RECLASSIFICATION FOLLOW UP

Students who are reclassified are followed up at six (6) months, one (1) year and monitor their progress.

LONG TERM ENGLISH LEARNERS

English Learners who do not reclassify within five years are considered to be Long Term English Language Learners. The District has developed a comprehensive intervention plan to provide support for these students so that they can reclassify. Please contact the LADD for more information.

THE GOAL OF ENGLISH LEARNER PROGRAMS IS FOR STUDENTS TO RECLASSIFY WITHIN FIVE YEARS.

For more information please call
The Language Assessment and Development Department
(626)396-3600, Ext. 88280

Pasadena Unified School District
Language Assessment and Development Department
351 S. Hudson Ave, Room 209
Pasadena, CA 91109
(626)396-3600 Ext: 88280
THE JOURNEY OF AN EL STUDENT

STEP 1: HOME LANGUAGE SURVEY
When parents register their students in school, they complete a registration form which contains the Home Language Survey with these questions:
1. What was the first language your child learned?
2. What language does your child use most frequently at home?
3. What language do you use most frequently to speak to your child?
4. If possible, what language do you prefer to receive school communications?

STEP 2: ELPAC TEST
If the answer to the first three questions is a language other than English, federal law requires that the student take the English Language Proficiency Assessment for California (ELPAC). If the student’s initial score is Novice English Learner (Level 1) or Intermediate English Learner (Level 2) on the ELPAC, the student is not proficient in English and therefore, is an English Learner.

STEP 3: DEVELOPING PROFICIENCY IN ENGLISH
Students who are identified as English Learners receive English Language Development daily for at least 30 minutes to develop their skills in listening, speaking, reading and writing. In addition to learning English, students are expected to achieve proficiency in math, science, and social studies/history.

Teachers use a variety of techniques to help students with this. For example, teachers teach key vocabulary words for each subject. They use pictures, charts, or graphs so that students can more easily follow the lesson. The teacher may speak more slowly or may use words in Spanish to help students understand. Teachers may give students more time when answering a question. They then give students opportunities to practice new words/concepts they have learned with other students.

STEP 4: MEETING THE RECLASSIFICATION REQUIREMENTS
Students are considered for reclassification if they have met the following requirements:

1) Assessment of English Language Proficiency:
EL students must have an overall score of Level 3 or 4 on the ELPAC in all three areas of the overall levels, which are the overall (ELPAC level, the Oral Language Level, and the Written Language Level.)

2) Performance in Basic Skills in English Language Arts:
EL students will be required to perform at grade independent level in elementary, and at basic or higher in secondary, as reflected on their score on the Informal Reading Inventory (IRI) or Houghton Mifflin Reading Inventory (HMRI) respectively. Additionally, an EL student may also reclassify if they score at Standard Exceeded or Standard Met on the Smarter Balanced Summative Assessment for English Language Arts/Literacy of the California Assessment of Student Performance Progress (CAASPP).

3) Teacher Evaluation of Curriculum Mastery:
EL students will be required to have a grade of C or better in ELA on their report card.

4) Parent Opinion and Consultation:
Parents must be notified of right to participate in the reclassification process. If student meets the above requirements, he/she will be reclassified from an English Learner to Fluent English Proficient.