



FONTANA UNIFIED SCHOOL DISTRICT
Annual Parent Notification Letter
Federal Title III and State Requirements

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

Parent or Legal Guardian of [insert student name]
[insert address]
[insert address CSZ]

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 (*California Education Code [EC] Section 310*). 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]*).

Your child's current English performance level is *[insert current performance level]*, according to his/her most recent English Language Proficiency Assessments for California (ELPAC) results. Your child will continue to take the ELPAC assessments annually until they are reclassified and exit the English learner program.

Language Assessment Results

(*20 U.S.C. Section 6312[e][3][A][iii]*)

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>

Domain	ELPAC Performance Level
Listening	<i>[insert listening performance level]</i>
Speaking	<i>[insert speaking performance level]</i>
Reading	<i>[insert reading performance level]</i>
Writing	<i>[insert writing performance level]</i>

Check if applicable:

- ☐ **Individualized Education Program (IEP) on file:** For a description of how your child's program placement will contribute to meeting the objectives of the IEP please refer to your child's most recent IEP (*20 U.S.C. Section 6312[e][3][A][vii]*).

Reclassification (Exit) Criteria

(*20 U.S.C. Section 6312[e][3][A][vii]*)

The goal of language acquisition programs is for EL students to become fully proficient in English as rapidly as possible and to meet state academic achievement measures. The Fontana Unified School District's reclassification criteria are listed below.

Required Criteria (<i>EC Section 313(f)</i>)	Fontana Unified School District Criteria
English Language Proficiency Assessment	ELPAC Overall score of Well-Developed Level 4
Academic Performance (A Measure of Basic Skills at Grade Level)	Grades K-12 - NWEA MAP Grade specific ELA Reading RIT Score Grades 3-8, 11 - Smarter Balanced Assessment Consortium (SBAC) of Mid-range

	Nearly Met
Parental Opinion and Consultation	Parents must be consulted prior to reclassification. Parent consultation must be noted on Reclassification Candidate Form.
Teacher Evaluation	A review of the student's curriculum mastery that includes but not limited to grades in: - English/Language Arts - English Language Development 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.

Academic Achievement Results

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

Skill Area	Smarter Balanced Assessment Consortium (SBAC)
English Language Arts	[insert score]
Mathematics	[insert score]

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 85%.

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 EL students 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

We are required to offer, at minimum, a **Structured English Immersion** program option (EC Section 305[a][2]). It is a language acquisition program for EL students 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.

We also offer the following language acquisition program:

Dual-Language Immersion Program: Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program begins in transitional kindergarten/kindergarten (TK/K) and continues to sixth grade but can continue through high school.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students 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]).

Parents or guardians 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 the Department of Multilingual Programs and Services at (909) 357-5000 ext. 29339 or 29340 to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students 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 EL students and will be assessed annually with the Summative ELPAC. 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 Educational 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]).

If you would like to schedule a meeting to go over the different EL program options or if you have any questions regarding the Annual Parent Notification Letter, please contact your child's school or the Department of Multilingual Programs and Services at (909) 357-5000 ext. 29339 or ext. 29340.