox"/> Laotian	<input type="checkbox"/> Laotian	
<input type="checkbox"/> Cambodian	<input type="checkbox"/> Cambodian	
<input type="checkbox"/> Other Asian	<input type="checkbox"/> Other Asian	
<input type="checkbox"/> Native Hawaiian	<input type="checkbox"/> Native Hawaiian	
<input type="checkbox"/> Guamanian	<input type="checkbox"/> Guamanian	
<input type="checkbox"/> Samoan	<input type="checkbox"/> Samoan	
<input type="checkbox"/> Tahitian	<input type="checkbox"/> Tahitian	
<input type="checkbox"/> Other Pacific Islander	<input type="checkbox"/> Other Pacific Islander	
<input type="checkbox"/> Filipino/Filipino Am.	<input type="checkbox"/> Filipino/Filipino Am.	
<input type="checkbox"/> Hispanic/Latino	<input type="checkbox"/> Hispanic/Latino	
<input type="checkbox"/> Black/African Am.	<input type="checkbox"/> Black/African Am.	
<input type="checkbox"/> White	<input type="checkbox"/> White	

Last school attended	Street	City	State	Phone	Grade

Education Information	
<input type="checkbox"/> Special Day Class <input type="checkbox"/> Speech <input type="checkbox"/> 504 Plan <input type="checkbox"/> GATE <input type="checkbox"/> Other	

Parent/Guardian Information				Parent/Guardian Information			
Father	Stepfather	Guardian	Foster Parent	Mother	Stepmother	Guardian	Foster Parent
Name	Name	Name	Name	Name	Name	Name	Name
Phone	Phone	Phone	Phone	Phone	Phone	Phone	Phone

Home Address	Home Address

City	State	Zip	City	State	Zip

Employer

Mobility

What grade was the student in when he/she first came to Wheatland School District?	K 1 2 3 4 5 6 7 8 9 10 11 12
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What grade was the student in when he/she first came to this school?	K 1 2 3 4 5 6 7 8 9 10 11 12
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Father's Educational Level	Mother's Educational Level

Health Concerns	Parent/Guardian Signature

FOR SCHOOL USE ONLY	
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<input type="checkbox"/> Date of Birth	<input type="checkbox"/> Immunization
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