



# ALVORD UNIFIED SCHOOL DISTRICT

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## Annual Parent Notification Letter Federal Title I or 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):** School districts are required to annually assess the language proficiency of students learning English as well as notify parents/guardians of their child’s proficiency level in English. School districts must describe available language acquisition program options for which you may choose the one that best suits your child. Additionally, California Education Code 313.2 requires school districts to annually notify parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL). This letter also contains the criteria for a student to exit the English learner program.

Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])		
Composite	Performance Level	Scale Score
Overall		
Oral Language		
Listening Domain		NA
Speaking Domain		NA
Written Language		
Reading Domain		NA
Writing Domain		NA

Academic Achievement Results (20 U.S.C. Section 6312[e][3][A][ii])		
Skill Area	Measure Used	Scale Score
English Language Arts		
Mathematics		

### Individualized Education Program (IEP) on file:

Yes  No

If your child has an Individualized Education Plan (IEP), please refer to your child’s IEP for current goals and services. As an identified English learner with exceptional needs, your child will receive the required language acquisition support to access core content. (20 U.S.C. Section 6312[e][3][A][vii])

### Long Term English Learner/At Risk of Becoming a Long Term English Learner

Your child meets the criteria for:

- Long Term English Learner (LTEL) *(please see following page for full definition)*
- At Risk of Becoming a Long Term English Learner (ARLTEL) *(please see following page for full definition)*

### Language Acquisition Programs (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

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.

### Language Program Options for English Learners

*(please see following page for full description)*

**Structured English Immersion (SEI) Program:** A language acquisition program for English learners at the beginning levels of English language proficiency.

**English Language Mainstream (ELM):** A language acquisition program for English learners at the intermediate or higher levels of English language proficiency.

**Dual-Language Immersion (DLI) Program:** A language acquisition program in which students are taught core subjects in their primary language as well as English Language Development in English. *This program begins in kindergarten (K) and is offered at Terrace and Valley View elementary schools.*

### Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The graduation rate for English Learners in Alvord Unified School District is 86.6%. Additional information is available on the California Dashboard web page at <https://www.caschooldashboard.org/>.

## Language Program Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

Required Criteria (California Education Code Section 313[f])	Alvord Unified School District Reclassification Criteria
English Language Proficiency Assessment	A score of 4 Overall on the ELPAC Summative.
Teacher Evaluation	A grade of 3/C- or higher in English Language Arts for most recent completed semester, or Teacher Evaluation Tool if student met English Language and Basic Skills assessment criteria but did not meet the ELA grade criteria.
Parental Opinion and Consultation	Parent Notice and Participation
Comparison of Performance in Basic Skills	A minimum basic skills score* on an English Language Arts assessment: (PELI/DIBELS, CAASPP ELA, PSAT). *varies by grade & test

Description of Program Options and Goals for EL	Requesting a Language Acquisition Program
<p><b>Structured English Immersion (SEI) Program:</b> A language acquisition program for English learners at the beginning levels of English language proficiency in which classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content. Some assistance may be provided in the primary language when available.</p> <p><b>English Language Mainstream (ELM):</b> A language acquisition program for English learners at the intermediate or higher levels of English language proficiency. At minimum, students are offered ELD and access to grade level academic subject matter content. Students receive any additional support needed to recoup academic deficits that may have been incurred while learning English as a second language and be reclassified as fluent English proficient.</p> <p><b>Dual-Language Immersion (DLI) Program:</b> Also referred to as <b>Two-Way Immersion</b>. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. <i>This program begins in kindergarten (K) and is offered at Terrace and Valley View elementary schools.</i></p>	<p>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. (20 U.S.C. Section 6312[e][3][A][viii][III]); <i>EC</i> Section 310[a])</p> <p>We are required to provide a <b>Structured English Immersion (SEI)</b> program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction.</p> <p>Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (<i>EC</i> Section 52062) If interested in a different program from those listed above, please contact the English Learner Support Services Department at (951) 509-5094 to ask about the process.</p> <p>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. (20 U.S.C. Section 6312[e][3][A][viii]) However, school districts remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations a, Section 11302)</p>
<b>Definition of Long Term English Learner (LTEL)/ At Risk of Becoming a Long Term English Learner (ARLTEL) Education Code 313.1</b>	
<p><b>Long Term English Learner (LTEL)</b> An English learner (EL) student to which all of the following apply:</p> <ol style="list-style-type: none"> <li>(1) is enrolled in grades six through twelve, inclusive; and</li> <li>(2) has been enrolled in a U.S. school for six or more years; and</li> <li>(3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English language development test; and</li> <li>(4) For students in grades six through nine, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP ELA.</li> </ol>	<p><b>At Risk of Becoming a Long Term English Learner (ARLTEL)</b> An English learner (EL) student to which all of the following apply:</p> <ol style="list-style-type: none"> <li>(1) is enrolled in grades 3-12, inclusive; and</li> <li>(2) has been enrolled in a U.S. school for four or five years; and</li> <li>(3) has scored at the intermediate level or below on the prior year's English language development test; and</li> <li>(4) For students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP ELA.</li> </ol>
<p>All English learners continue to receive English language development and content instruction designed to provide both access at their level of English proficiency and support any language needs they may have for full participation in all their content courses. Additionally, LTELs are monitored for specific language needs and may be candidates for the Advanced Academic Language Development (AALD) course offered at middle and high school settings. This course is designed to ensure that LTELs are college and career ready by specifically targeting their unique linguistic and academic needs. Please see your child's school administrator or counselor regarding this course option and other available supports (i.e. counseling and core subject intervention).</p>	