

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 (English Language Proficiency Assessment of California). 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.
3. If the student is not progressing, the student will be added to an EL intervention group. Student may be referred to and SST (Student Study Team)

Assurances

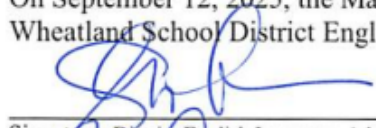
This document has been reviewed and approved by the Wheatland School District Governing Board and the Wheatland School District English Language Advisory Committee.

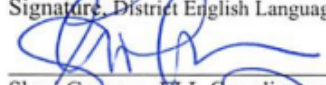
Wheatland School District English Language Advisory Committee

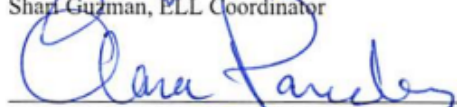
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Wheatland School District English Language Advisory Committee

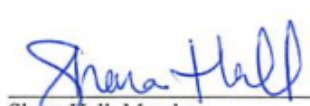
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Signature, District English Language Advisory Chairperson

Shari Guzman, ELL Coordinator

Ana Paredes, ELPAC Coordinator

Chico Peña, Member

Shara Hall, 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

What's new in 2025-2026

1. Early Literacy & Risk Screening

Beginning in 2025–26, all K–2 students will be screened three times a year for risk of reading difficulties, including dyslexia. For English Learners (ELs), screening results will be reviewed alongside ELPAC progress to ensure students are not misidentified. Families will receive results in their home language, with resources for support at home.

2. Reclassification Criteria

Students may be reclassified when they meet all of the following:

- Overall Performance Level 4 on the Summative ELPAC
Overall Performance Level 3 on the Summative Alternate ELPAC
- Teacher Evaluation of Academic Performance
- Parent Consultation
- Grade-level performance in reading/language arts (local assessments)
Clear procedures will be shared with families each spring, with decision meetings held for grade 3 ELs.

3. Special Education & IEP Translation

For students identified as both EL and receiving special education services, all vital written IEP documents will be translated within 30 calendar days of the meeting or request. Only qualified translators/interpreters will be used, and parents will receive copies in their home language.

4. ELPAC Operations

- **Initial ELPAC:** administered within 30 days of enrollment.
- **Summative ELPAC:** given February–May annually.
- **Alternate ELPAC:** for eligible students with significant cognitive disabilities.
Staff will complete annual test coordinator and examiner trainings. Families will be notified of results in their home language.

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)

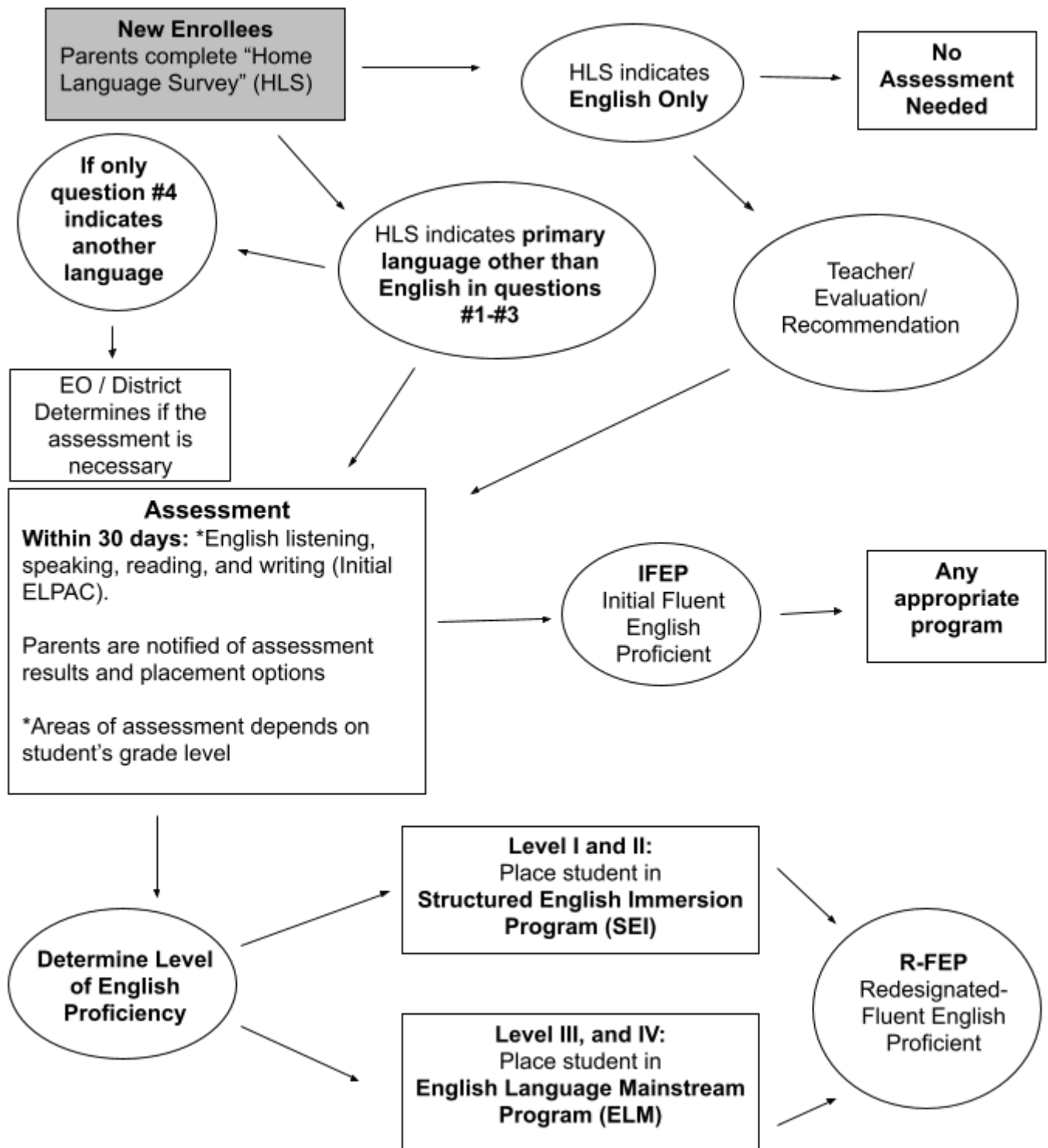
Home Language Survey- At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete a Home Language Survey (HLS) for each of their school-aged 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.

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. 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.

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.

****TK students do not take the Initial ELPAC, but we still provide services.**

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.

ELD Instruction

ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.

Integrated ELD is instruction in which the California English Language Development Standards (CA ELD Standards) are used in tandem with the state-adopted academic content standards (Title 5 California Code of Regulations [CCR] Section 11300[c]).

Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. (5 CCR Section 11300[a]).

Integrated ELD The goal for Integrated ELD is for students to learn the content and academic language needed to access standards-based lessons. Integrated ELD is provided throughout the day and across the disciplines. Teachers provide language scaffolding and support for ELs during content lessons. The level of scaffolding is to be appropriate to specific tasks and learners' cognitive and linguistic needs (EL Toolkit of Strategies). Scaffolds and supports may be substantial, moderate or light depending on student need. They are selected based on student proficiency levels (emerging, expanding, bridging) in each of the four domains (listening, speaking, reading, writing). Teachers provide both planned and just in time scaffolds.

Designated ELD Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English... (CA ELA/ELD Framework, Ch. 2, p. 91) Designated ELD is provided by an authorized teacher. Students should be grouped at or near the same language proficiency level based on ELPAC or other proficiency assessments. Lessons are designed for ELs to develop language proficiency in English as rapidly and effectively as possible.

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	1. Fluency in English 2. Academic Language 3. Access to Curriculum Content 4. Maintain positive self-concept 5. Reclassification	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	As needed	Until Reclassification	Not Available
ELD Instruction	Daily Explicit and systematic ELD instruction	Daily Explicit and systematic ELD instruction	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 staff support as available	As appropriate	Not Available

Reclassification

Each English Learner (EL student) who meets the established Reclassification criteria is reclassified as Initial Fluent English Proficient (IFEP). 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. Each former English Learner (EL) who has been reclassified fluent English proficient (RFEP) 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 Initial Fluent English Proficient (IFEP). (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
- Receive a recommendation from his/her Language Arts teacher based on academic performance, including grades.
- The student's performance is at grade level or above SBAC (Smarter Balances Assessment Consortium) and the student attain a grade of C or higher in Language Arts (middle school only)
- Students on an IEP will use their goals listed in the IEP
- Consultation with Site Administrators and Classroom Teacher
- Consultation with parents

Reclassification Process

At any time during the school year: Monitoring and Referral

1. Identify K-8th Grade students who scored an overall score of level 4 on the Summative or Level 3 on the Summative Alternate ELPAC.
2. ELPAC Coordinator will complete the *Reclassification Form*
3. The ELPAC Coordinator distributes the *Reclassification Form* to the classroom teacher or English/Language Arts teacher (grades 6-8) for completion
4. A teacher completes the *Reclassification Checklist Form* and returns the forms to the ELPAC Coordinator. Reclassification to Fluent English Proficient indicates the student can use English effectively and address academic deficits. The IEP team participates, ensuring decisions benefit the student and family. For students with disabilities, the team considers whether assessment results reflect the disability rather than English proficiency before reclassification.

5. Site Administrator and/or Special Education team 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 Form* 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 database.

Four-Year Monitoring Process

Follow up monitoring and interventions are provided for all students reclassified as Fluent English Proficient (FEP) for four years in order to ensure that they are not exited prematurely from EL support programs and able to maintain proficient performance in class and on district and state assessments.

After Trimester 1 & 2:

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:

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.

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 may be 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.

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

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
- 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 two or more times during a year. Translators are provided at each meeting.

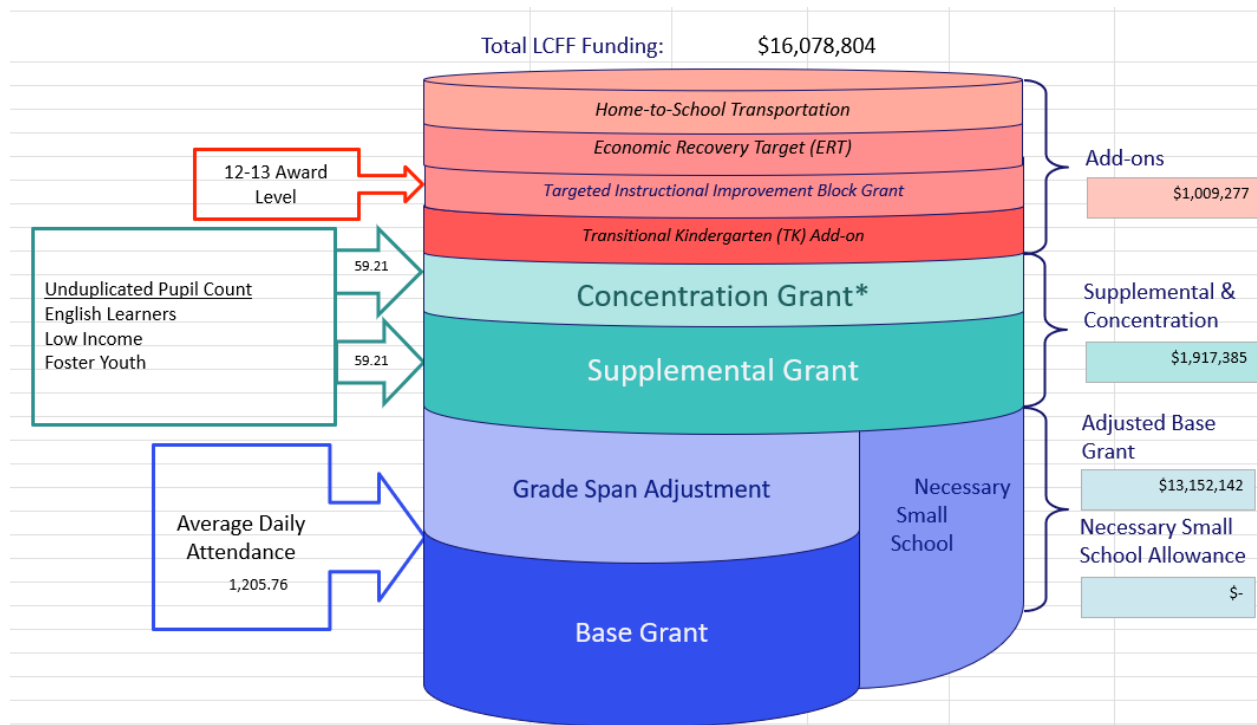
Funding

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

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)

District-adopted language and academic assessments are given throughout each school year to monitor students' progress in English language development (listening, speaking, reading, and writing), language arts, and math. This includes Curriculum-based assessments and District Benchmarks in ELD, English Language Arts, and Math.

Students are also monitored annually based on a set of District-adopted assessments, State-mandated assessments and teacher evaluation. The assessments in use are administered to determine English language proficiency and evaluate students' academic performance. Assessment results are maintained in electronic form in the Aeries.

State-mandated tests are given to all students regardless of their language classification. The Summative English Language Proficiency Assessment for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP) are administered every spring. ELPAC is designed to measure student proficiency in English domains including reading, writing, listening and speaking. CAASPP measures knowledge and skills in academic areas such as English Language Arts (ELA) and Math. All English Learners take both. One exception is if an EL student has been in the United States for less than 12 months. This allows the student to be exempted from the ELA portion of CAASPP.

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 • 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 • ELA • Math	1 Standard Not Met	2 Standard Nearly Met	3 Standard Met	3-4 Standard Met	3-4 Standard Met	4-5 Standard Exceeded
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	All Year	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	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	ELPAC Coordinator	October - January	
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	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	All Year	<i>Student Reclassification Form</i>
	Students meeting eligibility requirements are considered for reclassification	Site Administration	May - October	<i>Student Reclassification Evaluation Form</i>
	Students who have been reclassified are monitored for a period of four years. Monitoring ensures correct classification, placement and additional academic support if needed.	Site Administration	End of trimesters 1 & 2	R-FEP Monitoring Form
Staffing and Professional Development	Organize and implement staff development in ELD and sheltered instructional strategies for teachers and paraprofessionals of English Learners	Site Administration	Ongoing	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	August - June	Sign-In sheets, surveys
	Ensure that English Learners are placed with qualified teachers	Site Administration	August-September	Reviewed by EL Appraisal Team
Parent and Community Involvement	On going parent notification of District and site meetings	Site Administration	September-June	Notifications
	Meetings of DELAC and ELAC committees	Site Administration	2x per year	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 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 ELEMENTARY SCHOOL

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



Craig Guensler
Superintendent

Shari Guzman
Principal

Dear Parent/Guardian:

We know that your child brings many strengths with them to school, but also may need extra support in the classroom. To identify the support your child needs, they will take the Initial Alternate English Language Proficiency Assessments for California (ELPAC) as listed in their individualized education program, or IEP.

The Initial Alternate ELPAC is the test we use to check how well students understand and communicate in English when it is not the language they speak or use at home. During this test, your child may use sign language, eye gaze, pointing, gestures, alternative communication devices, or other alternate modes to understand and express information. This test gives your child's teacher information about where they need extra support.

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best, and are both there to help, every step of the way.
- Make sure your child gets a good night's sleep and breakfast before testing.

The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom. When you receive your child's results, meet with your child's teacher and discuss where they might need additional help.

If you have any questions about your child taking the Initial Alternate ELPAC, please call your school office at **530-633-3140** and/or sguzman@wheatland.k12.ca.us.

Sincerely,

Shari Guzman

Principal

Wheatland School District

Initial Alternate ELPAC Parent Notification Letter Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: *[Insert Last_Name]*, *[Insert First_Name]* School: *[Insert School_Name]* Date: *[Insert Date_Testing_Completed]*

State Student ID #: *[Insert Student_ID]* Date of Birth: *[Insert Date_of_Birth]* Grade: *[Insert Tested_Grade]*

Primary Language: *[Insert 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 a California public school and whose Individualized Education Program (IEP) identified the use of an alternate assessment. The Initial Alternate ELPAC identifies students with the most significant cognitive disabilities as an English learner (EL) student or as initial fluent English proficient. State and federal laws require us to assess your child and notify you of your child's language 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 identifies 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][iii])

Results	Initial Alternate ELPAC Performance Level
Overall Status and Score	Status: <i>[Insert Overall_Performance_Level]</i> Score: <i>[Insert Overall_Score]</i>

Based on results of the Initial Alternate ELPAC, your child has been identified as an *[Insert Calculated_ELAS]* student.

A description of how your child's program placement will contribute to meeting the objectives of the IEP is identified in the current IEP (20 U.S.C Section 6312[e][3][A][vii]). Students with the most significant cognitive disabilities who are classified as EL students will take the Summative Alternate ELPAC every year until they are reclassified to fluent English proficient.

Exit (Reclassification) Criteria

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

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state alternate academic achievement measures. The Alternate ELPAC measures the *2012 California English Language Development (ELD) Standards* via the ELD Connectors at <https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx>, which are reduced in depth, breadth, and complexity for the student population. More information on reclassification guidance and criteria is located in the *ELPAC Information Guide* at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide21.docx>. The *[Insert LEA name]* exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	Wheatland School District Criteria
English Language Proficiency Assessment	Summative Alternate ELPAC Overall Performance Level 3
Teacher Evaluation	The teacher(s) / IEP team must recommend the student based on academic progress.
Parental Opinion and Consultation	Parent/Guardian is notified by phone, mail or conference 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	Grades 3-8: CAA- ELA, including but not limited to progress on IEP goals and objectives related to ELA Grade K-2: progress on IEP goals and objectives,

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 EL students based on the state-adopted alternate academic content standards, including ELD standards (20 U.S.C. Section 6312[e][3][A][iii],[v]; EC Section 306[c]). EL students who receive special education services should be placed in the EL instructional setting the IEP team determines will most effectively help the student meet the linguistically appropriate goals specified in the IEP (EC Section 56345).

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion** program option (EC Section 305[a][2]). We also offer the following language acquisition programs:

Structured English Immersion (SEI) Program: A language acquisition program for EL students 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]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact the school office to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students 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 EL students. 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 ELEMENTARY SCHOOL



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

Craig Guensler
Superintendent

Shari Guzman
Principal

Dear Parent/Guardian:

When registering your child for school, you listed that your child speaks a language other than English. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or “Initial ELPAC,” if their home language is not English.

The Initial ELPAC is a required test that will help identify students who need help learning English by determining whether the student is an English learner or is fluent in English. This is important so they can get the support they need to do well in all school subjects. Your child’s voice is being recorded as part of the Speaking portion of the computer-based test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated. Based on the Home Language Survey results, **your child will be assessed with the Initial ELPAC.**

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 to all eligible students. We will be providing more information on spring testing soon.

You are an important part of your child’s education. To help your child get ready for the test, you can:

- Read to your child or have your child read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child’s teacher about your child’s listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

You also can review sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>. If you have any questions about your child taking the ELPAC, please call your school office at 530-633-3140 and/or sguzman@wheatland.k12.ca.us.

Sincerely,

Shari Guzman
Principal

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][iii])

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	Summative 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	Parent/Guardian is notified by phone, mail or conference, 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 ELEMENTARY SCHOOL

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



Craig Guensler
Superintendent

Shari Guzman
Principal

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

English Language Proficiency Assessments for California (ELPAC)
Summative ELPAC Parent and Guardian Notification Letter Template

Directions: Adapt this letter by using school letterhead and inserting school information where indicated in brackets.

Dear Parent/Guardian:

As an English learner, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring. The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public. This test will give your child's teacher information about where your child may need extra support.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English. The testing schedule is listed below:

[Insert school testing schedule]

This year, **[insert district name]** will give the Summative ELPAC ***[insert: in person, remotely, or through a combination of in-person and remote]***.

For more information on remote administration, visit elpac.org/resources/parent-resources/. If your child cannot use the computer's camera, microphone, speaker, or headphone during remote testing, you may contact ***[insert name and contact information]*** and we will find a way to meet your child's needs. If you do not wish to have your child tested remotely, contact your school to set up in-person testing.

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best.
- Explore a practice test with your child at elpac.org/resources/online-practice-and-training-test/ so they are familiar with the platform and setup.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.

You will receive your child's results at or before the beginning of the next school year. The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

To learn more about these tests, go to the ELPAC Starting Smarter web page at elpac.startingsmarter.org/, or review the Parent Guides to Understanding at cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

If you have any questions about your child taking the Summative ELPAC, please contact ***[insert name of school contact]*** at ***[insert phone number and/or e-mail address]***.

Sincerely,

[Insert name of LEA superintendent or school principal]
[Superintendent/Principal]



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



Craig Guensler
Superintendent

Shari Guzman
Principal

Dear Parent/Guardian:

Last spring, your child took the Summative English Language Proficiency Assessments for California (ELPAC) to measure how well they are learning the English language. The test results are not used to determine whether your child moves to the next grade level, but to monitor their progress and determine when they have mastered the English language.

Your child's score report is attached to this letter but you can also access your child's score report through the Aeries parent portal.

Students who speak multiple languages have many strengths, but they may also need extra support in the classroom while learning in English. Your child's score report is broken down into different skills: listening, speaking, reading, and writing in English. You can use this information to identify where your child is doing well and where they may need more support.

To learn more about your child's scores, go to the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>. There, you will find information about test results, sample test questions, free resources to support your child's learning, and a guide to prepare for parent-teacher conferences.

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,

Shari Guzman
Principal



WHEATLAND ELEMENTARY SCHOOL

Wheatland Elementary School District
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Phone: (530) 633-3140 – Fax: (530) 633-2367



Craig Guensler
Superintendent

Shari Guzman
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,

Shari Guzman
Principal

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): _____

Individualized Education Program (IEP): ☐ Yes ☐ No Date of IEP if applicable: _____

Reclassification Requirements – Meet the Four Criteria

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	Wheatland School District Criteria
English Language Proficiency Assessment for California (ELPAC)	Summative ELPAC Overall Performance Level 4 Summative Alternate ELPAC Overall Performance Level 3
Teacher Evaluation	The student's teacher(s) or IEP Team must recommend the student based on academic performance, including grades.
Parental Opinion and Consultation	Parent/Guardian is notified by phone, mail or conference, 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	Summative ELPAC: 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 Alternate ELPAC: The student's Individualized Education Plan evidences academic performance as measured by student's progress toward the student's goals and objectives.

☐ **Summative ELPAC** ☐ **Summative Alternate ELPAC** **Test Date:** _____

Overall Score/Level: _____ Oral Language Score: _____ Written Language: _____

Listening: _____ Reading: _____

Speaking: _____ Writing: _____

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: _____

Parent Input (shares their opinion regarding their child's readiness to be reclassified)

Parent Acknowledgement (please initial):

_____ I understand reclassification and agree with the recommendation to reclassify my child.

_____ I understand reclassification but disagree with the recommendation to reclassify my child.

Parent/Guardian Signature **Date**

Teacher Signature **Date**

ELA Coordinator Signature **Date**

Principal Signature **Date**

SpEd Coordinator Signature **Date**

Language Appraisal Team Recommends Reclassification _____ Yes _____ No

Reclassification Date: _____

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

Check time frame:	
☐ Year 1	☐ Year 2
☐ Year 3	☐ Year 4
☐ End Trimester 1	
☐ End Trimester 2	

Student Name: _____ Student ID: _____

School: _____ Birth date: _____

Grade: _____ IEP: ☐ Yes ☐ No Classroom Teacher (K-5): _____

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

Monitoring Student Progress – Proficiency Levels

CAA: _____ STAR Reading: _____ iReady 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

☐ 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
☐ Year 3	☐ Year 4
☐ End Trimester 1	
☐ End Trimester 2	

Student Name: _____ Student ID: _____

School: _____ Birth date: _____

Grade: _____ IEP: ☐ Yes ☐ No Teacher (4-5) or English Teacher (6-8): _____

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

Monitoring Student Progress – Proficiency Levels

CAA: _____ CAASPP Language: _____ CAASPP 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

☐ 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

Parental Exception Waiver

Student Name _____

Student Number _____

Teacher _____

School: _____

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):

1. Appeal to the District Superintendent
2. Final Appeal to the Board of Education

Grade	Room #
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Telephone Number

☐ Approved ☐ Denied Reason(s) for denial: _____ _____ _____		Office Use Only
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Date _____