

Language Assessment & Development Department

351 South Hudson Avenue, room 209
Pasadena, California 91109
(626) 396-3600
(626) 683-0728 facsimile
www.pusd/ladd

Department Team

| Name | Title | Email |
|----------------|-----------------------------|------------------------|
| Melissa Boone | Bilingual Program Assistant | boone.melissa@pusd.us |
| Maria Flores | Assessment Technician | flores.maria.i@pusd.us |
| Ivan Hernandez | Bilingual Program Assistant | hernandez.ivan@pusd.us |
| David Ibarra | Coordinator III | ibarra.david@pusd.us |
| Juan Ruelas | Director | ruelas.juan@pusd.us |
| Maria Valdez | EL TOSA II | valdez.maria@pusd.us |



Our Children. Learning Today. Leading Tomorrow

Our department, called LADD, is responsible for:

The rollout of [The Four Principles](#) of the [English Learner Roadmap](#), with central duties of oversight of the initial identification of all [English Learners \(EL\)](#) through our coordination with all schools. Our department must receive all new student's registration forms (RIs), so that we can inspect them, specifically the Home Language Survey (HLS) page;

From the HLS page our department identifies and then coordinates their initial language proficiency testing with the state assessment called the [Initial ELPAC \(English Language Proficiency Assessments for California\)](#); we do a majority of this testing over the summer;

Once students are Initial ELPAC tested they are then identified as either an EL or an IFEP (Initial Fluent English Proficient) based on how well they perform; parents are offered one of the six EL programs at our schools;

*Parents are notified of this entire process, including their child's scores, and the "suggested" EL program in their [Annual Parent Notification letter](#); parents of ELs then have choice of any of the PUSDs language acquisition programs to assist their child in learning English, English mainstream, structured English immersion, dual language immersion, or the newcomer (immigrant program);

Only EL students, not an IFEP student, will then be tested every spring using the state language assessment called the [Summative ELPAC](#) and these ELs are tested every year until they reclassify and become [RFEP \(Reclassified Fluent English Proficient\)](#); we oversee and coordinate all trainings, support, and testing of students as well as assembling their data; parents receive a Title III Annual Parent Notification letter explaining results and EL Programs;

Students that reclassified to an RFEP are to be monitored and supported so that they maintain proficient progress for four consecutive years, to ensure that they are doing well academically and at grade level; our department supports schools with funding and resources to assist with this need.

Our department is responsible for providing professional development, training, and workshops for schools in supporting ELs, trainings consist of designated and integrated [English Language Development \(ELD\)](#) and the use of effective classroom strategies and data analysis of ELs, RFEPS, and Long Term English Learner (LTEL) students;

Overall support to all [Dual Language Immersion Program \(DLIP\)](#) schools which include the training of principals and teachers, funding for materials, and funding of all APPL DLIP assessments; we also conduct DLIP PAC meetings;

Full support to the [International Academy at Blair I.B.](#), which is a specialized program for newcomer students to the country; our department funds for two teachers and two instructional aides for the program as well as providing the ELD curriculum, testing, training, and full transportation for all students;

Our department coordinates and is responsible for assigning the [California State Seal of Biliteracy award](#) to high school senior students;

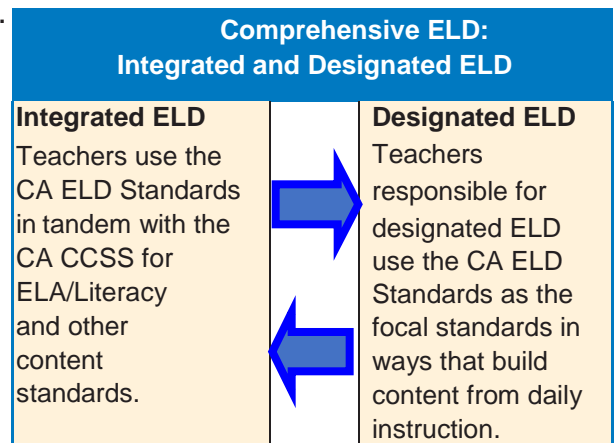
We oversee the family, and community engagement of ELs by supervising, coordinating, and ensuring that all [ELACs are in state compliance with the California Department of Education \(CDE\)](#) as well as conducting a monthly DELAC meeting ensuring that the PUSD is meeting federal requirements;

We coordinate and arrange all [translation and interpretation](#) for the PUSD; requests and cancellations are initiated by visiting the PUSD Services on the PUSD website and filling our the Google form; a Google Calendar invite will be sent to the requestor, interpreter, and related parties of the meeting; translations can be uploaded on our webpage and will be processed asap.

English Language Development Instruction

California’s EL students should be provided comprehensive ELD, which includes both *integrated* and *designated* ELD instruction. English learners enter school at different ages and with a range of cultural and linguistic backgrounds, socioeconomic conditions, experiences with formal schooling, proficiencies in their primary language(s) and in English, as well as other experiences in the home, school, and community. Many were born in the U.S., and others come from nations all over the world. In short, they are a heterogeneous group of individuals. All of California’s ELs are learning English as an additional language while simultaneously engaging in intellectually challenging and content-rich instruction. It is incumbent upon every educator to understand California’s model of comprehensive ELD instruction.

Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.



Designated ELD is provided to ELs during a protected time in the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English. Ideally, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping.

English language development instruction ensures that ELs use English purposefully; interact in meaningful ways with peers, content, and texts; and learn about how English works, as illustrated in the figure below.



In the framework, pairs of vignettes in each grade level (for transitional kindergarten through grade 8) and grade span (grades 9-10 and 11-12) illustrate (1) integrated ELD instruction in the context of a content area and (2) designated ELD instruction that builds into and from the content. Many shorter snapshots of practice in the framework describe effective practices in ELD instruction.

Translation and interpretation support is required* and all forms of communication must be made accessible* to our families; these services will continue as it has and is located in LADD. In an effort to ensure efficient and consistent support, please help us in adhering to a process:

- To request translation and/or interpretation support, please visit the PUSD website, at www.pusd.us, and find a link located along the **red** horizontal bar entitled PUSD Services, click here where you will see the options of services the PUSD provides in a PUSD Services Directory, from here you will click on Translations & Interpretation which will take you to our on-line home. To input a request you will need to fill out the Request form which can be accessed by clicking on the left hand column at "[Requests & Cancellations](#)" from here you will locate the Request form which can be filled out and submitted. A notification will come to our department, a confirmation to your email verifying the request, and we then initiate the request.
- We understand that there may be times the services you requested will need to be rescheduled and/or canceled. We would greatly appreciate if you communicated that to us as soon as possible by following the same process listed above, however you will then fill out the cancellation form; and for rescheduling - please still cancel the request and submit a new request.
- Please feel free to continue using your available staff to fulfill any immediate or informal translation and interpretation needs.
 - Need immediate support on how to translate a word/acronym/phrase? Use the available [on-line glossaries](#) we have or links on this page to [Google Translate](#) or [Linguee](#) (use with discretion).
- LADD is primarily responsible for all aspects of translator and interpreter services and support for the PUSD, all related costs, including services for external translation services, will be charged to the schools or departments from which the request originated.

Thank you very much for your attention to the process listed (step by step instructions are on the back). Your support and feedback is greatly appreciated and welcome. Please provide us with input and recommendations on how to improve our services, so together we can ensure that our families and the community have equitable access to information and resources about their child's education.

Here are the steps to request services for translation of documents and interpretation for events/meetings. We ask that should you need to reschedule or cancel a request that you submit a cancellation form, please. Thank you.

1. **Go to <https://www.pusd.us/>**
2. **Click the PUSD Services Tab;**
3. **Search under the letter "T"**
4. **Click Translations & Interpretation;**
5. **Go to left hand column list of options;**
6. **Click Requests & Cancellations;**
7. **Options to Request or Cancel are available in a link or Google form;**
8. **Fill out all questions required and submit;**
9. **A confirmation will be sent to you and to us;**

THE LANGUAGE ASSESSMENT AND DEVELOPMENT DEPARTMENT (LADD) TAKES PRIDE IN PROVIDING OUR PUSD FAMILIES WITH INTERPRETATION AND TRANSLATION SERVICES.

WE OFFER SERVICES IN SPANISH, MANDARIN, VIETNAMESE, ASL, AND OTHER LANGUAGES WITH ADVANCED NOTICE.

INTERPRETATION (ORAL)

2 week notice to guarantee interpreter
Submit a request to LADD by completing the request form in its entirety.
[Link: www.pusd.us/interpretation](http://www.pusd.us/interpretation)

Your request will be processed.
Forms that are missing information such as billing will result in delay of processing.
Your request will be matched with the availability of our interpretation team.

Confirmation
A Google Calendar event will be provided with the name and contact information of your assigned interpreter 48-72 hours prior to your request date.

TRANSLATION (WRITTEN)

Please submit documents in advance
Submit a request to LADD by completing the request form in its entirety.
[Link: www.pusd.us/translation](http://www.pusd.us/translation)

Your request will be processed.
Due to a high volume of requests please note that your turn around time may vary depending on length and language. Please submit documents in advance to avoid tight deadlines.

Delivery
ALL completed translations will be **emailed** to the requester.
For printed/mailed copies of IEP's please refer to SPED dept.

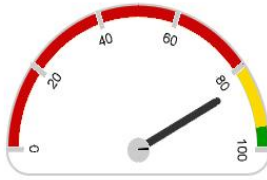
Payment
LADD will submit invoices for any costs incurred to accounting department/client

* Cancellations **MUST** be communicated. Cancellations made within 24hrs will still be charged a 2 hour minimum. Thank you.

EL DATA MAINTENANCE.

First thing every morning please review CERTICA errors and warnings and touch base with us; please forward the students registration information (RI) for so that we may review all information including the Home Language Survey (HLS).

• Observation Run(s): Roll-up of 159 runs ranging from 11/29/2018 11:09:12 PM to 11/30/2018 12:38:18 AM



| Severity Level | Severity Description | Number of Violations |
|----------------|----------------------|----------------------|
| 1 | Fatal | 194 |
| 2 | | 19 |
| 3 | Warning | 3,735 |
| 4 | | 0 |
| 5 | | 0 |
| TOTAL: | | 3,948 |

Group By: and then by: [View Scorecard](#) [Download Scorecard](#)

| Severity | Rule | Number of Violations | Percentage of Records |
|----------|--|----------------------|-----------------------|
| 1 | DEM 010-0080 - Primary Language Code is required. | 15 | 0.09 |
| | DEM 010-0180 - Country of Birth is required. | 13 | 0.08 |
| | DEM 010-0360 - Last Name must not end with the suffixes 'I', 'II', 'III', 'IV', 'V', 'VI', 'VII', 'VIII', 'JR', or 'SR'. | 4 | 0.02 |
| | DEM 010-0780 - Parent/Guardian Highest Education Level is Required. | 29 | 0.17 |
| | ENR 020-0050 - Grade Level must be valid for the school of enrollment. | 19 | 0.05 |
| | ENR 020-0190 - If Entry Date is populated, the date the student first entered the district must also be populated. | 70 | 0.20 |
| | SPRG 030-0010 - Program Start Date must be after the student's birth date. | 1 | <0.01 |
| | SPRG 030-0120 - If Primary Language is empty, then Language Proficiency Code must be 'English Language'. | 15 | 0.08 |
| | SPRG 030-0130 - Each student must have at least one Language Proficiency Code. | 28 | 0.15 |
| 2 | DEM 010-0090 - Home Language Code is required. | 15 | 0.09 |
| | DEM 010-0170 - Student Age as of the start of the school year must be appropriate for the grade level. | 3 | 0.02 |
| | DEM 010-0740 - US School Entry Date must be on or before the California School Entry Date. | 1 | <0.01 |
| 3 | DEM 010-0280 - Student Age as of September 1st must meet district requirements. | 39 | 0.23 |
| | DEM 010-0765 - Contact Email Address is formatted incorrectly. | 1 | <0.01 |
| | DEM 010-0770 - Students without an email address for at least one Parent/Guardian. | 3695 | 22.26 |

te Map

© Copyright 2004-2018, Certica Solutions, Inc. All rights reserved.

The following items belong to LADD – please forward registration information forms asap on students listed:

- ✓ **DEM010-0080** - Primary Language Code is required;
- ✓ **DEM010-0180** – Country of Birth is required. If student qualifies for Title III immigrant, please also update the Student Secondary Data TAB on AERIES (see screenshot). This item is critical for Title III immigrant funding;
- ✓ **SPRG030-0010** – Program start date must be after the student birth date: If the program mentioned is Language Assessment Development, if necessary correct Program Start Date on AERIES LAC table, if DOB is wrong, contact school site so they can correct it;
- ✓ **SPRG030-0120** – If primary language is empty then language proficiency code must be “English Language”
- ✓ **SPRG030-0130** – Each student must have at least one language proficiency code;
- ✓ **DEM010-0090** – Home Language code is required;
- ✓ **DEM010-0740** – US School Entry Date must be on or before the CA School Entry Date;
- ✓ **NOTE:** Please request ITS to add Birth City and Birth State as one of the CERTICA rules for daily data review. These two items have been added to the CALPADS SELA reports and if they are not filled out, SELA report upload will be rejected by CALPADS.

SCHOOL PROCEDURES FOR NEW INCOMING and/or RETURNING STUDENTS to the PUSD

If a language other than English is specified on the **Home Language Survey, HLS**, portion of the Registration information (RI) form that is attached and follows this document, (Questions 1, 2, & 3), **students in Grades TK through 12** must then be assessed for language proficiency.

- Please SCAN or SEND or FAX all RIs of new and incoming students (Grades TK-12), whose Home Language Survey (see last page of this document) indicates they speak a language other than English. If student is transferring or returning from another district, please ensure that they list the schools on their registration form. Incoming Kindergarten students are Initial ELPAC tested during the summer. *If they enter Kindergarten **during** the current school year, they are to be tested by the school, so that the student does NOT miss classroom instruction;



How to get the RIs to the LADD Office:

- FAX them to (626) 683-0728
 - Scan and email them to boone.melissa@pusd.us or flores.maria.i@pusd.us
 - or send them through District Mail to the attention of Melissa Boone/Maria Flores in the LADD Office, room 209
-
- Please contact the LADD Extensions: Melissa Boone at 88285, or Maria Flores at Ext. 88282 with questions or concerns;
 - After Initial and Summative ELPAC testing, the LADD will forward test results to schools and parents; please be notified that they are also provided in AERIES - along the left column, under Student Data, then Test Scores, and finally State Test Scores Reports, parents can view these results in parent portal.
 - Following the above list of procedures so that we can correct all errors on CERTIFY/CERTICA.



PASADENA UNIFIED SCHOOL DISTRICT STUDENT REGISTRATION FORM

Please print clearly with black or blue ink.

Teacher's Name: _____

Room #: _____ Date input: _____ Stu# _____

STUDENT DATA

Legal Last Name _____ Legal First Name _____ Middle Name _____ Suffix _____ / Male / Female

Current Grade _____ Birthdate (mm/dd/yyyy) _____ Current Age _____ AKA/Nickname _____

MAILING Address (Street and Apt. #) _____ City _____ State _____ Zip _____

RESIDENCE Address (Street and Apt. #) _____ City _____ State _____ Zip _____

Birth City _____ Birth State/Province _____ Birth Country _____ Home Phone Number _____

If born outside of the United States, when did your child first enter the United States? (mm/yyyy) _____

FAMILY INFORMATION

Student Lives With: Both Parents Mother only Father and Stepmother Foster Parents
 Legal Guardian(s) Father only Mother and Stepfather Other: _____

Mother / Legal Guardian Name: _____ (_____) _____ (_____) _____
 Last Name, First Name Primary Phone Number Secondary Phone Number
 This is my Cell Home Work Other This is my Cell Home Work Other

Father / Legal Guardian Name: _____ (_____) _____ (_____) _____
 Last Name, First Name Primary Phone Number Secondary Phone Number
 This is my Cell Home Work Other This is my Cell Home Work Other

Primary Contact (please check one only): Mother / Legal Guardian Father / Legal Guardian

Parent's Email Address (one only please): _____

Family Living In:
 Single Family Residence Car, RV, trailer, campsite, abandoned building Motel/Hotel
 With Another Family Garage Other: _____
 Shelter/Transitional Housing Foster Care awaiting placement

Have you or any members of your immediate family worked in agriculture, fishing, or food processing on a temporary basis in the last three years? Yes No

STATE MANDATED INFORMATION

What is your child's ETHNICITY? (check one) Hispanic or Latino Not Hispanic or Latino
A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

In addition, what is your child's RACE? Please check AT LEAST ONE and up to five racial categories. The first part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer by making a checkmark in one or more boxes next to what you consider your child's race(s) to be.

American Indian or Alaska Native Cambodian Hmong Native Hawaiian/Pacific Islander Vietnamese
 Armenian Chinese Japanese Other Asian White
 Asian Indian Filipino Korean Samoan
 Black or African American Guamanian Laotian Tahitian

Parent/Guardian Education Level (please check only the HIGHEST education level completed by either parent/guardian):
 Graduate school/Post Graduate training Some college (includes AA degree) Not a high school graduate
 College graduate High school graduate

Did your child attend pre-school? Yes No If yes, which pre-school? _____

When did your child first enroll in a United States K-12 school? (mm/dd/yyyy) _____ Grade _____

When did your child first enroll in a California K-12 school? (mm/dd/yyyy) _____ Grade _____

***Required Information
For all students**

| | | | | |
|---|---|--|---|-----------------------|
| FOR OFFICE USE ONLY | | Enrolling School: | Today's Date: | Enrollment Date: |
| Verification of Legal Name and Birth date by: | | Medical: | | Student's Perm. ID #: |
| <input type="checkbox"/> Birth Cert | <input type="checkbox"/> Hospital Cert | <input type="checkbox"/> Passport/Visa | Immunizations completed: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exempt | Form Processed By: |
| <input type="checkbox"/> Baptism | <input type="checkbox"/> School Records | <input type="checkbox"/> Affidavit | Verified by (name): _____ | |

PASADENA UNIFIED SCHOOL DISTRICT – STUDENT REGISTRATION

STUDENT LAST NAME _____ STUDENT FIRST NAME _____

If a language other than English is specified here-on questions 1, 2, 3, the student then must be tested for English language proficiency. INITIAL ELPAC

HOME LANGUAGE SURVEY

What was the first language your child learned? _____
What language does your child use most frequently at home? _____
What language do you use most frequently to speak to your child? _____
If possible, in what language would you prefer to receive school communications? _____

OTHER CHILDREN LIVING IN THE HOME

Table with 5 columns: Last Name, First Name, Middle Name; Relationship; Birthdate; Current School; Grade. Contains 4 rows for other children.

ACADEMIC HISTORY

Has your child ever attended a Pasadena Unified School (including Pre-K or summer school)? [] Yes [] No
My child [disclosure of information is REQUIRED by California Education Code 48915.1(b)]:
[] is not under an expulsion order or recommended for expulsion from another school district.
[] is currently under an expulsion order or has been recommended for expulsion from _____

*Required Information-Please list ALL previous schools attended for all students. We check CALPADS for previous test scores, so students are NOT retested.

PREVIOUS SCHOOLS ATTENDED - PLEASE INCLUDE ALL PREVIOUS SCHOOLS

Table with 5 columns: Name of Last School; School District; City; State / Country; Grade(s). Contains 3 rows for previous schools.

SCHOOL AND SPECIALIZED EDUCATION PROGRAMS

My child is receiving or has received services in (please check all that apply):
[] 504 Plan [] Gifted and Talented Education (GATE) [] Title I
[] Alternative/Bilingual Program (waiver) [] Special Education/IEP, please specify: _____ [] Other, please specify: _____
[] English Language Development [] Speech/Language Services (IEP) [] My child has never been enrolled in any of these programs.

EMERGENCY INFORMATION

Doctor's Name / Address / Telephone: _____
Name of Other Relative: _____ Relationship to Child: _____ Telephone: _____
Other Emergency Contact: _____ Relationship to Child: _____ Telephone: _____

AUTHORIZATION FOR RELEASE OF STUDENT INFORMATION - FERPA PRIVACY AUTHORIZATION

I give consent for Pasadena Unified School District to submit information to the LEA billing option vendor, Paradigm, regarding school health services provided to my child for the purpose of receiving federal reimbursement. This reimbursement helps to defray the cost of providing these health services. All information is kept confidential.
Parent/Guardian Initials _____

OTHER HEALTH COVERAGE INQUIRIES

Many private insurance companies do not pay for school health services, but school districts must attempt to bill for those services. If your child has private health insurance (not Medi-Cal) do you give permission to Pasadena Unified School District to bill that insurance? If no, please note that school health services will continue to be provided and parents will never be billed. If yes, please fill out the following: [] Yes [] No
Private Carrier: _____ Policy # _____ Group # _____ Phone# _____

Students will only be released to those named on this form. No treatment will be given other than in a serious emergency without contacting parent/guardian. My signature certifies that all information is accurate. In order to keep my child safe, I will report any changes of address, telephone, or emergency information to the school site within five days.

SIGNATURE OF PARENT/ LEGAL GUARDIAN _____ DATE _____

The English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.



The ELPAC has two parts:

| | Initial Assessment | Summative Assessment |
|-------------|--|---|
| Who | <p>Students will take the Initial Assessment if:</p> <ul style="list-style-type: none"> the student has a primary language other than English, the student has not taken the CELDT or ELPAC before, and the student has not been classified before as an English learner. | <p>The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment.</p> |
| What | <p>The Initial Assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English.</p> | <p>The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.</p> |
| When | <p>Students are given the Initial Assessment within 30 days of when they enroll at the school.</p> | <p>Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.</p> |
| Why | <p>Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.</p> | |



(LADD sends this letter out to all parents every Fall. We notify parents of their child's test scores, PUSD's reclassification criteria, and parents' choice of language proficiency programs available)

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

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

School: Date:

Student ID #:

Date of Birth:

Grade:

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 | 4 | |
| Oral Language | 4 | |
| Written Language | 4 | |

| Domain | Performance Level |
|-----------|-------------------|
| Listening | |
| Speaking | |
| Reading | |
| Writing | |

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])

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) | An Overall Performance Level of a 4 |
| 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"> Reading Inventory (IRI/HMRI) <u>or</u> i-Ready at basic; <u>or</u> Standard Met/Exceeded on SBAC |

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 | | |
| Mathematics | | |

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/>.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]). Angst

Language Acquisition Programs Offered

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

- **Structured English Immersion (SEI) Program:** A language acquisition program for 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.
- **International Academy at Blair:** This program option is for 6-12th 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 6-12th 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 6th 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. 88283 to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).



Pasadena Unified School District
 Language Assessment & Development Department
Reclassification Form

| | | |
|--|---|---|
| Student Name : Last , First , M.I.: XX | Student I.D. #: XXXXXXXXXXXXXXXXXXXXXXX | Current Grade: XXXXXXXXXXXXXXXXXXXXXXX |
| School: XX | Date of Birth: XXXXXXXXXXXXXXXXXXXXXXX | Reporting Language: XXXXXXXXXXXXXXXXXXXXXXX |

Reclassification Criteria

| | | | | |
|---|--|---------------|------------------|-----------------|
| 1 | English Language Proficiency: ELPAC Overall: Well Developed/Bridging (Level 4), or Other assessment of listening, speaking, reading, writing; | <u>Level:</u> | <u>Date Met:</u> | <u>Alt (v):</u> |
| 2 | Performance in Basic Skills: (K - 12th): Recent Informal Reading Inventory (IRI) or i-Ready or Houghton Mifflin Reading Inventory (HMRI) or CAASPP SBAC ELA/LIT Summative Assessment or Alternative district measurement of student performance in Reading; <ul style="list-style-type: none"> • IRI assessment level score or Reading i-Ready diagnostic score; A level of basic or higher; or • Reading i-Ready diagnostic score or Houghton Mifflin Reading Inventory (HMRI): A level of basic or higher; or • CAASPP ELA/LIT SBAC Summative Assessment: Standard Met or Exceeded; | <u>Level:</u> | <u>Date Met:</u> | |
| 3 | (K - 5th) Teacher Evaluation & Participation: Trimester Report Card; English Language Arts and Literacy/other class: A grade of C or higher in English Language Arts and Literacy/other class; Or (6th- 12th) Teacher Evaluation & Participation: Semester Report Card; English Language Arts/other class: A grade of C or higher in English Language Arts class/other class; | <u>Level:</u> | <u>Date Met:</u> | |
| 4 | Parent Participation/Involvement: Parent/Guardian was notified of the reclassification process and their opinion and consultation was attained at a meeting/phone conference. | <u>Check</u> | <u>Date:</u> | |

The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient(R-FEP)
 (attach documents that assisted in alternative reclassification)

Signatures

| | | | |
|----------------------------------|-------------|------------------|-------------|
| Coach | Date | Teacher | Date |
| Parent | Date | Principal | Date |
| LADD Director/Coordinator | Date | | |

Reclassification Follow Up Form (RFEPs must be monitored for 4 years after reclassification)

| | | | |
|--|-------------------------------|---------------------|----------------------------|
| <u>Student Name : Last , First , M.I.:</u> | <u>Student I.D. #:</u> | <u>Grade:</u> | <u>Date of Birth:</u> |
| <u>School:</u> | <u>Reclassification Date:</u> | <u>School Year:</u> | <u>Reporting Language:</u> |

| <u>Follow-up:</u> | <u>California Assessment of Student Performance and Progress:</u> | <u>Scale Score:</u> | <u>Level</u> |
|-------------------------------------|---|---------------------|--------------|
| <input type="checkbox"/> Six Months | SBAC/CAA/ | | |
| <input type="checkbox"/> One Year | English Language Arts/Literacy (ELA) | | |
| <input type="checkbox"/> Two Year | Mathematics | | |
| <input type="checkbox"/> Four Year | ELA/Literacy & Math | | |
| <input type="checkbox"/> Other | | | |

FOLLOW UP CRITERIA:

| | |
|---|---|
| <i>1. Oral Language Proficiency</i> | Does the student continue to demonstrate proficiency in English oral language comparable to that of the average native English language speaker in his/her classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <i>2. Reading Comprehension Skills</i> | Does the student demonstrate satisfactory English reading and comprehension skills equivalent to those of native English proficiency? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <i>3. Writing Skills</i> | Does the student demonstrate satisfactory English writing skills, equivalent to those of native English proficiency? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <i>4. Academic;</i> <i>Attach report card/transcript</i> | Is the student maintaining a "C" in all academic areas? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Subjects not maintaining a "C:" |

TEACHER RECOMMENDATION (Check one):

- Students Language designation and program placement are appropriate to meet student's needs.
- A new language program placement, SEI, ELM, DLIP, might be more appropriate to meet the student's needs.
- Please explain below:

SAMPLE FORM – NOT OFFICIAL

- SST should be convened to discuss alternative placement and/or need for additional support. Attach SST paperwork

If student is not making academic progress, then please complete the following as well as attached Personalized Support Action Plan.

| | | |
|---|--------------------|--------------|
| <input type="checkbox"/> Tutorial / Tutoring <input type="checkbox"/> English Class Level Change (Secondary Only) <input type="checkbox"/> SST <input type="checkbox"/> Summer School <input type="checkbox"/> Other | Most Recent Grades | Grade |
| | English | |
| | Math | |
| | Science | |
| | History | |
| | | |
| | | |
| | Attendance | |
| | Absences | |
| | Tardies | |

This letter serves to remind local educational agencies (LEAs) of state and federal laws that require four years of monitoring of students who have exited from English learner (EL) status because they have been reclassified to fluent English proficient (RFEP) status. (20 U.S.C. Section 6841(a)(4)(5); California Code of Regulations, Title 5, Section 11304.

PERSONALIZED SUPPORT ACTION PLAN (PSP)

(STRUGGLING ELS SHOULD HAVE PSP ON FILE AND TEAM MEETING)

| | | | |
|---|------------------------|--|-----------------------|
| <u>Student Name : Last , First , M.I.:</u> SAMPLE FORM – NOT OFFICIAL | <u>Student I.D. #:</u> | <u>Grade:</u> | <u>Date of Birth:</u> |
| <u>School:</u> | <u>Date:</u> | <u>Program:</u> <input type="checkbox"/> English Learner <input type="checkbox"/> Special Education (IEP) <input type="checkbox"/> GATE <input type="checkbox"/> 504 Plan <input type="checkbox"/> Other: _____ | |

STUDENT ATTENDANCE DATA:

| | Excused | Unexcused |
|----------|---------|-----------|
| Absences | | |
| Tardies | | |

UNDERSTANDING THE STUDENT:

| Area(s) of Strength | Student Interests | Area(s) of Growth |
|------------------------------|-------------------|-------------------|
| <u>Academic Achievement:</u> | | |
| <u>Behavior:</u> | | |

WRAP-AROUND SUPPORTS & DIFFERENTIATIONS:

| | |
|---|---|
| Strength + Interest: | Existing Support & Differentiation Strategies: |
| | |
| Area(s) of Growth: | Existing Support & Differentiation Strategies: |
| | |
| Goal(s) for Improvement in this Area: | Steps to Reach Goal: |
| | |
| Metrics – How will we know that progress is made toward meeting this goal? | |
| | |

ADDITIONAL NOTES/COMMENTS:

This team will meet again to review progress toward accomplishing goals.

A tentative date for follow-up meeting has been set for _____.

My signature below indicates that I have participated in the development of this Personalized Support Plan.

| | | |
|------------------------------------|-----------------------------------|-------|
| Print Student Name: | Student Signature: | Date: |
| Print Parent Name: | Parent Signature: | Date: |
| Print Teacher Name: | Teacher Signature: | Date: |
| Print Administrator/Designee Name: | Administrator/Designee Signature: | Date: |
| Print Name: | Other: | Date: |
| Print Name: | Other: | Date: |

Signatures

| | |
|---|------------------|
| Coach <i>NOT AN OFFICIAL LADD FORM</i> | Teacher |
| Parent | Principal |
| LADD Director/Coordinator | |