



San Diego Unified School District

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OFFICE OF LANGUAGE ACQUISITION

No Child Left Behind Annual English Learner Parent Notification Letter For Parents of CONTINUING English Learner Students

October 4, 2006

Parents/Guardians of

0284A

Pursuant to California law, our school district is required to formally assess the English language ability of your child on an annual basis. This letter is intended to inform you of the most recent assessment results, your child's program placement, and the program options that are available to your child according to state law and Title III of the No Child Left Behind Act.

Your child's most recently assessed overall English proficiency level based on the California English Language Development Test (CELDT) taken on or about 11/1/05 is **Early Advanced**. According to these results, your child is considered an English Learner (EL) with reasonable fluency in English and will be assigned to the **Mainstream English Cluster** Program unless he/she has been approved for bilingual placement. Students who are also identified as learning disabled will be assigned according to their Individualized Education Plan (IEP).

Your child's English reading level, based on last spring's Developmental Reading Assessment, is **At or Above grade level**.

Program Goals and Descriptions: All three programs listed below are designed to meet the educational needs of ELs by including English Language Development (ELD) and the use of Specially Designed Academic Instruction in English (SDAIE) strategies. The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.

- **Structured English Immersion (SEI):** provides instruction, textbooks, and materials mostly or only in English and includes the following: sequential ELD instruction and access to core curriculum through SDAIE strategies and, in select cases, primary language support.
- **Mainstream English Cluster (MEC):** provides instruction, textbooks, and materials only in English. ELD instruction continues and SDAIE strategies are used to assist students in meeting grade-level state standards. This additional and appropriate instruction continues until students satisfy all criteria for reclassification as fluent English proficient.
- **Alternative Bilingual Program:** provides some of the instruction, textbooks, and teaching materials in the student's home language. If parents of 20 or more students in the same grade level of the same language group have approved waivers for participation in this program, the site is required to provide it.

California state law gives parents the option to request an alternative bilingual program. To do so, parents must sign a parental exception waiver at the child's school each year, and the child must meet one of the following criteria: (a) knows English and academically performs at least at the 5th grade level, (b) is 10 years of age or older, or (c) is a student under 10 years of age who has special needs. Please visit your child's school to learn more about this option and to request a waiver.

Reclassification: To exit from an EL program and be reclassified as fluent English proficient, ELs must meet the following criteria: (1) CELDT level of Early Advanced or Advanced, (2) California Standards Test results demonstrating achievement of grade level standards in English Language Arts, (3) teacher recommendation, and (4) parental approval. The district goal for all EL programs is for ELs to be reclassified within five years of the time they first began receiving instruction in English Language Development.

Please contact your child's school if you would like more details about any of the information provided in this letter.

Sincerely,

Debra Dougherty
Program Manager