ANNUAL PARENT NOTIFICATION LETTER
Federal Title III and State Requirements

Sacramento City Unified School District

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 language acquisition program options. This letter also explains how we decide when a student is ready to exit the English learner program.

Your child's current English proficiency level is _____, according to their most recent English Language Proficiency Assessment for California (ELPAC) 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 Structured English Immersion in 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.

Language Acquisition Program Placement Options for English Learners

The chart below shows all program placement options. A more detailed description of each program follows.

Parents of English learners have the right to choose the language acquisition program that best suits the needs of their child. If a desired program is not available, parents may request an alternative language acquisition program for consideration by the district. For more information on available alternative language acquisition programs or to make a request, call (916) 643-9446 or visit the Multilingual Literacy Department webpage at http://www.scusd.edu/multilingual-literacy-english-language-learners.

English Language Proficiency Levels (ELPAC)		Program Placement
Level 4: Well Developed	Reasonable fluency	English Language Mainstream or an Alternative Language Program
Level 3: Moderately Developed		
Level 2: Somewhat Developed	Less than reasonable fluency	Structured English Immersion or an Alternative Language Program
Level 1: Beginning State		
		Other Instructional Setting based on IEP

Academic Achievement Results
Not all assessments listed below are applicable to all grade levels. Only one is necessary to qualify.

Content Area	CA Assessment of Student Performance and Progress (CAASPP) (Grades 3-8, and 11)		SCUSD District Interim Assessment (Grades K-12)		iReady Diagnostic Assessment (Grades K-8, at some schools only)	
	Score	Level	Score	Level	Score	Level
English Language Arts						
Mathematics						

Description of Program Placement Options and Goals for English Learners

All language acquisition programs include English Language Development (ELD) instruction and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in 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, and are provided intensive support in English. Instruction is based on ELD standards and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

❑ **Structured English Immersion in an English Language Mainstream Program (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, and are provided with strategic support in English. Instruction is based on ELD standards and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

❑ **Alternative Language Acquisition Program (ALT):** In SCUSD, there are alternative bilingual programs in Spanish, Hmong and Chinese. In most of the alternative programs, the goal is literacy in English and the target language. In the early grades of alternative programs, students are taught core subjects overwhelmingly in a target language other than English. As students move to higher grades, some core subjects are taught in English, resulting in students learning two languages. Teachers must receive special training to work in alternative programs. 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.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. However, districts remain obligated to provide the student meaningful instruction 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.

SCUSD Graduation Rate: The expected rate of graduation for students in this program is 80.0% (Fall 2020).

Criteria to Exit the EL Program (Reclassification)

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	ELPAC Results	Overall score of Level 4.
Academic Achievement: Comparison of Performance in Basic Skills **Please see the attachment for exact scores required at each grade level for these assessments.**	District Interim Assessment	Grades 1 - 11: Scores on new district interim assessments that are comparable to students' English-speaking peers.
	iReady	Grades K-8 Scores from the iReady Diagnostic Assessment (at some schools only) that are comparable to students' English-speaking peers.
	CAASPP	Grades 3-8 and 11 Scores on the English language Arts portion of the CA Assessment of Performance and Progress (CAASPP) that are comparable to students' English-speaking peers.
Teacher Evaluation of Curriculum Mastery	Report card grades Student classroom performance and work products	The teacher recommends reclassification based on a review of the student's mastery of the curriculum. Grades 1-6: Report card grades* of "high" 2, 3 or 4 in English Language Arts; Grades 7-12: Report card grades* of C- or better in English Language Arts; * Factors that may affect grades but which are unrelated to the mastery of English Language Arts such as behavior, motivation, or homework, etc. do not affect reclassification.
Parental Opinion and Consultation	Evidence of meeting between staff and parent	The parent is consulted and provided an opportunity to agree/disagree with the recommendation to reclassify the student.

If you have questions regarding your student, please contact your school. If you have questions regarding English learner programs in general, please call the Multilingual Literacy Department at (916) 643-9446.