



ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

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

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

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child’s proficiency level in English. We must also provide you with the school’s recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 United States Code 7012 and 6312[g][1][A]; California Education Code Section 48985; and Title 5 of the California Code of Regulations Section 11309[a][b][1])

Your child’s current English proficiency level is _____, according to their most recent California English Language Development Test (CELDT) results.

Based on these results, your child has been identified as an:

- English learner (EL) with less than reasonable fluency in English** and assigned to the Structured English Immersion Program.
- English learner (EL) with reasonable fluency in English** and assigned to the English Language Mainstream Program.

Check if applicable:

- Individualized Education Program (IEP) on file**
A description of how your child’s recommended program placement will meet the objectives of the IEP is available at your child’s school of residence.

Academic Achievement Results

Content Area	California Standards Tests (Performance Level)
English Language Arts	
Mathematics	

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child’s primary language, you must apply for a “Parental Exception Waiver.”

English Language Proficiency Levels		Program Placement
Advanced	Reasonable fluency***	English Language Mainstream *** or an Alternative Program with an approved Parental Exception Waiver
Early Advanced		
Intermediate		
Early Intermediate	Less than reasonable fluency***	Structured English Immersion*** or an Alternative Program with an approved Parental Exception Waiver
Beginning		
		Other Instructional Setting based on IEP

***Districts determine what levels constitute “reasonable fluency” and “less than reasonable fluency”.



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Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program.

****** Parents/Guardians have the right to request a "Parental Exception Waiver" for an alternative program.** California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child's school to apply for a "Parental Exception Waiver" each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Criteria	Type of Evidence	Standard
English Language Proficiency	CELDT results	Overall early advanced or advanced with no domain scores lower than the Intermediate level.
Academic Achievement: Comparison of Performance in Basic Skills	California Standards Tests of English Language Arts	<u>Grades K – 2:</u> Curriculum-embedded assessment results demonstrate that the student is sufficiently proficient in English to participate in a curriculum designed for students of the same age whose native language is English. <u>Grades 3 - 12:</u> Score at or above mid-Basic on the CST/ELA or CMA/ELA (≥ scale score 350). 1. A student whose scale score ranges from 324 – 349 may be considered for reclassification provided that curriculum-embedded grade-level assessments in English language arts corroborate that the student is achieving at levels comparable to grade-level English-speaking peers. 2. The CMA/ELA may replace the CST/ELA for a special education English learner who meets state eligibility criteria to take this alternative assessment.
Teacher Evaluation of Curriculum Mastery	Student classroom performance and work products Report card grades	The teacher recommends reclassification based on a review of the student's mastery of the curriculum and other relevant factors. <u>Note:</u> Deficits in motivation and academic performance unrelated to English proficiency do not preclude reclassification.
Parental Opinion and Consultation	Evidence of consultation and opportunity for a face-to-face meeting between staff and parent	The parent is consulted and provided an opportunity to agree/disagree with the recommendation to reclassify the student.

Graduation Rate

The expected rate of graduation for students in this program is 79.96 percent.

Please telephone your school first, and then if you need more questions answered, you may call the Multilingual Literacy Department at (916) 643-9446 if you would like to schedule a parent conference to discuss your child's options for program placement.