



DELAC

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

October 30, 2025

30 de octubre de 2025





This meeting is being recorded.

Esta reunión está siendo grabada.

Community Builder: Celebrating Culture at Home

Prompt: What is one way you and your family celebrate your culture at home? (Examples: special meals, music, traditions, stories, language, holidays, or daily routines)

1. Pair or Small Group Share
 - a. Have members turn to a partner or small group.
 - b. Each person briefly shares one way their family celebrates culture at home.
 - c. Include why that tradition or practice is meaningful.
2. Whole Group Reflection

Desarrollo de comunidad: Celebrando la cultura en casa

Pregunta: ¿De qué manera celebran tú y tu familia vuestra cultura en casa? (Ejemplos: comidas especiales, música, tradiciones, historias, idioma, fiestas o rutinas diarias)

1. Compartir en parejas o grupos pequeños
 - a. Pida a los miembros que se dirijan a un compañero o a un grupo pequeño.
 - b. Cada persona comparte brevemente una forma en que su familia celebra la cultura en casa.
 - c. Incluya por qué esa tradición o práctica es significativa.
2. Reflexión de todo el grupo



Meeting Norms

Normas para las reuniones



- 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)

- 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.

	Review <u>Agenda</u>	Revisión de la <u>Agenda</u>	
Time	Agenda	Orden del día	
5:00 PM	<ul style="list-style-type: none"> Sign-in and Welcome Introductions Community Builder Review Agenda Approval of Minutes <ul style="list-style-type: none"> May 21, 2024 (English; Hmong; Pashto) October 8, 2024 (English; Pashto) May 6, 2025 (English) 	<ul style="list-style-type: none"> Registro y bienvenida Presentaciones Desarrollo de comunidad Revisión de la agenda Aprobación de las minutas <ul style="list-style-type: none"> 21 de mayo de 2024 (enlace) 8 de octubre de 2024 (enlace) 6 de mayo de 2025 (enlace) 	
5:15 PM	Parent Input for the Local Control Accountability Plan (LCAP) Speaker: Travis Burke, Executive Director, Special Projects and Equity	Aportaciones de los padres para el Plan de Responsabilidad de Control Local Ponente: Travis Burke, Director Ejecutivo, Proyectos Especiales y Equidad	
5:30 PM	<ul style="list-style-type: none"> DELAC Training of Roles and Responsibilities District-wide English Learner Data District Programs & Services for English Learners Speaker: Jisel Villegas, Director of English Learner Services	<ul style="list-style-type: none"> Formación DELAC sobre funciones y responsabilidades Datos sobre los estudiantes de inglés en todo el distrito Programas y servicios del distrito para aprendices de inglés Ponente: Jisel Villegas, Directora de Servicios para Estudiantes de Inglés	
6:00 PM	Review Parental Notice Requirements / Annual Parent Notification Speaker: Jisel Villegas, Director of English Learner Services	Revisar los requisitos de notificación a los padres / Notificación anual a los padres Ponente: Jisel Villegas, Directora de Servicios para Estudiantes de Inglés	
6:15 PM	Schools Site Reports	Informes escolares	
6:25 PM	Public Comments and Announcements	Comentarios públicos y Anuncios	
6:30 PM	Adjourn	Cierre de la sesión	

Approval of Minutes

- May 21, 2024 ([English](#); [Hmong](#); [Pashto](#))
- October 8, 2024 ([English](#); [Pashto](#))
- May 6, 2025 ([English](#))

Aprobación de las minutas

- 21 de mayo de 2024 ([enlace](#))
- 8 de octubre de 2024 ([enlace](#))
- 6 de mayo de 2025 ([enlace](#))



Parent Input for the Local Control Accountability Plan (LCAP)

Aportaciones de los padres para el Plan de Responsabilidad y Control Local (LCAP)

Travis Burke

Executive Director of Special Projects and Equity /

Director ejecutivo de proyectos especiales y equidad



LCAP & Title Funds Community Input

LCAP y fondos del Título V: aportaciones de la comunidad

LCAP y fondos del Título V: aportaciones de la comunidad

Presented by Ryan DiGiulio: Chief Business Official &
Travis Burke: Executive Director of Special Projects & Equity
on October 16, 2025

Presentado por Ryan DiGiulio: Director comercial y
Travis Burke: Director ejecutivo de proyectos especiales y
equidad, el 16 de octubre de 2025



Today's Agenda / Agenda de hoy

- LCAP Process and Title Funds
 - Twin Rivers Actions
 - Open Feedback and sharing
 - Closing & Survey Link
- Proceso LCAP y fondos del título
 - Acciones de Twin Rivers
 - Comentarios abiertos e intercambio de opiniones
 - Cierre y enlace a la encuesta

What is an LCAP?

LCAP stands for Local Control and Accountability Plan, which is a **three-year strategic plan** that outlines how a school district will **improve student outcomes**:

- **Goals**: The district's goals for students, including academic achievement, school climate, and parent engagement
- **Actions**: The specific actions the district will take to achieve its goals, including expenditures
- **Metrics**: The means used to measure progress

The LCAP is a key part of California's Local Control Funding Formula (LCFF) and is required for all school districts, charter schools, and COEs. The LCAP must address the needs of **all students, including low-income students, foster youth, and English learners**

LCAP son las siglas de Plan de Control Local y Rendición de Cuentas, que es un **plan estratégico de tres años** que describe cómo un distrito escolar mejorará los resultados de los estudiantes:

Objetivos: Los objetivos del distrito para los estudiantes, incluyendo el rendimiento académico, el ambiente escolar y la participación de los padres.

Acciones: Las acciones específicas que el distrito llevará a cabo para alcanzar sus objetivos, incluyendo los gastos.

Métricas: Los medios utilizados para medir el progreso.

El LCAP es una parte fundamental de la Fórmula de Financiación de Control Local (LCFF) de California y es obligatorio para todos los distritos escolares, escuelas autónomas y COE. El LCAP debe abordar las necesidades de **todos los alumnos, incluidos los de bajos ingresos, los jóvenes en acogida y los que están aprendiendo inglés.**

Title 1 and Title 4 Funding

- **Title 1 Funding:**

- Title I is a federal program that provides funds to schools with high numbers of low-income students. Title I funds are intended to help students who are struggling academically and meet state academic standards.

- **Title 4 Funding:**

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

- **Financiación del Título I:**

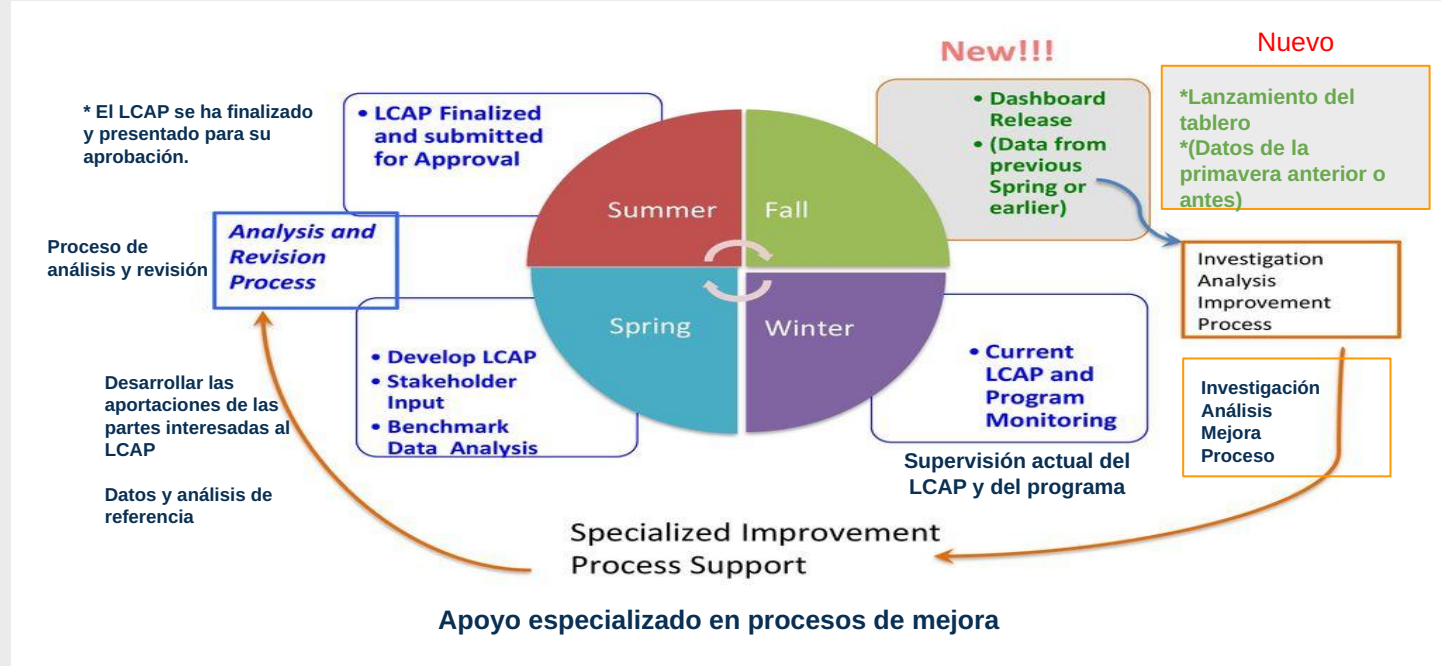
- El Título I es un programa federal que proporciona fondos a las escuelas con un elevado número de alumnos de bajos ingresos. Los fondos del Título I están destinados a ayudar a los alumnos con dificultades académicas a alcanzar los estándares académicos estatales.

- **Financiación del Título 4:**

- Proporcionar a todos los estudiantes acceso a una educación integral;
- Mejorar las condiciones escolares para el aprendizaje de los estudiantes; y
- Mejorar el uso de la tecnología con el fin de mejorar el rendimiento académico y la alfabetización digital de todos los estudiantes.

LCAP Cycle

Ciclo LCAP



Dashboard Metrics

Dashboard Metrics

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words 'No Performance Color'.



El rendimiento en las medidas estatales, utilizando datos comparables de todo el estado, se representa con uno de cinco colores. El nivel de rendimiento (color) no se incluye cuando hay menos de 30 estudiantes en cualquier año. Esto se representa utilizando un dial de color grisáceo con las palabras «Sin color de rendimiento».

Dashboard Metrics

**Absentismo Crónico
Chronic Absenteeism**



**Tasa de Suspensión
Suspension Rate**



**Progreso de los aprendices de inglés
English Learner Progress**



**Tasa de Graduación
Graduation Rate**



**Universidad / Carrera profesional
College/Career**



**Arte del Lenguaje Inglés
English Language Arts**



**Matemáticas
Mathematics**



**Conceptos básicos: profesores, materiales
didácticos, instalaciones
Basics: Teachers, Instructional
Materials, Facilities**

STANDARD MET

**Implementación de estándares
académicos
Implementation of Academic
Standards**

STANDARD MET

**Participación de los padres y las
familias
Parent and Family
Engagement**

STANDARD MET

**Encuesta sobre el clima local
Local Climate Survey**

STANDARD MET

**Acceso a un amplio programa de
estudios
Access to a Broad Course of
Study**

STANDARD MET

LCAP Goals

LCAP goals:

Goal 1: Increase Academic Achievement and Decrease Disproportionalities

Goal 2: All students graduate College and Career Ready

Goal 3: Improve Culture and Climate through Increased Student Engagement

Goal 4: Increase Parent Engagement

Goal 5: Provide Facilities that are Clean, Safe, and Conducive to Learning

Goal 6 : Increase ELA and Math Academic Achievement for Students with Disabilities

Equity Multiplier Goals

Goal 7: Increase academic achievement in ELA by 45 points from standard or greater by English Learner Student as measured by CAASPP by 2027.

Goal 8: Increase academic achievement in ELA 45 points from standard or greater by students as measured by CAASPP by 2027.

Goal 9: Improve College and Career readiness from “Low” status to “Medium” or above for all student groups by 2027 as measured by the CA State Dashboard.

Objetivos del LCAP

Objetivos del LCAP:

Objetivo 1: Aumentar el rendimiento académico y reducir las desproporcionalidades

Objetivo 2: Todos los estudiantes se gradúan preparados para la universidad y la carrera profesional

Objetivo 3: Mejorar la cultura y el clima mediante una mayor participación de los estudiantes

Objetivo 4: Aumentar la participación de los padres

Objetivo 5: Proporcionar instalaciones limpias, seguras y propicias para el aprendizaje

Objetivo 6 : Aumentar el rendimiento académico en ELA y matemáticas de los estudiantes con discapacidades

Objetivos multiplicadores de equidad

Objetivo 7: Aumentar el rendimiento académico en ELA en 45 puntos por encima del nivel estándar o más para los estudiantes que están aprendiendo inglés, según la medición de CAASPP para 2027.

Objetivo 8: Aumentar el rendimiento académico en ELA en 45 puntos por encima del nivel estándar para los estudiantes, según la medición de CAASPP para 2027.

Objetivo 9: Mejorar la preparación para la universidad y la carrera profesional de «baja» a «media» o superior para todos los grupos de estudiantes para 2027, según la medición del Panel de control del estado de California.

Prior Input

- Additional Tutoring Requested
- Intervention Programs/Teachers
- Improved Menu Items
- Improved Facilities
- Safer Facilities
- Additional Mental Health Supports
- Counselors at all sites
- Addressing behaviors and bullying concerns
- More arts and creative programs for students
- Workforce programs and career skills

Aportaciones previas

- Se solicitó tutoría adicional
- Programas de intervención/profesores
- Mejora de los menús
- Mejora de las instalaciones
- Instalaciones más seguras
- Apoyo adicional para la salud mental
- Consejeros en todas las escuelas
- Abordar los problemas de comportamiento y acoso escolar
- Más programas artísticos y creativos para los estudiantes
- Programas de formación laboral y habilidades profesionales

Top Input Shared this year

Communication with teachers

So we are aware of what's going on. Also kids look forward to field trips

Comunicación con los profesores

Así estamos al tanto de lo que ocurre. Además, los niños esperan con ilusión las excursiones.

😊 Positive

21

★★★★☆ 4.5

Ranked #1 of 1005



Field trips at ALL GRADE LEVELS!!!!

Field trips connect classroom learning to real-world experiences, building curiosity, skills, and lasting memories.

¡Excursiones para TODOS LOS NIVELES ESCOLARES!

Las excursiones conectan el aprendizaje en el aula con experiencias del mundo real, fomentando la curiosidad, las habilidades y los recuerdos duraderos.

😊 Neutral

21

★★★★☆ 4.5

Ranked #2 of 1005



Competitive salary, benefits, and contract language!

Recruit, retain, and create a competitive TRUSD hiring process! Let's keep those wonderful TRUSD educators and staff!

¡Salario competitivo, prestaciones y condiciones contractuales!

¡Reclutar, retener y crear un proceso de contratación competitivo en TRUSD! ¡Conservemos a esos maravillosos educadores y personal de TRUSD!

😊 Positive

18

★★★★☆ 4.5

Ranked #3 of 1005



Higher wages, competitive benefits, smaller class sizes, and lower case loads for our teachers are necessary.

This will facilitate the hiring and retention of highly qualified staff and improve student outcomes.

Es necesario aumentar los salarios, ofrecer prestaciones competitivas, reducir el tamaño de las clases y disminuir la carga lectiva de nuestros profesores.

Esto facilitará la contratación de personal altamente cualificado y mejorará los resultados de los alumnos.

😊 Neutral

17

★★★★☆ 4.5

Ranked #4 of 1005



Top Input Shared this year

BULLY PREVENTION. This is really important to me because if our kids don't feel safe they can't learn and absence becomes normal. Protect our kids!

When nothing is don't about bullying it affects their learning, their mental health, school loses funds, and if issue is not addressed problem worse

😊 Neutral

👤 15

★★★★★ 4.5

Ranked #5 of 1005



As parent, I expect open communication with teachers as I have had in the first two days, expect resources for kids. Extracurricular activities

Open communication will help both teacher and parent to plan for the improvement. Extracurricular activities help students have fun and learn games.

😊 Neutral

👤 24

★★★★★ 4.4

Ranked #6 of 1005



Attendance is very important for learning. But bullies that are physically assaulting other students should NOT be worth the the financial quota.

Many students are being bullied at our school. They're afraid to go to school. It robs them of their confidence and independence. All students matter.

😊 Neutral

👤 24

★★★★★ 4.4

Ranked #7 of 1005



Tutoring, art programs, college campus activities

Encourage motivation for creative learners to attend school

😊 Positive

👤 24

★★★★★ 4.4

Ranked #8 of 1005



Open Discussion

What do you think is working well for students that should be prioritized?
¿Qué crees que funciona bien para los estudiantes y debería ser prioritario?

What are top concerns this year that should be addressed with next year's plans?
¿Cuáles son las principales preocupaciones de este año que deberían abordarse en los planes para el próximo año?

Input Survey

TwinRivers
UNIFIED SCHOOL DISTRICT

**YOUR OPINION
MATTERS**



[HTTPS://TEJOIN.COM/SCROLL/245144494](https://tejoin.com/scroll/245144494)



School Site Council & ELAC



2025-2026

Site Council Meetings	ELAC Meetings
October 8	October 22
November 19	December 10
January 28	February 18
March 18	April 15
May 20	

Click on the "+" to view your school site for Agendas and Minutes

+ Allison	+ Northlake
+ Babcock	+ Northwood
+ Castori	+ Norwood Jr.
+ Creative Connections Arts Academy	+ Oakdale
+ Del Paso Heights	+ Orchard
+ Dry Creek	+ Pacific HS
+ F.C. Joyce	+ Pioneer
+ Fairbanks	+ Regency Park
+ Foothill HS	+ Ridgepoint
+ Foothill Oaks	+ Rio Linda HS

Students/Families

Family and Community Engagem... +

Parent Resources +

Special Projects -

Every Student Succeeds Act

Expanded Learning Athletics

Expanded Learning Programs +

Local Control Accountability Plan (LCAP)

School Site Council & ELAC

Student Services +

Site Council Training Handbook

[+ Archives](#)

2025-2026

Site Council Meetings	ELAC Meetings
October 8	October 22
November 19	December 10
January 28	February 18
March 18	April 15
May 20	

DELAC

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The Committee is composed of elected ELAC representatives from each of TRUSD schools with 21 or more English Language Learners.

2025 - 2026 DELAC MEETING

UPDATE: The District English Learner Advisory Committee (DELAC) meeting originally scheduled for this Thursday, October 9th has been rescheduled to Thursday, October 30, 2025.

2025/2026 District English Learner Advisory Committee

Meeting Dates

[October 30, 2025 5:00 PM - 6:30 PM](#)
[December 4, 2025 5:00 PM - 6:30 PM](#)
[February 5, 2026 5:00 PM - 6:30 PM](#)
[April 8, 2026 5:00 PM - 6:30 PM](#)
[May 7, 2026 5:00 PM - 6:30 PM](#)

LOCATION

All meetings are held in-person and zoom:
 Twin Rivers Unified School District Office,
 Sacramento Conference Room
 5115 Dudley Blvd McClellan, CA 95602

INTERPRETER REQUEST

Interpreters will be available in Spanish.
 Other languages are available upon request. Please contact Nelson Flores at ext 33423.

DATES, TIMES AND LOCATIONS ARE SUBJECT TO CHANGE.

Thank you

Please participate in the Survey. This will be send by AERIES Email, Text and ParentSquare.
Por favor, participe en la encuesta. Se enviará por correo electrónico, mensaje de texto y ParentSquare de AERIES.

<https://tejoin.com/scroll/245144494>

Contact Travis Burke with any questions:

Travis.burke@trusd.net

Si tiene alguna pregunta, póngase en contacto con Travis Burke:

Travis.burke@trusd.net

Questions or Comments about the LCAP

Preguntas o comentarios sobre el LCAP



DELAC Training of Roles and Responsibilities

Formación DELAC sobre funciones y responsabilidades

Jisel Villegas
Director of English Learner Services



DELAC: Roles and Responsibilities

DELAC: Funciones y responsabilidades

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

[DELAC Training Slides Link](#)

Cada distrito escolar público de California con 51 o más estudiantes de inglés debe formar un Comité Asesor Distrital para Estudiantes de Inglés (DELAC), a menos que el distrito designe para este fin un subcomité de un comité asesor distrital ya existente. Los padres o tutores de los estudiantes de inglés constituirán la mayoría de los miembros (51 % o más) del comité.



Questions or Comments

Preguntas o comentarios



District-wide English Learner Data

Datos sobre los estudiantes de inglés en todo el distrito

Jisel Villegas

Director of English Learner Services



Twin Rivers English Learners

Los estudiantes multilingües de Twin Rivers

Total English Learners / Total de aprendices de inglés: 7,551

Total Students / Total de estudiantes: 26,738

1 in 3 students in Twin Rivers is an English learner

1 de cada 3 estudiantes de Twin Rivers está aprendiendo inglés.

TBD/Status Pending Dually Served ELs with IEP Aprendices de inglés con doble servicio y con IEP 352	Current EL Students Estudiantes que actualmente aprenden inglés 7,551	Current Reclassified fluent English Proficient Monitored Estudiantes actuales Reclasificados como fluidos en inglés Monitorizados 1,634	Initial Fluent English Proficient Students Estudiantes con dominio inicial del inglés fluido 741
Newcomer English Learner Estudiante de inglés recién llegado 874	Immigrant Students Estudiantes inmigrantes 2,368	At Risk of Long-term English Learner En riesgo de ser estudiante de inglés a largo plazo 1,588	Long-term English Learner Estudiante de inglés a largo plazo 2,524
English Only Students Estudiante que solo habla inglés 13,815	Dually Served ELs with IEP Aprendices de inglés con doble servicio y con IEP 1,110	Homeless English Learners Estudiantes de inglés sin hogar 346	

Multilingualism in Twin Rivers

El multilingüismo en Twin Rivers

Grade Level / Nivel de Grado	ML/EL Estudiante multilingüe o aprendiz de inglés		Grade Level / Nivel de Grado	ML/EL Estudiante multilingüe o aprendiz de inglés
K	595		7	629
1	693		8	531
2	680		9	484
3	658		10	434
4	689		11	398
5	648		12	473
6	635			



Primary Language in Twin Rivers

Idioma Principal en Twin Rivers

Primary Language Group / Grupo lingüístico principal	Number of ML/EL Número de Estudiantes multilingüe o aprendiz de inglés
English	13,810
Spanish	6,765
Pashto	737
Farsi	622
Hmong	569
Russian	327
Ukrainian	255



How did your child become identified as an English Learner Student?

District Programs & Services available for English Learners

¿Cómo se identificó a su hijo como estudiante que está aprendiendo inglés?

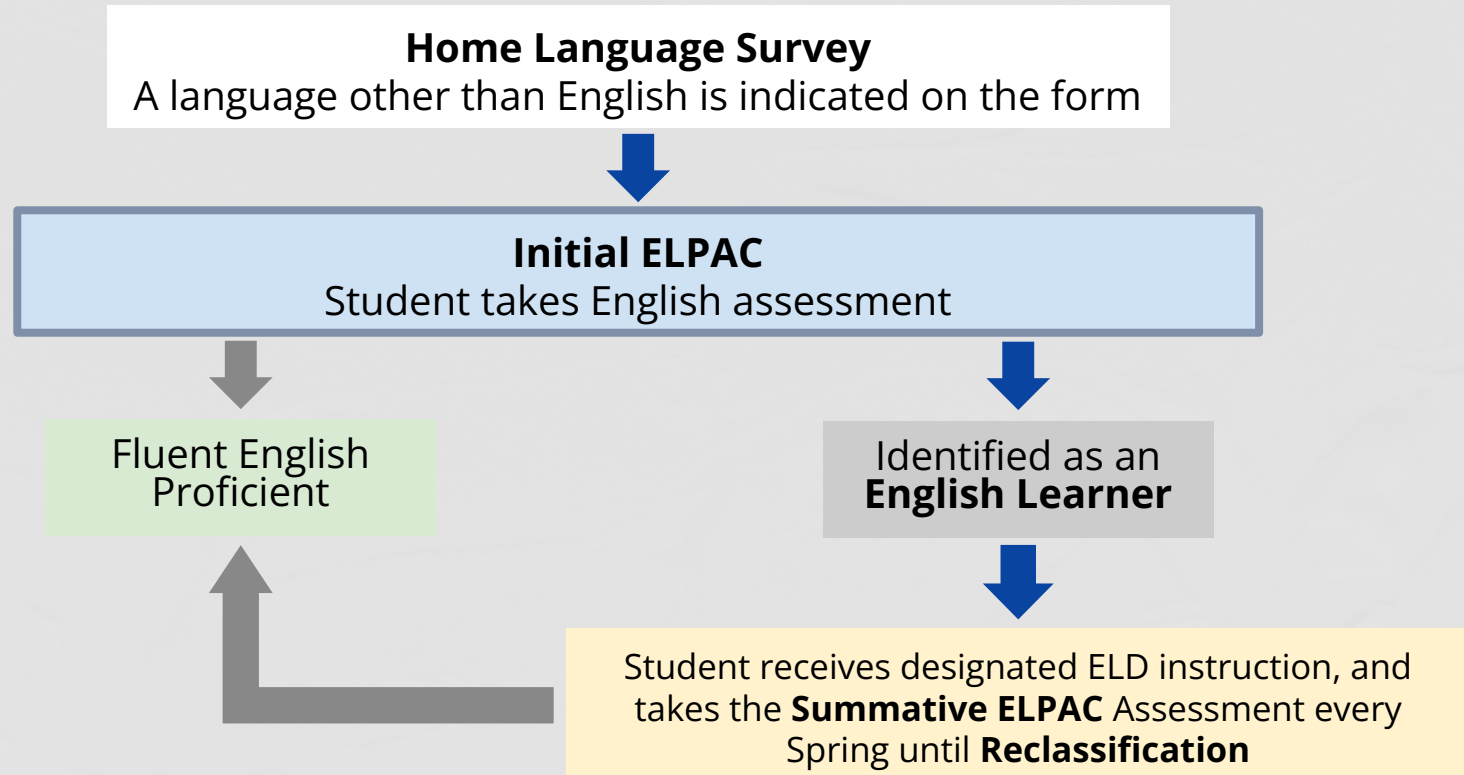
Programas y servicios del distrito disponibles para estudiantes que están aprendiendo inglés

Jisel Villegas

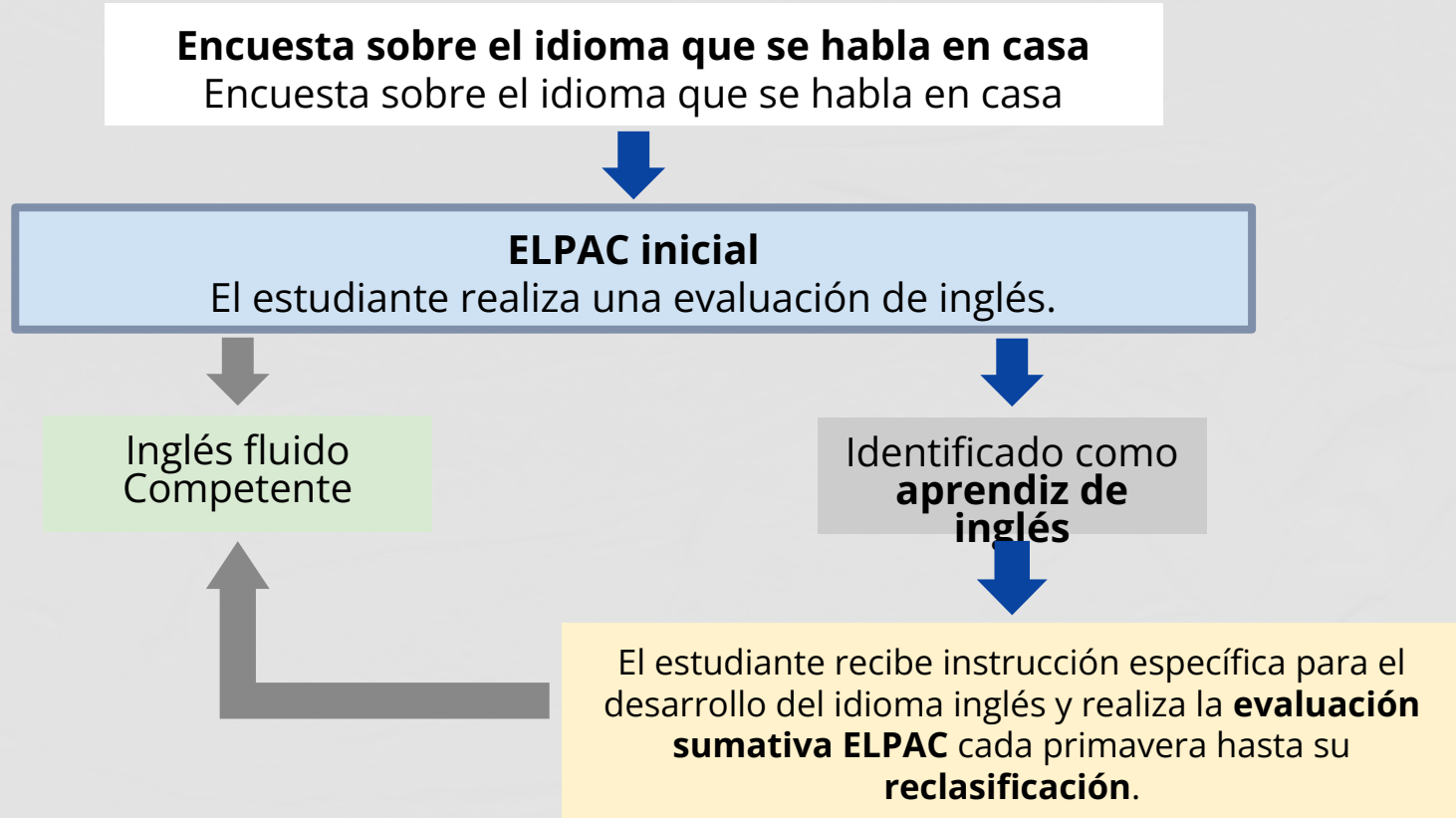
Director of English Learner Services / Directora de Servicios para Aprendices de Inglés



How is the English Learner status determined?



¿Cómo se determina la condición de estudiante de inglés?



Why is my child identified as an English Learner?

¿Por qué se identifica a mi hijo como estudiante de inglés?

- Your child has limited English proficiency.
- Your child will develop English skills in Designated ELD class, which is daily instruction focused on reading, writing, speaking, and listening.
- The English Learner status helps teachers give the right support and track progress over time.
- When ready, your child will be reclassified as Fluent English Proficient.

- Su hijo tiene un dominio limitado del inglés.
- Su hijo desarrollará sus habilidades en inglés en la clase designada de ELD, que es una instrucción diaria centrada en la lectura, la escritura, la expresión oral y la comprensión auditiva.
- La condición de estudiante de inglés ayuda a los profesores a proporcionar el apoyo adecuado y a realizar un seguimiento de su progreso a lo largo del tiempo.
- Cuando esté preparado, su hijo será reclasificado como «Fluido en inglés».





REQUIRED

- Designated & Integrated English Language Development (ELD) instruction.

REQUERIDO

- Instrucción designado e integrado para el desarrollo del idioma inglés (ELD por sus siglas en inglés)

SUPPLEMENTARY



- Summit K12 offers an online supplemental program designed to support English language learners by providing differentiated instruction, assessment, and practice aligned with California's ELPAC and other standards
- Dual Language Immersion (DLI) program at Las Palmas, Madison and Martin Luther King Jr. Technology Academy
- Student Data chats
- Student academic interventions
- Multilingual tutoring through Willow Way
- Parent Institute for Quality Education (PIQE) training
- Community Support Grants: ARSI, URSI, CalNew, and RSI
- Multilingual District Community Liaisons (DCL)

SUPLEMENTARIO



- Summit K12 ofrece un programa complementario en línea diseñado para apoyar a los estudiantes de inglés mediante la impartición de una enseñanza diferenciada, evaluaciones y prácticas alineadas con el ELPAC de California y otros estándares.
- Programa de inmersión en dos idiomas (DLI) en Las Palmas, Madison y Martin Luther King Jr. Technology Academy
- Charlas de datos con los estudiantes
- Intervención Académica
- Intervención estudiantil
- Tutoría multilingüe a través de Willow Way
- Formación del Instituto de Padres para una Educación de Calidad (PIQE)
- Becas de apoyo a la comunidad: ARSI, URSI, CalNew, and RSI.
- Enlace comunitario bilingüe del distrito

Questions or Comments about how English Learner Student are identified or about programs and services for English learners?

¿Tiene preguntas o comentarios sobre cómo se identifica a los estudiantes que están aprendiendo inglés o sobre los programas y servicios para ellos?



Review Parental Notice Requirements / Annual Parent Notification

**Revisar los requisitos de notificación a los padres /
Notificación anual a los padres**

Jisel Villegas

**Director of English Learner Services / Directora de
Servicios para Aprendices de Inglés**



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

- 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 School: [REDACTED]

[REDACTED]
Northridge, CA 91360

 **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/ta/documents/elpacpgu.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

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

Student: [REDACTED]
Test School: [REDACTED]

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

- 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.

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

Student Information

Student		Grade Level	1	Native Language	Pashto
Test ID#		Student ID#		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 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 10/18/2023	Overall			Oral Language			Written Language		
	1	2	3	1	2	3	1	2	3
	1			1			1		
	(312)								

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

Student:
School:

English Language Proficiency Assessment	ELPAC Overall score of Level 4
Competency 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)(iii)

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

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]
[REDACTED]
[REDACTED], CA 95601

Twin Rivers
Notification of Not Qualifying for English Language Program

Student Information

Student	[REDACTED]	Grade Level	K	Native Language	Spanish
Test ID#	[REDACTED]	Student ID#	[REDACTED]	EL Status:	FEP (Exempt, Did not Qualify)
Enrolled in US	9/17/2023	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	<table border="1"> <thead> <tr> <th>Overall</th> <th>Oral Language</th> <th>Written Language</th> </tr> </thead> <tbody> <tr> <td>1 2 3 2</td> <td>1 2 3 3</td> <td>1 2 3 1</td> </tr> </tbody> </table>	Overall	Oral Language	Written Language	1 2 3 2	1 2 3 3	1 2 3 1
Overall	Oral Language	Written Language					
1 2 3 2	1 2 3 3	1 2 3 1					

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 98.5 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <https://doe.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

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)(IV); 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)(iii)(III); EC Section 310(a)). Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703(f), 6312(e)(3)(A)(iii)).



Summative Pre-Test Parent Notification

Summative Pre-Test Carta de notificación a los padres

- 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 reclasifican.
- 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

Student: [REDACTED]
School: Las [REDACTED]

[REDACTED]
Sacramento, CA 95815

TwinRivers 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/parentguide/understand.asp.

1/12/2023 - Page 1 of 2

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
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Annual ELPAC & Title I/III Parent Notification

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

- 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]

[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	8/20/2018	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 U.S.C. Section 6312(c)(3)(A)(iv)).

English Language Proficiency Tests

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 2</td> <td>1 2 3 2</td> <td>1 2 3 1</td> <td>1 2 3 4 1</td> </tr> </tbody> </table> <p>(148)</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Written Language</th> </tr> </thead> <tbody> <tr> <td>1 2 3 2</td> <td>1 2 3 2</td> <td>1 2 3 4 3</td> </tr> </tbody> </table> <p>(147)</p>	Overall	Listening	Speaking	Oral Language	1 2 3 4 2	1 2 3 2	1 2 3 1	1 2 3 4 1	Reading	Writing	Written Language	1 2 3 2	1 2 3 2	1 2 3 4 3
Overall	Listening	Speaking	Oral Language												
1 2 3 4 2	1 2 3 2	1 2 3 1	1 2 3 4 1												
Reading	Writing	Written Language													
1 2 3 2	1 2 3 2	1 2 3 4 3													

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 separate 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; 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.

Standardized Test Results

Test Name & Date	Grade Level	Results
1 Ready Diagnostic ELA 8/22/2023	5	Lexile: 700 Percentile: 30 Placement: 3 Relative Placement: 2 Grade Levels Below Scale Score: 551 Stretch Growth Progress (N): 0 Typical Growth Progress (N): 0
1 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 (N): 0 Typical Growth Progress (N): 0
SBAC Math 5/9/2023	4	Achievement Level: 3 - Standard Met Scale Score: 2490
SBAC ELA 5/9/2023	4	Achievement Level: 3 - Standard Met Scale Score: 2490
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 at the below basic or far below basic level on the English language arts test of the California Standards Test, or any successor test, or is otherwise identified as an English learner at risk of becoming an LTEL.

English Learner "AtRisk" of Becoming a Long-Term English Learner ("AtRisk")

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

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

9/5/2023 - Page 2 of 6

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 80.5 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education Dataquest web page at <https://oed.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(c)(3)(A)(iv)).

Language Acquisition Programs Offered

We are required to offer, at minimum, a structured English immersion (SEI) program option (EC Section 30942.2).

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 30 students or more in any grade request a language acquisition program that is designed to provide language instruction that is required to offer such a program to the extent possible (20 U.S.C. Section 6312(c)(3)(A)(iv)).

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (LCAP) (Section 30092). Although schools have an obligation to serve all students, parents or guardians of English learners have a right to decide 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 1703f, 6312(c)(3)(A)(iv)).

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**



School Site Reports

Informes escolares



Public Comments

Comentarios públicos





**Thank
you!**