



INITIAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

Assessment Results and Program Placement for English Learners and Initial Fluent English Proficient

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

Student ID #: _____ DOB: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to California Education Code (EC) 52164.1[b] and [c], and the California Code of Regulations (5CCR 11307[a], 11511), our school district is required to assess the English and primary language proficiency of your child. These assessments are used to determine appropriate instruction and program placement. As required by state (EC 52164.1[c], 5CCR 11511.5) and federal law (20 USC 7012), this form notifies you of these assessment results, your child's program placement recommendation, the program options that are available to your child and the district's exit criteria.

Language Assessment Results

Domain	CELDT Performance Level <i>Date Administered:</i> _____ (B=Beginning, EI=Early Intermediate, I=Intermediate, EA=Early Advanced, A=Advanced)	Primary Language Proficiency Level (K-12 Informal Primary Language Survey) <i>Date Administered:</i> _____ (P=Proficient, L=Limited Proficient, N=Not Proficient)
Listening		
Speaking		
Reading		
Writing		
Overall		
	These CELDT results are based on district scoring using the testing contractor's scoring guide.	K and 1 st graders are assessed in Listening and Speaking only
	(District Overall scoring : B=EPALL 1-3, EI=EPALL 4-5, I= EPALL 6-7 , EA = EPALL 8-9, A=EPALL 10)	

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 assigned to the **Structured English Immersion Program** (CELDT-Beginning and Early Intermediate).
- English Learner (EL)** with *reasonable fluency in English* who will be assigned to the **English Language Mainstream Program** (CELDT - Intermediate, Early Advanced).
- Initial Fluent English Proficient (I-FEP) student** who will be placed in the district's general core curriculum. (CELDT - Advanced).

Check if applicable:

- Individualized Education Program (IEP) on file:** How current program will meet objectives of IEP:



Program Placement for English Learners

Description of Program Placement Options and Goals for English Learners

In order to meet the educational needs of English learners, all programs must include English Language Development (ELD) and differentiated instructional strategies.

- **Structured English Immersion (SEI):** Students who score at *less than reasonable fluency* in English (*CELDT Proficiency Level of Beginning-Early Intermediate*) are placed in an SEI program setting and are taught overwhelmingly in English, but may be supported in the students' primary language. English Learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** Students who score at *reasonable fluency* in English (*CELDT Proficiency Level of Intermediate-Early Advanced*) are placed in an ELM program setting in a classroom. English Learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students continue to receive additional and appropriate instruction in order to make academic progress and meet the requirements to be reclassified as Fluent English Proficient (FEP).
- **Alternative Program (Alt):** Students with an approved Parental Exception Waiver**** receive core instruction through their primary language and instruction in ELD from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students continue to receive additional and appropriate instruction in order to make academic progress and meet the requirements to be reclassified as Fluent English Proficient (FEP).

**** **California state law gives parents the right to request that their child be placed in an Alternative Program.**

To place your child in such a program, you must personally visit your child's school to apply for a parental exception waiver each year, and he/she must meet one of the following criteria: a) knows English and performs academically at least at 5th grade level, b) is 10 years of age or older, or c) is a student under 10 years of age, has been placed in an English language classroom for 30 calendar days, and special needs exist.

➤ **Note: at any time during the school year, you may have your child moved into the English Language Mainstream Program.**

Reclassification (Exit) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. The district's reclassification criteria are indicated below:

Component	Criteria
English Proficiency on CELDT	CELDT Overall Level of Early Advanced or above with no sub-scores lower than Intermediate Level.
Basic Skills Proficiency on CST – ELA & Math	a. English Learners in grades 3-12 who score at or above 350 (scale scores) on the California Standards Test (CST) in both English Language Arts (ELA) and Mathematics do not need the curriculum embedded assessment as part of the reclassification criteria. b. English Learners in grades 3-12 who score at 324-349 (scale scores) on the CST in both ELA and Math will be considered for reclassification based on curriculum embedded assessment criteria. If one of the CST scores (ELA or Math) exceeds 349, there is no need for curriculum embedded assessment criteria requirement for that subject area.
Participation of Teachers	Teacher(s) confirm(s) that student can perform grade level work independently without need for English language development or sheltered content instruction.
Parent Consultation	Parent is consulted and provided opportunity to agree/disagree with recommendation to reclassify student.

Graduation Rate

District's expected rate of graduation (High School): For 2009-10 is 83.2 % and it is expected to increase by .1 % every year thereafter.

Please call your child's school if you would like to schedule a parent conference to discuss program placement options for your child.