



Instructional Services Department

**Annual Parent Notification Letter  
Federal Title I or Title III State Requirements**

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

School:

Student ID#:

Date:

Address:

Date of Birth:

Primary Language:

City, State Zip

Grade:

**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. This letter also contains the criteria for a student to exit the English Learner program.

**Language Assessment Results**

Composite	Scale Score	Performance Level
Overall		
Oral Language		
Written Language		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

Based on the number of years as an English Learner, your child has now become:

- At-risk of becoming a Long-Term English Learner (R)\*  
\* EL for 5 years
- Long-term English Learner (LTEL) \*\*  
\*\* EL for 6 years or more

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.

**Exit (Reclassification) Criteria**

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	Lynwood Unified School District Reclassification (Exit) Criteria
English Language Proficiency Assessment (ELPAC)	Overall ELAPC score mid-Level 3 or 4, with Oral Language Score and Written Language Score at Level 3 or 4
Comparison of Performance in Basic Skills (Meet one of the criterias indicated here. Different criterias apply to specific grades.)	GPA 2.0, ELA State Assessment mid-Nearly Met (L2), Writing short response rubric, DORA Assessment Profiles C, H, and G, Benchmark Assessments 65% (at least 2 units)
Teacher Evaluation	Teacher agrees student is ready based on data presented
Parental Option and Consultation	School Administrator, Teacher and Parent Signature Required

**Academic Achievement Results**

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

**Graduation Rate for English Learners**

The Lynwood Unified School District graduation rate for English Learners displayed on the Adequate Yearly Progress report for 16-17 is: 84.7 %

### Language Acquisition Programs

We are required to provide Structured English Immersion (SEI) program option. In this option, your child will be placed in a classroom that uses mostly English for instruction.

- **Structured English Immersion Program Option (SEI):** In this option, my child develops second language literacy in English, and is taught the core curriculum in English, in addition to daily, formal lessons in English Language Development (ELD). Primary language support may be provided by the teacher, and/or through the use of para-educators, peer tutors, parent volunteers, instructional materials, etc. My child may be grouped with students from other grade levels and other primary languages who have the same English proficiency levels to develop English. Whenever possible, my child is grouped with other students of the same grade level, in order to give the student access to grade-level core curriculum. Instruction in the core curriculum utilizes SDAIE strategies and techniques (Specially Designed Academic Instruction in English). Self-image and cross-cultural instruction is integrated throughout the subject areas.

At Will Rogers Elementary we also offer a Dual-Language Immersion Program (DLI), also referred as Two-Way Immersion (DLI) program option 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.

- **Dual-Language Immersion Program (DLI) Also referred as Two-Way Immersion:** In this option, my child is taught the core curriculum (Math, Science, Social Studies, etc.) in the target language (Spanish) for 90% of the day in Kindergarten and 10% in English (English Language Development). The percentage of Spanish decreases and the English increases by 10% as the grade levels progress. The program provides language learning and academic instruction for native speakers of English and native speakers of the target language (Spanish), with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten and requires a 7-year commitment in order to achieve academic expectations. It is offered at Will Rogers Elementary and enrollment is based on availability. Please, request the "Interest Form" for the selection process based on criteria indicated in the form.

### 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 content standards, including English language development (ELD) standards.

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.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (LCAP). If interested in a different program from those listed above, please contact Mr. George Guerrero, Director of Instructional Services at 310-886-1600 ext. 8097 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 a particular English learner service(s) within a language acquisition program. 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.

Please call your son or daughter's school administration or the Instructional Services Department at the District office, if you would like more information about the program.

Thank you,  
Instructional Services Department, (310) 886-1600 ext. 8157