



ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92879 | P: (951) 509-5000 | F: (951) 358-1500

INITIAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of:	
School:	Date of Birth:
Date:	Grade:
Student ID #:	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 (EL) status. (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:	
<input type="checkbox"/> English learner (EL)	<input type="checkbox"/> Initial Fluent English Proficient (IFEP) student.
<i>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.</i>	

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 (EC Section 313[f])	Alvord Unified School District Reclassification Criteria
English Language Proficiency Assessment	A score of 4 Overall on the ELPAC Summative.



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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, K-12 iReady) *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 Alvord Unified School District is 88.8%. 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

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide 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]).

Language Acquisition Programs Offered

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (*EC* Section 305[a][2]). Alvord offers the following language acquisition programs:

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. Some assistance may be provided in the primary language when available.

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.** For information on this option for your child in first (1st) – fifth (5th) grade, please call (951) 509-5094.

Choosing a Language Acquisition Program

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.

Opting out of Language Acquisition Programs or Services

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

