

Adelanto *Elementary School District*

TO: Parents/Guardians

FROM: Tasha Doizan, Ed.D.

SUBJECT: Parent/Guardian Notification of Scores and Placement: Initial English Language Proficiency Assessments for California (ELPAC)

DATE: August 2021

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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]).

Your child’s Student Score Report is attached to this letter.

The Score Report indicates your child’s Language Assessment Results and their English Language Acquisition Status or ELAS (20 U.S.C Section 6312[e][3][A][ii]). Your child’s ELAS is based on the results of the Initial ELPAC child took.

If this box is marked, your child is participating in an Individualized Education Program (IEP), which is on file: . 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 students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Adelanto Elementary School District’s (AESD’s) exit or “Reclassification” criteria are listed below.

Required Criteria (EC Section 313[f])	AESD Criteria *Most Recent Score but not more than One Year Prior
Summative English Language Proficiency Assessment (ELPAC)	ELPAC Overall Performance Level of 4*
Teacher Evaluation	Student’s Academic Performance, including: “3” or “4” in ELA on Report Card/Progress Report for TK-5* “C” or Better on Report Card/Progress Report for 6-8*
Parental Opinion and Consultation	Parent Meeting (in person, virtual, phone)
Comparison of Performance in Basic Skills	STAR Early Literacy (K) or STAR Reading (1-8) Percentile Rank of 32 or Above* OR

CAASPP ELA score of Meets or Exceeds or Nearly Meets in 3 of the 4 Claims (3-8)* OR Reading Inventory score of Basic or above (6-8)* OR Diebels score of Benchmark or above (K-5)*
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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]). The AESD offers the following language acquisition programs:

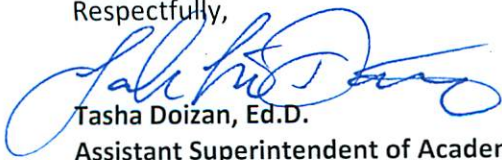
- *Structured English Immersion (SEI) Program*: A language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated ELD and 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 eighth grade.

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 your school site to ask about the process.

Although schools have an obligation to serve all English Learners (EL), parents or guardians of ELs 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 and continue to be required by the California Department of Education to take the Summative ELPAC each year, until they are Reclassified. 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]).

Respectfully,



Tasha Doizan, Ed.D.
Assistant Superintendent of Academic Services