



Hayward Unified School District

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

School: _____ Date: _____ DOB: _____ Student ID #: _____
 DOB: _____ Grade: _____ Primary language: _____

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

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 USC 7012 and 6312[g][1][A]; California Education Code, Section 48985; and Title 5 of the California Code of Regulations, Section 11309[a][b][1])

Your child's current English proficiency level is _____, according to his/her most recent California English Language Development Test (CELDT) results.

Based on these results, your child has been identified as an:

- English Language Learner (ELL) with *less than reasonable fluency in English***
- English Language Learner (ELL) with *reasonable fluency in English*.**
- Individualized Education Program (IEP) on file**

A description of how your child's recommended program placement will meet the objectives of the IEP is attached.

Academic Achievement Results

Skill Area	California Standards Tests	Other measure	Performance Level
English Language Arts			
Mathematics			
History-Social Science			
Science			

Program Placement Options for English Language Learners

The chart below shows all program placement options in Hayward Unified School District. (A more detailed description follows.) To request that your child be placed in a Bilingual Alternative Program in which a percentage of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver" at your child's school.

English Language Proficiency Levels		Program Placement
5 - Advanced 4 - Early Advanced	Initial Fluent English Proficient (SBE approved criterion, May 2001)	English Language Mainstream Program Sheltered English Immersion* Bilingual Alternative* Dual Language Immersion*
3 - Intermediate 2 - Early Intermediate 1 - Beginning	English Language Learner	Sheltered English Immersion* Bilingual Alternative* Dual Language Immersion*

***NOTE: At any time during the school year, you may have your child moved into the Mainstream English Program.**

You are invited to participate in your school's English Language Advisory Committee (ELAC) on behalf of your child. If you are interested in participating in the English Learners Advisory Committee (ELAC) please contact the school principal or ELL specialist.



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Description of Program Placement Options and Goals for English Learners

Hayward Unified School District offers four program options described below to English Language Learners. All programs include English Language Development (ELD). Teaching strategies are differentiated for each student's level of English language proficiency. Subjects are taught by authorized teachers whose instruction is based on ELD and English Language Arts (ELA) standards, as well as grade level content standards. In all programs, each ELL student is expected to make progress in English and in grade level academics.

- Structured English Immersion (SEI):** The goal of the SEI program for ELL students is to develop academic proficiency in English and mastery of academic core content. Instruction is a specialized process of teaching the English language to students whose first language is not English and is nearly all in English. Primary language support is used for clarification and explanation when available.
- Mainstream English Program:** The goal for ELL students in the Mainstream English program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However, special support options are provided for ELLs as needed.
- Alternative Program (ALT):** The Bilingual Alternative Program is a specialized program of instruction in both English and Spanish. The goal is academic proficiency in two languages: English and Spanish, together with mastery of academic core content. This program follows an 80/20 model. In kindergarten and first grade the instruction is 80% in Spanish and 20% in English. Each year Spanish instruction decreases, while English instruction increases. By sixth grade, 20% of the instruction is in Spanish and 80% in English.
- Dual Language Immersion Program** is a specialized program in which students receive instruction in two languages. Hayward has DLI Programs in Spanish and Mandarin. This program is offered to both English only and English Language Learners. The goal of this program is academic proficiency in the students' first and second language. This program follows a 50/50 model in which instruction at each grade level is 50% in the primary language and 50% in English.

Parents/Guardians have the right to request a "Parental Exception Waiver" for a Bilingual Alternative program.

California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child's school to apply for a "Parental Exception Waiver" each year.

Reclassification (Exit) Criteria

The goal of the English Language Learner program is for students to achieve full proficiency in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (<i>Education Code, Section 313[d]</i>)	LEA Criteria
English Language Proficiency Assessment (CELDT)	Overall level: Advanced or Early Advanced Listening/Speaking: Intermediate or higher Reading: Intermediate or higher Writing: Intermediate or higher
Basic Skills	Score of 324 (Mid Basic) or above in English Language Arts on the most recent California Standards test (CST)
Teacher Evaluation Report Card	Grades 2 - 6: Teacher agrees that student is performing successfully in all academic areas and report card indicates that student meets approaching standards in all areas. Grades 7 - 12: Minimum of "C" in all academic areas (Language Arts, Math, Social Science, and Science) on most current report card. If there are any deficits, the teacher agrees that the student is performing successfully in all academic areas or any deficits in motivation or performance are unrelated to English language proficiency.
Parental Opinion and Consultation	Parent agrees that reclassification is appropriate

Graduation Rate

The expected rate of graduation for students in this program is 83.8%.

Please telephone the school if you would like to schedule a parent conference to discuss your child's options for program placement.