



Marysville Joint Unified School District PARENT NOTIFICATION LETTER

State and Federal Title III Requirements Initial Assessment Results and Program Placement for English Learners

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

Student ID #: _____ DOB: _____ Grade: _____

School: _____ Date: _____

Primary language: _____

If available, label may be placed here.

Dear Parent(s) or Guardian(s): Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to California Education Code (EC) 52164.1[b] and [c], and the California Code of Regulations (CCR)11307[a], our school district is required to assess the English and primary language proficiency of your child. These assessments are used to determine appropriate program placement. As required by EC 52164.1[c] and federal law (5 CCR 11511.5), this form notifies you of these assessment results, your child's program placement recommendation, the program options that are available to your child and the district's exit criteria.

Language Assessment Results

Your child has been evaluated for English and primary language proficiency. The results are as follows:

Skill Area	English Proficiency Level (CELDT*)	Primary Language Proficiency Level <i>Test: Date Administered:</i>
Listening		
Speaking		
Reading		
Writing		
Overall Performance		

*These scores are based on district scoring using the testing contractor's scoring guide. The contractor will send individual student reports to districts, and districts must provide this information to parents within 30 days.

Language Designation

Based on results of the California English Language Development Test (CELDT), your child has been identified as:

- English learner (EL)** with *less than reasonable fluency in English* who will be assigned to the Structured English Immersion Program.
- English learner (EL)** with *reasonable fluency in English* who will be assigned to the English Mainstream Program.
- Fluent English proficient (FEP) student** who will be placed in the district's regular core curriculum.

Check if applicable:

- Individualized Education Program (IEP) on file:** Describe how current program will meet objectives of IEP.

Program Placement Options for English Learners

A more detailed description of all English learner program placement options and goals can be found on page 2 of this document. To request that your child be assigned to an Alternative Program in which a significant amount of instruction is provided in your child's primary or home language, you must apply for a Parental Exemption Waiver.

CELDT Performances Level		Program Placement
Advanced	Reasonable fluency ----- -----	English Language Mainstream *** (or an alternative Education Program with an approved parental waiver)
Early Advanced		
Intermediate		
Early Intermediate	Less than reasonable fluency	Structured English Immersion*** (or an alternative Education Program with an approved parental waiver)
Beginning		
		Other Instructional Setting as per IEP

Description of Program Placement Options and Goals for English Learners

- **In order to meet the educational needs of English learners, all programs must include English Language Development (ELD) and differentiated instructional strategies.**
- **Structured English Immersion (SEI):** Students who score at *less than reasonable fluency* are placed in an SEI program and are taught overwhelmingly in English, but may be supported in the students' primary language, if applicable. English learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** Students who score at *reasonable fluency* in English are placed in an ELM program in a classroom with native speakers of English and/or other English learners scoring at a similar level. English learners receive instruction in ELD and other core subjects through effective teaching strategies from trained, authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students receive additional appropriate instruction in order to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).
- **Alternative Program (Alt):** Students with an approved parental exemption waiver*** receive core instruction through their primary language and instruction in ELD from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students continue to receive additional and appropriate instruction in order to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).

*** California state law gives parents the right to request that their child be placed in an alternative program.

To place your child in an alternative program, you must personally visit the school to apply for a parental exemption waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special needs exist.

➤ *Note: At any time during the school year, you may have your child moved into the English Language Mainstream Program.*

Parents/Guardians have the right to request a parental exemption waiver for an alternative program or to request withdrawal from an SEI placement.

A school visitation is required to request a waiver or withdrawal!

Please call the school if you would like to schedule a conference to discuss program options for your child or check below to have the school call you.

____ Please call me to schedule a conference regarding program options for my child.

Reclassification (Exit) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement so they can meet the district's exit/reclassification criteria.

The district's reclassification criteria are indicated below:

Required Criteria (Education Code 313)	Marysville Joint Unified School District Criteria
CELDT	Overall Proficiency Level (OPL) of Advanced or Early Advanced with all subtest scores of Intermediate or higher.
California Standards Test (CST)	324 or above on CST in Language Arts
Teacher Evaluation of Academic Performance	The student's teacher(s) must recommend the student based on academic performance, including grades. It is strongly recommended that student holds a GPA of 2.0 in all academic classes.
Parental Consultation	After site and district approval, Parent/Guardian is notified and given an opportunity to consult with staff regarding programs to further increase prospects for academic achievement.

If no response is received from the parent within 15 days, placement will proceed as described above.