

Santa Maria-Bonita School District

INITIAL 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): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to test your child's English. The results of this test are used to decide the best program placement for your child. We are required to inform you of the test results, our program recommendation, and all the placement options available for your child. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. (20 *United States Code*, Section 7012; California *Education Code* sections 52164.1[b]; and Title 5 of California *Code of Regulation* sections 11307[a] and 11511.)

Language Assessment Results

Domain	California English Language Development Test (CELDT) Performance Level* (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced) Date administered: _____	Primary Language Proficiency Level** Test: Woodcock-Munoz Spanish (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced) Date Administered: _____
Listening		
Speaking		
Reading		
Writing		
Overall		
<p>*A scoring guide, developed by the testing contractor, has been used to determine these temporary results. Parents will receive their child's official results within 30 days after the district has received individual student reports from the contractor.</p> <p>** A scoring guide, developed by the testing contractor, has been used to determine these results.</p>		

Based on results of the California English Language Development Test (CELDT), your child has been identified as an:

- English learner (EL) with less than reasonable fluency in English** who will be placed in the Structured English Immersion Program.
- English learner (EL) with reasonable fluency in English** who will be placed in the English Language Mainstream Program.
- Initial Fluent English proficient (I-FEP) student** who will be placed in the district's general 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.

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	Initial Fluent English Proficient (SBE approved criterion, May 2001)	District's General Program
Early Advanced		
Intermediate	Reasonable fluency***	English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver****
Early Intermediate	Less than reasonable fluency***	Structured English Immersion or an Alternative Program 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 a 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 (California Education Code Section 313[d])	LEA Criteria 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