



# RUSD

RIVERSIDE UNIFIED  
ENGLISH LEARNERS  
PROGRAM

# Initial and Annual Parent Notification

August 28, 2024

# Initial Parent Notification



# Initial Parent Notification

- Registration
- Home Language Survey
- A language other than English



**Riverside Unified School District**  
**Department of Research, Assessment, and Evaluation**  
**Home Language Survey**

Assessment Center Use Only: STU-ID: _____	
School Year _____	School: _____
Appointment Date: _____	Time: _____
Distribution: Original = Cum Copy = Assessment Center (Fax 80881)	
Calif. Ed. Code §52164.1.a Required per NCLB & Title III Regulations	

**Instructions for parents/guardians:** The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of the student. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

Student : _____		_____		_____		_____		_____			
Last Name		First Name		Middle		Grade		Birthdate			
Student's Address _____			Apt. # _____		City _____		State _____		Zip _____		
1. Name of Previous School, District Attended _____			City _____		State _____		2. Name of Previous School, District Attended _____			City _____	

Please read and answer each question carefully to assist the school in planning the most appropriate educational program for your child:

1. Which language did your child learn when they first began to speak? \_\_\_\_\_
2. Which language does your child use most frequently at home? \_\_\_\_\_
3. Which language do you use most frequently to speak to your child? \_\_\_\_\_
4. Which language is most often spoken by the adults at home? \_\_\_\_\_

Would you like to have school correspondence sent home to you in English or translated into another language? \_\_\_\_\_ English \_\_\_\_\_ Other Language

Write in the language \_\_\_\_\_

X \_\_\_\_\_ / \_\_\_\_\_  
Signature of Parent/Guardian / Date  
Printed name of Parent/Guardian

# Home Language Survey

1. What language did your child learn when they first began to speak?
2. What language does your child use most frequently at home?
3. What language do you use most frequently to speak to your child?
4. What language is most often spoken by the adults at home?

# Initial Parent Notification

The purpose of the initial parent notification is to inform parents of their child's identification as an English learner or initially fluent-English proficient student, upon entering a California school for the first time, and provide all the required information to meet Federal Title I or Title III requirements.

# State and Federal Laws

- Assess the level of English proficiency
- Notify parents of results in all four language domains
- Apply for services if your child is a special education student

California Department of Education  
June 2023

**Sample Letter**  
**[Insert Local Educational Agency (LEA)\_Name]**  
**INITIAL 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 our school. The Initial English Language Proficiency Assessments for California (ELPAC) identifies students 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 English language proficiency level. 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 the criteria for a student to exit the EL status (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][iii])

Composite Domains	Initial ELPAC Performance Level
<b>Overall</b>	Status: [Insert Overall_Performance_Level] Score: [Insert Overall_Score]
Oral Language (Listening and Speaking)	[Insert Oral_Level]
Written Language (Reading and Writing)	[Insert Written_Level]

Based on results of the English language proficiency assessment, your child has been identified as an [Insert Calculated\_English Language Acquisition Status] student.

**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 contained in the current IEP (20 U.S.C Section 6312[f][3][A][viii]).

# The initial notification includes:

- The reclassification criteria
- English Learners graduation rate

## 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 *[insert LEA name]* exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	<i>[Insert LEA name] Criteria</i> <i>[LEA inserts local_board-approved reclassification criteria]</i>
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	<i>[Insert teacher evaluation criteria]</i>
Parental Opinion and Consultation	<i>[Insert parental opinion and consultation criteria]</i>
Comparison of Performance in Basic Skills	<i>[Insert comparison of performance in basic skills criteria]</i>

## Graduation Rate for English Learners

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

The expected rate of graduation for students in this program is *[insert graduation\_rate]* percent. 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 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** 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.

# The initial notification includes:

- Information on programs available for English learners

## 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 *[insert LEA name]* exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	<i>[Insert LEA name] Criteria</i> <i>[LEA inserts local_board-approved reclassification criteria]</i>
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	<i>[Insert teacher evaluation criteria]</i>
Parental Opinion and Consultation	<i>[Insert parental opinion and consultation criteria]</i>
Comparison of Performance in Basic Skills	<i>[Insert comparison of performance in basic skills criteria]</i>

## Graduation Rate for English Learners

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

The expected rate of graduation for students in this program is *[insert graduation\_rate]* percent. 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 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** 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.



# Annual Parent Notification



# Annual Parent Notification

The purpose of the **annual** notification is to inform parents of their child's continued identification as an English learner in a California school, and provide all the required information to meet Federal Title I or Title III requirements.

- By law, we must evaluate the English proficiency level of English learners each school year and notify parents/legal guardians.
- The state and this annual notification inform parents of the level of English proficiency.

**Sample Letter**  
***[Insert Local Educational Agency (LEA)\_Name]***  
**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][iii],[vi]).

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

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>

Domain	ELPAC Performance Level
Listening	<i>[insert listening performance level]</i>
Speaking	<i>[insert speaking performance level]</i>
Reading	<i>[insert reading performance level]</i>
Writing	<i>[insert writing performance level]</i>

**Your child is participating in an Individualized Education Program (IEP), which is on file:** *[Insert Yes or No]*

### Sample Letter

**[Insert Local Educational Agency (LEA)\_Name]**

### 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][iii],[vi]).

### Language Assessment Results

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

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	[insert overall scale score]	[insert overall performance level]
Oral Language	[insert oral language scale score]	[insert oral language performance level]
Written Language	[insert written language scale score]	[insert written language performance level]

Domain	ELPAC Performance Level
Listening	[insert listening performance level]
Speaking	[insert speaking performance level]
Reading	[insert reading performance level]
Writing	[insert writing performance level]

**Your child is participating in an Individualized Education Program (IEP), which is on file:** [Insert Yes or No]

The annual notification includes:

- Results of the ELPAC exam

# The annual notification includes:

- The reclassification criteria

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 *[Insert LEA name]* exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	<i>[Insert LEA name] Criteria</i> <i>[LEA inserts local board-approved reclassification criteria]</i>
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	<i>[insert teacher evaluation criteria]</i>
Parental Opinion and Consultation	<i>[insert parental opinion and consultation criteria]</i>
Comparison of Performance in Basic Skills	<i>[insert comparison of performance in basic skills criteria]</i>

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

Skill Area	Smarter Balanced Assessment Consortium or Local Measures	Other Measure
English Language Arts	<i>[insert English language arts results]</i>	<i>[insert English language arts results]</i>
Mathematics	<i>[insert mathematics results]</i>	<i>[insert mathematics results]</i>

*[Note to LEA: Customize this table according to your LEA.]*

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

The expected rate of graduation for students in this program is *[insert graduation rate]* percent. The graduation rates displayed on the Graduate Data report, is available on the California Department of Education DataQuest web page at <http://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 academic content

# The annual notification includes:

- The academic achievement results
- The English Learners graduation rate

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 *[Insert LEA name]* exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	<i>[Insert LEA name]</i> Criteria <i>[LEA inserts local board-approved reclassification criteria]</i>
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	<i>[insert teacher evaluation criteria]</i>
Parental Opinion and Consultation	<i>[insert parental opinion and consultation criteria]</i>
Comparison of Performance in Basic Skills	<i>[insert comparison of performance in basic skills criteria]</i>

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

Skill Area	Smarter Balanced Assessment Consortium or Local Measures	Other Measure
English Language Arts	<i>[insert English language arts results]</i>	<i>[insert English language arts results]</i>
Mathematics	<i>[insert mathematics results]</i>	<i>[insert mathematics results]</i>

*[Note to LEA: Customize this table according to your LEA.]*

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

The expected rate of graduation for students in this program is *[insert graduation rate]* percent. The graduation rates displayed on the Graduate Data report, is available on the California Department of Education DataQuest web page at <http://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 academic content

# The annual notification includes:

- Information on programs available for English learners

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:

*[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:** 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 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, thus 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 solely in English.

**Developmental 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, thus 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:** 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. 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



# Information platforms

## District

- By mail
  - Initial & Annual Notification



## Aeries Portal

- Confidential information at school
- Teacher

Riverside Unified School District

A screenshot of the Aeries Student Information System login page. At the top right is a language dropdown menu set to "English". Below it is the Aeries logo, which consists of a stylized "A" in blue and red, followed by the word "Aeries" in blue and "Student Information System" in red. Below the logo is a text input field labeled "Email". Underneath the input field is a red button with the word "NEXT" in white. At the bottom of the page is a link that says "Forgot Password?".



# Questions

