

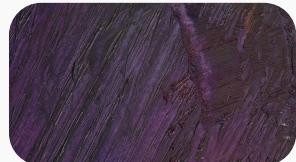


DELAC

District English Learner Advisory Committee / Comité Asesor de
Padres a Nivel del Distrito

December 4, 2025

4 de diciembre de 2025



This Meeting is being recorded.



Esta reunión está siendo grabada.

Time to Connect

- At your table, share, which Winter holidays you celebrate?
- Share with the whole group.



Hora de conectarse

- En su mesa, comparta: ¿qué fiestas de invierno celebra?
- Comparta con todo el grupo.



Meeting Norms

- Keep district goals as priority
- Work as a Unified Team
- Be Positive, Focus on Solutions
- Stay on topic
- Be concise so others may participate (equity of voice)

Normas para las reuniones

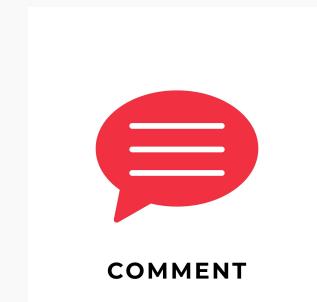
- Mantener los objetivos del distrito como prioridad
- Trabajar como un equipo unificado
- Ser positivo, centrarse en las soluciones
- No desviarse del tema
- Ser conciso para que otros puedan participar (igualdad de voz)

Public Comments

Public Comments are limited to two minute per person.

Comentarios Públicos

Los comentarios públicos están limitados a dos minutos por persona.



AGENDA

- 1 Welcome, Introductions, Community Builder
- 2 Review Agenda
- 3 Approval of October 30, 2025 Minutes
- 4 Review Parental Notice Requirements /Annual Parent Notification
Review and Comment on Reclassification Criteria
Reclassification Updates
Reclassified-fluent English Proficient (R-FEP) Monitoring
- 5 Schools Site Reports
- 6 Parent Institute for Quality Education Parent Recognitions for Workshop Completion (PIQE)
- 7 Public Comments & Announcements
- 8 Adjourn

ORDEN DEL DIA

- 1 Bienvenida, presentaciones, desarrollo de comunidad
- 2 Revisión de la agenda
- 3 Aprobación de las minutos del 30 de octubre de 2025
- 4 Revisión de los requisitos de notificaciones a los padres de familia/Notificación anual a los padres
Revisión y comentarios sobre los criterios de reclasificación
Actualizaciones sobre la reclasificación de aprendices de inglés
Monitoreo de estudiantes reclasificados competente en inglés (R-FEP por sus siglas en inglés)
- 5 Informes escolares
- 6 Reconocimiento a los padres por completar el taller del Instituto de Padres para la Educación de Calidad (PIQE)
- 7 Comentarios públicos y Anuncios
- 8 Cierre de la sesión

Approval of Minutes

- October 30, 2025 (link)

Aprobación de las minutas

- 30 de octubre de 2025 (enlace)

Review Parental Notice Requirements / Annual Parent Notification

Revisión de los requisitos de
notificaciones a los padres de
familia/Notificación anual a los padres

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 a los padres

Notificación Inicial para los Padres

Informar a los padres de que su hijo/a ha sido identificado como aprendiz de inglés o como estudiante con dominio inicial del inglés (I-FEP) al ingresar por primera vez a una escuela de California, y proporcionar toda la información necesaria para cumplir con los requisitos federales del Título I o del Título III.

Notificación Anual para los Padres

Informar a los padres de que su hijo/a sigue siendo identificado como estudiante de inglés en una escuela de California y proporcionar toda la información necesaria 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

- | | |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Initial ELPAC Pre-Test Parent Notification | 1. Carta de notificación inicial a los padres previa a las Pruebas del dominio de inglés para California (ELPAC, por sus siglas en inglés) |
| 2. Initial ELPAC & Title I/III Parent Notification | 2. Carta de notificación inicial a los padres sobre ELPAC y Título I/III |
| 3. Initial Alternate ELPAC Parent Notification | 3. Carta de notificación a los padres sobre las pruebas alternas iniciales del dominio de inglés para California y Título I/III |
| 4. Initially Fluent English Proficient (IFEP) Parent Notification | 4. Carta de notificación a los padres inicialmente designado como un estudiante con dominio de inglés (I-FEP, por sus siglas en inglés) |
| 5. ELPAC Summative Pre-Test Parent Notification | 5. Carta de notificación anual a los padres de las pruebas sumativas del ELPAC |
| 6. Annual ELPAC & Title I/III Parent Notification | 6. Carta de notificación anual a los padres de las pruebas alternas sumativas del ELPAC y Título I/III |
| 7. Annual Alternate ELPAC & Title I/III Parent Notification | 7. 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

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

10/18/2023

North Highlands, CA 95660

Twin Rivers Unified School District
Initial English Language Proficiency Assessments for California

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/elp/documents/elpac_pg1.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) 566-1600 ext. 33420.

10/18/2023 - Page 1 of 2

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

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

10/18/2023

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 |
|--------|--------------|-------------|---|----------------|----------|
| | | | | | |

Initial Title I/III Parent Notification Letter

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

North Highlands, CA 95660

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

Student Information

| | | | | | |
|---------------------|------------------------|-------------------------------------|-----------------|-----------------|----|
| Student [REDACTED] | Grade Level | 1 | Native Language | Pashto | |
| Test ID# [REDACTED] | Student ID# [REDACTED] | EL Status: | EL | | |
| Enrolled in US | 6/1/2022 | 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 (California Education Code (EC) Section 330). 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)(v)).

English Language Proficiency Tests

| Test Name & Date | Results |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELPAC Initial 10/18/2023 | Overall 1 [REDACTED] 2 [REDACTED] 3 [REDACTED] Oral Language 1 [REDACTED] 2 [REDACTED] 3 [REDACTED] Written Language 1 [REDACTED] 2 [REDACTED] 3 [REDACTED] |

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

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

| Exit Criteria Category | Exit Criteria Standard |
|------------------------|------------------------|
|------------------------|------------------------|

10/24/2023 - Page 1 of 4

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

Student: [REDACTED]
School: [REDACTED]

English Language Proficiency ELPAC Overall score of Level 4
Assessment

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) 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 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 (SE) program option (EC Section 305(e)(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)(i), EC Section 310(e)). Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 5202). 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, 6312(e)(3)(A)(viii)).

- 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

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

Student Information

| Student | Grade Level | K | Native Language | Spanish | |
|---------------------|------------------------|-------------------------------------|-----------------|-------------------------------|----|
| Test ID# [REDACTED] | Student ID# [REDACTED] | [REDACTED] | EL Status: | IEP (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 | Results |
|---------------------------|----------------------------------------------------------------------------------------|
| ELPAC Initial 9/7/2023 | Overall: 1 2 3 Oral Language: 1 2 3 Written Language: 1 2 3 (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)(v)
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

9/14/2023 - Page 1 of 4

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

Student: [REDACTED]
School: Creative

[REDACTED]

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)(ii)(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)(ii)(V); 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)).

- 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.

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
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 |
|------------|-----------------|-------------|------------|----------------|------------|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

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/tyr/cdeparentguidetounderstand.asp.

- 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.

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]
Sacramento, CA 95815

Twin Rivers 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: 8/20/2023 | 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 [CE] Section 390). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [USC] Section 6312(e)(3)(A)(ii)).

English Language Proficiency Tests

| Test Name & Date | Results | |
|------------------------------|------------------------|--------------------|
| | Overall | Speaking |
| ELPAC Summative 2/27/2023 | 1 2 3 4 (484) | 1 2 3 (142) |
| Reading | 1 2 3 (2) | |
| Writing | 1 2 3 (2) | |
| Written Language | 1 2 3 4 (547) | |

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

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; 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.

Standardized Test Results

| Test Name & Date | Grade Level | Results |
|-------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I-Ready Diagnostic ELA 8/22/2023 | 5 | Lexile: 700 Percentile: 50 Placement: 3 Relative Placement: 2 Grade Levels Below Scale Score: 531 Stretch Growth Progress (%): 0 Typical Growth Progress (%): 0 |
| I-Ready Diagnostic ELA 5/25/2023 | 4 | Lexile: 615 Percentile: 20 Placement: 3 Relative Placement: 1 Grade Level Below Scale Score: 512 Stretch Growth Progress (%): 0 Typical Growth Progress (%): 0 |
| SBAC Math 5/20/2023 | 4 | Achievement Level: 3 - Standard Met Scale Score: 2490 |
| SBAC ELA 5/1/2023 | 4 | Achievement Level: 3 - Standard Met Scale Score: 2490 |
| DigitELA Assessment 3/7/2023 | 4 | Number Correct: 5 Percent Correct: 22.22 |

Long-Term English Learner (LTE)

Long-term English learner (LTE) 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 one year, 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 far 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 (LTE)

English learner at risk of becoming a long-term English learner means an English learner who is enrolled in any of grades 5 to 12, 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 LTE.

Graduation Rate for English Learners 20 U.S.C. Section 6312(e)(3)(A)(ii)

9/5/2023 - Page 2 of 6

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

The selected 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 (CE Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction in English and teach English learners to meet state academic content standards, including English language development (ELD) standards (20 U.S.C. section 6312(e)(3)(A)(ii); EC Section 306(c)).

Language Acquisition Programs Offered

Parents or guardians may choose a language acquisition program that best suits their child (CE Section 310). Schools in which the parent or guardian resides are required to offer English immersion (EI) programs. Schools in which the parent or guardian resides are required to offer English language acquisition programs that is designed to provide language instruction shall be required to offer such a program to the extent possible (CE Section 312(e)(3)(A)(ii); EC Section 306(c)). Parents may provide input regarding language acquisition programs during the development of the English Language Learner Accountability Plan. If a parent or guardian chooses to have an EL student, 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 participation in English language acquisition programs. If a parent or guardian declines or opts their child out of English language acquisition 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 Title II of the Civil Rights Act of 1990 to provide English learners (EL) students access to its educational programs (20 U.S.C. sections 1703(d), 6312(e)(3)(A)(ii)).

- 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.



Questions or Comments about Parental Notice Requirements / Annual Parent Notification

Preguntas o comentarios sobre los requisitos de notificación a los padres / Notificación anual a los padres

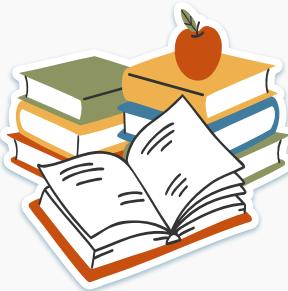
Review and Comment on Reclassification Criteria

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 aprendices de inglés son establecidos por el Estado de California.
- Determina si un estudiante que está adquiriendo el inglés tiene un dominio suficiente del idioma como 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)

3 Parent Consultation

Consulta con los padres

2 Teacher Evaluation

Evaluación del maestro

4 Basic Skills Relative to English Proficient Students

Habilidades básicas en relación con los estudiantes con dominio del inglés

Guiding Questions

What noticing do you have about the criteria?

¿Qué observaciones tiene sobre los criterios?

Are there any other questions you may have?

¿Tiene alguna otra pregunta?

Preguntas orientadoras

What questions or wonders do you have about the criteria?

¿Qué preguntas o dudas tiene sobre los criterios?

| GRADE | ASSESSMENT of English Language Proficiency | TEACHER EVALUATION | PARENT CONSULTATION | COMPARISON of "BASIC SKILLS" | | | | | | | | |
|----------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------|--------------------------------------|----------------------------------|--------------------------------------------------|----------------------------------|----------------------------------------------------|---------------------------------|
| Kinder | ELPAC Overall Performance Level 4 | <p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <ul style="list-style-type: none"> ★ Kindergarten: Report card grades reflect <u>mark</u> of "Meets Standard" (M) or "Exceeds Standards" (E) in all available ELA Domains on the report card. <p>Note: The OPTEL may be used in lieu of or with the <u>report card</u> grades for teacher evaluation.</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> <p>Note: The OPTEL may be used in consultation with parents regarding their child's progress toward English language proficiency.</p> | <table border="1"> <thead> <tr> <th>ASSESSMENT</th><th>REQUIRED PLACEMENT</th></tr> </thead> <tbody> <tr> <td>ELA Assessment (most recent)</td><td>On grade level or higher</td></tr> <tr> <td>j-Ready Reading Relative Placement (most recent)</td><td>On grade level or higher</td></tr> </tbody> </table> <p>★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs or dually identified students.</p> | ASSESSMENT | REQUIRED PLACEMENT | ELA Assessment (most recent) | On grade level or higher | j-Ready Reading Relative Placement (most recent) | On grade level or higher | | |
| ASSESSMENT | REQUIRED PLACEMENT | | | | | | | | | | | |
| ELA Assessment (most recent) | On grade level or higher | | | | | | | | | | | |
| j-Ready Reading Relative Placement (most recent) | On grade level or higher | | | | | | | | | | | |
| 1-3 | ELPAC Overall Performance Level 4 | <p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <ul style="list-style-type: none"> ★ 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. <p>Note: The OPTEL may be used in lieu of or with the <u>report card</u> grades for teacher evaluation.</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> <p>Note: The OPTEL may be used in consultation with parents regarding their child's progress toward English language proficiency.</p> | <table border="1"> <thead> <tr> <th>ASSESSMENT</th><th>REQUIRED PLACEMENT</th></tr> </thead> <tbody> <tr> <td>District ELA Benchmark (most recent)</td><td>Level 3 (Standard Met) or higher</td></tr> <tr> <td>j-Ready Reading Relative Placement (most recent)</td><td>One grade level below or higher</td></tr> </tbody> </table> <p>★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs or dually identified students.</p> | ASSESSMENT | REQUIRED PLACEMENT | District ELA Benchmark (most recent) | Level 3 (Standard Met) or higher | j-Ready Reading Relative Placement (most recent) | One grade level below or higher | | |
| ASSESSMENT | REQUIRED PLACEMENT | | | | | | | | | | | |
| District ELA Benchmark (most recent) | Level 3 (Standard Met) or higher | | | | | | | | | | | |
| j-Ready Reading Relative Placement (most recent) | One grade level below or higher | | | | | | | | | | | |
| 4-6 | ELPAC Overall Performance Level 4 | <p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <ul style="list-style-type: none"> ★ 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. <p>Note: The OPTEL may be used in lieu of or with the <u>report card</u> grades for teacher evaluation.</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> <p>Note: The OPTEL may be used in consultation with parents regarding their child's progress toward English language proficiency.</p> | <table border="1"> <thead> <tr> <th>ASSESSMENT</th><th>REQUIRED PLACEMENT</th></tr> </thead> <tbody> <tr> <td>ELA CAASPP (preliminary round)</td><td>Level 3 (Standard Met) or higher</td></tr> <tr> <td>District ELA Benchmark**</td><td>Level 3 (Standard Met) or higher</td></tr> <tr> <td>j-Ready Reading Relative Placement (most recent)**</td><td>One grade level below or higher</td></tr> </tbody> </table> <p>★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs or dually identified students.</p> | ASSESSMENT | REQUIRED PLACEMENT | ELA CAASPP (preliminary round) | Level 3 (Standard Met) or higher | District ELA Benchmark** | Level 3 (Standard Met) or higher | j-Ready Reading Relative Placement (most recent)** | One grade level below or higher |
| ASSESSMENT | REQUIRED PLACEMENT | | | | | | | | | | | |
| ELA CAASPP (preliminary round) | Level 3 (Standard Met) or higher | | | | | | | | | | | |
| District ELA Benchmark** | Level 3 (Standard Met) or higher | | | | | | | | | | | |
| j-Ready Reading Relative Placement (most recent)** | One grade level below or higher | | | | | | | | | | | |

[English Translation](#)

[Spanish Translation](#)

2025-2026 Elementary Reclassification Criteria

2025-2026 Criterios de reclasificación a nivel primaria





TWIN RIVERS UNIFIED SCHOOL DISTRICT - ENGLISH LEARNER SERVICES DEPARTMENT
2024-2025 ENGLISH LEARNER RECLASSIFICATION CRITERIA for SECONDARY GRADES 7-8

| GRADE | ASSESSMENT of English Language Proficiency | TEACHER EVALUATION | PARENT CONSULTATION | COMPARISON OF "BASIC SKILLS" | |
|-----------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| | | | | ASSESSMENT | REQUIRED PLACEMENT |
| 7 th | ELPAC Overall Performance Level 4 | <p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <ul style="list-style-type: none"> ★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale. <p>Note: The OPTEL may be used in lieu of or with the report card grades for teacher evaluation.</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> <p>Note: The OPTEL may be used in consultation with parents regarding their child's progress toward English language proficiency.</p> | <p>ELA CAASPP (preliminary round)</p> <p>District ELA Benchmark**</p> <p>i-Ready Reading Relative Placement (most recent)**</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>★ 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> | |
| 8 th | ELPAC Overall Performance Level 4 | <p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <ul style="list-style-type: none"> ★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale. <p>Note: The OPTEL may be used in lieu of or with the report card grades for teacher evaluation.</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> <p>Note: The OPTEL may be used in consultation with parents regarding their child's progress toward English language proficiency.</p> | <p>ELA CAASPP (preliminary round)</p> <p>District ELA Benchmark**</p> <p>i-Ready Reading Relative Placement (most recent)**</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>★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs or dually identified students.</p> | |

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[Spanish Translation](#)

2025-2026
Middle School
Reclassification
Criteria

2025-2026
Criterios de
reclasificación a
nivel secundaria
7-8



| GRADE | ASSESSMENT of English Language Proficiency | TEACHER EVALUATION | PARENT CONSULTATION | COMPARISON OF "BASIC SKILLS" | | | | | | | | |
|----------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------|--------------------------------------|----------------------------------|--------------------------|----------------------------------|----------------------------------------------------|---------------------------------|
| 9 th | ELPAC Overall Performance Level 4 | <p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <ul style="list-style-type: none"> ★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale. <p>Note: The OPTEL may be used in lieu of or with the <u>report</u> card grades for teacher evaluation.</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> <p>Note: The OPTEL may be used in consultation with parents regarding their child's progress toward English language proficiency.</p> | <table border="1"> <thead> <tr> <th>ASSESSMENT</th><th>REQUIRED PLACEMENT</th></tr> </thead> <tbody> <tr> <td>ELA CAASPP (preliminary round)</td><td>Level 3 (Standard Met) or higher</td></tr> <tr> <td>District ELA Benchmark**</td><td>Level 3 (Standard Met) or higher</td></tr> <tr> <td>j-Ready Reading Relative Placement (most recent)**</td><td>One grade level below or higher</td></tr> </tbody> </table> <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 j-Ready diagnostic score will be used as a demonstration of basic skills.</p> | ASSESSMENT | REQUIRED PLACEMENT | ELA CAASPP (preliminary round) | Level 3 (Standard Met) or higher | District ELA Benchmark** | Level 3 (Standard Met) or higher | j-Ready Reading Relative Placement (most recent)** | One grade level below or higher |
| ASSESSMENT | REQUIRED PLACEMENT | | | | | | | | | | | |
| ELA CAASPP (preliminary round) | Level 3 (Standard Met) or higher | | | | | | | | | | | |
| District ELA Benchmark** | Level 3 (Standard Met) or higher | | | | | | | | | | | |
| j-Ready Reading Relative Placement (most recent)** | One grade level below or higher | | | | | | | | | | | |
| 10 th & 11 th | ELPAC Overall Performance Level 4 | <p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <ul style="list-style-type: none"> ★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale. <p>Note: The OPTEL may be used in lieu of or with the <u>report</u> card grades for teacher evaluation.</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> <p>Note: The OPTEL may be used in consultation with parents regarding their child's progress toward English language proficiency.</p> | <table border="1"> <thead> <tr> <th>ASSESSMENT</th><th>REQUIRED PLACEMENT</th></tr> </thead> <tbody> <tr> <td>District ELA Benchmark (most recent)</td><td>Level 3 (Standard Met) or higher</td></tr> </tbody> </table> <p>★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs or dually identified students.</p> | ASSESSMENT | REQUIRED PLACEMENT | District ELA Benchmark (most recent) | Level 3 (Standard Met) or higher | | | | |
| ASSESSMENT | REQUIRED PLACEMENT | | | | | | | | | | | |
| District ELA Benchmark (most recent) | Level 3 (Standard Met) or higher | | | | | | | | | | | |
| 12 th | ELPAC Overall Performance Level 4 | <p>Student will automatically qualify on teacher evaluation criteria based on performance level marks:</p> <ul style="list-style-type: none"> ★ Report card grades reflect mark of C- (Standard Nearly Met or higher) in English Language Arts using an A-F scale. <p>Note: The OPTEL may be used in lieu of or with the <u>report</u> card grades for teacher evaluation.</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> <p>Note: The OPTEL may be used in consultation with parents regarding their child's progress toward English language proficiency.</p> | <table border="1"> <thead> <tr> <th>ASSESSMENT</th><th>REQUIRED PLACEMENT</th></tr> </thead> <tbody> <tr> <td>ELA CAASPP (preliminary round)</td><td>Level 3 (Standard Met) or higher</td></tr> <tr> <td>District ELA Benchmark**</td><td>Standard Met or higher</td></tr> </tbody> </table> <p>★ Please consult the TRUSD SPED Procedures Manual for reclassification of EL students with unique needs or dually identified students.</p> <p>** After the preliminary round of reclassifications, ELA Benchmark will be used as a demonstration of basic skills.</p> | ASSESSMENT | REQUIRED PLACEMENT | ELA CAASPP (preliminary round) | Level 3 (Standard Met) or higher | District ELA Benchmark** | Standard Met or higher | | |
| ASSESSMENT | REQUIRED PLACEMENT | | | | | | | | | | | |
| ELA CAASPP (preliminary round) | Level 3 (Standard Met) or higher | | | | | | | | | | | |
| District ELA Benchmark** | Standard Met or higher | | | | | | | | | | | |

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2025-2026 High School Reclassification Criteria

2025-2026 Criterios de reclasificación a nivel preparatoria 9-12





Questions or Comments about the Reclassification Process

Preguntas o comentarios sobre proceso de
reclasificación

Reclassification Updates

Actualizaciones sobre la reclasificación
de aprendices de inglés

431/717 (60%)

Reclassifications this school year

From August - September 2025

431/717 (60%)

Reclasificaciones este año escolar

De agosto a septiembre de 2025



Reclassified-fluent English Proficient (R-FEP) Monitoring

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

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 districts to monitor students who have exited English learner status for a period of four years after they have RFEP (Reclassified Fluent English Proficient) 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 los distritos escolares monitorean a los alumnos que han salido de la condición de estudiante de inglés durante un periodo de cuatro años después de haber obtenido RFEP (reclasificados como competentes en inglés) para asegurar que:

- Los alumnos no hayan salido prematuramente del programa;
- Se haya remediado cualquier déficit académico que hayan incurrido como resultado del aprendizaje del inglés; y
- Los estudiantes participen de manera significativa en el programa educativo estándar comparable al de sus compañeros que solo hablan inglés.

1,928

Current students being monitored (4 years after reclassification)

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

Schools Site Reports

Informes escolares

Parent Institute for Quality Education Parent Recognitions for Workshop Completion (PIQE)

Reconocimiento a los padres por
completar el taller del Instituto de
Padres para la Educación de Calidad
(PIQE)

Parent Recognition

Reconocimiento de los padres



Empowering Families: Our Partnership with PIQE
We partnered with the Parent Institute for Quality Education (PIQE) to offer the Signature Family Engagement Programs (K-12), an 8-week online series designed to help parents play an active and powerful role in your child's education. The program was offered in Spanish and Dari.

Key Takeaways for Participating Families:

- Supporting Student Success: Gained strategies to directly support their children's social-emotional well-being and academic achievement.
- Navigating the System: Learned how to effectively navigate the K-12 educational system, from elementary through high school.
- Future Ready: Acquired knowledge and tools to ensure their students are prepared for college readiness.
- Modern Skills: Enhanced digital literacy to better support learning in the modern world.

Empoderamiento de las familias: nuestra colaboración con PIQE

Nos hemos asociado con el Parent Institute for Quality Education (PIQE) para ofrecer los programas Signature Family Engagement Programs (K-12), una serie en línea de ocho semanas diseñada para ayudar a los padres a desempeñar un papel activo y significativo en la educación de sus hijos. El programa se impartió en español y dari.

Aspectos clave para las familias participantes:

- Apoyo al éxito de los estudiantes: Adquirieron estrategias para apoyar directamente el bienestar socioemocional y el rendimiento académico de sus hijos.
- Navegación por el sistema: Aprendieron a navegar eficazmente por el sistema educativo K-12, desde la escuela primaria hasta la secundaria.
- Preparación para el futuro: Adquirieron conocimientos y herramientas para garantizar que sus estudiantes estén preparados para la universidad.
- Habilidades modernas: Mejoraron sus conocimientos digitales para apoyar mejor el aprendizaje en el mundo moderno.

Congratulations

Felicidades



Parents who completed the 8 week course in the Fall 2025
Padres que completaron el curso de 8 semanas en otoño de 2025.

- Andul Majeed Rezai
- Manizha Khalil
- Momen Golmuhammad
- Mohammad Aref Yari
- Shafi Ghiyasi
- Roberto Vergara Perez
- Bety Suarez
- Alejandra Santana
- Rafael Rodriguez
- Elida Mejia Conto
- Martha Luna
- Sherly Cruhigger
- Mayde Castillo

Public Comments & Announcements

Comentarios públicos y Anuncios

Our Next DELAC Meeting will be on
February 5, 2026

Nuestra próxima reunión DELAC será
el 5 de febrero de 2026

Thank You!
¡Gracias!