



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE:	Initial Notification Requirements for Parents of English Learners (ETK-12)	ROUTING Local District Superintendents Administrators of Instruction Directors EL Program Staff Principals Assistant Principals EL Designees UTLA Chapter Chairs School Administrative Assistant
NUMBER:	REF-4380.2	
ISSUER:	Frances Gipson, Ph.D., Chief Academic Officer Division of Instruction Lydia Acosta Stephens, Administrator Multilingual and Multicultural Education Department	
DATE:	August 17, 2018	
PURPOSE:	The purpose of this Reference Guide is to provide schools with information on the notification procedures for parents of English Learners (ELs) regarding initial identification and instructional program placement, as required by Title I and state law.	
MAJOR CHANGES:	This Reference Guide replaces REF-4380.1, <i>Initial Notification Requirements for Parents of English Learners (K-12)</i> , dated September 24, 2013. Major changes include: <ul style="list-style-type: none">• Policy updated to reflect changes per Proposition 58, California Education for a Global Economy Initiative (CA Ed.G.E. Initiative)• New the English Language Proficiency Assessments for California (ELPAC)• Updated Master Plan Instructional Programs names• Guidance on determining and maintaining evidence of an initial interim language classification• Additional guidance on procedures for documenting and maintaining parental notification• Updated language on the <i>Initial Notification of Enrollment and Placement in an Elementary Instructional Program for English Learners</i> (Attachment A) and the <i>Initial Notification of Enrollment and Placement in a Secondary Instructional Program for English Learners</i> (Attachment B)• Updated language on the <i>Initial Parent Notification of Language Test Results and Confirmation of Program Placement</i> (Attachment C)• Parental notifications requirements moved from Title III, Part A to Title I, Part A of the Elementary and Secondary Education Act (ESEA)	
BACKGROUND:	The No Child Left Behind (NCLB) Act of 2001 has been reauthorized as the Every Student Succeeds Act (ESSA) and provides supplemental funding to districts to implement programs designed to improve the English Language proficiency and academic achievement of English Learners. The Every Student Succeeds Act (ESSA) amendments to Title I and Title III (effective July 1, 2017) moves several provisions relevant to ELs (e.g., accountability for performance on the English language proficiency assessment) from the Title III, Part A of the (Elementary and Secondary Education Act (ESEA) as amended by ESSA to Title I, Part A of the ESEA.	



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Title III, Part A, is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. The overarching purpose is to ensure that limited-English-proficient (LEP) students known as ELs under California law, including immigrant children, attain English proficiency and meet the same challenging state academic content and achievement standards that all students are expected to meet.

Title I-funded districts are to implement language instruction and educational programs designed to help ELs master these standards. In addition, districts must implement an effective system for communicating with parents. Parents of ELs must be notified of their child's participation in a language instructional program. The instructional program options are:

- Dual Language Two-Way Immersion Program (formerly Dual Language)
- Dual Language One-Way Immersion Program (formerly known as Maintenance Bilingual Program)
- Transitional Bilingual Education (will be discontinued in 2019-2020)
- Language and Literacy in English Acceleration Program (formerly known as Structured English Immersion)
- Mainstream English Program
- Secondary English Learner Newcomer Program with Primary Language Instruction
- Accelerated Learning Program for Long Term English Learners

Schools must inform parents about how they can be active participants in assisting their child to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic content and student achievement standards that all students are expected to meet. [ESEA, Title I, Section 1112 (g)(1)(A)]

In November 2016, California voters approved Proposition 58, also known as the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative). The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high quality, innovative, and research-based language programs that prepare them to fully participate in a global economy.

The following changes became effective July 1, 2017:

- The Structured English Immersion (SEI) program is no longer the default instructional program.
- English Learners being enrolled in a dual language/bilingual program for the first time are no longer required to be placed in an SEI program for the first 30 days.
- Parental Exception Waivers for participation in a Dual/Bilingual program are no longer required.



INSTRUCTIONS: I. PARENTAL NOTIFICATION REQUIREMENTS FOR NEWLY ENROLLED STUDENTS

Schools have an obligation to ensure meaningful communication with parents in a language they can understand and to adequately notify parents of information about the language instructional program and services. When fifteen percent or more of the student population speaks a single primary language other than English, as determined from the preceding year's census data submitted to the department of education, the school is required to send all correspondence to parents in English and the primary language (EC 48985).

Title I requires schools to inform parents/guardians of initially identified English Learners, within 30 days after the beginning of the school year (or, if during the school year, within two weeks of child being placed in a program), of the following:

- A. the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- B. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- C. the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language instruction;
- D. how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
- E. how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- F. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;
- G. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- H. information pertaining to parental rights that includes written guidance
 1. detailing the right that parents have to have their child immediately removed from such program upon their request;
 2. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 3. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible school.



To meet the stated requirements, parents/guardians of English Learners are provided verbal and written descriptions of the Master Plan instructional program options, including all educational opportunities available to students, and the educational materials to be used in the different program options at time of enrollment, annually and upon request. [ESEA, Title I, Section 1112 (g)(1)(A)]

II. PARENTAL NOTIFICATION PROCEDURES

At the time of initial enrollment, parents/guardians complete a Home Language Survey (HLS) as part of the enrollment process. When the HLS identifies a potential English Learner with a language other than English or if there is *reasonable doubt* (EL Master Plan, page 7), the following procedures apply:

- The parent/guardian is informed that their child's English proficiency will be assessed using the ELPAC Initial within 30 calendar days of enrollment (or, if during the school year, within two weeks of child being placed in program) to determine initial identification and eligibility for English Learner services.
- The *Initial Notification of Enrollment and Placement in an Elementary Instructional Program for English Learners* or the *Initial Notification of Enrollment and Placement in a Secondary Instructional Program for English Learners* (Attachment A or B) is reviewed with the parent/guardian. This initial notification provides information about the Master Plan instructional program options and their right to select the instructional program for their child.

In addition, the parent/guardian is provided with the opportunity to view the *Instructional Programs for English Learners* video available on the Multilingual and Multicultural Education Department (MMED) [website](#).

NOTE: The EL designee maintains a *Programs Options Meeting Log* (available on the [MMED website](#)) as evidence that program options have been shared with parents/guardians of enrolling students.

- Once the parent/guardian has been appropriately informed of the program options, he/she completes and submits the appropriate notification: *Initial Notification of Enrollment and Placement in an Elementary Instructional Program for English Learners* (Attachment A) or the *Initial Notification of Enrollment and Placement in a Secondary Instructional Program for English Learners* (Attachment B).



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

I understand the instructional programs available for my child and that he/she will be placed in an instructional program of my choice.

I am interested in a Dual Language/Bilingual Program. I will submit a *Participation Request Form*.

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

_____ () _____

Parent signature Telephone Number Date

The parent/guardian must check all that apply on the bottom portion of the letter, then sign and return the letter to the school. The EL Designee reviews this letter carefully and follows-up with the parent/guardian as required. The letter must contain the parent's signature.

- Schools are required to determine the student's language classification utilizing the initial language assessment results. Official scores (Student Score Report downloaded in the Local Scoring Tool) must be kept in the student's blue Master Plan Folder. Official scores for students identified Initial Fluent English Proficient (IFEP) are to be kept in the students' cumulative record.

NOTE: Ensure to file a copy of all parent notification documents referenced in this policy in English and in the home language in the blue Master Plan folder.

Parents/guardians are to be notified of their child's language assessment results, instructional program placement, and exit criteria using the *Initial Parent Notification of Language Test Results and Confirmation of Program Placement* letter (Attachment C), the *Instructional Programs for English Learners* parent brochure (available on the MMED [website](#)), and the *Parent Notification of Reclassification Criteria* (available on the MMED [website](#)) no later than 30 calendar days after the beginning of the school year (or if during the school year, within two weeks of child being placed in program). The stated documents inform parents of their child's:

- Initial language test results
- Language classification
- English language proficiency level
- Instructional program placement
- Instructional program options
- Reclassification criteria

The school must document the Parent Notification date in the *Mass Notification Date Entry* screen in My Integrated Student Information System (MiSiS).

- The MiSiS Job Aid is available at: <http://achieve.lausd.net/Page/8061>
- Select Training > Job Aids > English Learner

Parents/guardians of English Learners are provided multiple opportunities throughout the year to learn about the enrollment process and the Master Plan instructional



program options. Parental notification opportunities include, but are not limited to:

- Initial enrollment
- Kindergarten orientation meetings
- Parent conferences
- Parent meetings
- Back-to-School Night
- Open House
- Parent Advisory Committee meetings

During these opportunities, parents/guardians are provided the *Instructional Programs for English Learners* parent brochure, time to view the *Instructional Programs for English Learners* video, the reclassification criteria and a specified amount of time to ask and discuss questions. These opportunities will ensure that parents receive substantial and accurate information to make informed decisions regarding their child's instructional program placement.

III. INITIAL IDENTIFICATION AND PROGRAM PLACEMENT OF EXPANDED TRANSITIONAL KINDERGARTEN (ETK) STUDENTS

Schools will follow the same parental notification guidelines and procedures for ETK students when the initial Home Language Survey (HLS) identifies a potential English Learner with a language other than English or if there is reasonable doubt.

NOTE: The ELPAC Coding Roster available in MiSiS, will assist EL designees in identifying ETK students who must be assessed.

IV. ADMINISTRATOR RESPONSIBILITIES

Title I-funded districts must implement an effective system for communicating with parents of English Learners. The principal, as the custodian of records, is responsible for ensuring that evidence of effective parental communication is documented and maintained in the blue Master Plan folder in the cumulative record. The English Learner documentation contained in the folder must be secured, accurate, and complete.

When English Learner documentation is missing from the Master Plan folder or the cumulative record, a reasonable effort to obtain the documents must be made (at least 3 attempts). The procedures for sending EL documentation and making a reasonable attempt are:

- Annotate the school's copy indicating the original date the notification was sent.
- If the original notification is not returned within a reasonable amount of time (5-7 days), annotate the copy on file by indicating the date of the second notification attempt. Resend a copy of the annotated notification to the parent/guardian.



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- If the annotated notification copy is not returned within 3-5 days, contact the parent/guardian by telephone and request return of the notification. If contact by telephone is not successful, annotate the notification by indicating the date and time the call was made. File the annotated notification in the student's Master Plan folder in the cumulative record.

Failure to implement the District's notification procedures in this area could subject the school to uniform complaints under the District's Uniform Complaint Procedures and/or findings of non-compliance by the District, State or Title I and Title III auditors.

All attachments referenced in this document are available in English, Spanish, Armenian, Korean, and Chinese in the 'Forms' link on the Multilingual and Multicultural Education Department website at <http://mmed.lausd.net>.

RELATED RESOURCES:

[ESEA, Title I, Section 1112\(g\)\(1\)\(A\)](#)

[California Education Code, Section 440](#)

[2018 Master Plan for English Learners and Standard English Learners](#)

[BUL-5619.6, Reclassification of English Learners, dated July 26, 2018](#)

[BUL-3448.2, Master Plan Documentation for English Learners, ETK-12, dated February 4, 2016](#)

[MEM-5818.5, Nondiscrimination Required Notices and Ordering of Student Brochures, dated March 15, 2017](#)

[BUL-5159.7, Uniform Complaint Procedures, dated February 22, 2017](#)

[California Department of Education](#)

[English Learner Onsite 2018-19 Program Instrument](#)

ASSISTANCE:

For assistance or further information, please contact your Local District English Learner Programs Coordinator or the Multilingual and Multicultural Education Department at (213) 241-5582.



**Initial Notification of Enrollment and Placement in an Elementary
 Instructional Program for English Learners (Federal Title I and State Requirements)**

School: _____

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

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child.

Los Angeles Unified School District values the languages and cultures that English Learners (ELs) bring to their education. LAUSD provides various language acquisition programs options for ELs to achieve academic and English proficiency, and uses the language and cultural assets that ELs bring to their own learning to develop their proficiency in multiple languages. As a parent of LAUSD, you have the option to select any of the language acquisition programs that will best meet the linguistic and academic needs of your child. Please select one of the program options below:

Instructional Programs for English Learners in Elementary Schools				
Instructional Program (select one)	<input type="checkbox"/> Dual Language Two-Way Immersion Program (K-12)	<input type="checkbox"/> Dual Language One-Way Immersion Program (K-12)	<input type="checkbox"/> Language and Literacy in English Acceleration Program (K-12)	<input type="checkbox"/> Mainstream English Program (K-12)
For whom is the program designed?	<i>A program for English learners, English Only and English Proficient Students, where content instruction is provided in two languages: English and another language.</i>	<i>A program for English learners, where content instruction is provided in two languages: English and the EL’s primary language.</i>	<i>A program for English learners beginning to learn English (at ELPAC levels 1-3 minimum). All instruction is provided in English with primary language support if needed.</i>	<i>A program for English Only, English proficient students and English learners who are proficient in English.</i>
What instructional services are provided?	<i>Grade-level content instruction in English and another language (i.e., Spanish, Korean, Mandarin) Target Language Development English Language Development</i>	<i>Grade-level content instruction in both English and the primary language English Language Development</i>	<i>Grade-level content instruction in English with specialized methods of instruction Primary language instructional support if needed English Language Development</i>	<i>Grade-level content instruction in English English learners continue to receive English Language Development until reclassified.</i>
What is the goal of the instructional program?	<i>Achieve academic proficiency in two languages, bilingualism and biliteracy</i>	<i>Achieve academic proficiency in two languages, bilingualism and biliteracy</i>	<i>Achieve academic and English proficiency</i>	<i>Achieve academic and English proficiency</i>

Check if applicable: **Individualized Education Program (IEP) on file**



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A description of how your child’s program placement will contribute to meeting the objectives of the IEP is addressed during the student’s IEP meeting and is available at the school site upon request.

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English Language Development (ELD) standards. (EC Section 306[c])

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. (EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed on the first page, please contact your child's school to ask about the process.

Parents of English learners have a right to decline, opt their children out of the school district’s language acquisition program, or opt out of particular English learner service within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, the school district remains obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Reclassification Exit Criteria

The attached *Parent Notification of Reclassification Criteria* delineates the reclassification criteria for a student to exit the English learner program. (20 United States Code section 6312[e][3][A])

Graduation Rate for English Learners

In 2016-2017, the LAUSD English Learner four-year graduation rate was 51.2%. The district graduation rate is displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

The goal of language acquisition programs described on page one is for English learners to participate fully and meaningfully in a 21st century education that results in their attainment of English proficiency, mastery of grade level standards, and whenever possible, proficiency in multiple languages.

Principal: _____ Date: _____

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

- I understand the instructional programs available for my child and that he/she will be placed in an instructional program of my choice.
- I am interested in a Dual Language/Bilingual Program. I will submit a *Participation Request Form*.
- I have read the information above and would like to schedule a parent conference to discuss my child’s test results, program placement, or other program choices.

Parent signature

(____) _____
Telephone Number

Date



Notificación Inicial de Inscripción y Asignación en un Programa Académico de Primaria para Aprendices de Inglés (Requisitos Federales del Título I y Estatales)

Escuela: _____

Para los padres/tutores de: _____ Fecha: _____

Identificación del estudiante: _____ Fecha de nacimiento: _____ Grado: _____ Idioma primario: _____

Estimados padres o tutores: Cuando se inscribió a su hijo en nuestra escuela, se indicó un idioma diferente al inglés en la encuesta del idioma del hogar de su hijo. La ley nos exige que evaluemos a su hijo y que le notifiquemos acerca del nivel de competencia de su hijo en inglés. Estamos obligados a informarle sobre las opciones del programa de adquisición de idiomas, de donde puede elegir el que mejor se adapte a su hijo.

El Distrito Escolar Unificado de Los Ángeles valora los idiomas y culturas que los aprendices de inglés aportan a su educación. LAUSD ofrece varias opciones de programas de adquisición de idiomas para que los aprendices de inglés logren dominio académico y competencia del idioma inglés, y utiliza los recursos lingüísticos y culturales de los aprendices de inglés en su propio aprendizaje para que desarrollen su competencia en múltiples idiomas. Como padre de LAUSD, usted tiene la opción de seleccionar cualquiera de los programas de adquisición de idiomas que mejor satisfagan las necesidades lingüísticas y académicas de su hijo. Por favor, seleccione uno de los programas a continuación:

Programas Académicos para Aprendices de Inglés en Escuelas Primarias				
Programa académico (seleccione uno)	<input type="checkbox"/> Programa de Lenguaje Dual Bidireccional (K-12)	<input type="checkbox"/> Programa de Lenguaje Dual Unidireccional (K-12)	<input type="checkbox"/> Programa de Aceleración del Lenguaje y Lectoescritura en Inglés (K-12)	<input type="checkbox"/> Programa General de Inglés (K-12)
¿Para quién está diseñado este programa?	<i>Programa para aprendices de inglés y estudiantes competentes en inglés en el cual la instrucción del contenido se imparte en dos idiomas: inglés y otro idioma.</i>	<i>Programa para aprendices de inglés en el cual la instrucción del contenido se imparte en dos idiomas: inglés y el idioma primario del EL.</i>	<i>Programa para aprendices de inglés que empiezan a aprender inglés (niveles ELPAC 1-3 Mínimo). Toda la instrucción se imparte en inglés con apoyo en el idioma primario, si es necesario.</i>	<i>Programa para estudiantes competentes en inglés y aprendices de inglés con competencia razonable en inglés.</i>
¿Qué servicios de instrucción se proporcionan?	<i>Instrucción de contenido de nivel de grado en inglés y en otro idioma (i.e., español, coreano, mandarín)</i> <i>Desarrollo del lenguaje objetivo</i> <i>Desarrollo del idioma inglés</i>	<i>Instrucción de contenido de nivel de grado tanto en inglés como en el idioma primario</i> <i>Desarrollo del idioma inglés</i>	<i>Instrucción de contenido de nivel de grado en inglés con métodos especializados de instrucción</i> <i>Apoyo de la instrucción en el idioma primario, si es necesario</i> <i>Desarrollo del idioma inglés</i>	<i>Instrucción de contenido de nivel de grado en inglés</i> <i>Los aprendices de inglés siguen recibiendo desarrollo del idioma inglés hasta reclasificar.</i>
¿Cuál es el objetivo del programa académico?	<i>Lograr dominio académico en dos idiomas, bilingüismo y alfabetización bilingüe</i>	<i>Lograr dominio académico en dos idiomas, bilingüismo y alfabetización bilingüe</i>	<i>Alcanzar dominio académico e inglés</i>	<i>Alcanzar dominio académico e inglés</i>



Initial Notification of Enrollment and Placement in a Secondary Instructional Program for English Learners (Federal Title I and State Requirements)

School: _____

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

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child.

Los Angeles Unified School District values the languages and cultures that English Learners (ELs) bring to their education. LAUSD provides various language acquisition programs options for ELs to achieve academic and English proficiency, and uses the language and cultural assets that ELs bring to their own learning to develop their proficiency in multiple languages. As a parent of LAUSD, you have the option to select any of the language acquisition programs that will best meet the linguistic and academic needs of your child. Please select one of the program options below:

Instructional Programs for English Learners in Secondary Schools						
Instructional Program (select one)	<input type="checkbox"/> Dual Language Two-Way Immersion Program (K-12)	<input type="checkbox"/> Dual Language One-Way Immersion Program (K-12)	<input type="checkbox"/> Secondary EL Newcomer Program (6-12)	<input type="checkbox"/> Accelerated Learning Program for Long Term ELs (6-12)	<input type="checkbox"/> Language and Literacy in English Acceleration Program (K-12)	<input type="checkbox"/> Mainstream English Program (K-12)
For whom is the program designed?	<i>A program for English learners, English Only and English Proficient Students, where content instruction is provided in two languages: English and another language.</i>	<i>A program for English learners, where content instruction is provided in two languages: English and the EL’s primary language.</i>	<i>A one-year program for English learners who have been enrolled in U.S. schools for less than 2 years and are beginning to learn English.</i>	<i>A program for English learners who have been enrolled for 6 years or more as ELs and have not reclassified.</i>	<i>A program for English learners beginning to learn English (at ELPAC levels 1-3 minimum). All instruction is provided in English with primary language support if needed.</i>	<i>A program for English Only, English Proficient Students and English learners who are proficient in English.</i>
What instructional services are provided?	<i>Grade-level content instruction in English and another language (i.e., Spanish, Korean, Mandarin) Target Language Development English Language Development</i>	<i>Grade-level content instruction in both English and the primary language English Language Development</i>	<i>Grade-level content instruction in the student’s primary language English Language Development</i>	<i>Grade-level content instruction with differentiated instructional supports Students receive accelerated English language literacy instruction aimed to help them reclassify.</i>	<i>Grade-level content instruction in English with specialized methods of instruction in English Primary language instructional support if needed English Language Development</i>	<i>Grade-level content instruction in English English learners continue to receive English Language Development until reclassified.</i>
What is the goal of the instructional program?	<i>Achieve bilingualism, biliteracy and academic proficiency</i>	<i>Achieve academic proficiency in two languages, bilingualism and biliteracy</i>	<i>Achieve academic and English proficiency</i>	<i>Achieve academic and English proficiency</i>	<i>Achieve academic and English proficiency</i>	<i>Achieve academic and English proficiency</i>



Notificación Inicial de Inscripción y Asignación en un Programa Académico de Secundaria para Aprendices de Inglés (Requisitos Federales del Título I y Estatales)

Escuela: _____

Para los padres/tutores de: _____ Fecha: _____

Identificación del estudiante: _____ Fecha de nacimiento: _____ Grado: _____ Idioma primario: _____

Estimados padres o tutores: Cuando se inscribió a su hijo en nuestra escuela, se indicó un idioma diferente al inglés en la encuesta del idioma del hogar de su hijo. La ley nos exige que evaluemos a su hijo y que le notifiquemos acerca del nivel de competencia de su hijo en inglés. Estamos obligados a informarle sobre las opciones de programas de adquisición de idiomas, de donde puede elegir el que mejor se adapte a su hijo.

El Distrito Escolar Unificado de Los Ángeles valora los idiomas y culturas que los aprendices de inglés aportan a su educación. LAUSD ofrece varias opciones de programas de adquisición de idiomas para que los aprendices de inglés logren dominio académico y competencia del idioma inglés, y utiliza los recursos lingüísticos y culturales de los aprendices de inglés en su propio aprendizaje para que desarrollen su competencia en múltiples idiomas. Como padre de LAUSD, usted tiene la opción de seleccionar cualquiera de los programas de adquisición de idiomas que mejor satisfagan las necesidades lingüísticas y académicas de su hijo. Por favor, seleccione uno de los programas a continuación:

Programas Académicos para Aprendices de Inglés en Escuelas Secundarias						
Programa académico (seleccione uno)	<input type="checkbox"/> Programa de Lenguaje Dual Bidireccional (K-12)	<input type="checkbox"/> Programa de lenguaje Dual Unidireccional (K-12)	<input type="checkbox"/> Programa de Secundaria para Aprendices de Inglés Recién Llegados(6-12)	<input type="checkbox"/> Programa de Aprendizaje Acelerado para Aprendices de Inglés de Largo Plazo (6-12)	<input type="checkbox"/> Programa de Aceleración del Lenguaje y Lectoescritura en Inglés (K-12)	<input type="checkbox"/> Programa General de Inglés (K-12)
¿Para Quién está diseñado este programa?	<i>Programa para aprendices de inglés y estudiantes competentes en inglés en el cual la instrucción del contenido se imparte en dos idiomas: inglés y otro idioma.</i>	<i>Programa para aprendices de inglés en el cual la instrucción del contenido se imparte en dos idiomas: inglés y el idioma primario del EL.</i>	<i>Este es un programa de año para aprendices de inglés que han estado inscritos en escuelas de los EE.UU. por menos de 2 años y están empezando a aprender inglés.</i>	<i>Programa para aprendices de inglés que han estado inscritos en escuelas de EE.UU. por 6 años o más y no han reclasificado.</i>	<i>Programa para aprendices de inglés que empiezan a aprender inglés (niveles ELPAC 1-3 Mínimo). Toda la instrucción se imparte en inglés con apoyo en el idioma primario, si es necesario.</i>	<i>Programa para estudiantes competentes en inglés y aprendices de inglés con competencia razonable en inglés.</i>
¿Qué servicios de instrucción se proporcionan?	<i>Instrucción de contenido de nivel de grado en inglés y en otro idioma (i.e., español, coreano, mandarín) Desarrollo del lenguaje objetivo Desarrollo del idioma inglés</i>	<i>Instrucción de contenido de nivel de grado tanto en inglés como en el idioma primario Desarrollo del idioma inglés</i>	<i>Instrucción de contenido de nivel de grado con apoyo en el idioma primario, o en el idioma primario del estudiante Desarrollo del idioma inglés</i>	<i>Instrucción de contenido de nivel de grado con apoyos educativos diferenciados Los estudiantes reciben instrucción acelerada de alfabetización en inglés con el objetivo de ayudarlos a reclasificar.</i>	<i>Instrucción de contenido de nivel de grado en inglés con métodos especializados de instrucción Apoyo de la instrucción en el idioma primario, si es necesario</i>	<i>Instrucción del contenido de nivel de grado en inglés Los aprendices de inglés siguen recibiendo desarrollo del idioma inglés hasta reclasificar.</i>
¿Cuál es el objetivo del programa académico?	<i>Lograr el bilingüismo y la alfabetización bilingüe y el dominio académico</i>		<i>Alcanzar la competencia académica y en el idioma inglés</i>	<i>Alcanzar dominio académico e inglés</i>	<i>Alcanzar dominio académico e inglés</i>	<i>Alcanzar dominio académico e inglés</i>



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

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Date of Birth: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English Learner program. (20 United States Code section 6312[e][3][A])

Initial English Language Assessment Results

√	Initial Levels	Initial Descriptors
	Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral and written English skills. They can use English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
	Intermediate English Learner	Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
	Beginner English Learner	Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Based on 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 Language and Literacy in English Acceleration Program (formerly known as Structured English Immersion Program [SEI])
 - Your child is assigned to the Mainstream English Program (ME)
 - Your child is assigned to the program: _____
(Dual/bilingual program name)
 - Your child is on the waiting list for the Dual/Bilingual Program you requested: _____
(Dual/Bilingual Program name)
(The school is to provide a list of schools of where the Dual/Bilingual Program is available.)
- 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.

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

- I understand my child’s test results and I agree with the program placement.
- I would like a conference to discuss this information. My phone number is _____.

Parent Signature: _____ Date: _____



Notificación Inicial a los Padres sobre los Resultados de la Prueba de Lenguaje y Confirmación de la Asignación a un Programa

Nombre del alumno: _____ Escuela: _____ Fecha de la notificación: _____

Fecha de nacimiento: _____ Grado escolar: _____ Idioma Natal: _____

De conformidad con la ley, los conocimientos de inglés de su hijo se examinaron mediante la Prueba de California sobre el Aprendizaje Progresivo del Inglés (CELDT*). Utilizamos los resultados de esta prueba para decidir la mejor asignación de programa para su hijo. Tenemos la obligación de informarle los resultados de la prueba, nuestra recomendación del programa y todas las opciones de colocación disponibles para su hijo.

Su hijo recibió los siguientes resultados en la prueba inicial del idioma inglés:

√	Niveles Iniciales	Descriptorios iniciales
	Competente en el Idioma Inglés (IFE)	Los estudiantes de este nivel tienen habilidades de inglés oral y escrito bien desarrolladas . Ellos pueden usar habilidades en inglés. Pueden usar el inglés para aprender y comunicarse de manera significativa. En ocasiones pueden necesitar ayuda para usar el inglés.
	Intermedio Aprendiz de inglés	Los estudiantes de este nivel tienen habilidades de inglés oral y escrito moderadamente desarrollados . A veces pueden usar el inglés para aprender y comunicarse de manera significativa. Es posible que necesiten ayuda para comunicarse sobre temas conocidos en inglés y más ayuda sobre temas menos conocidos.
	Principiante Aprendiz de Inglés	Los estudiantes de este nivel tienen habilidades de inglés oral y escrito mínimamente desarrolladas . Pueden usar palabras y frases conocidas para comunicar el significado en un nivel básico. Pueden necesitar ayuda sustancial para usar el inglés.

Basado en estos resultados, se ha clasificado a su hijo como:

- Aprendiz de Inglés con competencia limitada en inglés (LEP*). Un Aprendiz de Inglés recibe instrucción en el programa que usted escoja. Al demostrar competencia en inglés, a su hijo se le reclasificará a la categoría de competente en inglés (FEP). Mediante la presente se confirma que:
 - Su hijo fue asignado en el programa de Aceleración del lenguaje y la alfabetización en Inglés (Antes conocido por programa de Inmersión Estructurada en Inglés [SEI*])
 - Su hijo fue asignado en el programa de Educación General de Inglés (ME*)
 - Su hijo fue asignado en el programa: _____
(nombre de programa dual o bilingüe)
 - Su hijo está en la lista de espera para el programa dual o bilingüe que usted solicitó:

(nombre de programa dual o bilingüe)
(La escuela tiene que proporcionar una lista de escuelas en las que esté disponible el programa).
- Competente en el Idioma Inglés.** Un alumno Competente en el Idioma Inglés (FEP*) no reúne los requisitos para recibir servicios destinados a los alumnos de inglés como segundo idioma. Su hijo recibirá instrucción al nivel de su grado escolar en el programa de inglés regular diseñado para alumnos cuya lengua materna es el inglés o alumnos competentes en el idioma inglés.

FAVOR DE MARCAR LA DECLARACIÓN CORRESPONDIENTE Y ENTREGAR ESTA HOJA CON SU FIRMA

- Entiendo los resultados de mi hijo en el examen y estoy de acuerdo con la asignación en el programa.
- Quisiera una conferencia para hablar sobre esta información. Mi número de teléfono es _____.

Firma del Padre: _____ Fecha: _____

*Acrónimos por sus siglas en inglés.