



Marysville Joint Unified School District

Annual Parent Notification Letter

Federal Title I or Title III and State Requirements

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

School: _____ Date of Birth: _____
 Date: _____ Grade: _____
 Student ID #: _____ Primary Language: _____

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 for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (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][ii])

Composite	Scale Score	Performance Level
Overall		
Oral Language		
Written Language		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

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. (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 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 and can be found at <http://www.mjUSD.com/District/Departments/Educational-Services/English-Learner/index.html> (see form 21 A and B).

Required Criteria (California <i>Education Code</i> Section 313[f])	Marysville Joint Unified School District’s Criteria
English Language Proficiency Assessment	Overall achievement of level 4 (Well Developed)
Teacher Evaluation	Teacher evaluation including, but not limited to, curriculum mastery
Parental Opinion and Consultation	Parent notification by phone, mail, or conference
Comparison of Performance in Basic Skills	Grades K-3: Grade Level STAR 360 score and/or proficient on three grade level district benchmarks Grades 3-12: Met or exceeded standards on the English Language Arts CAASPP assessment and/or grade level on STAR 360 and/or proficient on three grade level district benchmarks

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

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts		
Mathematics		

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

Graduation rate for English Learners for the Marysville Joint Unified School District for 2021 was 79.3%

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

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 academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the Marysville Joint Unified School District are listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v])

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

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. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). For more information regarding various options please visit <https://www.cde.ca.gov/sp/el/ip/langedprogdefs.asp> .

Parents 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 Lennie Tate at 530-749-6902 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 particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) 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. (5 California Code of Regulations Section 11302)