California Department of Education
June 2020

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 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 contains 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])

The tables below summarize the structure of the language assessment results that are found on the ELPAC Student Score Report. An illustrated how-to guide is attached to this letter to assist you with accessing your student's ELPAC Student Score Report in Aeries.

The ELPAC Starting Smarter website helps parents understand student scores and reports, view sample test questions, and provide additional free resources to support your child's learning. https://elpac.startingsmarter.org/

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	2019−2020 Summative ELPAC Post-Test Guide Page 26-27	● *Well Developed (Level 4)* ● *Moderately Developed (Level 3)* ● *Somewhat Developed (Level 2) Beginning to Develop (Level 1)*
Oral Language	2019−2020 Summative ELPAC Post-Test Guide Page 26-27	● *Well Developed (Level 4)* ● *Moderately Developed (Level 3)* ● *Somewhat Developed (Level 2) Beginning to Develop (Level 1)*
Written Language	2019−2020 Summative ELPAC Post-Test Guide Page 26-27	● *Well Developed (Level 4)* ● *Moderately Developed (Level 3)* ● *Somewhat Developed (Level 2) Beginning to Develop (Level 1)*

Domain	ELPAC Performance Level
Listening	• *Well Developed (Level 3)* • *Somewhat/Moderately (Level 2)* • *Beginning to Develop (Level 1)*
Speaking	• *Well Developed (Level 3)* • *Somewhat/Moderately (Level 2)* • *Beginning to Develop (Level 1)*
Reading	• *Well Developed (Level 3)* • *Somewhat/Moderately (Level 2)* • *Beginning to Develop (Level 1)*
Writing	• *Well Developed (Level 3)* • *Somewhat/Moderately (Level 2)* • *Beginning to Develop (Level 1)*

Your child is participating in an Individualized Education Program (IEP), which is on file: [Insert Yes or No]

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (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 EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The [insert LEA name] exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	[Insert LEA name] Criteria *[LEA inserts local board-approved reclassification criteria]*
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	*Yes*
Parental Opinion and Consultation	*Yes*
Comparison of Performance in Basic Skills	*SBAC or District Benchmark Assessment*

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

The Smarter Balance Consortium (SBAC) results are found on the Student Score Report. An illustrated how-to guide is attached to this letter to assist you with accessing your student's Student Score Report in Aeries.

The CAASPP Starting Smarter website helps parents understand student scores and reports, view sample test questions, and provide additional free resources to support your child's learning. https://ca.startingsmarter.org/

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 driven by the Auburn Union School District English Learner Program objective to have English learners reclassify within five years of enrolling in the District, and to have English learners have improved by at least one level in English proficiency, each year, as measured on the Summative ELPAC assessment. The graduation rate for English learners is 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 a minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]). We also offer the following language acquisition programs:

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.

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 and 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 Education 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]).

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 (check if applicable):

☐ **Long Term English Learner** ☐ **At Risk of Becoming a Long Term English Learner**

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.

If you have any questions about the Auburn Union School District English Learner Program, please contact Olivia Conn at oconn@auburn.k12.ca.us

Sincerely,

Olivia Conn

Olivia Conn

Coordinator of English Learners and Assessments