

# Notification of English Language Program Continuation

Dear Parent(s) or Guardian(s)

Our school district provides a program of language instruction for MLs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, your child continues to be eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

## English Language Proficiency Tests

Test Name & Date	Results			
ACCESS for ELLs 2.0	Composite	Listening	Speaking	Oral
	Reading	Writing	Comprehension	Literacy

## Proficiency Level Descriptors

The ACCESS for ELLs 2.0 test results are ranked into the following categories

1	2	3	4	5	6
<b>Entering</b> Knows and uses minimal social language and minimal academic language with visual support	<b>Emerging</b> Knows and uses some social English and general academic language with visual support	<b>Developing</b> Knows and uses social English and some specific academic language with visual support	<b>Expanding</b> Knows and uses social English and some technical academic language	<b>Bridging</b> Knows and uses social and academic language working with grade level material	<b>Reaching</b> Knows and uses social and academic language at the highest level measured by this test

Additional factors used to determine your child's program eligibility

- Teacher's recommendation

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

## High Intensity ESL (Secondary)

English Language Development (ELD) Instruction delivered by a highly qualified teacher that focuses directly on teaching about the English language, using the four domains of reading, writing, listening, and speaking. The primary focus is explicit English instruction based on the student's current level of English proficiency. The curriculum teaches academic vocabulary needed to access grade-level content. Instruction usually takes place in English with little to no use of the student's primary language.

## High-intensity ESL Program (Elementary)

Pull Out/Push In ESL An English program that serves identified ML students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

While the rate of English language development (ELD) varies between students, many exit the ELD program in 1-5 years.

### Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Composite	Achieving the Department established cut score, an overall composite of 4.5 or higher on ACCESS for ELLs or MODEL, or an appropriate scale score depending on grades span on Alternate ACCESS.
Teacher evaluation	English language observation form that indicates the student is ready to exit.

Students who exit the program are monitored for academic success for 2 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan. Your child currently has an IEP.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. If you have any questions about your child's placement or the type of program options available to you, please contact Arturo Rodriguez at arturo.rodriquez@motsd.org.