



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

Student Information

Student		Grade Level		School	
EL Status		Student ID		LTEL	
At Risk of LTEL		Home Language		Native Language	
IEP					

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 are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][iii]).

Summative ELPAC Testing Window & Student/ Parent Practice Test Resources

The WCCUSD Summative ELPAC window is from February to May. To learn more about the ELPAC, please visit ELPAC Resources for Parents at <https://www.cde.ca.gov/ta/tg/ep/elpacparentresource.asp>. The ELPAC practice tests are another good resource. They can be found on the ELPAC Web site at <https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests>.

English Language Proficiency Tests

No English Language Proficiency Tests available

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. While the rate of English language development (ELD) varies between students, many exit the ELD program in 6 years.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements. Overall: 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 exit (reclassification) criteria are listed below. (20 U.S.C.

Section 6312[e][3][A][vi]) For reference of WCCUSD grade level specific reclassification criteria, see attached TABLE 2. / Comparison of Performance in Basic Skills I-Ready: Local Mean Score- 1 Grade Level Below or Higher. / Classroom performance: (Grades K-5) An overall score of 2 or above on the ELD school report card. (Grades 6-12) A grade of C- or higher on an ELD/English course school report card. / Teacher evaluation: This evaluation is not to be interpreted as a teacher's opinion and should be based on data metrics described in this document./ Parental Opinion and Consultation: Signed consultation letter confirming LEA has consulted with families of students who are being considered for reclassification. This consultation can be in-person, by phone, on school platforms, or through other available technology to discuss eligibility for reclassification. / Other: Observation Protocol for Teachers of English Learners (OPTeL).

Standardized Test Results

No Standardized Test Results available

Long-Term English Learner (LTEL)

Long-term English learner (LTEL) means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT), English Language Proficiency Assessment for California (ELPAC) or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test, or any successor test.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”)

English learner at risk of becoming a long-term English learner means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the CELDT, ELPAC or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts test of the California Standards Tests, or any successor test, he or she is identified as an English Learner at risk of becoming an LTEL.

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 72.5 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

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]).

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). 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 may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). 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 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]).

WCCUSD Language Program Options

A description of the language acquisition programs provided in the West Contra Costa Unified School District are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v]) Programs listed below 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) 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 pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Dual-Language Immersion (DLI) Program:

Dual-Language Immersion (DLI) also referred to as Two-Way Immersion is a language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goal 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 sixth grade. One-Way Immersion programs are generally offered where the native speaking English population or the native speaking population of another language is not large enough to offer Two-Way Immersion.

In WCCUSD, we have Developmental DLI programs at the following Elementary schools:

The following schools have a DLI program: Washington, Stewart, Chavez, Grant, Coronado, Lake, Dover, Lincoln, Ford, and WCM. The following schools have a newcomer program : Grant elementary, Helms MS, Richmond HS, and Kennedy High School.

How to Enroll Your Child in a Language Acquisition Program:

Submit a verbal or written request to the office at your local school or by central office online enrollment process. *Waivers are no longer required.

Local Control Accountability Plan (LCAP)

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062)

Different English Learner Setting (DELS)

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations, Section 11302)

Eligibility of AB2121 for Fifth Year of High School

AB 2121 requires local educational agencies (LEA) to take specific actions relating to migratory children and newly arrived immigrant students. The bill amends California Education Code (EC) sections 51225.1 and 51225.2, and defines the term "Pupil participating in a newcomer program" in Section 51225.2 (a) (6). **Existing California law requires school districts to exempt foster care, homeless, former juvenile court students, and students from military families from all locally adopted coursework and requirements that are supplemental to statewide coursework requirements. The amended law extends these provisions to migratory students and newly arrived immigrant students.