

**2017-2018 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.

**Instructional Setting and Support:**

**In 2016-2017**, the California English Language Development Test (CELDT) and other assessments were used to assess the level of your child's English proficiency. The results of these tests have been analyzed and a determination was made for the proper placement of your child in an instructional setting with the appropriate level of support for English language development.

**In Spring 2017**, the California Assessment of Student Performance and Progress (CAASPP) was administered to grades 3-8 and grade 11. IUSD uses these results as one of many measures when looking at student academic progress.

Based on the results provided, your child has been placed in an instructional setting designed to meet her/his educational needs. The goals of all instructional settings are for students to achieve a reasonable level of English proficiency and to meet grade level content area standards and learning targets. Your child is currently participating in the following instructional setting:

- Newcomer/Structured English Immersion with substantial to moderate support (TK-12)**
- English Language Mainstream with moderate to light support (TK-12)**
- Individualized Education Program (IEP)**
- Alternative Education Program**

For full descriptions of the instructional setting, levels of support, and placement criteria, please refer to page 2.

**Annual Progress Monitoring - English Language Proficiency Assessments of California (ELPAC):**

In February 2018, the ELPAC Summative Assessment will replace the *California English Language Development Test (CELDT)* in measuring student progress towards English language proficiency. Students who are identified as English learners will continue to participate in the Summative Assessment each year until reclassified as proficient in English. School personnel will notify parents of the scheduled assessment dates for their respective sites.

**Reclassification Criteria and Timeline:**

Student eligibility for reclassification will be determined and parents notified of the recommendation in January 2018, prior to the ELPAC Summative Assessment.

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;
3. Teachers have evaluated student performance and concur with a recommendation to reclassify;
4. Parents/Guardians concur with the recommendation to reclassify.

Irvine Unified School District

**Instructional Settings for English Language Learners  
Transitional Kindergarten to Grade 12**

Type of Setting	Criteria	DESCRIPTION
<b>Structured English Immersion (SEI)</b>	<ul style="list-style-type: none"> <li>▪ CELDT Level 1 (Beginning)</li> <li>▪ CELDT Level 2 (Early Intermediate)</li> </ul>	<ul style="list-style-type: none"> <li>● Recommended setting for students at the <b>Emerging and Expanding</b> levels of English proficiency.</li> <li>● Integrated program design ensures access to grade level coursework with designated supports in English Language Arts, History/Social Science, Math, and Science.</li> <li>● Coursework is aligned with the CCSS ELA, CCSS History/Social Science, Math, and Next Generation Science Standards. Appropriately adopted materials are used.</li> <li>● Students receive <b>substantial to moderate support</b> for skill development and grade level mastery across the content areas.</li> <li>● Explicit integrated and designated English language development is based on the CA ELD standards and provided throughout the instructional day and across disciplines.</li> <li>● A variety of instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy skill development across content areas.</li> <li>● Primary language support, when available, is used to clarify, direct, support, and explain.</li> <li>● Common assessments are used to measure and monitor student language acquisition, as well as inform instructional planning for moving students across the language proficiency continuum.</li> </ul>
<b>English Language Mainstream</b>	<ul style="list-style-type: none"> <li>▪ CELDT Level 3 (Intermediate)</li> <li>▪ CELDT Level 4 (Early Advanced)</li> <li>▪ CELDT Level 5 (Advanced)</li> </ul>	<ul style="list-style-type: none"> <li>● Recommended setting for students at the <b>Expanding and Bridging</b> levels of English proficiency.</li> <li>● Integrated program design ensures access to grade level coursework with designated supports in English Language Arts, History/Social Science, Math, and Science.</li> <li>● Coursework is aligned with the CCSS ELA, CCSS History/Social Science, Math, and Next Generation Science Standards. Appropriately adopted materials are used.</li> <li>● Students receive <b>moderate to light support</b> for skill development and grade level mastery across the content areas.</li> <li>● Strategic Integrated and designated English language development is based on the CA ELD standards and provided throughout the instructional day and across disciplines.</li> <li>● A variety of instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy skill development.</li> <li>● Primary language support, when available, is used to clarify, direct, support, and explain.</li> </ul>
<b>Individualized Education Program</b>	N/A	<ul style="list-style-type: none"> <li>● Instructional setting identified and recommended through the IEP process</li> <li>● Mode of instruction for integrated and designated English language development articulated in IEP.</li> <li>● For more specific information, contact the student's case carrier at assigned school site.</li> </ul>
<b>Alternative Education Program</b>	All CELDT Levels	<ul style="list-style-type: none"> <li>● Daily instruction for fluency and literacy skill development in a primary or target language provided using CCSS aligned materials as available and teacher-made supplemental materials</li> <li>● Primary or target Language instruction provided in standards aligned coursework in math, social science, and science.</li> <li>● Based on CA ELD Standards, daily integrated and designated English language development instruction is provided.</li> <li>● Instruction provided in English is systematically increased in core subjects.</li> </ul>

**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 request an alternative education program (Education Code 310; 5CCR 11303).

**GRADUATION RATE - All Students = 96.3%; English Learners = 91.8%**