

Annual Parent Notification – English Learner Progress/Placement

Dear Parent(s)/Guardian(s): Upon enrollment in Irvine Unified School District, your child was identified as an English Learner. According to California and U.S. law, IUSD is required to notify you annually of your child's assessment results, program placement, and the support available to further assist in your child's academic performance.

The California English Language Development Test (CELDT) and other assessments are used to assess the level of your child's English proficiency. The results of these tests are analyzed and a determination is made for the proper placement of your child in an English Learner (EL) Program.

In Spring 2016, the California Assessment of Student Performance and Progress (CAASPP) was administered grades 3-8 and grade 11. IUSD will use these baseline scores as one of many measures when looking at student academic progress. You will have received copies of the results if your child participated in the assessment.

Based on all the results provided, your child has been placed in a program designed to meet her/his educational needs. The goals of all programs are for students to achieve a reasonable level of English proficiency and to meet grade level content area standards. Your child has been placed in the following English Learner Program:

- Structured English Immersion/Newcomer Class for Beginners (TK-12)**
- Mainstream English Classroom Setting with Appropriate Support (TK-12)**
- Individualized Education Program (IEP)**
- Alternative Education Program/Primary Language Instruction**

For full descriptions of the EL Programs and placement criteria, please refer to page 2.

RECLASSIFICATION CRITERIA

To be reclassified to Fluent English Proficient (FEP), students must meet the minimum requirements determined by the State of California and the criteria established by IUSD. IUSD criteria for reclassification are as follows:

1. Annual CELDT results indicate, **A)** Overall score of Early Advanced (4) or Advanced (5), and **B)** a score of Early Advanced (4) or Advanced (5) in the four skill areas - Listening, Speaking, Reading, and Writing.
2. Results of California standardized and/or local assessments indicate proficient levels of achievement in English Language Arts (ELA)
3. Teachers have evaluated student performance and concur with a recommendation to reclassify
4. Parents/Guardians concur with the recommendation to reclassify

Eligibility for reclassification is determined in the spring of each academic school year.

Irvine Unified School District
English Learner Program Descriptions

Type of Setting	Eligible Students	K-6 CURRICULUM DESCRIPTION
Structured English Immersion (Newcomer) Classroom Setting	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 1 (Beginning) ▪ CELDT Level 2 (Early Intermediate) 	Access to Core: Greatly differentiated instruction in ELA, math, social science and science; Delivered with SDAIE strategies and supplemental materials; Substantial to moderate support; CCSS and NGSS aligned. Explicit ELD: Structured English language instruction throughout the day, both designated and integrated approaches are used and are aligned to the CA ELD standards Art, Music, P.E.: Mixed groups of EL, FEP, and E/O students Primary Language Support: When available, used only to motivate, clarify, direct, support, or explain. Exit Criteria: An English Learner will exit the Newcomers/SEI Program once he/she demonstrates a reasonable fluency in English. (Education Code 305; 5CCR 11301)
English Language Mainstream Classroom Setting	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 3 (Intermediate) ▪ CELDT Level 4 (Early Advanced) ▪ CELDT Level 5 (Advanced) 	Access to Core: Differentiated instruction in ELA, math, social science, and science delivered with SDAIE strategies and appropriate instructional materials. Moderate to light support. CCSS and NGSS aligned. Explicit ELD: Daily integrated and/or designated ELD instruction based on the CA ELD Standards. Art, Music, P.E.: Mixed groups of EL, FEP, and E/O students. Primary Language Support: Minimal, only as needed and available. Parent Request: A student shall be placed in a Mainstream English Language program upon parent/guardian request (5CCR 11032).
Alternative Program Dual Language Immersion**	English Learners All CELDT Levels <i>Parental Exception Waiver required</i>	Designated ELD: Based on CA ELD Standards; Daily instruction using appropriate materials Primary or Target Language Literacy: Daily instruction using CCSS aligned materials as available and teacher-made supplemental materials Access to Core: Primary or target Language instruction in math, social science, and science; Instruction provided in English is systematically increased. Art, Music, and P.E.: Instruction provided in English

Type of Setting	Eligible Students	7-12 CURRICULUM DESCRIPTION
Structured English Immersion (Newcomer) Classroom Setting	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 1 (Beginning) ▪ CELDT Level 2 (Early Intermediate) 	Access to Core: Greatly differentiated instruction in ELA, math, social science and science; Delivered with SDAIE strategies and supplemental materials; Substantial to moderate support; CCSS and NGSS aligned. Explicit ELD: Daily integrated and/or designated ELD instruction based on the CA ELD Standards. P.E.: Mixed groups of EL, FEP, and E/O students Primary Language Support: When available, used only to motivate, clarify, direct, support, or explain. Exit Criteria: An English Learner will exit the Newcomer/SEI Program once he/she demonstrates a reasonable fluency in English. (Education Code 305; 5CCR 11301)
English Language Mainstream Classroom Setting	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 3 (Intermediate) ▪ CELDT Level 4 (Early Advanced) ▪ CELDT Level 5 (Advanced) 	ELA/ELD: Based on CA ELD and CCSS; Daily Designated/Integrated ELD with text and supplementary materials Access to Core: Based on CA ELD Standards and CCSS; Differentiated instruction in math, social science, and science; Delivered with Integrated ELD, SDAIE strategies and appropriate materials P.E. and Elective: Mixed groups of EL, FEP, and E/O students Primary Language Support: Minimal, only as needed Parent Request: A student shall be placed in a Mainstream English Language program upon parent/guardian request (5CCR 11032).
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ALTERNATIVE PROGRAM**

Parents/guardians shall be informed of the appropriate program placement of their child in either Structured English Immersion Program (SEI) or a Mainstream English Language program and shall be notified of an opportunity to apply for a parental exception waiver for an alternative education program (Education Code 310; 5CCR 11303). Parents have the right to request a Parental Exception Waiver for the Alternative Dual Language Instruction model.

GRADUATION RATE: Previous year data available upon request.

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