

# Review the written notifications required to be sent to parents and guardians (5CCR 1130[c][7])

Language Assessment Development Department  
(LADD)

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November 26, 2018



# Annual Parent Notification Letter:

- **Each year, PUSD is required by law to mail a letter, not later than 30 days after the beginning of school, notifying Parents of ELs their child's proficiency level in English. The letter also explains reclassification criteria, how an EL student is ready to exit the English learner program. We must also provide you with the language instruction programs available and describe all available program options. (20 United States Code [U.S.C.] Section 6312)**

# Annual Parent Notification Letter:



Pasadena Unified School District  
Language Assessment & Development Department  
351 S. Hudson Ave., room 209, Pasadena, CA 91109

## ANNUAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements

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

School: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Date: \_\_\_\_\_ Grade: \_\_\_\_\_  
Student ID #: \_\_\_\_\_ Primary Language: \_\_\_\_\_

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (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][ii])

Composite	Scale Score	Performance Level
Overall	[insert overall scale score]	[insert overall performance level]
Oral Language	[insert oral language scale score]	[insert oral language performance level]
Written Language	[insert written language scale score]	[insert written language performance level]

Domain	Performance Level
Listening	[insert listening performance level]
Speaking	[insert speaking performance level]
Reading	[insert reading performance level]
Writing	[insert writing performance level]

Check if applicable:  Individualized Education Program (IEP) on file

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vi])

### Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vii])

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. This district's exit (reclassification) criteria:

Required Criteria (California Education Code Section 313[f])	Pasadena Unified Criteria
English Language Proficiency Assessments for California (ELPAC)	A Performance Level of a 3 or 4 Overall, and in both Oral Language and Written Language
Teacher Evaluation	Report card grade of C or higher in ELA
Parental Opinion and Consultation	Parent participated and was consulted
Comparison of Performance in Basic Skills	<ul style="list-style-type: none"> <li>Balanced Literacy Reading Inventory, for K-5<sup>th</sup> at grade level, 6<sup>th</sup>-12<sup>th</sup> at basic; <u>or</u></li> <li>Standard Met or Exceeded on SBAC</li> </ul>

### Academic Achievement Results (20 U.S.C. Section 6312[e][3][A][iii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC)	Other Measure
English Language Arts	[insert ELA results]	[insert ELA]
Mathematics	[insert mathematics results]	[insert math]

### Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

### Language Acquisition Programs:

The PUSD provides six separate language program options; Structured English Immersion, English Language Mainstream, Primary Language Classroom, the International Academy, Dual Language Immersion, and Long Term English Learner program. Your child will be placed in a classroom that uses mostly English for instruction.

### Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides 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[d]

### Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the PUSD are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- Structured English Immersion (SEI) Program for ELPAC levels 1-2:** 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 pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
- English Language Mainstream (ELM) Program for ELPAC levels 3-4:** With Specially Designed Academic Instruction in English (SDAIE) and daily English Language Development. English Learners will continue to learn English (daily ELD) in Program 2 and will have full access to standards-based curriculum and materials at grade-level designed for the native English speaker. Instruction will continue to include Specially Designed Academic Instruction in English (SDAIE). Primary language support is provided for comprehension, if needed, but instruction is overwhelmingly in English. The objective of Program 2 is for English Learners to attain sufficient proficiency in English to meet grade-level and core content standards that will lead to reclassification.
- Primary Language Classroom – Parental waiver Option:** Elementary School (K-5) Program Option 3 offers instruction in the primary language to English Learners who qualify under the Parental Exception Waiver Option. Students receive primary language instruction while English Language Development is provided on a daily basis. This approach is designed to further develop primary language academic skills and to maintain the students at or above grade level in their primary language while they are acquiring English-language skills. As the students transition to English-language content instruction, SDAIE techniques are used to provide clear instruction and greater access to the core curriculum in the ELs' second language. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language.
- International Academy at Blair – Parental waiver Option:** This program option is for 6-12<sup>th</sup> grade students with less than 12 months in U.S. Schools at Levels 1 or 2. Instruction may be provided in the primary language at the beginning and transition to more instruction in English as skills develop. The students are also given English Language Development instruction.
- Dual-Language Immersion (DLI) Program:** also called 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. This program begins in Kindergarten.
- Long Term English Learner Program for 6-12<sup>th</sup> grade students.** This program option seeks to accelerate the academic English language development of and attainment of academic proficiency in core content subjects by English Learners. This option is for English Learners who have attended school in the U.S. for more than five full years (i.e., commencing their 6<sup>th</sup> year and subsequent years), but who have not yet met the reclassification criteria. Specifically, this instructional program option aims to 1) increase success toward graduation; 2) ensure that these students perform at a level comparable to their English speaking peers; and 3) provide students access to A-G graduation requirements to be college prepared and career ready.

Parents/Guardians may choose a language acquisition 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. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents 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 Language Assessment Development Department (LADD) at (626) 396-3600 ext. 88262 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C. Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

# Annual Parent Notification Letter:

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

School:

Date of Birth:

Date:

Grade:

Student ID #:

Primary Language:

**Dear Parent(s) or Guardian(s):** Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A][i],[vi])

- **The first part of the letter provides information on your child;**
- **The letter states that your child is identified as an English Learner and that they will be assessed on an annual basis as well as the language programs offered in the PUSD and the reclassification criteria;**

# Annual Parent Notification Letter:

## Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>

Domain	Performance Level
Listening	<i>[insert listening performance level]</i>
Speaking	<i>[insert speaking performance level]</i>
Reading	<i>[insert reading performance level]</i>
Writing	<i>[insert writing performance level]</i>

Check if applicable:  **Individualized Education Program (IEP) on file**

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vii])

- **This part provides results for your child on the ELPAC;**
- **A checked box indicates an IEP is in place that identifies services and accommodations to support their learning and acquisition of language proficiency;**

# Annual Parent Notification Letter:

## 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. This district's exit (reclassification) criteria:

Required Criteria (California <i>Education Code</i> Section 313[f])	Pasadena Unified Criteria
English Language Proficiency Assessments for California (ELPAC)	A Performance Level of a 3 or 4 Overall, and in both Oral Language and Written Language
Teacher Evaluation	Report card grade of C or higher in ELA
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## Academic Achievement Results (20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC)	Other Measure
English Language Arts	<i>[insert ELA results]</i>	<i>[insert ELA ]</i>
Mathematics	<i>[insert mathematics results]</i>	<i>[insert math]</i>

- Here we list the criteria needed to reclassify at the PUSD;

# Annual Parent Notification Letter:

## **Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])**

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

### **Language Acquisition Programs:**

The PUSD provides six separate language program options; Structured English Immersion, English Language Mainstream, Primary Language Classroom, the International Academy, Dual Language Immersion, and Long Term English Learner program. Your child will be placed in a classroom that uses mostly English for instruction.

### **Requesting a Language Acquisition Program**

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides 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])

- **On the back of the letter it begins by listing the graduation rates for ELs, which is listed at Dataquest;**
- **Next information is listed on the 6 language programs the PUSD has to support your child in their learning;**
- **Finally, from the available programs PUSD has available, parents have the option of selecting the best fit for their child;**

# Annual Parent Notification Letter:

## Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the PUSD are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

**Structured English Immersion (SEI) Program for ELPAC levels 1-2:** 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 pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

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**Primary Language Classroom – Parental waiver Option:** Elementary School (K-5) Program Option 3 offers instruction in the primary language to English Learners who qualify under the Parental Exception Waiver Option. Students receive primary language instruction while English Language Development is provided on a daily basis. This approach is designed to further develop primary language academic skills and to maintain the students at or above grade level in their primary language while they are acquiring English-language skills. As the students transition to English-language content instruction, SDAIE techniques are used to provide clear instruction and greater access to the core curriculum in the ELs' second language. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language.

**International Academy at Blair – Parental waiver Option:** This program option is for 6-12<sup>th</sup> grade students with less than 12 months in U.S. Schools at Levels 1 or 2. Instruction may be provided in the primary language at the beginning and transition to more instruction in English as skills develop. The students are also given English Language Development instruction.

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**Long Term English Learner Program for 6-12<sup>th</sup> grade students.** This program option seeks to accelerate the academic English language development of and attainment of academic proficiency in core content subjects by English Learners. This option is for English Learners who have attended school in the U.S. for more than five full years (i.e., commencing their 6<sup>th</sup> year and subsequent years), but who have not yet met the reclassification criteria. Specifically, this instructional program option aims to 1) increase success toward graduation; 2) ensure that these students perform at a level comparable to their English speaking peers; and 3) provide students access to A-G graduation requirements to be college prepared and career ready.

- **On the back center are the 6 separate language programs the PUSD has available to support your child;**
- **Each program option is intended to support your child in the acquisition of language at the level they tested on based on their ELPAC results;**



# Annual Parent Notification Letter:

Parents/Guardians may choose a language acquisition 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. (20 U.S.C. Section 6312[e][3][A][viii][III]; EC Section 310[a])

Parents 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 Language Assessment Development Department (LADD) at (626) 396-3600 ext. 88282 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

- **Next, parents are informed of the right to choose the language program option for their child and that schools can be required to offer a program option if parents of 30 or more students or legal guardians of 20+ request a separate program**
- **Parents may provide input on the program options during the development of the LCAP;**
- **Finally parents may opt out of being a part of the EL programs but the district is still obligated to provide all the aforementioned services;**

# LADD Updates:

- **PUSD tested 2,438 ELs this past Spring and of that amount 734 students met reclassification criteria for ELPAC, currently 133 students have met all 4 criteria and been reclassified using Spring's ELPAC**
- **LADD has arranged and funded for special trainings at LACOE for Coaches and ELD teachers, and their substitutes, at the secondary level to support ELs;**
- **LADD is funding tutoring after-school and Saturdays for ELs with a focus on the LTEs beginning this Winter;**

# LADD Metrics:

## Websites that contain EL data for the PUSD:

- [www.ed-data.org](http://www.ed-data.org)
- <https://www.caschooldashboard.org/#/Home>
- <https://data1.cde.ca.gov/dataquest/>
- <https://caaspp.cde.ca.gov/sb2017/default>
- <https://www3.cde.ca.gov/elpac/default>

# Thank you

- **For more information please contact or visit our office:**
  - **Juan Ruelas, Rene Saldivar in the Language Assessment Development Department, Room 209**
  - **351 S. Hudson Ave, Pasadena California 91103**
  - **(626) 396-3600, extension 88282**