



Coachella Valley Unified School District
Annual 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): 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	

Check if applicable: **Individualized Education Program (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])

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

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

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

[AB 81](#) 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

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 <i>Education Code</i> Section 313[f])	Local Educational Agency (LEA) Criteria
English Language Proficiency Assessment	<i>Score of an overall Performance Level 4 (Well Developed) on ELPAC.</i>
Teacher Evaluation	<i>Teacher evaluation based on overall student performance and observation. .</i>
Parental Opinion and Consultation	<i>Parent recommendation and support for reclassification.</i>
Comparison of Performance in Basic Skills	<ul style="list-style-type: none"> • <i>70% average on CVUSD writing assessments</i> • <i>CAASPP/SBAC Standards Met or Standards Exceeded (Nearly Met w/70% on district writing assessment.) Students who Nearly Met may have additional documentation reviewed to be considered in the LAT discussions. Additional documents may include curriculum standards-based assessments, writing samples, reading levels, triennial IEP scores.</i>
Not Applicable	<i>Other: For grades 10-12 a Reading Inventory minimal score of 890, 985 and 985 respectively – if missing CAASPP/SBAC scores.</i>

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

The expected rate of graduation for ELs is 66.41%.

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

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.)

*Some of our school(s) also offer a **Developmental Bilingual and/or a Dual Language Immersion** program that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and another language 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 the *Coachella Valley Unified School District* are listed below. (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. Students at the elementary and middle school levels are offered ELD and access to grade level academic subject matter content. Students at the high school level receive language support through in their ELA SDAIE supported class.

Developmental Bilingual Program/Dual Language Immersion: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil'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 K and continues with the goal of biliteracy to sixth grade. A transition program is offered at the middle school level, with 2 classes being taught in the student's primary language for continuity in dual language instruction.

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 *English Learner Services Office of Coachella Valley USD* at (760) 848-1018 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)