

NEWSLETTER

September, 2021



English Learners Data

I am still learning about what the English Language Proficiency Assessment for California (ELPAC) scores mean and how they are used to place students in appropriate courses, but several questions have come up that are worth reviewing now. It is a lot of information, but I tried to break it up and make it easier for you to find what you need.

1. **How were English Learner (EL) students placed in my class?** This is the [RUSD EL Student Placement Guide](#), but of course, individual cases come up, and we decide as a team the best fit for the student. Shout out to our amazing counseling team, with special thanks to Ms. Guardado and Ms. Morton who work with our English Learners!
2. **How many ELs are at Carter and what levels are they?** Here's our school's data:

	Level 1	Level 2	Level 3	Level 4	Total
English Learners*	79 (~24%)*	106 (~32%)	106 (~32%)	36 (11%)	334 (Numbers don't add up because we have ELs awaiting testing for levels.)
-Includes Newcomers (29 total)	15	4	5	5	
Reclassified as Fluent English Proficient (RFEP) are monitored	N/A	3 (~2%)	12 (~10%)	99 (~86%)	154
Fully RFEP (No forms)	N/A	N/A	N/A	N/A	409
Carter Students					2,343

***A student is identified as an English Learner if they state they learned to speak a language other than English when they first register for a CA school.**

3. **How are ELs assessed?** The [ELPAC](#) is aligned with the 2012 California English Language Development Standards and consists of two separate assessments: an initial assessment, used to identify students as English learners, and a summative assessment, given annually and used to measure a student's progress in learning English.
4. **Why are level 1 students in my class if I am not an ELD or SEI Teacher?** A level 1 student may actually be a “long term EL” (an EL student for 5 years+). We used to assume a level 1 was a “newcomer,” but ELPAC scores are different. Of our 79 students with an overall ELPAC score of 1, only 15 are Newcomers (in the US <5 years) who should be placed in ELD and Structured English Immersion (SEI) classes. The rest are likely long term ELs who should be in mainstream classes.
5. **What is reclassification and why should students reclassify?** Reclassification occurs when it is determined (typically through English language proficiency exam scores) that the student no longer requires ELL services, sometimes called “exiting.” This should happen when the students are proficient in English and no longer need language instruction. Level 3 and level 4 students are on target for [reclassification](#). We use District Performance Tasks typically given and graded by the English teacher. We want students to reclassify so that they can take mainstream classes and be on-track to graduate A-G.
6. **What are RFEP students?** RFEP stands for Reclassified Fluent English Proficient — These students were initially English Learners, but have met the criteria for reclassification and are no longer in need of an additional support class. The student's progress is monitored for five years after reclassification in order to ensure academic success. These students are no longer ELs, but may need academic support from the core content teacher. This [monitoring form](#) mirrors what you'll see on ELlevation. If a currently monitored RFEP earns a D or an F in a core class (social studies, science, math, and English), a form will be due on ELlevation. This should be completed by the teacher of record, and they are typically due in mid-October and again in mid-May.

I am working on short presentations on

- an overview of the EL Programs,
- ELlevation platform (our data hub for English Learners which you can access on Clever),
- the difference between Language and Content Objectives, and
- the ELPAC test, scores and what the resulting levels 1-4 mean.

In the meantime, you may peruse the links included throughout this document. I hope to visit each department before the end of the first semester, but if you have any burning questions or need anything else related to our shared EL students, please email me at mtrudeau@rialtousd.org or stop by E213.

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UPDATE!! [Designated ELD vs Integrated ELD](#)

I misunderstood designated ELD versus Integrated ELD at the secondary level. So to clarify:

- At the elementary level, teachers are responsible for designing lessons that incorporate Designated and Integrated ELD.
 - At the secondary level and here at Carter,
 - ELD should be focused on Designated ELD lessons based on [ELD State Standards](#).
 - Content teachers (all subjects, including mainstream English teachers) should provide Integrated ELD lessons based on [State Standards](#) and [ELD State Standards](#). Teachers can do this by incorporating ELD strategies and sentence frames for structured participation in class. Check out this handy [Reference Sheet](#) for more ideas on how to support all students, but especially our ELs.



Important Dates:

- College Shirt Wednesdays! Promote a college-going culture by wearing your favorite college t-shirts or colors and talking with your classes about college.
- Labor Day (No School), September 6, 2021 - Have a restful weekend Carter Lions!
- International Literacy Day, September 8, 2021
 - <https://www.un.org/en/observances/literacy-day>
 - Celebrate by reading! Here's some sites where students can access books online:
 - <https://openlibrary.org/>
 - <https://www.gutenberg.org/>
 - Consider incorporating independent reading as part of your course. Strong readers become strong writers!
- Anniversary of September 11th, 2001
 - Check out ready-to-go lessons for 9/11 and National Hispanic Heritage Month on Listenwise (access a 30-day free trial through Clever). You can add a class, and the lessons include the article, which has an audio file that highlights the text as it reads, a quiz, and a teacher guide. It's an excellent way for our students to practice listening skills tested on the ELPAC.

Hispanic
Heritage Month
September 15-October 15

