



**Alvord Unified School District
INITIAL 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): 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][i],[v],[vi])

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
Overall	Proficiency Level: Score:
Oral (Listening and Speaking)	
Written (Reading and Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an
 English learner (EL) Initial Fluent English Proficient (IFEP) student.

_____ **If you feel that this designation does not accurately reflect your child's English language proficiency you may request a review by contacting the EL Office at (951) 509-5094. A request for review of a student's initial language designation must be completed before the administration of the Summative ELPAC, which begins in February of each school year.**

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.

Exit (Reclassification) Criteria

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

Required Criteria (California Education Code [EC] 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 has met English Language and Assessment of Basic Skills criteria and not ELA grades.
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: (K-3 PELI/DIBELS, 4-9 & 12 CAASPP ELA, 10 & 11 PSAT) *varies by grade and test

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for English Learners in Alford Unified School District is 85.8%. District graduation rate displayed on the Graduate Data report, is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Terrace and Valley View elementary schools offer a Dual Language Immersion program (DLI) that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and Spanish for instruction. (See the description below.)

Requesting a Language Acquisition Program

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

Description of Program Options and Goals for English Learners

- Structured English Immersion (SEI) Program:** A language acquisition program for English learners at the beginning levels of English language proficiency in which nearly all 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.
- English Language Mainstream (ELM):** 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.
- Alternative Program (ALT):** A language acquisition program in which students are taught core subjects in their primary language as well as English Language Development in English. Teachers receive specialized training to work in this program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards.
- Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. 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. **This program begins in kindergarten (K) and is offered at Terrace and Valley View elementary schools.**

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]); *EC* Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* 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.

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)

Based on the results of your child's most recent language proficiency assessments, the District recommends that your child be assigned to _____ Program. You have chosen _____ Program.

Parent Signature _____ Date _____