



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

English Learner Services – RAP Center

1108 Bissell Avenue - Richmond, CA 94801
RAP Center (510) 307-4590 FAX (510) 307-4592

Bruce Harter, Ph.D.
Superintendent

Nia Rashidchi
Assistant Superintendent, Educational Services

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Date: _____

To the Parent or Guardian of _____ at _____ School:

The California English Language Development Test (CELDT) was administered to your child. California State laws require our school district to evaluate the language proficiency of all students who use a language other than English at home. Because of information you gave us at the time of enrollment, we have given your child this state-approved test.

At this time, **pending official notification from the testing company**, your child’s English is at a level that does not meet requirements for English fluency in all areas. This includes listening, speaking, reading and writing which are combined to determine the overall score. Therefore your child has been identified as an English learner (EL).

Your child will be provided with specific instruction and additional assistance in English to help him or her to be successful with grade level coursework and will be tested periodically to monitor progress in English learning. See page two for additional information.

If you would like specific information on what is being done to help your child improve his/her English or what you can do to help at home, please contact your child’s school. On the backside of this page you will find a description of the English learner programs offered, the option to request a parental exception waiver for participation in a Transitional Bilingual Education program, the exit criteria and graduation rate.

English Language Assessment (CELDT)				
Listening	Speaking	Reading	Writing	Overall

Beginning = 1 Early Intermediate = 2 Intermediate = 3 Early Advanced = 4 Advanced =5

Primary Language Assessment			
Oral	NPL (No Primary Language)	LPL (Limited Primary Language)	FPL (Fluent Primary Language)
Reading	NPL (No Primary Language)	LPL (Limited Primary Language)	FPL (Fluent Primary Language)
Writing	NPL (No Primary Language)	LPL (Limited Primary Language)	FPL (Fluent Primary Language)

Complete **EITHER** 1A and 1B -- **OR** -- 2A, 2B, and 2C (depending on who distributes the parent notification letter).

1A) _____ 1B) _____
School Administrator Signature Date

OR
2A) _____ 2B) _____ 2C) _____
RAP Center Staff Signature Date Parent or Guardian Signature (in RAP Center) Date

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.
- **Transitional Bilingual Education (TBE):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. As the students' proficiency in English increases, instruction in the native language decreases. 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. If the parents of 20 or more students with the same first language of one grade level at the same school request the alternative program, if approved, the school is required to provide this program.

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

****** Parents/Guardians have the right to request a "Parental Exception Waiver" for a Transitional Bilingual Education 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. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

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. This district's reclassification criteria are listed below:

In order **to be reclassified as fluent English proficient, (FEP)**, the student must meet the following criteria:

- Early Advanced or Advanced overall score on the CELDT, with no skill area less than Intermediate
- California Standards Test scaled score in English Language Arts of 325 or above (mid Basic or above)
- Teacher recommendation with a score of 4 or 5 on the Student Oral Language Observation Matrix (SOLOM)
- **Elementary:** Perform at grade level **Secondary:** Earn a grade of "C" or better in all core subjects
- **Elementary:** Writing Sample **Secondary:** Writing Sample (ELD Placement Exam score of 4 or 5)
- Parent consultation

English learners are expected to gain one level of proficiency on the CELDT each year. The expected rate of transition to the FEP program that provides no additional support for English learners is five years for students who enter at the Beginning level of proficiency in English.

Graduation Rate

It is expected that all continuously enrolled students graduate from high school. The current graduation rate is **79.8%**.

If you have any questions about the information in this letter, please contact the principal of your child's school.

