



2020-2021 Annual Parent Notification Letter

Federal Title I or Title III and State Requirements

Date:

Student ID #:

Grade:

Student SSID #:

Date of Birth:

Primary Language:

School:

To the parent(s)/guardian(s) of:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (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	Scale Score	Performance Level
Overall		
Oral Language		
Written Language		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

Individualized Education Program (IEP) on file:

A description of how your child’s recommended program placement will meet the objectives of his/her IEP is noted on the Special Factors page of your child’s IEP. You may contact your child’s teacher if you need another copy of his/her IEP. (20 U.S.C Section 6312[e][3][A][vii])

Academic Achievement Results

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

Skill Area	Smarter Balanced Assessment Consortium (SBAC)	iReady
English Language Arts		
Mathematics		

Language Acquisition Programs

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

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.)

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

A description of the language acquisition programs provided in Stockton Unified are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

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 pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

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.

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 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 Language Development Office at (209) 933-7075 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, LEAs 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. (5 California Code of Regulations Section 11302). Please inquire at your school site regarding the-opt out process at the Language Development Office at (209) 933-7075

Graduation Rate for English Learners

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

The expected rate of graduation for EL students in this program is **70.2%**

District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Long Term English Learner (LTEL)/ At Risk of Becoming a Long Term English Learner (ARLTEL)

California Education Code 313.2 requires local educational agencies and charter schools 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).

Your student is identified as:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (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 (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year’s English language development test; and (4) has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP- ELA. For more information see Education Code 313.1

The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners will include explicit direct instruction in language development in all four domains (listening & speaking, reading & writing).

The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age-appropriate to Intervention that will target individual student needs and will include progress monitoring and evaluation of intervention effectiveness utilizing multiple measures

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])	Local Educational Agency (LEA) Criteria
English Language Proficiency Assessment	ELPAC overall equal to 4
Teacher Evaluation	Grades K-12: Teacher agrees that the student should be reclassified from English Learner (EL) to Reclassified Fluent English Proficient (RFEP) Any deficits in motivation or performance are unrelated to English language proficiency
Parental Opinion and Consultation	Parent is notified that child meets reclassification criteria and provided opportunity for opinion and consultation.
Comparison of Performance in Basic Skills	SBAC score of met or exceeded standard. Met iReady reclassification score by grade level.