California Department of Education

June 2023

**Sample Letter**

# *[Insert Local Educational Agency (LEA)\_Name]* Initial Alternate English Language Proficiency Assessments for California (ELPAC) 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):** A language other than English was noted on your child’s Home Language Survey when your child first enrolled in a California public school and whose Individualized Education Program (IEP) identified the use of an alternate assessment. The Initial Alternate ELPAC identifies students with the most significant cognitive disabilities as an English learner (EL) student or as initial fluent English proficient. State and federal laws require us to assess your child and notify you of your child’s language 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 identifies 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])

| Results | Initial Alternate ELPAC  Performance Level |
| --- | --- |
| **Overall Status and Score** | Status: *[Insert Overall\_Performance\_Level]*  Score: *[Insert Overall\_Score]* |

Based on results of the Initial Alternate ELPAC, your child has been identified as an *[Insert Calculated\_ELAS]* student.

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is identified in the current IEP (20 U.S.C Section 6312[e][3][A][vii]). Students with the most significant cognitive disabilities who are classified as EL students will take the Summative Alternate ELPAC every year until they are reclassified to fluent English proficient.

### 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 alternate academic achievement measures. The Alternate ELPAC measures the *2012 California English Language Development (ELD) Standards* via the ELD Connectors at [https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx](https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx" \o "Link to the English Language Development Connectors for the Alternate English Language Proficiency Assessments for California (ELPAC) document), which are reduced in depth, breadth, and complexity for the student population. More information on reclassification guidance and criteria is located in the *ELPAC Information Guide* at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide24.docx>. 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 | Summative Alternate ELPAC Overall Performance Level 3 |
| Teacher Evaluation | *[Insert teacher evaluation criteria]* |
| Parental Opinion and Consultation | *[Insert parental opinion and consultation criteria]* |
| Comparison of Performance in Basic Skills | *[Insert comparison of performance in basic skills criteria]* |

### Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students with significant cognitive disabilities in this program is *[Insert graduation rate]* percent. Students are counted as graduates if they complete a certificate of completion. The graduation rate displayed on the Graduate Data report is 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 EL students based on the state-adopted alternate academic content standards, including ELD standards (20 U.S.C. Section 6312[e][3][A][iii],[v]; *EC* Section 306[c]). EL students who receive special education services should be placed in the EL instructional setting the IEP team determines will most effectively help the student meet the linguistically appropriate goals specified in the IEP (*EC* Section 56345).

### Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion** program option (*EC* Section 305[a][2]).We also offer the following language acquisition programs:

*[Note to LEA: Insert all language acquisition programs offered. Modify the language acquisition program descriptions, according to the program options offered. Remove the language acquisition programs that are not offered.]*

**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:** 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 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 sixth grade, but can continue through high school.

**Transitional Bilingual Program:** A language acquisition program for EL students that provides instruction to students utilizing English and a student’s native language for literacy and academic instruction, enabling an EL student to achieve English language proficiency and meet state-adopted academic achievement goals. This program should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program begins in TK/K and continues to third grade where students transition to instruction all in English.

**Developmental Bilingual Program:** Language acquisition program for EL students that provides instruction to students utilizing English and a student’s native language for literacy and academic instruction, enabling an EL student to achieve language proficiency and meet state academic achievement goals. Typically, this program should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program begins in TK/K and continues with the goal of biliteracy to sixth grade.

**Heritage Language Program:** Language acquisition program for EL students that provides instruction to students utilizing English and a student’s native language for literacy development and academic instruction. This program enables non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. Typically, this program should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program is designed for sixth through eighth and ninth through twelfth grades.

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 *[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 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. 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]).