Purpose

- To understand the goals and objectives for programs and services for English Learners (ELs)
- To review the written notifications sent to parents/guardians of English Learners
- To provide input on Reclassification Criteria
Local Control Accountability Plan
English Learner Goals

Annual Progress in English Language Proficiency
Academic Achievement in ELA and Math
Increase in the Rate of Reclassification
EL Objectives

- Identification
- Assessment
- Programs
- Services
- Reclassification
  - Input on proposed reclassification criteria
EL Identification

Home Language Survey (HLS)

- English
  - Non-English Learner
- Language other than English
  - Initial ELPAC
    - Initial Fluent English Proficient (I-FEP)
    - Novice EL or Intermediate EL
      - Assessed Annually with Summative ELPAC
EL Assessment
English Language Proficiency Assessments of California (ELPAC)

**Initial ELPAC**
- Identifies students as either an English Learner or fluent in English
- Determines English proficiency
- Assesses in listening, speaking, reading and writing
- Administered only once

**Summative ELPAC**
- Measures how well ELs are progressing with English development
- Measures progress toward English proficiency
- Assesses listening, speaking, reading and writing
- Administered yearly - February to April
EL Programs

- Dual Language Instructional Program
- Transitional Instructional Program
- English Instructional Program
Dual Language Immersion

Designed for English Learners and non English Learners
- Bilingualism, biliteracy, and cross cultural understanding
- Academic proficiency in the target language and English
- Meet State-adopted academic achievement goals

SEI Structured English Immersion services are provided during the English component
Transitional Bilingual

- Designed for English Learners
- Begins with English and native language and transitions into English only by grade 2
- Currently, only provided at two sites
- Achieve proficiency in English
- Meet State-adopted academic achievement goals

SEI Structured English Immersion services are provided
• Designed for English Learners
  • Achieve English proficiency
  • Meet State-adopted academic achievement goals

SEI Structured English Immersion Services are provided
SEI Structured English Immersion Services

Structured English Immersion

- Integrated English Language Development
- Designated English Language Development
### Integrated English Language Development

- Throughout the regular school day
- Whole Group
- State-adopted academic content standards

### Designated English Language Development

- Set time aside during the regular school day
- Small Group
- State-adopted ELD standards
Collaborative Conversation

1. What is my child’s instructional program?

2. How is my child supported in:
   - whole group Integrated ELD?
   - small group Designated ELD?
Reclassification

Signifies English Learners have the...

• ability to meet State’s proficient level of achievement on State assessments.

• ability to successfully achieve in classrooms where the language of instruction is English.

• opportunity to participate fully in society in English.
Reclassification Criteria

English Language Proficiency

- Kinder: ELPAC Overall Level 4, Oral and Written Language Level 4
- Grades 1-6: ELPAC Overall Level 4 and Midpoint Level 3 in Oral and Written Language for grade level

Academic Achievement

- Local Measures Reading: K-1 Met, Grades 2-6 Midpoint of Approaching and above for grade level
- CAASPP ELA Grades 3-6 Midpoint of Standard Nearly Met and above for grade level

Teacher Evaluation

- Bridging Level on ELD Report Card

Parent/Guardian

- Opinion and Consultation
Reclassification Criteria

English Language Proficiency

- Kinder: ELPAC Overall Level 4, Oral and Written Language Level 4
- Grades 1-6: ELPAC Overall Level 4 and Midpoint Level 3 in Oral and Written Language for grade level

Academic Achievement

- Local Measures Reading: K-1 Met, Grades 2-6 Midpoint of Approaching and above for grade level
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Teacher Evaluation

- Bridging Level on ELD Report Card

Parent/Guardian

- Opinion and Consultation
PROPOSED
Reclassification Criteria

**English Language Proficiency**

- **GRADES K-6: OVERALL PROFICIENCY LEVEL 4**

**Academic Achievement**

- Local Measures Reading: K-1 Met, Grades 2-6 Midpoint of Approaching and above for grade level
- CAASPP ELA Grades 3-6 Midpoint of Standard Nearly Met and above for grade level

**Teacher Evaluation**

- Bridging Level on ELD Report Card

**Parent/Guardian**

- Opinion and Consultation
## Reclassified Fluent English Proficient (R-FEP)

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total English Learners</strong></td>
<td>10,089</td>
<td>9,008</td>
<td>9,666</td>
</tr>
<tr>
<td><strong>Percent of Enrollment</strong></td>
<td>34</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total R-FEP</strong></td>
<td>1,756</td>
<td>595</td>
<td>2,022</td>
</tr>
<tr>
<td><strong>Percent R-FEP</strong></td>
<td>17</td>
<td>7</td>
<td>21</td>
</tr>
</tbody>
</table>
1. What is the proposed change in reclassification criteria?

2. What questions or thoughts do you have about the change?
Written Notifications

• Notify parents of their child’s **initial** language classification and instructional program after administering the Initial ELPAC test (new students).

• Continue to notify parents of their child’s **annual** progress on the Summative ELPAC test.
Initial Parent Notification Letter

Sent to parents/guardians 30 days after enrollment

Initial ELPAC test date and results

Current Language Instructional Program with descriptions

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Chula Vista Elementary School District
84 East J Street • Chula Vista, CA 91910

INITIAL PARENT NOTIFICATION OF LANGUAGE PROFICIENCY
Federal Title III and State Requirements

Dear Parents/Guardian of:

When you enrolled your child in school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child in English and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition programs. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312(d)(3)(A)(i)(I)(v)(V)).

<table>
<thead>
<tr>
<th>English Language Assessment Date:</th>
<th>English Language Proficiency Assessment Overall Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Level (Listening and Speaking):</td>
<td>Current Instructional Program:</td>
</tr>
<tr>
<td>Written Level (Reading and Writing):</td>
<td>Individualized Education Program:</td>
</tr>
</tbody>
</table>

Based on results of the English language proficiency assessment, your child has been identified as an English learner.

Language Acquisition Instructional Program

We are required to provide Structured English Immersion (SEI) services. These services are provided in the program options described below:

- English Instructional Program: All classroom instruction is provided in English with curriculum and a presentation designed for students who are learning English.
- Dual-Language Immersion (DLI) Instructional Program: Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
- Transitional Bilingual Instructional Program: A language acquisition program for English learners that provides instruction to students that utilizes English and student’s native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals.

Classroom Instructional Plan (CP/Charter Schools only): Students receive all instruction in English. Primary language support may be provided. Modifications are made to ensure that instruction is meaningful to the student. Assistance may be provided by a bilingual paraprofessional.

Parents/Guardians may choose a language acquisition instructional program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils 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. (EC Section 310(a)).

Parents/Guardians may provide input regarding language acquisition instructional programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact the School administrator to ask about the process.

The goal of the Language Acquisition Instructional Programs and SEI services is to reclassify English Learners as Fluent English Proficient.

Please acknowledge receipt of this notification by signing below and returning this form to your child’s homeroom.

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Teacher’s Signature: __________________ Date: ____________

Parent/Guardian’s Signature: __________________ Date: ____________

SCHOOL __________________ GRADE __________ ROOM __________

STUDENT ID: __________
Annual Parent Notification Letter

Sent to parents/guardians 30 days after school starts

Current Language Instructional Program with descriptions

Prior year Local Measures Reading
Prior year CAASPP results (grades 3-6)
Prior year ELPAC results

District Reclassification Criteria
Thank You!

Keith Malcom, Executive Director
Ext. 1520

Patty Pimentel, Coordinator
Ext. 1523

Nancy Rojas, Coordinator
Ext. 1525

Language and Instruction