



Master Plan for English Learners



Revised: August/ September 2022

Board Approved: October 20, 2022

Mission:

The Williams Unified School District, in collaboration with their students, parents, educators, and the community is committed to providing all students with a sense of belonging and a meaningful education that prepares them to be contributing members of a multi-ethnic, multi-cultural society.

Motto:

Offering Choices to Strengthen Our
Voices

Vision:

Williams Unified School District is a
diverse community of great people
who cultivate excellence and
harvest proud, respectful students.

**Belief Statement:**

We are an accomplished team of students, families, and teachers that are part of shaping our district's exciting future.

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District Overview

District Enrollment = 1338

[Data Quest 2021](#)

Mid Valley High School (Continuation)	21
Williams Junior/Senior High (7th - 12th)	609
Williams Upper Elementary (4th - 6th)	311
Williams Primary Elementary (TK - 3rd)	397

Demographics

[California School Dashboard 2021](#)

Student Group	Total	Percentage
English Learners	706	52.8%
Homeless	150	11.2%
Socioeconomically Disadvantaged	1,195	89.3%
Students with Disabilities	148	11.1%

Race/Ethnicity	Total	Percentage
African American	1	0.1%
American Indian	2	0.1%
Asian	15	1.1%
Hispanic	1,287	96.2%
Two or More Races	3	0.2%
White	30	2.2%

Purpose

The EL Master Plan is an operational guide for district staff. The aim of the EL Master Plan is to guide the implementation of optimally-effective programs for English Learners and to ensure that these programs achieve the district's goals for ELs. Excellent programs start with sound plans, however, it is understood that the real work lies ahead in implementing the plan. WUSD looks forward to the work of supporting our EL students in a variety of programs such as English Language Development (ELD), Dual Immersion (DI), access to core curriculum, Translator Pathway (Spanish), and Seal of Biliteracy.

English Learner Pathway: Identification and Placement

At the time of initial enrollment, California schools are required to determine the language(s) spoken in the home by each student. Parents/ guardians must complete and sign the Home language Survey (HLS) which can be found in the WUSD registration packet for each of the enrolled students (EC 52164). The parents/guardian must then return the completed and signed HLS to the school site. The results of the HLS help the site determine the appropriate language program placement for each student.

Because the processes of initial identification, assessment, parent notification and program placement are decentralized in the Williams Unified School District, it is important that staff at all sites be familiar with carrying out the following procedures.

Student enrollment and assessment takes place at the student's attendance area school.



Initial Language Proficiency Assessment, Identification and Placement Process

STEP 1: Registration, Including Completion of the Home Language Survey

Parents take their child to the school that serves their child's grade levels in order to enroll. At the school, the parents complete the district's registration forms.

If the child is enrolling in a California school for the first time, the parents complete a Home Language Survey (HLS), as required by state law. This survey is completed the first time the parent enrolls the child in a California school, and the results are maintained thereafter. The following criteria are used to evaluate the parent's responses on the HLS.

Questions on the Home Language Survey:

1. Which ONE (1) language did your son/daughter learn when he/she first began to speak?
2. Which ONE (1) language does your son/daughter most often speak at home?
3. Which ONE (1) language do you most often use when speaking with your son/daughter?
4. Which ONE (1) language is most often spoken by adults at home?

If the answer to questions 1, 2 or 3 on the HLS is a language other than English, the district must assess the student's English language proficiency (EC 52164).

If the answer to question 4 is a language other than English, the school can consider an English language proficiency assessment, but it is not required. Students who do not indicate a language other than English on the HLS are identified as English Only (EO).

If the child has a prior enrollment in a California school, then the HLS results from that school are used to determine if the child has a primary language other than English. The child's primary language status may be obtained from the state's CALPADS database. This determination may be used in lieu of the HLS in deciding whether the child has a home language other than English.

STEP 2: English Language Proficiency Assessment

Initial Assessment

For students who speak a language other than English, as indicated on the HLS, the English Language Proficiency Assessments for California (ELPAC) is the current state-mandated assessment tool used to determine the student's English language proficiency level. District personnel and/or certified test administrators will administer the assessment within 30 calendar days of the first day of school, or within 30 days of enrollment. The Initial ELPAC is then scored locally by trained District test administrators. The Results Of the Initial ELPAC indicate the student's English language proficiency level; students will either score Initially Fluent English Proficient (IFEP) or English learner. Students who are IFEP will not receive English learner services. Students who are English language learners (who scored Novice or Intermediate) will receive English learner services through designated and integrated English Language Development instruction using the District's English Language Learner Program.

ELPAC results are maintained in the student's CUM folder, and in the district's student information system for future use in monitoring student progress and in program evaluation.

STEP 3: Parent Notification of Initial Results

After the Initial ELPAC has been administered and scored, parents of English learners will be notified via letter of their child's score and program placement. Per Title III guidelines, the letter will be mailed within 30 days of a student's initial enrollment. Parents or guardians who would like to further discuss the results of the Initial ELPAC and their student's placement in the District ELD program, are encouraged to contact the student's school.

Parents of English learners have the right to opt their child out of participating in the ELD program. Parents are notified of this right in our Annual Notification letter. Should a parent wish to exercise this right, WUSD will respect the wishes of the parent. Although the student will not participate in the District's ELD program, they will still maintain their status as an English learner. Per state law, the district has an obligation to continue monitoring the student's academic progress. Students who have been opted-out of the ELD program must still take the Summative ELPAC at the end of each academic year in order to monitor their English language proficiency.

English learner services for students with IEPs or 504 Plans will be determined by the student's IEP team, with input from the site's English learner program lead, as appropriate. The IEP should explain how ELD instruction will be provided.

If the student has a prior enrollment in a California school, then the district will obtain data on the student's language classification, English proficiency status and prior program participation from CALPADS and utilize that information to make an appropriate determination regarding the program to which the student will be assigned. Parents will be notified of program recommendations.

K-12 Instructional Programs

The Williams Unified School District offers the following program options to English Learners: (1) English Language Mainstream (ELM), and (2) Dual Immersion (DI). Each of these options is designed to ensure that students acquire English language proficiency and to prevent and/or address any academic deficiencies that students may have developed in other areas of the core curriculum.

English Language Development (ELD)

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. ELD instruction focuses on the current ELD standards, and on the guidance provided by the state ELA/ELD Framework. ELD lessons reflect curriculum, materials, and approaches that are designed to promote English Learners' acquisition of listening, speaking, reading, and writing skills. ELD is designed to facilitate the acquisition of the linguistic and communicative competencies that native English speakers possess when they enter school and continue developing throughout life.

Conditions Favorable to Acquiring Language

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is meaningful and purpose
- It has real-life purpose
- Prior knowledge is activated and developed
- The affective filter is low – students feel safe and comfortable
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures)
- Structured opportunities for speaking are provided frequently

Elementary Designated ELD Placement

At the end of each school year, grade-level teams at each site will discuss each English learner's current progress with language proficiency and suggested placement for the upcoming school year. Each grade-level team will then submit their recommendations to the site principal. The site principal is responsible for monitoring the creation of a designated ELD schedule that takes into consideration the number of English learner students in each grade level, their levels of language proficiency and current achievement in language development, and the most qualified staff to teach designated ELD. Once the site receives updated Summative ELPAC scores in the fall of the next school year, recommendations from the spring must be revisited and adjustments in placements must be made if necessary. Tailoring language instruction according to student proficiency levels will enable students to acquire language more quickly and access core curriculum more efficiently. This will help English learners move toward reclassification and ongoing academic success. Structuring designated ELD groups as described above will support English learners in their journey to becoming fully proficient in English which will also support their academic progress in all content areas, as designated ELD instruction should be connected to all content areas such as math, science, history/social science, and English Language Arts.

Secondary Program Structure & Placement

At the secondary site, all English learners at all language proficiency levels, spanning from newcomers to Long-Term English Learners, will receive language instruction through designated and integrated ELD. Site administration and counselors will use the District English Learner Placement protocol to appropriately place students according to their English language proficiency. Placement considers the number of years a student has been in the United States and time in the District's ELD program, as well as ELPAC and CAASPP (California Assessment of Student Performance and Progress) scores, to determine appropriate placement. The site master schedule must prioritize ELD classes. The placement of English learners in the appropriate classes must take precedence. At the secondary level, designated ELD courses should not comprise more than one period a day of designated ELD and one period a day of ELA in an English learner's schedule. Students with limited English proficiency, such as newcomers and students who are Level 1 and 2, might receive one or two periods of designated ELD instruction and a corresponding ELA class.

ELD instruction takes place in two contexts: Integrated ELD and Designated ELD.

Integrated ELD

According to the ELA/ELD framework, “all teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. “ Content lessons in all core academic areas should include language development objectives related to the language demands of the content area. Activities designed to develop academic language should be intentionally and explicitly included in all core content areas.

Designated ELD

Based on the ELA/ELD framework, “designated ELD is a protected time during the regular school day where 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.”

- Designated ELD is not isolated from the content disciplines.
- It supports ELs in learning “the discourse practices, grammatical structures and vocabulary necessary for successful participation in academic tasks across the content areas”.
- It has a strong emphasis on oral language development, but also includes reading and writing tasks.

Supporting Long-Term English Learners

One of the primary objectives of the District’s ELD program is to increase reclassification and reduce the number of long-term English learners (LTELs). According to the California Department of Education, a long-term English learner is an English learner (EL) student to which all of the following apply:

- Is enrolled in any of grades 6 to 12, inclusive.
- Has been enrolled in schools in the United States for six years or more.
- Has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English language development test.
- For a pupil in grades 6 to 9, who have received a "Standard Not Met" on the prior year's English language arts standards-based achievement test CAASPP-ELA. English learners in grades 3-12 who have been in the United States for four or five years, earn an overall score of 1 or 2 on the Summative ELPAC, and who score "Standard Not Met" on the prior year administration of CAASPP-ELA are identified as "At-Risk" of becoming a Long-Term English Learner.

English Language Development (ELD) Standards and Assessments

The ELD Standards provide expectations and descriptions of achievement at each proficiency level for English Learners. The ELD Standards are systematically aligned with the ELA/Literacy standards to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards. The ELD Standards integrate listening, speaking, reading, and writing and create a pathway to reading in English, rather than delaying the introduction of English reading.

Some of the assessments used to track students' progress through the ELD Standards include, but are not limited to, the following:

- district curriculum embedded assessments,
- teacher created formative assessments aligned with the ELD Standards,
- district adopted benchmark assessments aligned with the ELD Standards, and
- state approved English language assessments (ELPAC).

Grouping for Designated English Language Development

Students will be grouped into their designated ELD classes based on their English proficiency level. The optimum placement is one ELD level per class. No more than two levels of ELD should be combined into one class. Students may be grouped within grade spans; however, it is recommended that no more than two consecutive grade levels be included in a group for ELD instruction when necessary. Throughout the year, progress in ELD will be monitored. For students to receive the best educational setting, modifications to the students' schedule or regrouping of the ELD classes might happen throughout the year. At the secondary level, the master schedule will vertically align designated ELD courses to allow year round flexibility in moving/scheduling students.

Accessing the Core Curriculum in Content Areas

It is essential that English Learners also have access to well-articulated, standards-based core curriculum instruction. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain. Primary language support may be provided by the classroom teacher or an instructional assistant. At times, English Learners may be grouped together by language for primary language content support.

Students enrolled in the alternative programs receive full access to grade level core curriculum by means of direct instruction in their primary language and in English.

TK-12 Flexibility of Programming to Meet Student Needs

There are six distinct Typologies of English Learners in the Williams Unified School District:

1. newly arrived English Learners with adequate formal schooling,
2. newly arrived English Learners with limited formal schooling,
3. English Learners enrolled in U.S. schools for fewer than six years who are not meeting benchmarks and/or not making expected progress toward language and academic goals for two or more consecutive years,
4. long term English learners enrolled in grades 7-12 who have been enrolled in U.S. schools for more than 6 years and not met reclassification criteria,
5. English Learners who are meeting benchmarks and making expected progress toward language and academic goals, and
6. English Learners who speak languages other than Spanish and who have the characteristics of groups 1-3.

Programs will be adapted to meet the needs of students in each of these groups as discussed below.

Newly Arrived English Learners with Adequate Formal Schooling

These students may or may not have had some exposure to the formal study of English. However, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts. The most advantageous placement might be in a program where they are acquiring English while at the same time receiving needed support in mastering the grade level core curriculum through the use of a variety of strategies and primary language support.

At the secondary school level, students who are not reasonably proficient will typically benefit from the SEI program.

Secondary school students who are reasonably proficient are likely to need:

- integrated/Designated ELD with accommodations for language proficiency level,
- academic content classes taught through SDAIE,
- electives (choice not limited by language proficiency level)

Newly Arrived English Learners with Limited Formal Schooling

Immigrant students with little or no prior schooling typically score at the beginning level of reading and writing in their primary language, and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade level academic program. These students need an academic program that will address their primary language literacy needs. At the elementary school level, appropriate grade level placement with appropriately leveled ELD is critical.

In secondary schools, students in this category are likely to need an academic program with the following features:

- leveled ELD,
- integrated ELD in all core content courses, with special care given to accommodations based on English proficiency level,
- Mathematics – 1 period,
- other core curriculum -1 period,
- other core curriculum or elective – 1 period,
- Physical Education – 1 period.

Every effort will be made to provide needed primary language support when the number of students is sufficient to justify the service.

English Learners enrolled in U.S. schools for fewer than six years who are not Meeting Benchmarks and/or not Making Expected Progress toward language and academic goals for two or more consecutive years

These students have two or more years of schooling in the United States. Their level of English language development is variable, depending on their level of English upon entry to U.S. schools, the quality and consistency of their program in past years, and the pace of their year-to-year progress. At both the elementary and secondary levels, these students will need individualized catch-up plans with interventions designed to accelerate their language and academic progress.

Long-Term English Learners enrolled in grades 6-12 who have been enrolled in U.S. schools for more than 6 years and are not showing progress toward English language or academic proficiency

These students are enrolled in grades 6-12, have been enrolled in schools in the United States for more than six years, have remained at the same English language proficiency level for two or more years as determined by the state-adopted English language

proficiency test or successor test, and score far below basic or below basic on the English language arts standards-based achievement test or the equivalent successor test.

Long-term English Learners often have high oral fluency in English, and in some cases have attained “reasonable fluency,” but have not yet achieved the academic criteria to qualify for reclassification. Too often these Long Term ELs have been limited by a series of school failures to provide the instruction they needed in earlier grades.

In determining program placement, it is important to first identify the student’s academic and linguistic needs and then consider the following in regards to the student’s educational history, in order to determine if the student’s performance is related to his/her level of ELD, or to other issues that affect academic performance:

- the student’s number of years in U.S. schools,
- the quality and consistency of ELD instruction the student has had, and
- the consistency of the student’s instructional program.

Students in this category are likely to need the following:

- accelerated ELD, either through an English Language Arts class with accommodations for the student’s level of ELD, or an intervention class that addresses both language and literacy skills;
- English Language Mainstream or SEI instruction in the core academic subjects, provided by an appropriately credentialed CLAD or BCLAD teacher;
- counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/ graduation requirements;
- intervention support before, during or after the school day and summer school (if available), including State-adopted or research-based programs for 6th to 10th grade students;
- focused efforts to motivate and engage the student who has spent a number of years struggling to master both language and content.



English Learners who are Meeting Academic and English Language Development (ELD) Benchmarks

These students are typically showing expected growth on the state-mandated ELD proficiency test, at least at the rate recommended by the state, and are scoring proficient or close to proficient on the state academic proficiency assessments, or meeting district established literacy and numeracy benchmarks. In the elementary grades, these students should move along a pathway leading to the English Language Mainstream program setting. Some will begin in SEI, with reclassification and assignment to English Language Mainstream before promotion to middle school. Others will begin in a bilingual alternative program and achieve reclassification.

Student placement at a given ELD course level is based on initial assessment scores on the ELPAC for new students, annual ELPAC, ELD benchmark test performance, and teacher recommendations for returning students.

Each ELD level is flexible with respect to duration, in order to allow a student to move to a higher level during the year, when assessment results indicate the student is ready. Students who master the course content standards are promoted to the next level or exited from the program. Students may need to repeat a level until they meet requirements for transition to the next level.

Secondary master schedules allow for fluid and flexible movement throughout the year. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a quarter/semester or course in order to move levels. Change in ELD levels will be based on the following:

- progress on the state-mandated English language proficiency assessment,
- ELD benchmark assessment results,
- classroom performance,
- ELD curriculum-embedded assessments, and
- teacher recommendation.

Students who meet or exceed benchmarks as evidenced by quarter/mid quarter reviews and/or teacher recommendation should be encouraged to accelerate to higher ELD levels.

Students Who Speak a Primary Language Other Than Spanish

Students who speak languages other than Spanish will receive daily ELD at the appropriate level, based on assessment data, with primary language support as feasible.

Monitoring Student Progress and Intervention

Each English Learner's language proficiency and academic progress are evaluated and monitored throughout the year by individual teachers, grade level or departmental teams, and the principal and site EL lead. Each year, the principal will initiate, and teachers will carry out, a review of student progress based on multiple measures and other information provided by the student's teachers. This review will enable the principal, site EL lead and teachers to identify students who are developing significant and persistent academic deficiencies and produce action plans that will assist students to achieve English language development benchmarks and grade level standards. This review will also lead to identification of students who have met, or are close to meeting, district criteria for reclassification as fluent in English (RFEP).

Assessments in use in the district

Student progress is monitored based on a set of district-adopted and State-mandated assessments. These assessments are used to determine English language proficiency and evaluate academic progress. This information is used for many purposes, including but not limited to:

- initial identification and placement of English Learners in an appropriate program,
- monitoring student progress towards reclassification,
- identification of students who have incurred academic deficits and are in need of additional support in order to overcome those deficits,
- monitoring student progress during the course of the year and use of results in instructional planning,
- evaluation of program effectiveness, and
- determination of whether schools and the district have met state and federal accountability criteria.

The assessments that are used in the district include state-mandated assessments of student proficiency in English language development and core academic areas, district-adopted assessments, curriculum embedded assessments contained in textbooks and other adopted instructional materials, and teacher-created assessments. The most important of these from the point of view of monitoring the progress of English

Learners are the district-adopted i-Ready diagnostic assessment and writing test, both of which are used in assessing students' readiness for reclassification.

This year the district will be implementing a new program called ELLEVATION to monitor English learners and Reclassified students' progress. ELLEVATION is a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, enables accurate reporting and supports instructional planning for multilingual students. Data on student performance will be entered on this platform which will keep the student's records. These reports will also be printed and placed in the students' cumulative folder. EL leads, principals, teachers, and counselors will be able to enter student performance data, including scores on the district-adopted assessments and benchmark measures. Data from these sources will be shared with teachers at the beginning of each school year, and the data will be updated periodically throughout the year, so it can be used to review student progress and make decisions about needed support services.

Provisions for Students on Individualized Education Plans (IEPs)

Instructional Accommodations for English Learners Receiving Special Education Services English learners with disabilities will receive designated and integrated ELD instruction and take the ELPAC, or an alternate assessment, as directed in their Individual Education Plan (IEP). English language development instruction is to be provided until the student has met standard reclassification criteria, or alternate reclassification criteria as appropriate. Students with specific learning needs may require accessibility resources to fully engage and demonstrate mastery of content during instruction and on assessments. To better serve them, the English Language Proficiency Assessments for California (ELPAC), including the Alternate ELPAC, provides a wide range of resources to ensure that the administration of the test meets the needs of all students, including those with disabilities.

Types of Student Accessibility Resources

- Universal tools are available to all students on the basis of student preference and selection.
- Designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- Accommodations must be permitted to all eligible students taking CAASPP and ELPAC tests if specified in the student's IEP or Section 504 plan.
- Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the

eligible student's IEP or Section 504 plan and only with approval from the California Department of Education (CDE).

Teachers are encouraged to review these resources early in the school year and provide opportunities for students to experience them throughout the year in classroom instruction and assessment. Some resources are embedded into the technology platform for computer-administered tests. Others are considered non-embedded, since they are provided by the local educational agency.

For students who are identified for alternate assessment, they will take the alternate assessment for all standardized State assessments, including the CAA ELA, Math, and Science assessments, and the Alternate ELPAC.

IEP teams should use the Alternate Assessment Decision Confirmation Worksheet to determine whether a student is eligible to participate in the CAAs or Alternate ELPAC.

To participate in the CAAs or Alternate ELPAC, a student must meet all three of the following criteria:

1. **The student has a significant cognitive disability.** Review of the student's school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for a person to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required. Students identified with a specific learning disability cannot also be identified as cognitively impaired, as the determination of a specific learning disability rules out cognitive impairment. IEP teams should be careful to consider the following:
 - Conceptual skills—language and literacy; money, time, and number concepts; and self-direction
 - Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized
 - Practical skills—activities of daily living (personal care), occupational skills, health care, travel/transportation, schedules/routines, safety, use of money, use of the telephone. As part of the IEP team decision, the team also should consider the following:

As part of the IEP team decision, the team also should consider the following:

- Community environment typical of the student's peers and culture

- Linguistic diversity
- Cultural differences in the way people communicate, move, and behave.

2. **The student is learning content derived from the CA CCSS or the CA NGSS or is acquiring proficiency as identified in the 2012 ELD Standards.** Goals and instructions listed in the IEP for the student are linked to the grade-level CA CCSS, CA NGSS, or 2012 ELD Standards and address knowledge and skills that are appropriate and set high expectations for this student.

The student's disability or multiple disabilities affect how instruction is presented and how the student accesses curriculum derived from the CA CCSS, CA NGSS, and/or 2012 ELD Standards. The content the student is learning is derived from the CA CCSS, CA NGSS, or 2012 CA ELD Standards, and appropriately breaks the standards into smaller achievable steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors. Science Connectors also were derived from the CA NGSS standards. A Connector is a representation of the essential "core" content of a given state instructional standard. Each Connector was identified by examining learning progressions aligned with the CA CCSS or CA NGSS to determine the critical content for students with the most significant cognitive disabilities.

3. **The student needs extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum, including the following:**
 - Instruction and support that are not of a temporary or transient nature
 - Substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings

The IEP team also should consider the following information to determine whether the CAAs are appropriate for an individual student:

- Description of the student's curriculum and instruction, including data on progress and classroom work samples
- Examples of performance on assessment tasks to compare with classroom work
- Results of district wide assessments
- Results of individualized reading assessments

IEP information, including:

- Present levels of academic achievement and functional performance, goals, and short-term objectives
- Circumstances of a student with individualized and substantial communication needs or modes (from multiple data sources)
- Circumstances of a student who may be learning English as a second or other language (i.e., an EL), which may interfere with an accurate assessment of the student's academic, social, or adaptive abilities (CDE).

Use of Assessment Data for Instructional Planning

Teachers use, and EL leads review, benchmark, formative and/or curriculum embedded assessments in English Language Development, language arts and mathematics to analyze student progress, plan for differentiated instruction and provide classroom interventions and/or enrichment as appropriate. English language proficiency assessment data (supplemented by formative, benchmark and curriculum embedded assessment results) are used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses at the secondary schools. State-mandated core content test results (CAASPP) are used in conjunction with benchmark assessments in language arts and mathematics to identify students in need of benchmark, strategic and intensive intervention support, and assign them to appropriate instructional schedules. Students who meet or exceed district benchmarks for growth on these assessments are encouraged to accelerate or move to more advanced groups/classes.

Ongoing monitoring of student progress takes place at two levels:

- Grade level and/or department teams hold regular collaboration meetings (at least monthly) to examine student data on the assessments used to determine short-term needs, and plan instruction accordingly. These collaboration meetings may include assignment of English Learners to appropriate interventions/enrichment;
- The principal and site EL lead initiate an annual process of identifying students in need of an EL Intervention Plan, and students who have met district reclassification criteria. Teachers then decide on appropriate actions to take, based on the assessment results and their professional assessment of each student's strengths and needs.

English Learner Intervention Plans

English Learners' academic performance is monitored in grades K–12 using formative, benchmark and summative assessments in order to identify academic needs and develop action plans and goals for student academic improvement. This monitoring of academic and language proficiency ensures that students are continuing to make expected academic growth. District formative and benchmark assessments provide information that informs instruction and alerts teachers to students who may be struggling or need to be challenged.

The elements of an English Learner Intervention Plan include the following components:

1. **Standards**: Clearly articulated and implemented content standards for English Language Development (ELD) and the District's core curriculum (e.g. English/language arts, math, science, social studies/history) that will be the focus of the intervention for the student.
2. **Interim Benchmarks**: Clearly defined interim benchmarks to measure expected growth toward meeting the ELD and grade-level content standards that are the focus of the intervention.
3. **Assessments**: A process to objectively assess English Learners' progress in ELD and the rest of the District's core curriculum using multiple measures.
4. **Interventions**: Defined interventions, implemented for English Learners who are not meeting the established interim benchmarks.
5. **Monitoring the student's progress**: A clearly defined process to review information on the student's progress and determine the effectiveness of the Intervention Plan.

Developing EL Intervention Plans

The district will adopt and implement a process for designing, implementing and monitoring intervention plans based on models such as the Individualized Learning Plan (ILP) or the Response to Intervention (RTI) process for students not making adequate progress in school. The school principal and site EL coordinator are responsible for annual monitoring of student progress, utilizing the district-adopted EL progress benchmarks. Using the new ELLEVATION platform, principals, EL leads, counselors, and teachers will determine whether each EL student has made adequate yearly progress, using the following guidelines:

- For Kindergarten – 2nd grade -- the student must meet the specified ELPAC performance benchmark and the district reading assessment benchmark.
- For 3rd -12th grades -- the student must meet all of the following:
 - the ELPAC performance benchmark,
 - the state standards-aligned test benchmark in English Language Arts or other English reading/language arts benchmark specified in the district criteria, and
 - the state standards-aligned test benchmark in mathematics or other mathematics benchmark specified in the district criteria

The principal and site EL lead will give each teacher a list of students who have not met benchmarks for review and development/ implementation of an EL Intervention Plan. At the elementary level, grade level teams may assume the responsibility for developing the plans. If the student has an existing IEP, the IEP team will monitor and ensure that the EL Intervention Plan is implemented.

The following guidelines apply:

- The parents will be notified that their child has been identified for intervention and will be updated on the child's progress, including changes in the plan over time. This process of notification will include letters home, report cards and progress reports and, for elementary students, discussion at the parent conferences. Secondary schools will notify the parents by letter and invite them to a meeting to discuss their student's progress and the plan that has been developed. This may be an individual or group meeting.
- Each EL Intervention Plan includes interim growth measures for the student, as noted above. Monitoring of progress during the year will be based on these measures. At the end of the year, progress will be determined based on these measures combined with the annual growth expectations established by the district.
- The interventions specified in the EL Intervention Plans will, as far as possible, make use of the system of interventions developed by the district (for example, benchmark, strategic and intensive support), and supplemented with strategies that are specific to ELs.
- At the end of each year or beginning of the following year, depending on availability of data, the teacher will assess the progress of students with plans, and the effectiveness of their plans. If the student's progress is not adequate, a new plan will be developed. The parents will be notified and the new plan explained to them, in writing and in a meeting with them if they so desire.
- After two years, if the student is still not meeting the plan's criteria and there is documented evidence that a variety of strategies have been used, the principal,

site EL lead and teacher will consider referring the student to the Student Study Team (SST) for a more comprehensive examination of his/her needs.

The Reclassification Process

When an English Learner demonstrates that he or she has reached a level of proficiency in English that is comparable to that of an average native English speaker and can participate equally with native speakers in the school's regular instructional program, he/she will be reclassified as Fluent English Proficient (FEP).

The reclassification process will consist of the following steps:

- The district will compile the relevant data and send each principal a list of students eligible for reclassification.
- The principal and site EL coordinator, in consultation with the student's teacher(s) will determine whether the child meets reclassification criteria.
- The parent will be notified of the student's eligibility for reclassification and given an explanation of the reclassification process and the relevant information about the student's performance.
- The parent will sign the reclassification form, indicating agreement or disagreement with the reclassification recommendation.

Monitoring of Reclassified Students

The principal, site EL coordinator and designated staff members at each site will monitor all reclassified students for a period of four years after reclassification, in order to ensure that they are making adequate academic progress. If the student's grades are not adequate, or if performance on tests or benchmark assessments indicates that academic progress is insufficient, the school re-evaluates the student's program and interventions are recommended. The site principal or site EL coordinator will document on district-developed forms the decisions made and follow-up monitoring of the student's academic progress.

Reclassification Provision for Special Education students

All students on an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications and accommodations.

Parent and Community Engagement

The Williams Unified School District is committed to engaging with parents of all students, including English Learners. Such engagement is an important resource to promote student success.

Role of the English Learner Advisory Committee (ELAC)

Each school with 21 or more English Learners will establish a functioning English Learner Advisory Committee (ELAC). This committee will be established as soon as there are 21 or more English Learners in the school, regardless of the time in the school year. Normally, a school will have at least 21 English Learners at the beginning of the school year. In this case, the committee would be established early in the year. The descriptions below assume that the school has started the year with at least 21 English Learners, and has a functioning ELAC throughout the year.

Throughout this section the term ELAC refers to the elected officials that serve on the committee. Other persons, including other parents, may attend meetings but may not vote on action items. This committee advises the school principal and staff on issues that include at least the following:

- advise the School Site Council on the development of the school's Single Plan for Student Achievement (SPSA);
- advise the principal and school staff on the school's programs for English Learners;
- assist in the development of the school's needs assessment;
- assist in the development of the annual language census report;
- assist in developing ways to make parents aware of the importance of regular school attendance.

In carrying out its advisory responsibilities, the ELAC may engage in activities such as the following:

- review academic performance measures for English Learners;
- discuss ways to meet the social and academic needs of English Learners;
- make recommendations on how to effectively communicate with parents and the broader community.

ELAC Membership Guidelines

- ELAC membership includes parents/guardians and school staff. There must be more parents/guardians than staff members on the committee.

- The proportion of ELAC members who are parents/guardians of English Learners must at least equal the percentage of English Learners enrolled in the school.
- Members of the ELAC are elected. School staff representatives are selected by the staff, and parent members are elected by parents/guardians of ELs.
- All parents/guardians of ELs must be given the opportunity to vote for and to elect ELAC parent representatives.
- The school will actively encourage all EL parents/guardians to run for election to ELAC and DELAC, to vote for official members, and to attend ELAC and DELAC meetings, even if they are not formal representatives.
- The ELAC will elect its officers:
 - ☐ a chairperson who will lead all meetings,
 - ☐ a vice-chairperson to conduct meetings in the absence of the chair, and
 - ☐ a secretary who will be responsible for the minutes.
- The term of service for ELAC members is one year.
- If a member must be replaced during the year, the ELAC representatives will elect a replacement at their next official meeting. The replacement will serve for the remainder of the original member's term.
- The first meeting of the ELAC should be held by October 1.
 - ☐ The ELAC will elect a representative and alternate to the District English Learner Advisory Committee (DELAC). The representative and alternate will be selected at the first meeting of each year.
 - ☐ The ELAC will also appoint one or more members to attend School Site Council (SSC) meetings and report back to the ELAC on the development and implementation of the school site plan. School sites will provide interpretation during meetings, as needed.
 - ☐ Materials for the use of the ELAC will be given to members in their home language(s), if more than 15% of the children in the school speak that language.
 - ☐ Members will receive training on the role and purposes of ELAC and their responsibilities as ELAC members.

Guidelines for Implementation of the ELAC

- The site principal (or designee) is responsible for establishing the ELAC, and for ensuring that the ELAC meets at least four times per year. Meetings will be planned to last for at least one hour.
- The principal and site EL lead will coordinate meetings, communication and documentation between the site and the Superintendent.
- The principal (or site EL lead) will meet with the ELAC president to plan the agenda prior to each ELAC meeting. The agenda will be prepared at least one

week in advance of the meeting. Each agenda will include time for reports on ELAC, DELAC and School Site Council activities, and time for parent-initiated activities and discussions.

- Meeting dates will be determined and publicized in advance, in English and other appropriate languages. Parents should receive at least 72 hours advance notice of ELAC meetings.
- The principal and site EL lead will attend the meetings and assist the ELAC president in running the meetings in a consistent manner throughout the year.
- ELAC meetings will be conducted with agendas and minutes.
- The ELAC will adopt by-laws and conduct meetings in accordance with them.
- The ELAC in consultation with the site principal may decide to hold parent education activities in conjunction with ELAC meetings.
- If a parent education activity (such as a curriculum presentation) is planned, a written translation or interpreter services will be provided.
- The principal or designee will maintain all ELAC records (calendar, flyers/ announcements, agendas, minutes, sign-in sheets).
- Within two weeks following each meeting, the site will submit copies of the meeting agenda, the minutes, including a clear indication of which official members were present, and the sign-in sheet to the Superintendent.
- The Superintendent or designee will monitor compliance with these procedures and related legal mandates, policies and guidelines.

Training for ELAC Members

Each year, the district will conduct training for ELAC members. The training session(s) should be completed by each ELAC by the second meeting. This training will cover the following topics:

- ELAC officers and their functions
- How to conduct meetings
- ELAC by-laws: how to write or amend them

The district will provide ELAC training materials that will be given to ELAC members during the session(s). These materials will include copies of forms to be used by ELAC officers in carrying out their duties.

Additional materials and training designed to assist ELAC members in carrying out their responsibilities may be organized by the district or the site principal. ELAC members will have a voice in selection of training content.

District English Learner Advisory Committee

Role of the DELAC



If a district has 51 or more ELs enrolled, it is required to establish a functioning District English Learner Advisory Committee (DELAC). The purpose of the DELAC as required by federal law is to advise the governing board on at least the following:

- the development of a district Master Plan for English Learner Programs and Services, that takes into consideration the school site plans for English Learners
- a district-wide needs assessment on a school-by-school basis;
- the district program, goals and objectives for services for English Learners;
- the plan to ensure compliance with applicable teacher and instructional assistant requirements;
- administration of the annual language census;
- review of, and comment on, the district's student reclassification procedures;
- review of, and comment on, the written notifications required to be sent to parents and guardians.

In carrying out the above duties, the DELAC will discuss topics pertaining to the implementation of district programs for English learners. It will discuss evaluation results, provide input to the administration and board on the effectiveness of district practices, resources and personnel to implement programs for English learners, make suggestions, and take part in collaborative problem solving.

DELAC Membership Guidelines

- At its first or second meeting, each ELAC will elect a representative and alternate to the District English Learner Advisory Committee (DELAC). The representatives and alternates will be selected by the first meeting of each year.
- The term of service for DELAC members is one year.
- If a member must be replaced during the year, the alternate will serve for the remainder of the year. An election must be held at the beginning of the following year to fill the position.
- Each representative is responsible for attending all DELAC meetings and for presenting the information received at the meetings to their school's ELAC.
- The DELAC representatives will elect the following officers:
 - a chairperson who will lead all meetings,
 - a vice-chairperson to conduct meetings in the absence of the chair, and
 - a secretary who will be responsible for the minutes.

Guidelines for Implementation of the DELAC



- The DELAC will meet at least three times per year and will operate according to guidelines contained in federal regulations.
- The DELAC will adopt and follow by-laws.
- Agendas and minutes of DELAC meetings will be prepared and posted on the District's website at least one week before each meeting.
- In the spring of the year, an annual calendar for the upcoming school year will be established which shows when each of the legal requirements listed above will be taken up by the DELAC.
- At the beginning of each year, the DELAC members will gather information on topics of high interest to parents that would attract them to DELAC meetings.
- The Superintendent, or designee, will serve as district liaison to the DELAC. This person will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
- The DELAC President will preside at meetings and sign all letters, reports and other committee communications, with prior approval of the membership. In the President's absence, resignation or inability to perform the duties, the Vice-President will assume these duties.
- The DELAC President will assist with the preparation of the agenda and will conduct the meeting. The Vice-President will conduct the meeting in the absence of the President.
- The Superintendent or designee will plan and organize the meeting details (meeting notices, childcare, translation services, refreshments, and any other necessary arrangements).
- Meetings will be planned for 1 hour and will include discussion of DELAC business and parent-generated topics/open forums.
- The DELAC will communicate its ongoing advice to the Superintendent and Governing Board.

Training for DELAC Members

Each year, the district will provide all DELAC members with appropriate training, materials and information to assist the members in carrying out their responsibilities and any required duties. DELAC members will have input into the content of training each year. The minutes of the DELAC meetings will clearly reflect the training areas that were covered during the meeting. It is the responsibility of the DELAC representatives to share information between ELAC and DELAC. As part of the training, DELAC members will be given information on the legal requirements, the role and purposes of DELAC, member responsibilities, and copies of any forms that are used by DELAC

Strategies for Promoting Engagement with Parents

The district is committed to working proactively to promote positive and productive working relationships with parents. Epstein (2001) provides a framework for thinking about and designing systems to support parent involvement and school/family engagement. This section uses Epstein's six types of parent involvement as an organizing tool.

Parenting

Families provide basic support for children's health, growth, and development. Schools provide assistance and information to help parents support developmental ages and stages from preschool through high school. Activities designed to foster this include:

- parent-teacher conferences (One-on-one contact is more helpful to parents);
- English classes for parents;
- parenting training classes, including how-to sessions on such topics as:
 - talking about school,
 - reading at home,
 - time management,
 - interpersonal skills,
- reinforcing instructional strategies;
- parenting counseling classes;
- parent-to-parent strategy sharing night;
- teacher training on how to involve parents; and
- parent tours of the school – informational and orientational.



Communication

Two-way communication on a regular basis happens between families and schools about educational standards/expectations, children's progress, educational programs

and choices. *Communication in the home language is a critical factor.* When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. Translators will be made available for all parent/teacher conferences, school meetings, SST, IEP, and retention meetings, suspension and expulsion hearings, and for all due process actions held at the district level. Activities intended to encourage communication include those listed below:

- Schools will communicate with parents via a variety of channels, including e-mail, text messages, web page announcements, auto-calls, and printed notices. Communication will take place in a timely manner.
- The district will implement an auto-calling system that allows for accurate translation of messages into Spanish.
- District-wide and site calendars showing events related to parents and families will be developed, coordinated to avoid conflicts (including conflicts between events sponsored by different programs), and posted on the district and school websites.
- School information will be submitted for publication in both the English and the Spanish sections of the newspaper.
- Bulletins will be posted in public forums and locations, such as the pharmacy, La Mexicana and the library.
- Announcements and information will be provided to local churches.
- The availability of child care will be included in announcements about meetings.
- When requested, both parents will be notified about meetings and school information (for example, divorced parents).
- Information on school marquees will be updated frequently and provided in both English and Spanish.

Volunteering

Schools expand the services and experiences they can offer to children and their families by developing volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children. Activities intended to encourage volunteering include:

- parents teaching their skills to the students and/or other parents,
- parents volunteering in the classroom or on field trips,
- parents organizing and/or participating in cultural and family events, and
- school policies that allow parents to volunteer in all school activities.

Learning at Home

Schools empower parents by providing information, resources, and materials to assist families in supporting and monitoring their children’s learning. Activities intended to encourage learning at home include providing information and support to parents for the following types of activities:

- reading at home,
- talking about school,
- taking educational trips,
- helping with homework, and
- providing space at home for educational activities.



Decision Making and Advocacy

Educators and parent leaders work together on advisory/decision making groups, and through this process develop parent leaders and parents who advocate for children. Activities intended to encourage decision making and advocacy include:

- encouraging parents to join and be active in parent/teacher organizations such as the PTA,
- recruiting parents to serve on school committees,
- holding parent discussion groups,
- ensuring that the School Site Council, ELAC, DELAC and the PTA work together, and
- finding ways to recognize/reward parents whose students are being successful in school.

Relationship Building and Collaboration with the Community

Schools establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools and community. These can serve as a “gateway” for strengthening long-term partnerships. Activities such as those listed below foster such relationships:

- Work with local businesses to provide vouchers for students and parents to participate in educational events in the community, such as plays, concerts and art shows.
- Celebrate different cultures by holding events that the community is invited to attend or support.
- Hold cultural and family events.

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Reclassification Screening Form



School: _____ Primary Language: _____ DOB: _____

Criteria	Standard
	<p>Grades TK-3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lexile 50th percentile grade level proficiency (beginning of year) OR <input type="checkbox"/> Mid or above grade level on i-Ready diagnostic OR <input type="checkbox"/> CAASPP ELA score of at least: 2367 (3rd grade) <p>Grades 4-6</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lexile 50th percentile grade level proficiency (beginning of year) <input type="checkbox"/> Mid or above grade level on i-Ready diagnostic <input type="checkbox"/> CAASPP ELA score of at least: 2416 (4th grade) 2442 (5th grade) 2457 (6th grade) <input type="checkbox"/> 2 consecutive years of an overall score of 4 on ELPAC <p>Grades 7-8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lexile 50th percentile grade level proficiency (beginning of year) OR <input type="checkbox"/> Mid or above grade level on i-Ready diagnostic OR <input type="checkbox"/> CAASPP ELA score of at least 2479 (7th grade) 2487 (8th grade) OR <input type="checkbox"/> 65% or higher on Fall or Spring ELA Writing Assessment OR <input type="checkbox"/> 2 consecutive years of an overall score of 4 on ELPAC <p>Grades 9-12</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lexile 50th percentile grade level proficiency (beginning of year) OR <input type="checkbox"/> Mid or above grade level on i-Ready diagnostic OR <input type="checkbox"/> CAASPP ELA score of at least 2494 (9th grade or 10th grade) 2493 11th grade and 12th grade) OR <input type="checkbox"/> 65% or higher on Fall or Spring ELA Writing Assessment OR <input type="checkbox"/> 2 consecutive years of an overall score of 4 on ELPAC
Recommendation	<p><input type="checkbox"/> Student has met all of the criteria necessary for reclassification. Reclassification is effective immediately.</p> <p><input type="checkbox"/> Student has not met all the criteria necessary, and is not recommended for reclassification at this time.</p> <p>_____ Principal/Designee Signature Print name and position Date</p>

** All ELPAC and assessment data must be no more than one-year from reclassification from date 7th, 9th & 12th grade students only for CAASPP criteria consideration.

Place this copy in the student's CUM folder.

If student is reclassified, complete the following: WUSD Language Reclassification Notification form and distribute to parents, file in students EL Folder in CUM; notify all stakeholders; change the AERIES Language Fluency status to an R with Approval Date on this form; remove student from ELD course; and monitor his/her progress for four years following reclassification.

WUSD Opt Out Process

Opt-out of English Learner Programs/Services Guidelines and Procedures

All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program. School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out. WUSD may not recommend that a parent/legal guardian opt a child out of EL programs and services for any reason. A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling

Guidelines to follow for parents who decide to Opt-out of EL services:

- ☐ Parent/legal guardian contacts the site and requests that their child no longer receive EL programs and services for the current school year.
- ☐ Site administrator schedules a meeting with the parent/legal guardian to review the letter and implications, in a language that they understand, this may require an interpreter from Translation Services. Site administrator must assure that the parent/legal guardian understands all implications: Student retains EL status and takes the annual Summative ELPAC. Site administrator reviews the following student data: ELPAC history, academic standing/grades, and attendance record.
- ☐ Parent/legal guardian completes opt-out form applicable only for the current school year.
- ☐ Site staff makes a copy of the document for the parent/legal guardian, a copy for the site for record keeping and saves it in the student CUM.
- ☐ Opting out of EL programs and services must be renewed on a yearly basis and the request must be parent/legal guardian initiated.

After the Opt Out Form is turned in:

- ☐ The principal or district staff uploads the Opt-out form into Aeries (Student Data - Programs - Language Assessment - Waivers)
- ☐ The principal changes the Program Code from LIP-305 to LIP 307
- ☐ The site must continue to monitor the English language proficiency (ELP) and academic progress of EL students who opt out of EL programs and services. If a student does not demonstrate appropriate growth in ELP or maintain appropriate academic levels, the site must inform the parent/legal guardian in a language they understand.
- ☐ The site is then obligated to encourage the family to resume participation in EL programs and services.

WUSD Opt Out Parent Form

WILLIAMS UNIFIED SCHOOL DISTRICT Parent Opt-out of English Learner Programs and Services

Date:
Student Name:
Student SSID:
School:

Dear Parents or guardians,

We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your child (**insert child's name**). EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services. If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have written your initials next to each of the statements, please sign, date and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

... I am aware of my child's English Language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.

... I am familiar with the EL programs and services the school has available for my child.

... I have had the opportunity to discuss the available EL programs and services with the school.

... I understand that the school believes its recommendation is the most academically beneficial for my child.

... I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.

... I understand that I need to submit a Parent Opt-out Form every year if I want to continue to refuse EL services for my son or daughter.

... All of this information has been presented to me in a language I fully understand.

I (**insert parent/guardian name**), with a full understanding of the above information, wish to

... decline all of the EL programs and EL services offered to my child.

... decline some of the EL programs and/or particular EL services offered to my child.
I wish to decline (List program/services)

Parent's Signature/ Date

Student Signature/Date

Principal's Signature/Date

WUSD DELAC SAMPLE Agenda

DISTRITO ESCOLAR UNIFICADO DE WILLIAMS / WILLIAMS UNIFIED SCHOOL DISTRICT

Comité Asesor de Aprendices de Inglés del Distrito (DELAC) / District English Learner Advisory Committee (DELAC)

Reunión Especial / Special Meeting

Sala de juntas del WUSD / WUSD Board Room

260 11th Street, Williams, CA

Martes 23 de agosto del 2022 / Tuesday, August 23, 2022

4:45 - 5:45 pm

- I. Abrir sesión / Call to order _____PM
- II. Lista de asistencia / Roll Call
- III. Juramento a la Bandera / Pledge of Allegiance
- IV. Aprobación del Acta / Approval of Minutes
- V. Informe de representantes / Representative Updates
 - a. WES
 - b. WUES
 - c. WJSHS
- VI. Nuevos Negocios / New Business
 - a. Solicitud del "CON app" / CON Application
- VII. Próxima junta / Next Meeting
 - a. Miércoles 26 de octubre del 2022
- VIII. Temas para la próxima junta / Next Meetings Topics
 - a.
- IX. Se levanta la sesión / Adjournment _____PM

WUSD ELAC SAMPLE Agenda

Williams Junior Senior High School/Escuela Secundaria Preparatoria de Williams

Comité Asesor de Aprendices de Inglés (ELAC) / English Learner Advisory Committee (ELAC)

Reunión Especial / Special Meeting

Sala de juntas del WUSD / WUSD Board Room

260 11th Street, Williams, CA

Martes 23 de agosto del 2022 / Tuesday, August 23, 2022

3:30 pm - 4:30 pm

- I. Abrir sesión / Call to order Lista de asistencia / Roll Call
- II. Juramento a la Bandera / Pledge of Allegiance
- III. Aprobación del Acta / Approval of Minutes
no minutes available
- IV. Informe de representantes / Representative Updates
Chair
Vice Chairperson
Secretary
DELAC Representative
- V. Nuevos Negocios / New Business
 - Welcome-Bienvenidos/ Introductions/ Presentación
 - Yesenia León: Subdirectora- yleon@williamsusd.net
 - What is ELAC?/Qué es el ELAC?
 - What is ELD?/ Que es ELD?
 - Explain Reclassification Process and plan for new revision / Explicar el Proceso de Reclasificación y el plan de nueva revisión
 - Q/A-Preguntas
 - Needs/Necesidades/Topics/Temas
 - Next Meeting
 - Communication/Comunicacion
 - [Link](#)
- VI. Próxima junta / Next Meeting
 - a. Martes 29 de noviembre del 2022
- VII. Temas para la próxima junta / Next Meetings Topics