

District English Learner Advisory Committee Meeting

Junta del comité asesor de padres a nivel del distrito

December 12, 2023

12 de diciembre del 2023

Translated Presentations

[Dari/Farsi](#)
[Pashto](#)

[Ukrainian](#)

[Hmong](#)
[Russian](#)



Agenda

- Review minutes from 10/10/23
- Local Control and Accountability Plan (LCAP)
- English Learner (EL) Program Goals and Objectives
- Review of Parent Notifications Letters
- Review and Comment on Reclassification Criteria
- Reclassification updates
- Reclassified-fluent English proficient (R-FEP) Monitoring
- Family and Community Engagement (FACE) Updates

Agenda

- Revisión de las minutas de 10 de octubre de 2023
- Plan de rendición de cuentas con control local (LCAP, por sus siglas en inglés)
- Metas y objetivos del programa de aprendices de inglés (EL, por sus siglas en inglés)
- Revisión de las notificaciones para padres de familia
- Revisión y comentarios sobre los criterios de reclasificación
- Actualizaciones de reclasificación
- Monitoreo de estudiantes reclasificados competente en inglés (R-FEP, por sus siglas en inglés)
- Actualizaciones de servicios de participación familiar y comunitaria (FACE, por sus siglas en inglés)

Review Minutes from October 10, 2023
**Revisión de las minutas del 10 de octubre
de 2023**



English
Hmong

Spanish
Ukrainian

Dari/Farsi
Russian





LCAP Presentation (English)

Travis Burke

LCAP Presentation (Spanish)

LCAP Presentation (Hmong)





**English Learner
Program Goals and
Objectives**
**Metas y objetivos del
programa para
aprendices de inglés**



Department Goals and objectives

Metas y objetivos del departamento

01

Goal 1:

Increase
Reclassification Rate

02

Goal 2:

Increase Family
Engagement Opportunities

03

Goal 3

Walkthroughs and
teaching strategies

01

Objetivo 1

Aumentar la tasa de
reclasificación

02

Objetivo 2

Aumentar las
oportunidades de
participación familiar

03

Objetivo 3

Recorridos y estrategias
pedagógicas

Review of Parent Notification: Letters

**Revisión de las notificaciones para
padres de familia**



Types of Parent Notifications

Initial Parent notification

To inform parents of their child's identification as an English learner **or** Initially Fluent-English Proficient (I-FEP) student, upon entering a California school for the first time, and provide all the required information to meet Federal Title I or Title III requirements.

Annual Parent Notification

To inform parents of their child's continued identification as an English learner in a California school, and provide all the required information to meet Federal Title I or Title III requirements.

Tipos de notificaciones para padres de familia

Notificación Inicial para los Padres

Informar a los padres de la identificación de su hijo como alumno que aprende inglés **o** que ha sido inicialmente designado como un estudiante con dominio de inglés (I-FEP, por sus siglas en inglés), al entrar en una escuela de California por primera vez, y proporcionar toda la información necesaria para cumplir los requisitos federales del Título I o del Título III.

Notificación Anual para los Padres

Informar a los padres de la identificación continua de su hijo como aprendiz de inglés en una escuela de California, y proporcionar toda la información requerida para cumplir con los requisitos federales del Título I o del Título III.

Types of Parent Notification Letters

Tipos de notificaciones para padres de familia

- Initial ELPAC Pre-Test Parent Notification
- Initial ELPAC & Title I/III Parent Notification
- Initial Alternate ELPAC Parent Notification
- Initially Fluent English Proficient (IFEP) Parent Notification
- ELPAC Summative Pre-Test Parent Notification
- Annual ELPAC & Title I/III Parent Notification
- Annual Alternate ELPAC & Title I/III Parent Notification
- Carta de notificación inicial a los padres previa a las Pruebas del dominio de inglés para California (ELPAC, por sus siglas en inglés)
- Carta de notificación inicial a los padres sobre ELPAC y Título I/III
- Carta de notificación a los padres sobre las pruebas alternas iniciales del dominio de inglés para California y Título I/III
- Carta de notificación a los padres inicialmente designado como un estudiante con dominio de inglés (I-FEP, por sus siglas en inglés)
- Carta de notificación anual a los padres de las pruebas sumativas del ELPAC
- Carta de notificación anual a los padres de las pruebas alternas sumativas del ELPAC y Título I/III

Initial Pre-Test Parent Notification Letter


Carta inicial de notificación a los padres previa a la prueba

- This letter is sent to families before their child is initially ELPAC tested when they first enter into a California school district.
- Esta carta se envía a las familias antes que su hijo se someta a la prueba inicial ELPAC cuando entra por primera vez en un distrito escolar de California

Twin Rivers Unified School District
Initial English Language Proficiency Assessments for California
10/18/2023

Student: [REDACTED]
Test: [REDACTED]
School: 0

[REDACTED]
North Highlands, CA 95660

 **Initial English Language Proficiency Assessments for California**
2023-2024 Parent and Guardian Notification Letter

Dear Parent/Guardian:

Within the first 30 days of enrollment, your child will take the following test(s):

- * Initial ELPAC Assessment or
- * Initial Alternate ELPAC (for students with the most significant cognitive disabilities and whose individualized education program (IEP) team has designated the use of an alternate assessment)

We would like to welcome you and your child to the Twin Rivers Unified School District. Since you identified a home language other than English on the Home Language Survey, the State of California requires that your child's English language proficiency be assessed using the Initial English Language Proficiency Assessments for California, or "Initial ELPAC".

Based on the child's Initial ELPAC scores, they will be identified as an English learner (EL) or Initial Fluent English Proficient student. Identifying students who need help learning English is important to ensure they get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. Information from the ELPAC tells your child's teacher about the areas in which your child needs extra support.

More About the ELPAC

Every year, English learner students will take the Summative (Annual) ELPAC assessment until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing.

To learn more about the ELPAC, please read the Parent Guide to Understanding the ELPAC, which can be found on the California Department of Education (CDE) Parent Guide to Understanding the ELPAC Web Page at <https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf>.

The ELPAC practice tests are another good resource. They can be found on the ELPAC website at <https://www.elpac.org/resources/practicetests/>, where parents and students can see the kinds of questions that will be on the test.

If you have any questions about your child taking the ELPAC, please contact English Learner Services Department at (916) 566-6000 ext. 33420.

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Twin Rivers Unified School District
Initial English Language Proficiency Assessments for California
10/18/2023

Student: [REDACTED]
Test: [REDACTED]
School: 0

Sincerely,

Jisel Villegas, Ph.D. | Director of English Learner Services

How can I help my child get ready for the ELPAC?
You are an important part of your child's education. To help your child get ready for the test, you can:

- * Read to your child, or have them read to you on a regular basis.
- * Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- * Provide your child with opportunities to use language outside of school.
- * Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

Student Information

School	Oakdale Elem	Grade Level	1	Enrolled in US	6/1/2022
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Initial Title I/III Parent Notification Letter

Carta inicial de notificación a los padres del Título I/III

North Highlands, CA 95660

Twin Rivers Unified School District Initial Parent Notification Letter Federal Title I or Title III and State Requirements

Student Information

Student	[REDACTED]	Grade Level	1	Native Language	Spanish
Test ID#	[REDACTED]	Student ID#	[REDACTED]	EL Status	EL
Enrolled in US	6/9/2022	Individualized Education Plan (IEP)	No	Alternate ELPAC	No

Dear Parent(s) or Guardian(s)

A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us 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's 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)(ii)).

English Language Proficiency Tests

Test Name & Date	Results								
ELPAC Initial	Overall			Oral Language			Written Language		
10/18/2023	1	2	3	1	2	3	1	2	3
	(3/2)								

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 extracurricular years.

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

Twin Rivers Unified School District
Initial Parent Notification Letter
10/24/2023

Student: [REDACTED]
School: [REDACTED]

English Language Proficiency Assessment	ELPAC Overall score of Level 4
Comparison of Performance in Basic Skills	Most recent score in one of the following: (1) SBAC English Language Arts (ELA) Overall score of Level 3 (Standard Met) or higher; or (2) I-Ready Diagnostic ELA score of "On-Grade Level" or higher; or (3) District ELA Benchmark score of Level 3 (Standard Met) or higher.
Teacher evaluation	Report card grades reflect mark of C- (Standard Nearly Met) or higher in each English Language Arts/Literacy domain using an A-F scale.
Parental opinion and consultation	Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.

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

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 88.5 percent. The graduation rate displayed on the Graduate Date 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)(vi); 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)(vi)(ii); EC Section 310(e)). 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 remain 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)(vi)).

- This letter is sent after the initial ELPAC test is given.
- It indicates if the student is an English learner
- Letters are sent home in both English and the family's home language.

- Esta carta se envía después de realizar la prueba inicial ELPAC.
- En ella se indica si el alumno es aprendiz de inglés
- Las cartas se envían a casa tanto en inglés como en la lengua materna de la familia.

Initially Fluent English Proficient Parent Notification Letter

Carta de notificación inicial a los padres que dominan el inglés

- This letter will be sent home if a student qualifies as Initially fluent-English proficient (I-FEP).
- This letter is sent in the family's home language.
- Esta carta será enviada a casa si el estudiante califica inicialmente como un estudiante con dominio de inglés (I-FEP, por sus siglas en inglés).
- Esta carta se enviará en la lengua de la familia.

Twin Rivers Unified School District
Notification of Not Qualifying for English Language Program
9/14/2023

Student: [REDACTED]
School: Creative

[REDACTED]
Sacramento, CA 95841

Twin Rivers Notification of Not Qualifying for English Language Program
INTEGRATED LEARNING INITIATIVE

Student Information

Student	[REDACTED]	Grade Level	K	Native Language	Spanish
Test ID#	[REDACTED]	Student ID#	[REDACTED]	EL Status:	IFEP (Tested, Did not Qualify)
Enrolled in US	8/17/2023	Individualized Education Plan (IEP)	No	Alternate ELPAC	No

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC Initial, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

Test Name & Date	Overall			Oral Language			Written Language		
ELPAC Initial 9/7/2023	1	2	3	1	2	3	1	2	3
	3			3			1		
	(574)								

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.

Graduation Rate for English Learners 20 U.S.C. Section 6312(e)(3)(A)(vii)
The expected rate of graduation for students in this program is 88.5 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

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Twin Rivers Unified School District
Notification of Not Qualifying for English Language Program
9/14/2023

Student: [REDACTED]
School: Creative

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][vii]; 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][II]; 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]).

Summative Pre-Test Parent Notification

Summative Pre-Test Carta de notificación a los padres

Twin Rivers Unified School District
Summative English Language Proficiency Assessments for California
1/12/2023

Student: [REDACTED]
School: Las [REDACTED]

[REDACTED]
Sacramento, CA 95815

Twin Rivers Unified School District
Summative English Language Proficiency Assessments for California
2022-2023 Parent and Guardian Notification Letter

Dear Parent/Guardian:

Annually, your child will take the following test(s) to measure their progress in English:

- * **Summative ELPAC Assessment**
- * **Summative Alternate ELPAC** (for students with the most significant cognitive disabilities and whose individualized education program (IEP) team has designated the use of an alternate assessment)

As an English learner, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring. The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public. This test will give your child's teacher information about where your child may need extra support. Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English.

This year, Twin Rivers Unified School District will give the Summative ELPAC in person during the school day at your child's school. You will receive your child's results through Aeries Parent Portal at or before the beginning of the next school year. A copy will be mailed to you. The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

More About the ELPAC

Every year, English learner students will take the Summative (Annual) ELPAC assessment until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing. You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best.
- Explore a practice test with your child so they are familiar with the platform and setup.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.

To learn more about the ELPAC, please read the Parent Guide to Understanding the ELPAC, which can be found on the California Department of Education (CDE) Parent Guide to Understanding the ELPAC Web Page at cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

1/12/2023 - Page 1 of 2

- As long as student is an English learner, families will receive the Summative ELPAC Pre-Test Parent Notification annually until they reclassify.
- This letter is sent in the family's home language.
- Mientras el estudiante sea un aprendiz de inglés, las familias recibirán la Notificación Sumativa Previa a la Prueba ELPAC anualmente hasta que se reclasifiquen.
- Esta carta se enviará en la lengua de la familia.

Twin Rivers Unified School District
Summative English Language Proficiency Assessments for California
1/12/2023
To learn more about these tests, go to the ELPAC Starting Smarter web page at elpac.startingsmarter.org/.

Student: [REDACTED]
School: Las [REDACTED]

If you have any questions about your child taking the ELPAC, please contact English Learner Services Department at (916) 566-1600 ext. 33424.

Sincerely,

Jisel Villegas, Ph.D. | Director of English Learner Services

How can I help my child get ready for the ELPAC?
You are an important part of your child's education. To help your child get ready for the test, you can:

- * Read to your child, or have them read to you on a regular basis.
- * Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- * Provide your child with opportunities to use language outside of school.
- * Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

Student Information

School	Las Palmas Elem	Grade Level	4	Enrolled in US	8/20/2018

Annual ELPAC & Title I/III Parent Notification

Carta de notificación anual a los padres de las pruebas sumativas del ELPAC

Twin Rivers Unified School District
Annual Parent Notification Letter
9/5/2023

Student: [Redacted]
School: [Redacted]

[Redacted]
[Redacted]
Sacramento, CA 95875

Twin Rivers Unified School District Annual Parent Notification Letter Federal Title I or Title III and State Requirements

Student Information	
Student	[Redacted]
Grade Level	5
Native Language	Spanish
Test ID#	[Redacted]
Student ID#	[Redacted]
EL Status:	EL
Enrolled in US	8/20/2018
Individualized Education Plan (IEP)	No
Alternate ELPAC	No

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)(i)).

Test Name & Date	Results																
ELPAC Summative 2/27/2023	<table border="1"> <thead> <tr> <th>Overall</th> <th>Listening</th> <th>Speaking</th> <th>Oral Language</th> </tr> </thead> <tbody> <tr> <td>1 2 3 4</td> <td>1 2 3</td> <td>1 2 3</td> <td>1 2 3 4</td> </tr> <tr> <td>2</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>(48%)</td> <td></td> <td></td> <td>(42%)</td> </tr> </tbody> </table>	Overall	Listening	Speaking	Oral Language	1 2 3 4	1 2 3	1 2 3	1 2 3 4	2	2	1	1	(48%)			(42%)
Overall	Listening	Speaking	Oral Language														
1 2 3 4	1 2 3	1 2 3	1 2 3 4														
2	2	1	1														
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1 2 3	1 2 3	1 2 3 4															
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		(54%)															

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 extrate years.

Exit Criteria
9/5/2023 - Page 1 of 6

Twin Rivers Unified School District
Annual Parent Notification Letter
9/5/2023

Student: [Redacted]
School: [Redacted]

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	ELPAC Overall score of Level 4
Comparison of Performance in Basic Skills	Most recent score in one of the following: (1) SBAC English Language Arts (ELA) Overall score of Level 3 (Standard Met) or higher; (2) I-Ready Diagnostic ELA score of "On-Grade Level" or higher; or (3) District ELA Benchmark score of Level 3 (Standard Met) or higher.
Teacher evaluation	Report card grades reflect mark of C- (Standard Nearly Met) or higher in each English Language Arts/Literacy domain using an A-F scale.
Parental Opinion and Consultation	Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.

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

Test Name & Date	Grade Level	Results
I-Ready Diagnostic ELA 8/22/2023	5	Level: 700 Percentile: 30 Placement: 3 Relative Placement: 2 Grade Level Below Scale Score: 531 Stretch Growth Progress (%): 0 Typical Growth Progress (%): 0
I-Ready Diagnostic ELA 5/25/2023	4	Level: 615 Percentile: 20 Placement: 3 Relative Placement: 1 Grade Level Below Scale Score: 512 Stretch Growth Progress (%): 0 Typical Growth Progress (%): 0
SBAC Math 5/30/2023	4	Achievement Level: 3 - Standard Met Scale Score: 2490
SBAC ELA 5/23/2023	4	Achievement Level: 3 - Standard Met Scale Score: 2498
District ELA Assessment 3/7/2023	4	Number Correct: 6 Percent Correct: 22.22

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 10, 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)(iv)

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- This letter is sent home within the first 30 days of school at the beginning of the school year.
- The purpose is to inform parents of their child's continued identification as an English learner in a California school, and provide all the required information to meet Federal Title I or Title III requirements.
- This letter is sent in the family's home language.

- Esta carta se envía a casa dentro de los primeros 30 días de clases al inicio del año escolar.
- El propósito es informar a los padres de la identificación continua de su hijo como aprendiz de inglés en una escuela de California, y proporcionar toda la información requerida para cumplir con los requisitos federales del Título I o Título III.
- Esta carta se enviará en la lengua de la familia.

Twin Rivers Unified School District
Annual Parent Notification Letter
9/5/2023

Student: [Redacted]
School: [Redacted]

The expected rate of graduation for students in this program is 88.5 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)(i)(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)(i)(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 provided 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)(ii)).

Review & Comments on Reclassification Criteria

Revisión y comentarios sobre los criterios de reclasificación



Reclassification Criteria

Criterios de Reclasificación

- The English learner (EL) reclassification criteria is set by the State of California.
- It determines whether or not an English learner (EL) student has sufficient English proficiency to be reclassified as a fluent English speaker.



- Los criterios de reclasificación de los estudiantes de inglés (EL) son establecidos por el Estado de California.
- Determinan si un estudiante aprendiz de inglés (EL) tiene o no suficiente dominio del inglés para ser reclasificado como hablante fluido de inglés.

Reclassification Criteria

Criterios de Reclasificación

1

Assessment of English Language Proficiency (ELP)

Evaluación del dominio del inglés (ELP, por sus siglas en inglés)

2

Teacher Evaluation

Evaluación del maestro

3

Parent Consultation

Consulta de los padres

4

Basic Skills Relative to English Proficient Students

Competencias básicas en relación con los estudiantes que dominan el inglés

Guiding Questions

**What noticings do you
have about the criteria?**

¿Qué observaciones
tiene sobre los criterios?

Preguntas orientadoras

**What questions or wonders do
you have about the criteria?**

¿Qué preguntas o dudas
tiene sobre los criterios?

**Are there any other
questions you may have?**

¿Tiene alguna otra
pregunta?

GRADE	SUMMATIVE ELPAC PROFICIENCY	DEMONSTRATION OF "BASIC SKILLS"		TEACHER EVALUATION	PARENT CONSULTATION
Kinder	ELPAC Overall Performance Level 4	ASSESSMENT	REQUIRED PLACEMENT	Student will automatically qualify on teacher evaluation criteria based on performance level marks: ★ Kindergarten: Report card grades reflect mark of "Meets Standard" (M) or "Exceeds Standards" (E) in all available ELA Domains on the report card.	Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.
		ELA Assessment (most recent) ----- i-Ready Reading Relative Placement (most recent)	On grade level or higher ----- On grade level or higher		
★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs, or dually-identified students.					
1-3	ELPAC Overall Performance Level 4	ASSESSMENT	REQUIRED PLACEMENT	Student will automatically qualify on teacher evaluation criteria based on performance level marks: ★ Grades 1 - 3: Report card grades reflect mark of C- (Standard Nearly Met or Higher) in each English Language Arts/Literacy Domains using an A-F scale.	Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.
		District ELA Benchmark (most recent) ----- i-Ready Reading Relative Placement (most recent)	Level 3 (Standard Met) or higher ----- One grade level below or higher		
★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs, or dually-identified students.					
4-6	ELPAC Overall Performance Level 4	ASSESSMENT	REQUIRED PLACEMENT	Student will automatically qualify on teacher evaluation criteria based on performance level marks: ★ Grades 4 - 6: Report card grades reflect mark of C- (Standard Nearly Met or Higher) in each English Language Arts/Literacy Domains using an A-F scale.	Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.
		ELA CAASPP (preliminary round) ----- District ELA Benchmark** ----- i-Ready Reading Relative Placement (most recent)**	Level 3 (Standard Met) or higher ----- Level 3 (Standard Met) or higher ----- One grade level below or higher		
★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs, or dually-identified students. ★ ** After preliminary round of reclassifications district ELA Benchmark or i-Ready diagnostic score will be used as a demonstration of basic skills.					

2023-2024 Elementary Reclassification Criteria

2023-2024 Criterios de reclasificación a nivel primaria



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GRADE	SUMMATIVE ELPAC PROFICIENCY	DEMONSTRATION OF "BASIC SKILLS"		TEACHER EVALUATION	PARENT CONSULTATION
7 th	ELPAC Overall Performance Level 4	ASSESSMENT	REQUIRED PLACEMENT	Student will automatically qualify on teacher evaluation criteria based on performance level marks: ★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale.	Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.
		ELA CAASPP (preliminary round) District ELA Benchmark** i-Ready Reading Relative Placement (most recent)**	Level 3 (Standard Met) or higher ----- Level 3 (Standard Met) or higher ----- One grade level below or higher		
★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs, or dually-identified students. ★ ** After preliminary round of reclassifications district ELA Benchmark or i-Ready diagnostic score will be used as a demonstration of basic skills.					
8 th	ELPAC Overall Performance Level 4	ASSESSMENT	REQUIRED PLACEMENT	Student will automatically qualify on teacher evaluation criteria based on performance level marks: ★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale.	Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.
		ELA CAASPP (preliminary round) District ELA Benchmark** i-Ready Reading Relative Placement (most recent)**	Level 3 (Standard Met) or higher ----- Level 3 (Standard Met) or higher ----- One grade level below or higher		
★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs, or dually-identified students. ★ ** After preliminary round of reclassifications district ELA Benchmark or i-Ready diagnostic score will be used as a demonstration of basic skills.					

Twin Rivers Unified School District – English Learner Services Department

2023-2024 Middle School Reclassification Criteria

2023-2024 Criterios de reclasificación a nivel secundaria



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9 th	ELPAC Overall Performance Level 4	ASSESSMENT	REQUIRED PLACEMENT	Student will automatically qualify on teacher evaluation criteria based on performance level marks: ★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale.	Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.
10 th & 11 th	ELPAC Overall Performance Level 4	<p>ELA CAASPP (preliminary round)</p> <p>District ELA Benchmark**</p> <p>i-Ready Reading Relative Placement (most recent)**</p> <p>★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs, or dually-identified students.</p> <p>★ ** After preliminary round of reclassifications district ELA Benchmark or i-Ready diagnostic score will be used as a demonstration of basic skills.</p>	<p>Level 3 (Standard Met) or higher</p> <p>Level 3 (Standard Met) or higher</p> <p>One grade level below or higher</p>	<p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <p>★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale.</p>	<p>Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.</p>
12 th	ELPAC Overall Performance Level 4	<p>ELA CAASPP (preliminary round)</p> <p>District ELA Benchmark**</p> <p>★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs, or dually-identified students.</p> <p>★ ** After preliminary round of reclassifications ELA Benchmark will be used as a demonstration of basic skills.</p>	<p>Level 3 (Standard Met) or higher</p> <p>Standard Met or higher</p>	<p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <p>★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale.</p>	<p>Parents are involved in the reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.</p>

Twin Rivers Unified School District – English Learner Services Department

2023-2024 High School Reclassification Criteria

2023-2024 Criterios de Reclasificación a nivel preparatoria



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327/704 (46%)

Reclassifications this school year

From December 5, 2023

327/704 (46%)

Reclasificaciones este año escolar

Desde el 5 de Diciembre de 2023

Monitoring Reclassified-fluent English proficient (R-FEP) Students

Monitoreo de estudiantes reclasificados competente en inglés (R-FEP, por sus siglas en inglés)



- State and federal laws require local education agencies to monitor students who have exited EL status for a **period of four years** after they have RFEP status to ensure that:
 - The students have not been prematurely exited;
 - Any academic deficit they incurred as a result of learning English has been remedied; and
 - The students are meaningfully participating in the standard instructional program comparable to their English-only peers.
- Las leyes estatales y federales exigen que las agencias locales de educación hagan un seguimiento de los alumnos que han salido de la condición de estudiante de inglés **durante un periodo de cuatro años** después de tener la condición de RFEP para garantizar que:
 - Los alumnos no han sido expulsados prematuramente;
 - Cualquier déficit académico en el que hayan incurrido como resultado del aprendizaje del inglés ha sido remediado; y
 - Los alumnos están participando de forma significativa en el programa de instrucción estándar, en comparación con sus compañeros que sólo hablan inglés.



1,372

Current students being monitored (4 years after reclassification)

Estudiantes actuales en seguimiento (4 años después de la reclasificación)

Family and Community Engagement Department Updates

Actualizaciones del
departamento de
participación de la familia y
la comunidad



FACE Updates and information Presentation



February 21-24, 2024 • Anaheim, California

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

Its that time of Year!

Principals, we need your help with recommending one parent from your site for the 2024 California Association for Bilingual Education (CABE) Annual Conference that will be held in Anaheim, California. The English Learner Services Department will sponsor their registration. The CABE conference will be held in-person on February 21-24, 2024 in Anaheim, California.

The ELSD will sponsor the registration and accommodations for one parent from each school site who meets the following criteria:

STEP 1: Principal recommends one parent from their school site that meets the following criteria:

- A. 2023-2024 Elected ELAC Committee Member
- B. 2023-2024 Elected DELAC School Site Representative

STEP 2: Click on the following link to enter the participants information for the [Link](#)

QUESTIONS | Email Alex Pina at Alex.Pina@trusd.net or Call (916) 566-1600 extension 33420

*CABE aligns with the City of Anaheim and the California Department of Public Health Guidance for the use of masks during CABE 2024. Attendees will be required to follow these guidelines.

To get the latest information visit: <https://www.anaheim.net/5463/Coronavirus-Resources>

Thanks!

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