



## Annual Parent Notification Letter Federal Title I or Title III and State Requirements

### Student Information

Student		Student ID#		Grade Level	
Date of Birth		School	School	Native Language	
Individualized Education Plan (IEP)					

### Annual Assessment and Notification

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]).

### English Language Proficiency Tests

Test Name & Date	Results													
ELPAC Summative 3/1/2023	Overall				Listening			Speaking			Oral Language			
	1	2	3	4	1	2	3	1	2	3	1	2	3	4
	1				2			1			1			
	(1482)										(1413)			
	Reading				Writing			Written Language						
	1	2	3	1	2	3	1	2	3	4				
2			2			2								
							(1550)							

### Individualized Education Program (IEP)

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C. Section 6123[e][3][A][vii]).

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

## Reclassification (Exit Criteria)

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 reclassification criteria are listed below.

### Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
English Language Proficiency Assessment	English Language Proficiency Assessment (ELPAC) Overall level 4 or Alternate ELPAC Overall level 3
Comparison of Performance in Basic Skills	(Grade 1) Must score On Watch or above on STAR Early Literacy; (Grades 2-12) Must score On Watch or above on STAR reading or ELA CAASPP/SBAC (Must score Standard Met or Standard Exceeded)
Teacher evaluation	Elementary School: Meets grade-level standards in reading, language arts, and mathematics; Middle School: Meets grade-level standards in reading/language arts with current grade of "C" or better and maintains a 2.0 overall GPA or better on most recently posted grades; High School: Meets standards in English with current grade of "C" or better and maintains a 2.0 overall GPA or better on most recently posted grades.
Parental Opinion and Consultation	Parental Opinion and Consultation

Students who exit the program are monitored for academic success for 4 years.

## Academic Achievement Results

The following standardized test results demonstrate your child's academic achievement during the 2022-2023 academic year:

### Standardized Test Results

Test Name & Date	Grade Level	Results
STAR Math 5/1/2023	11	Grade Equivalency: > 12.9 Percentile Rank: 82 Scale Score: 940 Unified Score: 1185
STAR Reading 4/1/2023	11	Grade Equivalency: 4.8 IRL: 4.5 Lexile: 730 Percentile Rank: 4 Scale Score: 542 Unified Score: 1026
CAST 3/1/2023	11	Achievement Level: 2 - Standard Nearly Met Domain 1 - Life Sciences: 2 - Near Standard Domain 2 - Physical Sciences: 2 - Near Standard Domain 3 - Earth and Space Sciences: 2 - Near Standard Scale Score: 604
STAR Reading 1/2/2023	11	Grade Equivalency: 3.6 IRL: 3.4 Lexile: 450 Percentile Rank: 1 Scale Score: 398 Unified Score: 972

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

The expected rate of graduation for students in this program is 81.5 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>

## Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide 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]).

## Language Acquisition Programs Offered

A description of the language acquisition programs provided in the San Bernardino City Unified School District is provided below. Please contact the Language Assessment Center at (909) 891-1037 if you would like additional information about language program options.

### • 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 students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. This program is available at all grade levels.

### • Dual Immersion Program:

A language acquisition program that provides language learning and academic instruction in English and Spanish for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues through twelfth grade.

### • Trilingual Immersion Program:

A language acquisition program that provides language learning and academic instruction in English and Spanish for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, cross-cultural understanding and conversational fluency in a third language, Vietnamese. This program is currently only available in grades K-6.

### • Maintenance Bilingual Program:

A language acquisition program that provides language learning and academic instruction for English learners and reclassified students who are native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in TK/K and continues through the sixth grade.

### • Transitional Bilingual Program:

A language acquisition program for English learners that provides instruction to pupils utilizing English and Spanish for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to sixth grade, with students transitioning to all instruction in English in the fifth grade. Students will continue to receive instruction in Spanish as needed in fifth and sixth grades, if the student has not been reclassified.

## Establishing a Language Acquisition Program

The Language Assessment Center will provide consultations in order to assist parents/guardians in selecting among various programs and methods of instruction that best suit 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. (EC Section 310[a])

## Parent Rights

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. Parents have the right to have their child immediately removed from a language acquisition program upon request. Please contact the Language Assessment Center at (909) 891-1037 if you have any questions about assessment results or language program options.

## Declining EL Program or Services

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).