



English Learner Master Plan

Parent Training Part 1

2015-2016

Elementary and Secondary

Identification

Instructional Program Options

Objectives

1. Understand the identification and assessment process for English learners
2. Learn about the instructional program options for English learners

Let's Make Four Dates!

9 o' clock, 12 o' clock, 3 o' clock and 6 o' clock

1. Understand the identification and assessment process for English learners

Key Terms

Handout #1

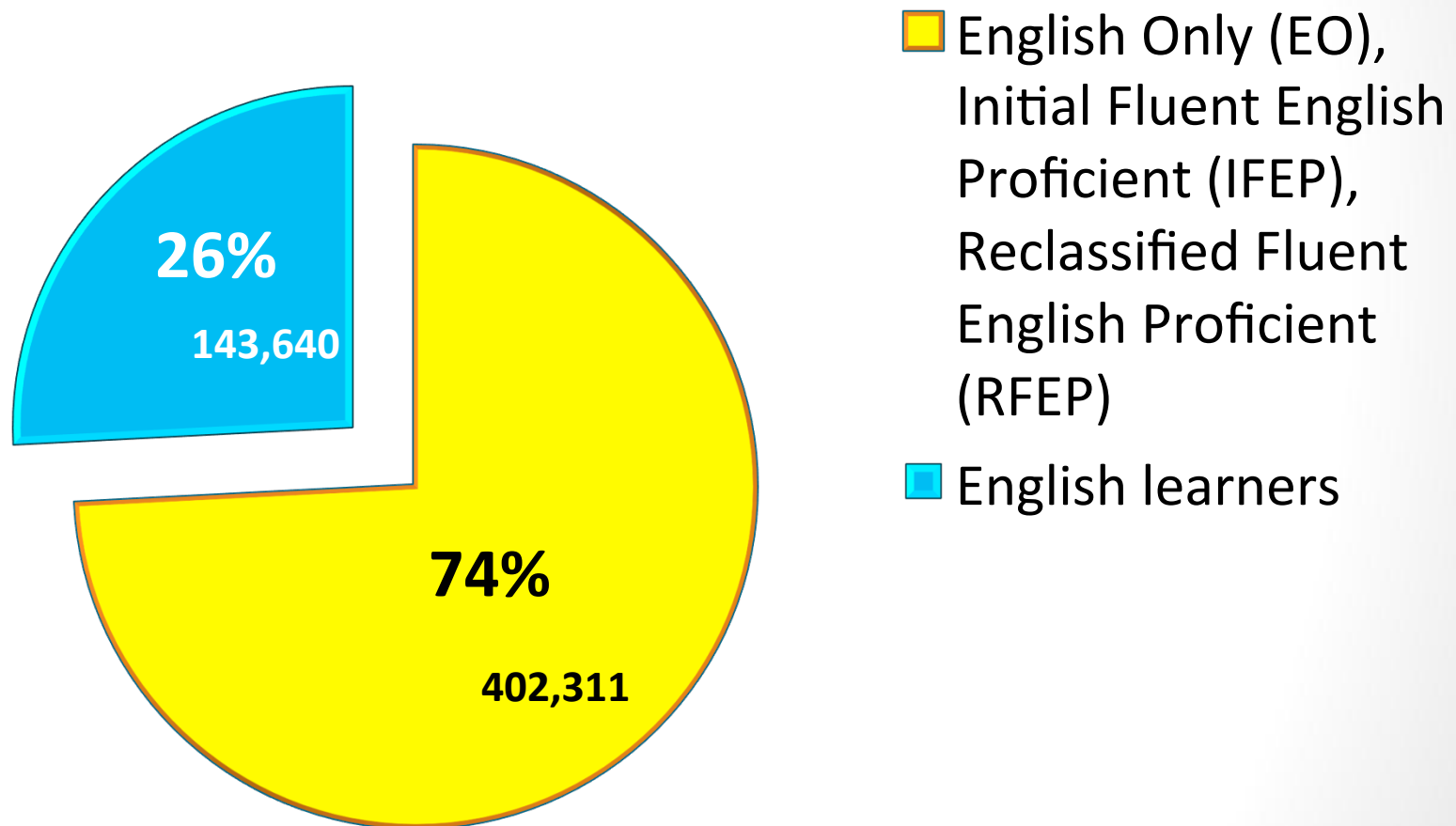
Key Terms – Secondary Schools	
Terms	Definition
California English Language Development Test (CELDT)	A state test that is given to students whose home language is not English. This test is given every year to English learners to assess their progress in listening, speaking, reading and writing in English.
California State Standards	K-12 set of academic standards in English/Language Arts and mathematics. These standards reflect the knowledge students need to be successful in college and the workforce.
English Learner (EL)	A student who has a home language other than English and is in the process of acquiring English proficiency (listening, speaking, reading and writing).
English Language Arts (ELA)	English Language Arts consists of rigorous grade-level instruction in the areas of listening, speaking, reading, and writing for all students, including English learners.
English Language Development (ELD)	Daily classroom instruction provided to all English learners in order to accelerate their understanding and use of academic English.
English Only (EO)	A student who speaks English as a native language and does not speak any other language.
Initially Fluent English Proficient (IFEP)	A student who has taken the initial CELDT and scored Early Advanced (4) or Advanced (5) level Overall, and: <ul style="list-style-type: none"> in grades K – 1, with listening and speaking skill area scores of Intermediate (3) or higher in grades 2 – 12, with Listening, Speaking, Reading and Writing skill area scores of Intermediate or higher
Long Term English Learner (LTEL)	A student who has been an English learner for five or more years and has not reclassified.
Reclassification	The process that determines when a student has learned sufficient English to perform successfully in academic subjects and who has met LAUSD's reclassification criteria.
Reclassified Fluent English Proficient (RFEP)	A student who has met LAUSD's reclassification criteria.
Scholastic Reading Inventory College & Career (SRI)	Basic skills assessment used as part of the criteria to reclassify English learner students.



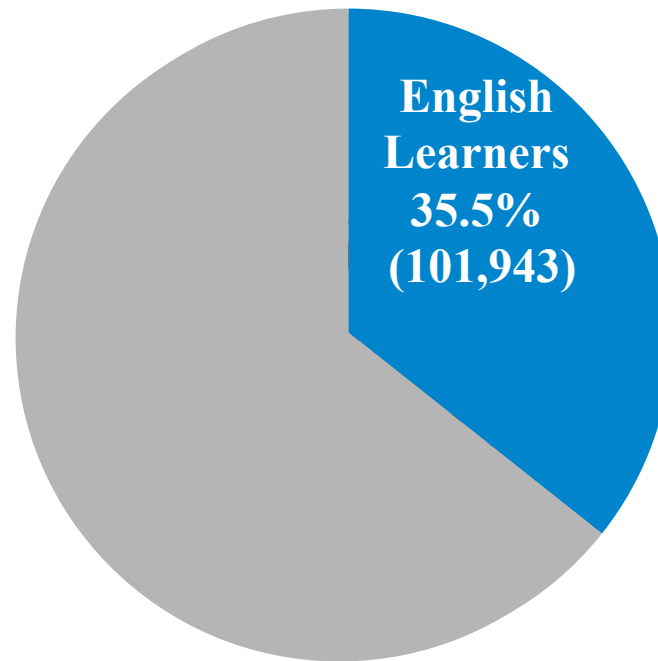
LAUSD Total Student Enrollment

2015-2016

545,951 students

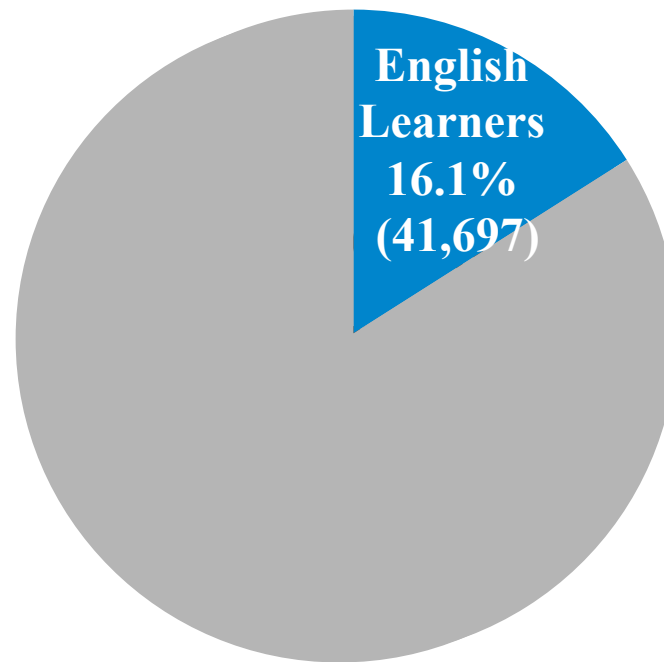


Elementary English Learner Data 2015-2016



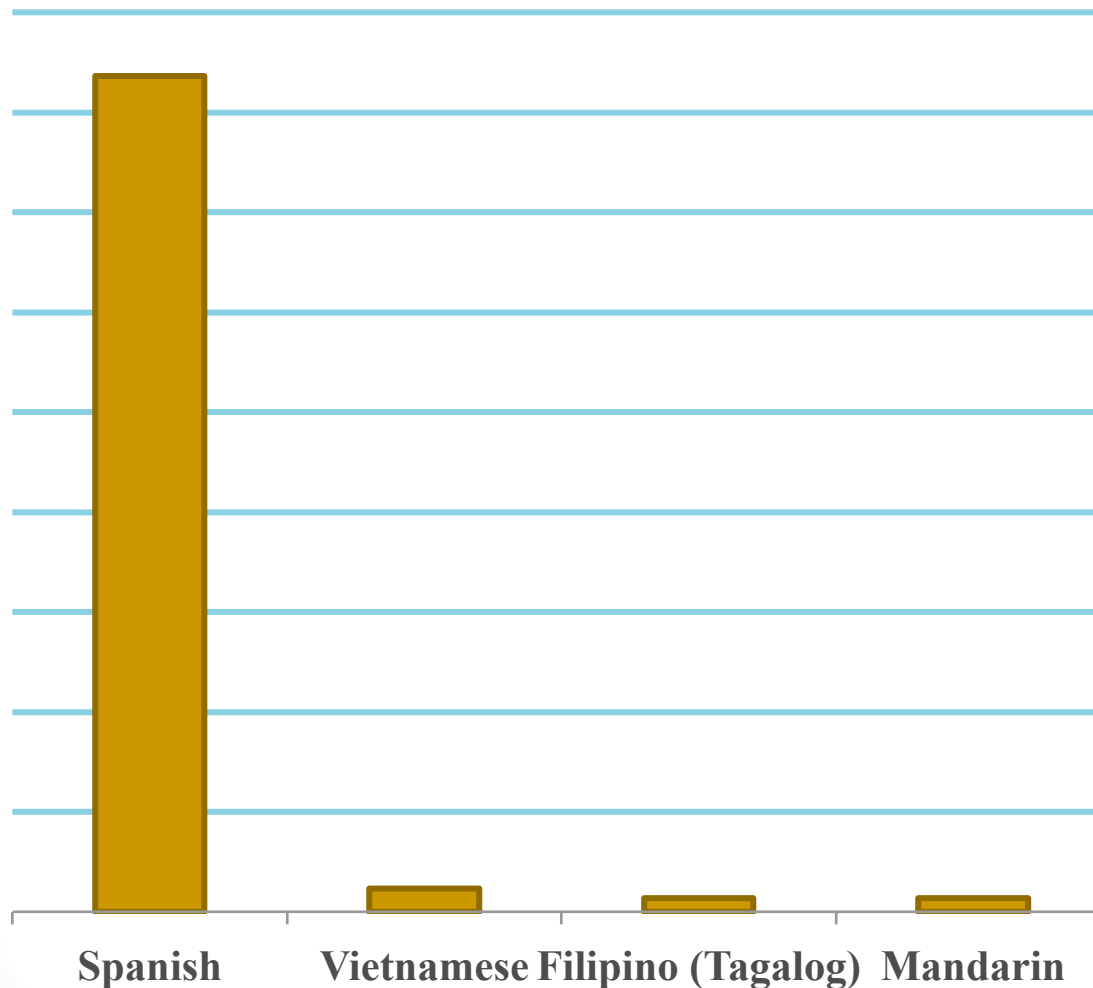
**35.5% of students in elementary schools are
English learners**

Secondary English Learner Data 2015-2016



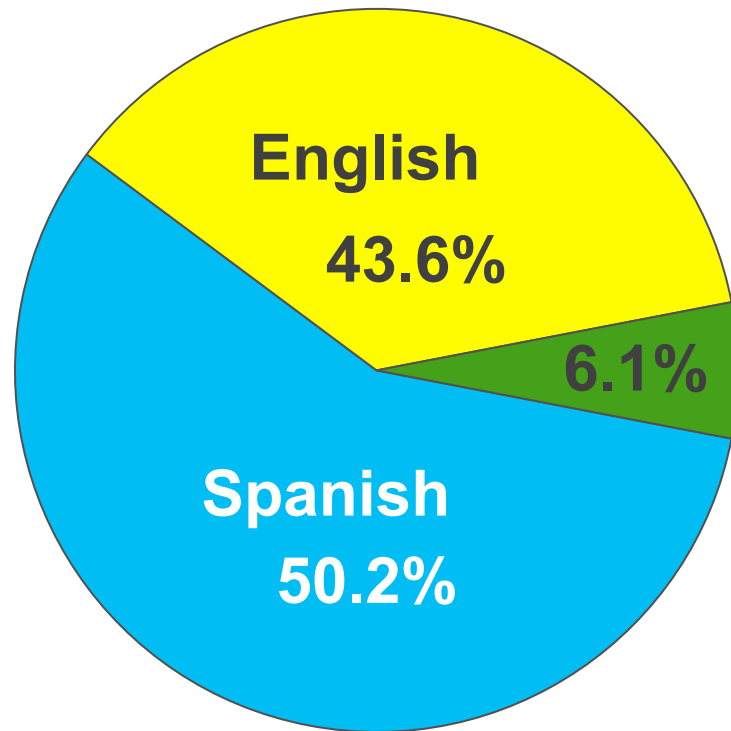
**16.1% of students in secondary schools are
English learners**

Home Languages, other than English, in California



HOME LANGUAGE	% OF STUDENTS
Spanish	83.7%
Vietnamese	2.3%
Filipino (Tagalog)	1.4%
Mandarin	1.4%

Home Languages Spoken in LAUSD



Home Language	% of Students
Tagalog	0.81%
Korean	0.79%
Armenian	0.80%
Farsi	0.28%
Cantonese	0.27%
Russian	0.33%
Vietnamese	0.24%
Arabic	0.22%
Hebrew	0.14%
Other	2.25%



**Why is it important for you to know how
to support your English learner?**

*Because I am my child's first and lifelong
teacher!*

The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which the family is able to...

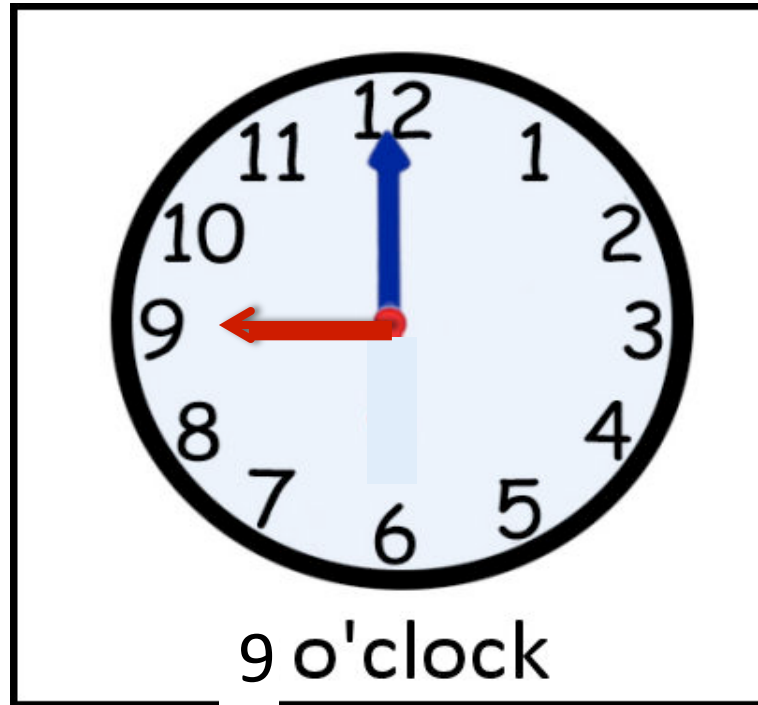
create a home environment that encourages learning

express high (but not unrealistic) expectations for their children's achievement and future careers

become involved in their children's education at school and in the community

Henderson & Berla, 1997, p. 1

Clock Partners



With your 9 o' clock partner, talk about some of the ways you can create a home environment that encourages learning.



The success of English learners is
one of the highest priorities of the
District!



English learners require additional support to ensure that they learn English and the academic content in a way that is understandable and meaningful.

LAUSD recognizes that English learners must:

- become proficient in academic English
- master the academic content required of all students in California



English Learner Master Plan, 2012, p. 1

Home Language Identification

Handout #2

Student Name: _____ Date of Birth: ____/____/____

LAUSD / STATE STUDENT ID NUMBER: _____

HOUSEHOLD NUMBER: _____

TEACHER/COUNSELOR: _____

ENROLLMENT WIZARD USED: ☐ Yes ☐ No

LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT ENROLLMENT FORM

INSTRUCTIONS: Please print using black or blue ink. If you have any questions, please ask for assistance.

A. STUDENT INFORMATION (LAUSD/MSL Family Member Information)

1. Last Name: _____ First Name: _____ Middle Name: _____

2. Birthdate: _____ Day: _____ Month: _____ Year: _____

3. Place of Birth (City, State/Province, and Country): _____

B. PARENT/LEGAL GUARDIAN WITH WHOM THE STUDENT LIVES (LAUSD/MSL Caretaker Information)

1. Last Name: _____ First Name: _____ Middle Name: _____

2. Birthdate: _____ Day: _____ Month: _____ Year: _____

3. Home Telephone Number: _____ Cell Phone Number: _____ Work Telephone Number: _____

4. E-mail Address: _____

5. Other Names Used: _____

6. Highest Level of Education Completed (Circle One): _____

7. Highest Level of Education Completed (Circle One): _____

8. Highest Level of Education Completed (Circle One): _____

9. Highest Level of Education Completed (Circle One): _____

10. Highest Level of Education Completed (Circle One): _____

C. HOME LANGUAGE AND ETHNICITY INFORMATION

1. Home Language of the Student:

a. Which language did this student learn when he/she first began to talk?

b. Which language does this student most frequently use at home?

c. Which language do you use most frequently to speak to this student?

d. Which language is most often used by the adults at home?

e. Has this student received any formal English language instruction (listening, speaking, reading, or writing)? (Circle one) Yes No

2. Student's Ethnicity (Check all that apply):

a. American Indian or Alaska Native ☐ b. Asian ☐ c. Black or African American ☐ d. Hispanic or Latino ☐ e. Native Hawaiian or Other Pacific Islander ☐ f. Other ☐ g. Two or more races ☐ h. White ☐ i. Unknown ☐ j. Other ☐ k. Other ☐ l. Other ☐ m. Other ☐ n. Other ☐ o. Other ☐ p. Other ☐ q. Other ☐ r. Other ☐ s. Other ☐ t. Other ☐ u. Other ☐ v. Other ☐ w. Other ☐ x. Other ☐ y. Other ☐ z. Other ☐ aa. Other ☐ ab. Other ☐ ac. Other ☐ ad. Other ☐ ae. Other ☐ af. Other ☐ ag. Other ☐ ah. Other ☐ ai. Other ☐ aj. Other ☐ ak. Other ☐ al. Other ☐ am. Other ☐ an. Other ☐ ao. Other ☐ ap. Other ☐ aq. Other ☐ ar. Other ☐ as. Other ☐ at. Other ☐ au. Other ☐ av. Other ☐ aw. Other ☐ ax. Other ☐ ay. Other ☐ az. Other ☐ ba. Other ☐ bb. Other ☐ bc. Other ☐ bd. Other ☐ be. Other ☐ bf. Other ☐ bg. Other ☐ bh. Other ☐ bi. Other ☐ bj. Other ☐ bk. Other ☐ bl. Other ☐ bm. Other ☐ bn. Other ☐ bo. Other ☐ bp. Other ☐ bq. Other ☐ br. Other ☐ bs. Other ☐ bt. Other ☐ bu. Other ☐ bv. Other ☐ bw. Other ☐ bx. Other ☐ by. Other ☐ bz. Other ☐ ca. Other ☐ cb. Other ☐ cc. Other ☐ cd. Other ☐ ce. Other ☐ cf. Other ☐ cg. Other ☐ ch. Other ☐ ci. Other ☐ cj. Other ☐ ck. Other ☐ cl. Other ☐ cm. Other ☐ cn. Other ☐ co. Other ☐ cp. Other ☐ cq. Other ☐ cr. Other ☐ cs. Other ☐ ct. Other ☐ cu. Other ☐ cv. Other ☐ cw. Other ☐ cx. Other ☐ cy. Other ☐ cz. Other ☐ da. Other ☐ db. Other ☐ dc. Other ☐ dd. Other ☐ de. Other ☐ df. Other ☐ dg. Other ☐ dh. Other ☐ di. Other ☐ dj. Other ☐ dk. Other ☐ dl. Other ☐ dm. Other ☐ dn. Other ☐ do. Other ☐ dp. Other ☐ dq. Other ☐ dr. Other ☐ ds. Other ☐ dt. Other ☐ du. Other ☐ dv. Other ☐ dw. Other ☐ dx. Other ☐ dy. Other ☐ dz. Other ☐ ea. Other ☐ eb. Other ☐ ec. Other ☐ ed. Other ☐ ee. Other ☐ ef. Other ☐ eg. Other ☐ eh. Other ☐ ei. Other ☐ ej. Other ☐ ek. Other ☐ el. Other ☐ em. Other ☐ en. Other ☐ eo. Other ☐ ep. Other ☐ eq. Other ☐ er. Other ☐ es. Other ☐ et. Other ☐ eu. Other ☐ ev. Other ☐ ew. Other ☐ ex. Other ☐ ey. Other ☐ ez. Other ☐ fa. Other ☐ fb. Other ☐ fc. Other ☐ fd. Other ☐ fe. Other ☐ ff. Other ☐ fg. Other ☐ fh. Other ☐ fi. Other ☐ fj. Other ☐ fk. Other ☐ fl. Other ☐ fm. Other ☐ fn. Other ☐ fo. Other ☐ fp. Other ☐ fq. Other ☐ fr. Other ☐ fs. Other ☐ ft. Other ☐ fu. Other ☐ fv. Other ☐ fw. Other ☐ fx. Other ☐ fy. Other ☐ fz. Other ☐ ga. Other ☐ gb. Other ☐ gc. Other ☐ gd. Other ☐ ge. Other ☐ gf. Other ☐ gh. Other ☐ gi. Other ☐ gj. Other ☐ gk. Other ☐ gl. Other ☐ gm. Other ☐ gn. Other ☐ go. Other ☐ gp. Other ☐ gq. Other ☐ gr. Other ☐ gs. Other ☐ gt. Other ☐ gu. Other ☐ gv. Other ☐ gw. Other ☐ gx. Other ☐ gy. Other ☐ gz. Other ☐ ha. Other ☐ hb. Other ☐ hc. Other ☐ hd. Other ☐ he. Other ☐ hf. Other ☐ hg. Other ☐ hh. Other ☐ hi. Other ☐ hj. Other ☐ hk. Other ☐ hl. Other ☐ hm. Other ☐ hn. Other ☐ ho. Other ☐ hp. Other ☐ hq. Other ☐ hr. Other ☐ hs. Other ☐ ht. Other ☐ hu. Other ☐ hv. Other ☐ hw. Other ☐ hx. Other ☐ hy. Other ☐ hz. Other ☐ ia. Other ☐ ib. Other ☐ ic. Other ☐ id. Other ☐ ie. Other ☐ if. Other ☐ ig. Other ☐ ih. Other ☐ ii. Other ☐ ij. Other ☐ ik. Other ☐ il. Other ☐ im. Other ☐ in. Other ☐ io. Other ☐ ip. Other ☐ iq. Other ☐ ir. Other ☐ is. Other ☐ it. Other ☐ iu. Other ☐ iv. Other ☐ iw. Other ☐ ix. Other ☐ iy. Other ☐ iz. Other ☐ ja. Other ☐ jb. Other ☐ jc. Other ☐ jd. Other ☐ je. Other ☐ jf. Other ☐ jg. Other ☐ jh. Other ☐ ji. Other ☐ jj. Other ☐ jk. Other ☐ jl. Other ☐ jm. Other ☐ jn. Other ☐ jo. Other ☐ jp. Other ☐ jq. Other ☐ jr. Other ☐ js. Other ☐ jt. Other ☐ ju. Other ☐ jv. Other ☐ jw. Other ☐ jx. Other ☐ jy. Other ☐ jz. Other ☐ ka. Other ☐ kb. Other ☐ kc. Other ☐ kd. Other ☐ ke. Other ☐ kf. Other ☐ kg. Other ☐ kh. Other ☐ ki. Other ☐ kj. Other ☐ kk. Other ☐ kl. Other ☐ km. Other ☐ kn. Other ☐ ko. Other ☐ kp. Other ☐ kq. Other ☐ kr. Other ☐ ks. Other ☐ kt. Other ☐ ku. Other ☐ kv. Other ☐ kw. Other ☐ kx. Other ☐ ky. Other ☐ kz. Other ☐ la. Other ☐ lb. Other ☐ lc. Other ☐ ld. Other ☐ le. Other ☐ lf. Other ☐ lg. Other ☐ lh. Other ☐ li. Other ☐ lj. Other ☐ lk. Other ☐ ll. Other ☐ lm. Other ☐ ln. Other ☐ lo. 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Other ☐ rz. Other ☐ sa. Other ☐ sb. Other ☐ sc. Other ☐ sd. Other ☐ se. Other ☐ sf. Other ☐ sg. Other ☐ sh. Other ☐ si. Other ☐ sj. Other ☐ sk. Other ☐ sl. Other ☐ sm. Other ☐ sn. Other ☐ so. Other ☐ sp. Other ☐ sq. Other ☐ sr. Other ☐ ss. Other ☐ st. Other ☐ su. Other ☐ sv. Other ☐ sw. Other ☐ sx. Other ☐ sy. Other ☐ sz. Other ☐ ta. Other ☐ tb. Other ☐ tc. Other ☐ td. Other ☐ te. Other ☐ tf. Other ☐ tg. Other ☐ th. Other ☐ ti. Other ☐ tj. Other ☐ tk. Other ☐ tl. Other ☐ tm. Other ☐ tn. Other ☐ to. Other ☐ tp. Other ☐ tq. Other ☐ tr. Other ☐ ts. Other ☐ tt. Other ☐ tu. Other ☐ tv. Other ☐ tw. Other ☐ tx. Other ☐ ty. Other ☐ tz. Other ☐ ua. Other ☐ ub. Other ☐ uc. Other ☐ ud. Other ☐ ue. Other ☐ uf. Other ☐ ug. Other ☐ uh. Other ☐ ui. Other ☐ uj. Other ☐ uk. Other ☐ ul. Other ☐ um. Other ☐ un. Other ☐ uo. Other ☐ up. Other ☐ uq. Other ☐ ur. Other ☐ us. Other ☐ ut. Other ☐ uu. Other ☐ uv. Other ☐ uw. Other ☐ ux. Other ☐ uy. Other ☐ uz. Other ☐ va. Other ☐ vb. Other ☐ vc. Other ☐ vd. 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Other ☐ yj. Other ☐ yk. Other ☐ yl. Other ☐ ym. Other ☐ yn. Other ☐ yo. Other ☐ yp. Other ☐ yq. Other ☐ yr. Other ☐ ys. Other ☐ yt. Other ☐ yu. Other ☐ yv. Other ☐ yw. Other ☐ yx. Other ☐ yy. Other ☐ yz. Other ☐ za. Other ☐ zb. Other ☐ zc. Other ☐ zd. Other ☐ ze. Other ☐ zf. Other ☐ zg. Other ☐ zh. Other ☐ zi. Other ☐ zj. Other ☐ zk. Other ☐ zl. Other ☐ zm. Other ☐ zn. Other ☐ zo. Other ☐ zp. Other ☐ zq. Other ☐ zr. Other ☐ zs. Other ☐ zt. Other ☐ zu. Other ☐ zv. Other ☐ zw. Other ☐ zx. Other ☐ zy. Other ☐ zz. Other

D. STUDENT EDUCATIONAL INFORMATION

1. Special Services:

a. Has the student previously attended this school? Yes No

b. Has the student previously attended any other school or center in the LAUSD (e.g., early education center, state preschool, BRIDF, Head Start, or other preschool)? Yes No

c. Please list (last non-LAUSD school student attended (including early education center, state preschool, BRIDF, Head Start, full-time or other preschool):

Name of School: _____ City/State: _____ Dates Attended: _____ Grade Level(s): _____

Name of School: _____ City/State: _____ Dates Attended: _____ Grade Level(s): _____

Name of School: _____ City/State: _____ Dates Attended: _____ Grade Level(s): _____

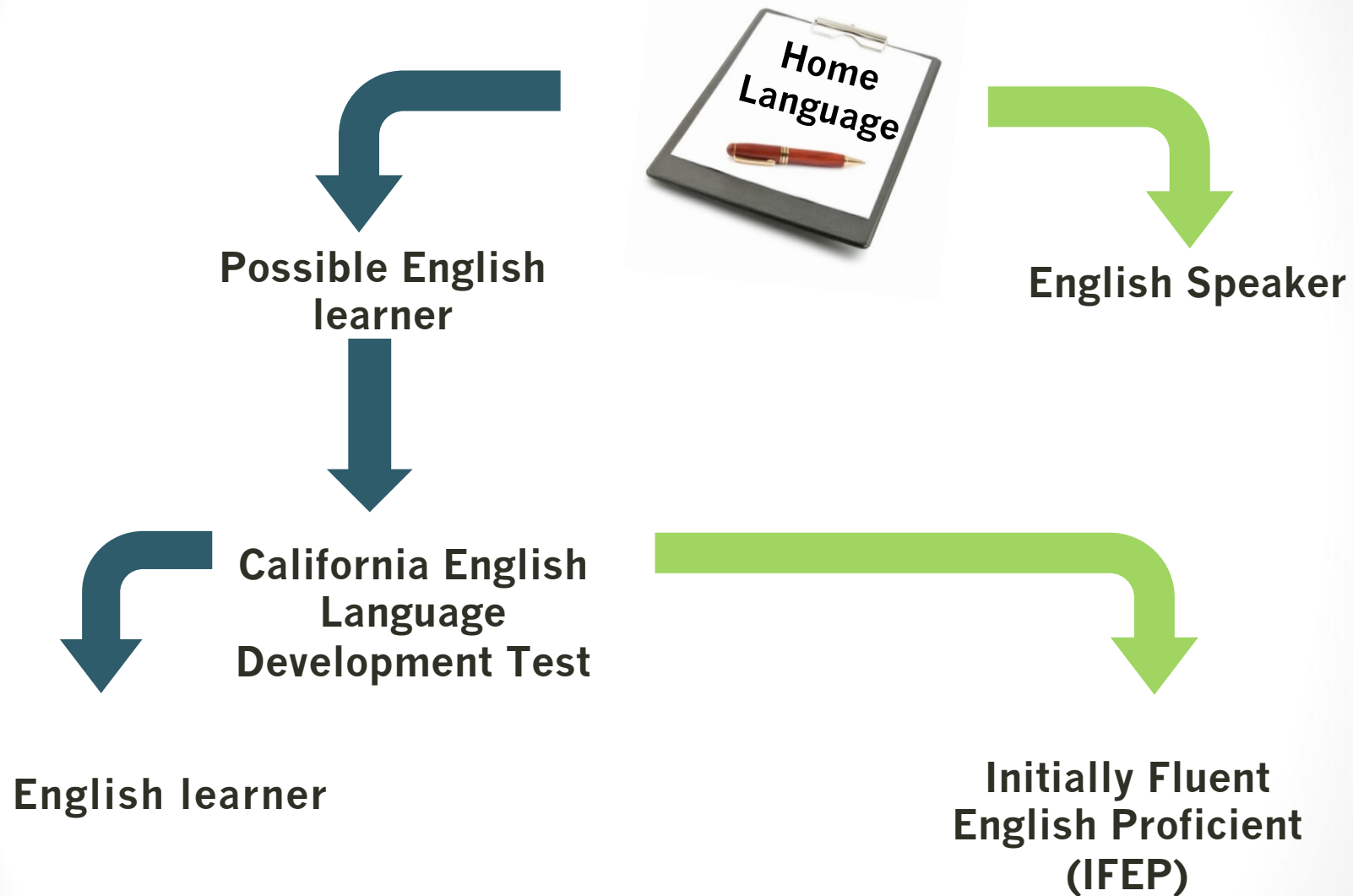
Name of School: _____ City/State: _____ Dates Attended: _____ Grade Level(s): _____

Name of School: _____ City/State: _____ Dates Attended: _____ Grade Level(s): _____

WHITE: STUDENT CUMULATIVE RECORD • YELLOW: ADMINISTRATOR/DESIGNEE • PINK: BILINGUAL COORDINATOR



Initial Language Identification



What if it is determined that my child may be considered an English learner?

Handout #3

LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

Initial Notification of Enrollment in a Secondary Program for English Learners

Student name: _____ Birth date: _____ Grade: _____

Your responses to the Home Language Survey (HLS) indicate that your child may communicate in a language other than English. Based on our initial review, your child may be considered an English learner (EL). As required by law, your child's language skills will be assessed in English.

Please read the parent brochure and view the video, "Instructional Programs for English Learners" to learn about programs for your child. After considering your choices, check the program below that you believe is best for your child. If concerns arise regarding your child's progress, you have the right to request a different program.

Structured English Immersion Program: Students in this program receive classes in English-as-a-second language (ESL) and classes in math, science, and history-social science taught in sheltered English with some primary language support. Teachers use special methods in English to help students meet grade-level standards in math, science, social studies and other subjects.

Secondary English Newcomer Program: The goals of this instructional model are to acquire Early Intermediate or Intermediate academic English language proficiency and to develop core academic skills and knowledge for immigrant students new to U.S. schools.

Accelerated Learning: The goals of this instructional program model are to accelerate the academic ELD and to attain academic proficiency in core content subjects for ELs (also known as LTELs) who have attended school in the US for more than five full years (i.e., beginning their sixth year and beyond), but still have not met the criteria to be reclassified.

Alternative Programs: You have the right to request a *Parental Exception Waiver* to select an alternative bilingual program described on page 2 of this letter and in the *Instructional Programs for English Learners* brochure and video. If you select an alternative program placement for your child, you must request in person a *Parental Exception Waiver* form and return the completed form in person to the school office. The *Parental Exception Waiver* form must be submitted every year that the child participates in an alternative program.

Mainstream English Program: The Mainstream English Program provides grade-level standards-based instruction designed for English-only and fluent-English-proficient students. You have the right to request placement for your child in this program. For this placement, make an appointment with your school principal or English Learner Program Coordinator.

We invite you to visit our school and to participate in the English Learner Advisory Committee (ELAC).

Administrator: _____ Date: _____

PLEASE CHECK ALL THAT APPLY. THEN SIGN AND RETURN THE ENTIRE LETTER TO SCHOOL:

☐ I understand the Structured English Immersion Program described above and have made my selection.

☐ I understand I have the right to apply for a *Parental Exception Waiver* for an alternative program. I understand that the school must provide me with a *Parental Exception Waiver* form at the time, upon request.

☐ I will appear in person to request a *Parental Exception Waiver* Request.

☐ I have read the information above and would like to schedule a parent conference to discuss my child's program placement, other program choices, or language test results.

Parent signature _____ Telephone Number _____ Date _____


REF-4380.1 Page 1 of 2 September 24, 2013
Office of Curriculum, Instruction, and School Support

- You will receive a letter called the "Initial Notification of Enrollment in the Elementary or Secondary Structured English Immersion Program." which states that your child will receive a language skills assessment in English. This document also describes the different instructional program options for English learners.

How will I know if my child is an English learner?

- You will receive a letter with the preliminary results from the California English Language Development Test (CELDT)

Handout #4


**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

Initial Parent Notification of Language Test Results and Confirmation of Program Placement

School _____ Date of Notification _____

Student Name: _____ Birth date: _____

Grade: _____ Home Language: _____

As required by law, your child's language skills in English were tested using the California English Language Development Test (CELDT).

Your child received the following scores:

English Language Development Level					
Overall CELDT score:	1	2	3	4	5
<u>CELDT skill areas:</u>					
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

low score ← 1 2 3 4 5 → high score

On the basis of these results, your child has been classified as:

☐ **An English learner** with limited-English proficiency (LEP). An English learner receives instruction in the program of your choice. Upon demonstrating academic competency in English, your child will be reclassified to fluent-English proficient (FEP) status. This is to confirm that:

- ☐ Your child is assigned to the Structured English Immersion (SEI) Program.
- ☐ You requested a *Parental Exception Waiver* for an Alternative Program.
- ☐ Your child is assigned to the Alternative Program you requested: _____
- ☐ Your child is on the waiting list for the Alternative Program you requested. (School is to provide list of schools of where the Alternative Program is available.)
- ☐ Your child is assigned to the Mainstream English Program you requested in writing.
- ☐ Your child is assigned to the Mainstream English Program to prepare for reclassification.

☐ **Fluent in English.** A fluent-English-proficient (FEP) student is not eligible for English learner services. Your child will receive grade-level instruction in the Mainstream English Program designed for native-English and fluent English speakers.

☐ I understand my child's test results and I agree with the program placement.

☐ I would like a conference to discuss this information.

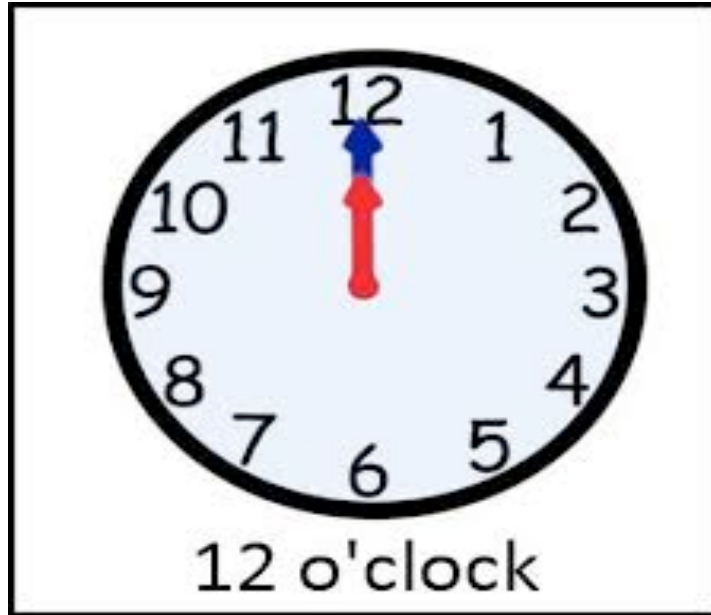
Parent Signature: _____ Date: _____

PLEASE CHECK THE APPROPRIATE STATEMENT AND RETURN THIS PAGE WITH YOUR SIGNATURE

REF-4380.1 Page 1 of 1
September 24, 2013

Office of Curriculum, Instruction, and School Support

Clock Partners



With your 12 o' clock partner, talk about how a student is identified as an English learner

2. Learn about the instructional program options for English learners

Instructional Program Options for English Learners



There are various programs in which parents of English learners can choose to enroll their children.

Which **elementary** instructional program options are available in LAUSD?

**Structured
English
Immersion (SEI)**

**Mainstream
English**

Dual Language

**Transitional
Bilingual**

**Maintenance
Bilingual**



Which **secondary** instructional program options are available in LAUSD?

Structured English Immersion (SEI)

Mainstream English

Dual Language

English Learner Newcomer Program

Accelerated Learning Program for Long term English Learners



Structured English Immersion (SEI)



This program is designed for students who are beginning to learn English. Students receive instruction in English with support.

Mainstream English



This program is designed for English learners who are reasonably fluent in English. Students receive instruction in English.

Dual Language

The goal of this program is for students to become bilingual and biliterate. English speakers and English learners receive instruction in both English and in another language.



Available in some schools • Specific requirements apply.

Transitional Bilingual (Elementary)



This program is designed for students in kindergarten to 3rd grade. Students receive instruction in their home language as they learn English.

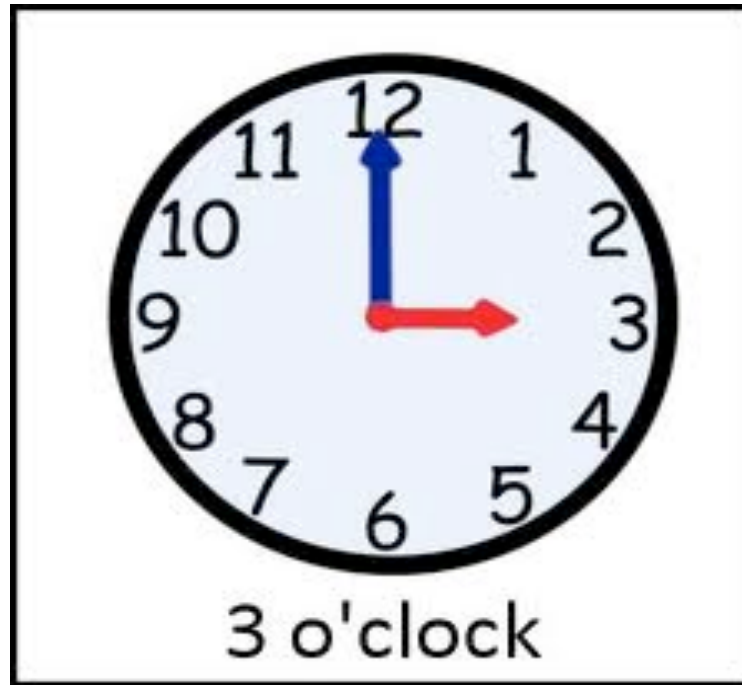
Maintenance Bilingual (Elementary)

Students receive instruction in both English and primary language.

- The goal is to become bilingual and biliterate.
- Initially the majority of instruction is in the home language as children learn English.
- By third grade the goal is for the home language and English instruction to be used equally.



Clock Partners



With your 3 o' clock partner, talk about what instructional programs are offered at your school.

English Learner Newcomer Program (Secondary)



This program is designed for English learners who have been enrolled in the U.S. schools for fewer than two years. The goal is for students to acquire the English they need to succeed.

Accelerated Learning Program for Long Term English Learners (LTELs) (Secondary)

This program is designed for English learners who have completed five or more years in U.S. schools but have not met LAUSD reclassification criteria.



Long Term English Learner (LTEL)

LAUSD defines Long Term English Learners as students who have been English learners for five or more years and have not **reclassified**.



All programs lead
English learners to the
same goal:
RECLASSIFICATION!

The ultimate goal is for
English learners to meet
performance criteria to
reach full proficiency in
English

Instructional Programs for English Learners

Did you know?

The Los Angeles Unified School District provides five different instructional program options tailored to meet the diverse needs of English learners (ELs) and the educational preferences of the parents of ELs in elementary schools. Parents of ELs may choose any of these programs. All five instructional program options guarantee access to a full curriculum with scaffolds and support for students in elementary grades at different levels of English language proficiency. The ultimate goal for each instructional program option is for ELs to meet performance criteria to reach full proficiency in English. All students, including ELs who are now in elementary grades, are expected to participate fully in college-preparatory (H-C) courses upon entering secondary grades and to graduate from high school ready for college and careers.



This brochure was designed with parents' needs in mind and describes the various instructional program options for English learners in elementary grades. If after reading this brochure, you still have questions about the instructional programs, please speak with the English Learner Programs Coordinator or the administrator's designee at your child's school. For your convenience, a video describing the instructional programs is also available at <http://lmsed.lausd.net>.

What is "Reclassification"?
"Reclassification" is the process by which an English Learner is deemed to have acquired sufficient proficiency in English to succeed academically without English language development support. For all of the five instructional programs listed in this brochure, ELs are expected to reach minimum yearly benchmarks in English Language Arts and English Language Development so that they may naturally achieve full access of initial identification as an English Learner. Students are eligible for reclassification at the end of kindergarten.

To reclassify, an English Learner must meet all the following criteria at the same time:

- Achieve at least basic grade level performance as measured by the state assessment (grades 3-5) or required assessments in English Language Arts (grades K-2), and
- Score "Early Advanced" or higher ("4" or "5") on the CELDT, with scores of "Intermediate" or higher ("3", "4", or "5") in each of the domains of listening, speaking, reading, and writing, and
- Earn a mark of 3 or 4 in English Language Arts on the Elementary Progress Report.

To complete the reclassification process, a Notification of Reclassification Letter must be signed by the parent and placed in the student's cumulative record.



Multilingual and Multicultural Education Department's Vision Statement
Our vision is to cultivate multilingualism by affirming cultural assets and celebrating diversity through effective teaching and learning as a means for every student in LAUSD to become successful and prepared for career and post-secondary education in the 21st century.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Multilingual and Multicultural Education Department
333 S. Beaudry Avenue, 25th floor
Los Angeles, California 90017
(213) 241-5582
For additional information:
<http://lmsed.lausd.net>



LOS ANGELES UNIFIED SCHOOL DISTRICT
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT



INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS IN ELEMENTARY SCHOOLS
Brochure for Parents



Traditional Bilingual Education (TBE) Program*
What is it?
• Instructional program for English learners in grades K-5 that uses the student's primary language to teach core academic subjects with the goal of transitioning to Mainstream English by 4th grade.

How does this program help my child?
• Students learn standards-based academic content in English and in their primary language.

What makes this program unique?
• Students receive at least 90 minutes of English Language Development daily with special attention to using their primary language to acquire English.

Who can enroll in this program?
• English learners in elementary grades, with priority to speakers of the language of the program.

Do I need a Parental Exception Waiver?
• Yes.

Maintenance Bilingual Education Program*
What is it?
• Instructional program for English learners taught in the student's primary language and English that helps students to acquire English while continuing to develop their primary language.

How does this program help my child?
• Students learn standards-based academic content in English and in their primary language.

What makes this program unique?
• English learners acquire language proficiency and academic achievement in English and in the target language.

Who can enroll in this program?
• English learners in elementary grades, with priority to speakers of the language of the program.

Do I need a Parental Exception Waiver?
• Yes.

Dual Language Two-Way Immersion Program*
What is it?
• Instructional program for English learners and English proficient students taught in the EL's primary ("target language") and English.

How does this program help my child?
• Students learn standards-based academic content in English and in the target language.

What makes this program unique?
• English learners and English proficient students acquire language proficiency and academic achievement in English and in the target language.

Who can enroll in this program?
• English learners in elementary grades, who speak the target language and English proficient students serve as mutual language models.

Do I need a Parental Exception Waiver?
• Yes.

Mainstream English Program*
What is it?
• Instructional program taught in English for English proficient students and English learners with reasonable fluency (ELD 4-5).

How does this program help my child?
• Students learn standards-based academic content in grade-level academic English.

What makes this program unique?
• Instructional program designed for English-proficient students.

Who can enroll in this program?
• English learners in elementary grades, who speak the target language and English proficient students serve as mutual language models.

Do I need a Parental Exception Waiver?
• Yes.

Structured English Immersion (SEI) Program*
What is it?
• Instructional program taught in English for students beginning to learn English (ELD 1-3).

How does this program help my child?
• Students acquire English language skills with appropriate support while learning standards-based content to be able to succeed in a mainstream English classroom.

What makes this program unique?
• Students learn all academic subjects in English, with help in their primary language only if needed.

Who can enroll in this program?
• English learners in elementary grades who are just beginning to learn the English language (ELD 1-3).

Do I need a Parental Exception Waiver?
• No. SEI is the designated placement for ELs who are beginning to learn English (ELD 1-3).

* Denotes an instructional program new for 2013-2014.

Parental Exception Waivers shall be granted unless the school administration determines that the instructional program offered at the school would not benefit the student. The law requires schools to offer an instructional program to every child in the same grade level as the same level of proficiency in English, in a new case. Consult with school staff for more information. If you have questions regarding the school's decision to deny a request for a Parental Exception Waiver, please make an appointment to speak with the school's principal or contact the Local Educational Service Center of your child's school for additional assistance. The law requires schools to offer an instructional program when 20 or more parents request it for their children in the same grade level. Consult with school staff for more information.

A graduation rate is reported for each graduating class. The rate is calculated by dividing the number of graduates by the membership base. The membership base is defined as the number of students entering 7th grade four years earlier and adjusted for students who have transferred into or out of the district during the years covering grades 8 through 12. In 2011-2012, the LAUSD graduation rate was 64%, an increase of 2% over the 2010-2011 school year.

Did you know?

The Los Angeles Unified School District provides five different instructional program options tailored to meet the diverse needs of English learners (ELs) and the educational preferences of the parents of ELs in secondary schools. All five instructional program options guarantee access to a full curriculum with scaffolds and support for students in grades 6-12 at different levels of English language proficiency. The ultimate goal for each instructional program option is for ELs to meet performance criteria to reach full proficiency in English. All students, including ELs, are expected to participate fully in college-preparatory (H-C) courses and to graduate from high school ready for college and careers.

In addition, each instructional option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their Individualized Education Plan (IEP). All instructional program options also allow for equal access to gifted and talented program opportunities and do not exclude ELs based solely on their English language proficiency levels.



This brochure was designed with parents' needs in mind and describes the various instructional program options for English learners in grades 6-12. If, after reading this brochure, you still have questions about the instructional programs, please speak with the English Learner Programs Coordinator or the administrator's designee at your child's school. For your convenience, a video describing the instructional programs is also available at <http://lmsed.lausd.net>.

What is "Reclassification"?
"Reclassification" is the process by which an English learner is deemed to have sufficient proficiency in English to succeed academically without English language development support. For all of the five instructional programs listed in this brochure, ELs are expected to reach minimum yearly benchmarks in English Language Arts and English Language Development so that they may naturally achieve full access of initial identification as an English learner.

To reclassify, an English Learner must meet all the following criteria at the same time:

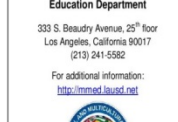
- Achieve at least basic grade level performance as measured by the required assessments in English Language Arts, and
- Score "Early Advanced" or higher ("4" or "5") on the CELDT, with scores of "Intermediate" or higher ("3", "4", or "5") in each of the domains of listening, speaking, reading, and writing, and
- Earn a final grade of "C" or better in English Language Arts, Advanced ELD 3, or Advanced ELD 4.

To complete the reclassification process, a Notification of Reclassification Letter must be signed by the parent and placed in the student's cumulative record.



Multilingual and Multicultural Education Department's Vision Statement
Our vision is to cultivate multilingualism by affirming cultural assets and celebrating diversity through effective teaching and learning as a means for every student in LAUSD to become successful and prepared for career and post-secondary education in the 21st century.

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MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT



INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS IN SECONDARY SCHOOLS
Brochure for Parents



Secondary English Learner Newcomer Program*
What is it?
• Instructional program for English learners who have been enrolled in U.S. schools for fewer than 2 years and are beginning to learn English (ELD 1-3).

How does this program help my child?
• Students learn to acquire English and learn about the culture of the school's community and the United States.

What makes this program unique?
• English learners develop core academic skills and knowledge.

Who can enroll in this program?
• English learners who have been in U.S. schools fewer than 2 years.

Accelerated Learning Program for Long Term English Learners (LTLE)**
What is it?
• Instructional program taught in English for students who have been enrolled as English learners for 5 years or more (ELD 1-5) and yet met reclassification criteria.

How does this program help my child?
• Students receive accelerated instruction aimed to help them reach and have access to all academic program options.

What makes this program unique?
• Course content includes accelerated English literacy and socio-emotional support targeting reclassification.

Who can enroll in this program?
• English learners who have been identified as English learners for 5 or more years and have not yet met reclassification criteria will be enrolled in this program.

Dual Language Two-Way Immersion Program*
What is it?
• Instructional program for English learners and English proficient students taught in the EL's primary language ("target language") and English.

How does this program help my child?
• Students learn standards-based academic content in English and in the target language.

What makes this program unique?
• Instruction is delivered in the target language and in English. Out of a 60-minute day, 30 minutes are taught in the target language and the remaining 30 minutes are taught in English.

Who can enroll in this program?
• English learners and English proficient students (RFP, RFP, and EO) who were enrolled in a Dual Language Program or a Maintenance Bilingual Program in grades K-5.

Do I need a Parental Exception Waiver?
• Yes.

Mainstream English Program*
What is it?
• Instructional program taught in English for English proficient students and English learners with reasonable fluency (ELD 4-5).

How does this program help my child?
• Students learn standards-based academic content in grade-level academic English.

What makes this program unique?
• Instructional program designed for English-proficient students.

Who can enroll in this program?
• English learners in grades 6-12 with ELD levels 4-5, and/or students proficient in English per their official language classification (RFP, RFP, EO).

Do I need a Parental Exception Waiver?
• Yes.

Structured English Immersion (SEI) Program*
What is it?
• Instructional program taught in English for students beginning to learn English (ELD 1-3).

How does this program help my child?
• Students acquire English language skills with appropriate support while learning standards-based content to be able to succeed in a mainstream English classroom.

What makes this program unique?
• Students learn all academic subjects in English, with help in their primary language only if needed.

Who can enroll in this program?
• English learners in grades 6-12 who are just beginning to learn the English language (ELD 1-3).

Do I need a Parental Exception Waiver?
• No. SEI is the designated placement for ELs who are beginning to learn English (ELD 1-3).

* Denotes an instructional program new for 2013-2014.

** An active identified as Long Term English Learners will be enrolled in this program. A Long Term English Learner is a student who has been identified as English learner, has attended school in the United States for more than five full years, but has not yet met the criteria to be reclassified.

A graduation rate is reported for each graduating class. The rate is calculated by dividing the number of graduates by the membership base. The membership base is defined as the number of students entering 7th grade four years earlier and adjusted for students who have transferred into or out of the district during the years covering grades 8 through 12. In 2011-2012, the LAUSD graduation rate was 64%, an increase of 2% over the 2010-2011 school year.

“Put Yourself in the Program”

Structured English Immersion (SEI) Program

What makes this program unique?

How does this program help my child?

I receive primary language support as needed when learning course material

I receive at least 60 minutes of English Language Development daily

Who can enroll?

This program is provided to students like me, who are beginning to learn English
(Overall CELDT level 1-3)

What is it?

The instruction I receive is in English

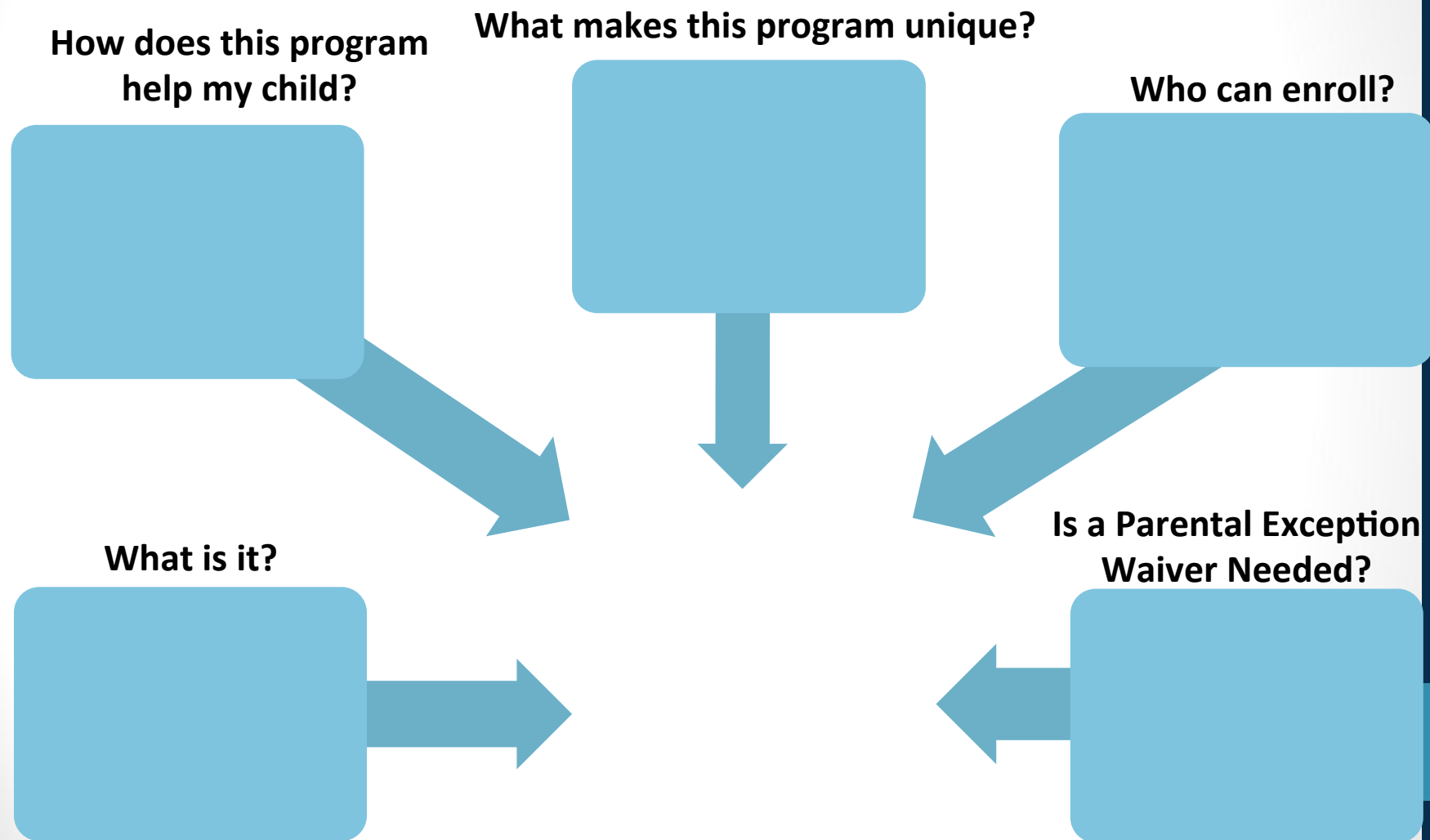
Is a Parental Exception Waiver Needed?

My parents do not need to complete a Parental Exception Waiver



“Put Yourself in the Program”

Small Group Activity



Frequently Asked Questions

Handout #6 (page 1 of 3)

APPENDIX H: FREQUENTLY ASKED QUESTIONS FOR EL PARENTS

1. What does it mean to be classified as an English learner?

A student is classified as an EL when his/her parents indicate that a language other than or in addition to English is spoken in the home AND when the child's initial assessed English language proficiency yields a score indicating that he or she is not yet proficient in English.

2. My child speaks English; why is he/she in the EL program?

ELs are legally entitled to receive specialized language and academic support services, via one of the District's several EL instructional program options, until they meet the criteria for RFEF status. Sometimes it may seem to parents that their children speak English well, but if they are not proficient in the academic English needed to perform in school tasks (using listening, speaking, reading, and writing) on par with English-proficient peers, they may still need specialized services and support.

3. If my child is classified as EL, when will the school notify me of that designation?

When a child is identified as an EL, the school will notify you in writing within the first 30 days after school begins. If a parent has questions about the notification letter or any other aspect of the student's program, he or she should make an appointment with the school principal, counselor or EL Site Coordinator.

4. How long will my child likely receive EL instructional services?

ELs are entitled to receive ELD and other specialized academic support services to meaningfully participate in core content classes. A child will receive EL instructional services until she/he meets the criteria for reclassification. Two key indicators include meeting the English-proficient performance level on the CELDT, and scoring at the Basic level or higher on the CST/CMA in English-Language Arts. For most children, that takes between 4 and 6 years, although some take more time and some take less. Your child's teachers will monitor his or her progress closely to make sure that appropriate progress is made. If your child struggles, he or she will be offered extra help to meet the expected levels of progress in English and in core academic subjects.

5. What is Reclassification?

Reclassification is the term given to the process of identifying when an EL no longer needs specialized services to be successful in mainstream classes. Currently in LAUSD, a student must score basic or higher on the CST/CMA in English-language arts and score proficient on the CA ELD test. In addition, the student must also score Basic or above on the CORE K-12 or Local Periodic Assessment in English-language arts to be considered for reclassification. When



Parent and Student Resources

Parent and Student Resources Elementary School			Handout #7
District Offices	Phone	Description	
Parent, Community and Student Services			
Multilingual & Multicultural Department			
Asian Pacific & Other Languages APOLO/Dual Language			
Beyond the Bell Branch			
Parent and Student Resources Secondary Schools			Handout #7
District Offices	Phone and/or website	Description	
Parent, Community and Student Services	(213) 481-3350 achieve.lausd.net/families	Provides resources and information for families and schools	
Multilingual & Multicultural Education Department	(213) 241-5582 achieve.lausd.net/mmed	Implements the EL Master Plan. Provides program options, instructional services and monitoring tools	
Asian Pacific & Other Languages APOLO/Dual Language	(213) 241-2550 achieve.lausd.net/apolo	Assists schools in providing instruction to English learners. Two major areas of focus are Dual Language and KEYS program	
Beyond the Bell Branch	(213) 241-7900 achieve.lausd.net/btb	Provides academic enrichment and recreational programs to promote achievement (supplemental services such as tutoring for eligible students)	
Local Districts	Phone and/or website	Administrators	
Local District - Northwest 6621 Balboa Blvd. Van Nuys, CA 91406	(818) 654-3600	Parent and Community Engagement Administrator (PACE) Marilu Figliapoco	
Local District - Northeast 8401 Arleta Ave. Sun Valley, CA 91352	(818) 252-5400	Parent and Community Engagement Administrator (PACE) Antonio Reveles	
Local District - West 11380 W. Graham Place Los Angeles, CA 90064	(310) 914-2100	Parent and Community Engagement Administrator (PACE) Traci Calhoun	
Local District - East 2151 N. Soto Street Los Angeles, CA 90017	(323) 224-3100	Parent and Community Engagement Administrator (PACE) Gilberto Martinez	
Local District - South 1208 Magnolia Ave. Gardena, CA 90247	(310) 354-3400	Parent and Community Engagement Administrator (PACE) Theresa Arreguin	
Local District - Central 333 S. Beaudry Ave. Los Angeles, CA 90017	(213) 241-0100	Parent and Community Engagement Administrator (PACE) Ismael Berver	
Local District - South 1208 Magnolia Ave. Gardena, CA 90247			
Local District - Central 333 S. Beaudry Ave. Los Angeles, CA 90017			
Community Resources	Phone	Description	
Los Angeles Public Library	(213) 228-7000	Provides free and easy access to information, books and technology	
County of Los Angeles Public Library	www.colapublib.org	Provides free and easy access to information, books and technology	
City of Los Angeles Department of Recreation and Parks	(323) 644-6661 www.laparks.org	Services include aquatics, recreation, preschool services, and multi-purpose rooms	
Los Angeles County Department of Parks and Recreation	(213) 758-2961 www.parks.lacounty.gov	Local parks have playgrounds, organized sports, special programs and classes such as swimming lessons, aerobics and Teen Clubs	
Online Resources	Website	Description	
California Department of Education	cde.ca.gov	Oversees the California's public school system. Enforces education law and regulations	
Colorin Colorado (Bilingual - English/Spanish)	cde.ca.gov/ci/cr/tl/	Assists parents and students in selecting books that correspond with the students' reading ability	
Enchanted Learning	collegeboard.org/myroad	Assists parents and students with college planning and preparation	
Fun Brain	internet4classrooms.com/esl.htm	Free internet resources for parents and students of all ages to learn and practice English	
Starfall	www.USA.gov/gobiernousa/temas/estudiantes.shtml	Information on English classes, schools and universities, scholarships and more	
Lantern Fish	englishmedialab.com	Provides tools, exercises, and games for English learners of all abilities and ages, including business English for adults	
Reading Rockets	www.eslpod.com	Frequently updated podcast that develops conversational English. Uses current topics and news about useful topics such as "Checking the Status of an Application"	

RESOURCES













Activities to support your children's learning

Handout #8 (page 1 of 2)

Activities to Support your Children's Learning
Elementary Schools

Handout #8 (page 1 of 2)

Activities to Support your Children's Learning
Secondary Schools

Activity	Description
 Read to your children	Talk to your children  <ul style="list-style-type: none"> Have conversations with your children on a daily basis about whatever they would like to talk about. Talk with your children about books, magazines, or articles that they are reading. Help your children put their concerns or problems into words and encourage them to try to figure out possible solutions or coping strategies.
 Encourage children to research	Communicate with teachers  <ul style="list-style-type: none"> Ensure your children complete all class assignments and homework. If you have concerns, contact teachers or counselors by calling, emailing, or writing a quick note. Make sure that you read your children's class descriptions and requirements so that you know the teachers' expectations. Visit the school website to stay current about school information.
 Sing together	Encourage and model reading and writing  <ul style="list-style-type: none"> Make certain that your children read to complete school assignments and for enjoyment. Have your children use various resources (e.g., dictionary, thesaurus, digital tools). Make sure your children have access to a computer (library, school, home, etc.).
 Talk to your children	Get to know your children's counselors and teachers  <ul style="list-style-type: none"> Meet with your children's teachers, counselors, and with other school personnel to discuss your children's progress toward meeting the "a-g" requirements. Closely monitor your children's course performance, and contact teachers and counselors if you have concerns. Know what the current LAUSD requirements are for graduation.
 Encourage your children to listen, speak, and write	Participation in extracurricular activities  <ul style="list-style-type: none"> Encourage your children to participate in extracurricular activities such as sports, clubs, music, and community-service projects. Extracurricular activities offer students the opportunity to apply their academic skills and give them a competitive edge when applying for college.

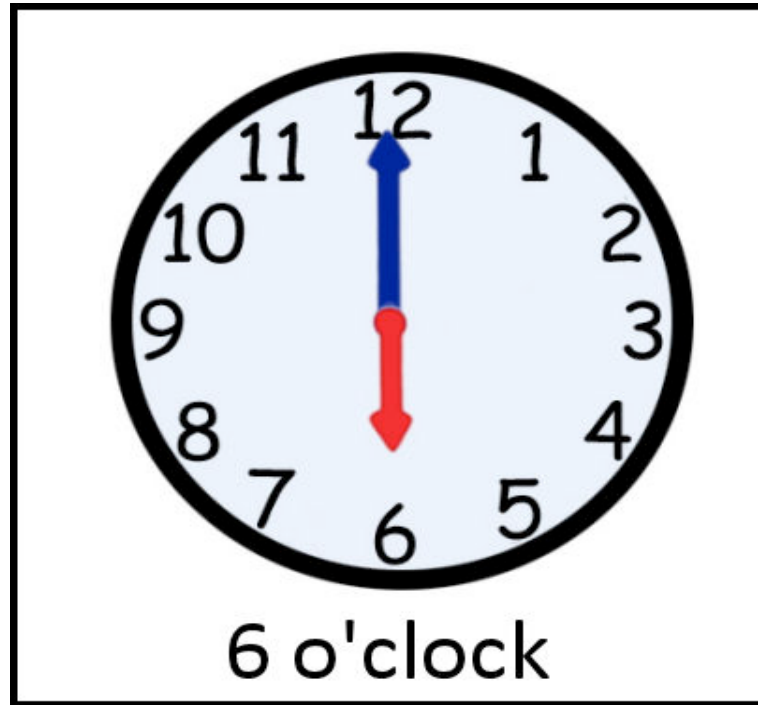
- Take a moment to read the suggested activities to support your children's learning.
- Work with your group to brainstorm additional ideas.

Reflection

3 - 2 - 1 Reflection				Handout #9
Write 3 new words or phrases you learned today.	•	•	•	
Write 2 ideas that you learned today that will help you support your English Learner Student.	•	•		
Write 1 action step you will take.	•			



Clock Partners



With your 6 o' clock partner, talk about one action step you will take.

Objectives

1. Understand the identification and assessment process for English learners
2. Learn about the instructional program options for English learners

