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08/20/2020

**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:

State Student ID #:

Primary Language:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child’s Home Language Survey when your child first enrolled in our school. State and federal laws require 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 available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

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

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	Status: [Insert Overall Performance Level] Score: [Insert Overall Score]
Oral Language (Listening and Speaking)	[Insert Oral Level]
Written Language (Reading and Writing)	[Insert Written Level]

Based on results of the English language proficiency assessment, your child has been identified as an [\[Insert Calculated_ELAS\]](#) student.

Your child is participating in an Individualized Education Program (IEP), which is on file: [\[Insert IEP_on_FILE\]](#)

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C Section 6312[e][3][A][vii]).

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 *[insert LEA name]* exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	<i>[Insert LEA name]</i> Criteria [LEA inserts local_board-approved reclassification criteria]
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	<i>[Insert teacher evaluation criteria]</i>
Parental Opinion and Consultation	<i>[Insert parental opinion and consultation criteria]</i>
Comparison of Performance in Basic Skills	<i>[Insert comparison of performance in basic skills criteria]</i>
Not Applicable	Optional: <i>[Insert other LEA criteria]</i>

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

The expected rate of graduation for students in this program is [\[Graduation_Rate\]](#) percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). 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]). We also offer the following language acquisition programs:

[Note to LEA: Insert all language acquisition programs offered. Modify the language acquisition program descriptions, according to the program options offered. Remove the language acquisition programs that are not offered.]

Structured English Immersion 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.

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 another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

Transitional Bilingual Program: A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction all in English.

Developmental Bilingual Program: Language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.

Heritage Language Program: Language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy development and academic instruction. These enable non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students 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 or 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 *[insert LEA contact name and information]* to ask about the process.

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]).