

# Santa Maria-Bonita School District

## ANNUAL PARENT NOTIFICATION LETTER

To the parent(s)/guardian(s) of: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Primary language: \_\_\_\_\_

**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 *United States Code* sections 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 the most recent California English Language Development Test (CELDT) results.

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

- English learner (EL) with less than reasonable fluency in English** and assigned to the Structured English Immersion Program.
- English learner (EL) with reasonable fluency in English** and assigned to the English Language Mainstream Program.

Check if applicable:

- 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 Assessment | Performance Level | Score |
|------------------------|-----------------------|-------------------|-------|
| English Language Arts  |                       |                   |       |
| Mathematics            |                       |                   |       |
| History-Social Science |                       |                   |       |
| Science                |                       |                   |       |
| Writing                | District Writing Test |                   |       |

### Program Placement Options for English Learners

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

| English Language Proficiency Levels |                                    | Program Placement   |
|-------------------------------------|------------------------------------|---|
| Advanced                            | Reasonable fluency***              | English Language Mainstream<br>or an Alternative Program<br>with an approved Parental Exception Waiver****  |
| Early Advanced                      |                                    |   |
| Intermediate                        |                                    |   |
| Early Intermediate                  | Less than reasonable<br>fluency*** | Structured English Immersion<br>or an Alternative Program<br>with an approved Parental Exception Waiver**** |
| Beginning                           |                                    |   |
|                                     |                                    | Other Instructional Setting based on IEP  |

\*\*\***Reasonable fluency:** Student has acquired reasonable fluency in English and is able to perform ordinary classroom work in English.

\*\*\***Less than reasonable fluency:** Student is not fluent in English and may need support to perform ordinary classroom work in English.

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## Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"\*\*\*\* are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. The Parental Exception Waiver Form is available in the school office.

**NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program.** Parents of ELs have a right to decline or opt their children out of school district's EL program or out of particular EL service(s) within an EL program (*20 United States Code Section 7012(a)(8), and 5 CCR Section 11301[b]*). However, LEAs are still obligated to provide the student with language acquisition services (*5 CCR Section 11302*) until the student is reclassified.

### Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. The district's reclassification criteria are listed below:

| Required Criteria<br>(California Education Code Section 313[d]) | LEA Criteria<br>Approved by local school board on April 13, 2016   |
|---|--|
| English Language Proficiency Assessment (CELDT)                 | Early advanced or advanced level on Overall CELDT, <u>AND</u> Intermediate or higher level on each CELDT Domain (Listening, Speaking, Reading & Writing) |
| Comparison of Performance in Basic Skills                       | Basic level or higher on ELA benchmark test or Lexile reading measures   |
| Parental Opinion and Consultation                               | Parent consultation  |
| Teacher Evaluation  | Teacher evaluation based on student academic performance   |

Please telephone the school at (805) \_\_\_\_\_ if you would like to schedule a parent conference to discuss your child's options for program placement.

(Signature) \_\_\_\_\_

XXXXXXXX  
School Principal

(Signature) \_\_\_\_\_

Margarita Gonzalez Zaske  
Director of Consolidated Projects