



California Department of Education
July 2023

Sample Letter
Lashon Academy/City Charter School
Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: *[Insert Last_Name]*, *[Insert First_Name]* School: *[Insert School_Name]* Date: *[Insert Date_Testing_Completed]*

State Student ID #: *[Insert Student_ID]* Date of Birth: *[Insert Date_of_Birth]* Grade: *[Insert Tested_Grade]*

Primary Language: *[Insert Primary_Language_Name]*

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner (EL) student. Each year, we are required to assess your child and notify you of your child's English language proficiency level. 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 identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii],[vi]).

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

Please see your child's Language Assessment Results attached.

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, if applicable, is identified 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 Lashon Academy's exit (reclassification) criteria are listed below.

Required Criteria (<i>EC</i> Section 313[f])	<i>Lashon Academy/City</i> Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4



Required Criteria (EC Section 313[f])	Lashon Academy/City Criteria
Teacher Evaluation	<i>Report Card Marks of 3 or 4 in ELA and ELD</i>
Parental Opinion and Consultation	<i>Parent Consultation and Approval</i>
Comparison of Performance in Basic Skills	• <i>Benchmark Testing (NWEA) scores of meeting and/or exceeding in all ELA skill areas.</i> <i>And</i> • <i>3 or 4 on each of the components of the rubric in the Fall and Spring School Writing Exam</i>

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

Please see your child's Academic Assessment Results attached.

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 EL students 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** program option (EC Section 305[a][2]). We also offer the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for EL students 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.

Dual-Language Immersion Program: A language acquisition program also referred to as **Two-Way Immersion** 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 should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program begins in



transitional kindergarten/kindergarten (TK/K) and continues to 8th grade, but can continue through high school.

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 *the Director of Education, Sara Garcia*, sgarcia@lashonacademy.org to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students 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 EL students and will be assessed annually with the Summative ELPAC. 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]).