English Language Learner Update

Presented: October 13, 2026
2026–2027 School Year

Hello!

Structure & Roles of EL Leadership

- Dr. Kimberly McGrath, Superintendent
- Nicole Trickett, District ELL Coordinator
- Jennifer Conde, ELL GLC Lead

RUSD CELEBRATES STRONG SUSTAINED RECLASSIFICATION RATES FOR OUR ENGLISH LANGUAGE LEARNERS

Five out of ten students were reclassified across the District, which means their language development is comparable with an English only student. That is a 50% reclassification rate!

- Two students were reclassified from Reed Elementary School.
- Two students were reclassified from Bel Aire Elementary School.
- One student was reclassified from Del Mar Middle School.
- Over the past few years, we have moved from 40 to 33 to 10 to **4 EL students**.
- All four of our current EL students scored in the high proficiency levels on their Summative ELPAC - three students achieved Level 3 and one achieved Level 4.

These metrics showcase both the impressive language growth of our students and the high-quality, dedicated support our staff provides every day.

1,100
students

4
English Language Learners

0.004%



Student Data

4 Total students:

- Reed – 1 student
- BA – 3 students
- DM – 0 students

Languages Spoken in RUSD

EL Students

- Spanish: 1
- Portuguese: 1
- Arabic: 2

14

languages spoken by families in our District

English Learner Progress Indicator

English Learner Progress

All Students | State



No Performance Color

61.1% making progress towards English language proficiency

Declined 2%

Number of EL Students: 18

2023

English Learners

Student Group | State



No Performance Color

72.7% making progress

Increased 11.6%

Number of Students: 22

2024

All Students

All Students | State



No Performance Color

76.5% making progress

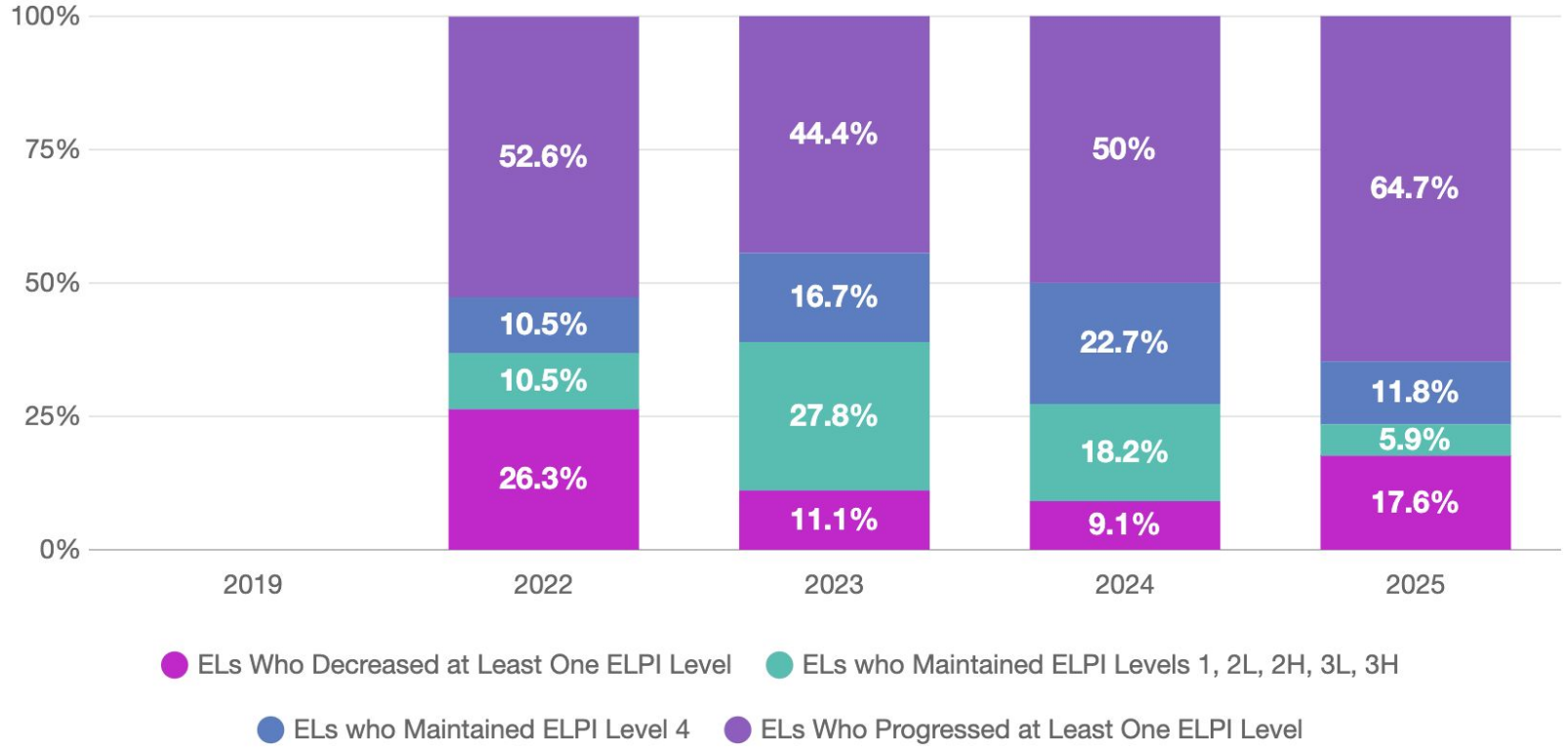
Increased 3.7%

Number of Students: 17

2025

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Reclassification Data

2022-2023

9 students across the district, which is 22% of EL students, were reclassified

2023-2024

4 students across the district, which is 12% of EL students, were reclassified

2024-2025

22 students across the district!
13 students from Reed, 2 from Bel Aire, and 7 from Del Mar

2025-2026

5 students across the district!
2 students from Reed, 2 from Bel Aire, and 1 from Del Mar

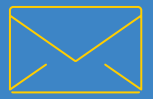
Key Takeaways

- **Proven Instructional Impact:** Highly effective classroom practices and district-wide equity and inclusion initiatives continue to directly drive positive outcomes for our English Learners.
- **Significant Program Success & Reduced EL Population:** Due to high reclassification rates, our active EL population has streamlined to just 4 students across 3 languages district-wide.
- **Targeted Cross-Departmental Support:** Close collaboration between our EL and Special Education teams successfully supported two dually-identified students with IEPs in achieving full reclassification.
- **Legislative Changes (AB 2555):** Scoring a 4 on the Summative ELPAC or a 3 on the Summative Alternative ELPAC will serve as an automatic trigger for student reclassification.
- **Sustained RFEP Monitoring:** We maintain a rigorous, mandatory four-year progress monitoring process to ensure all newly reclassified (RFEP) students achieve ongoing academic success.
- **Responsive Program Design:** Resource allocation and program design are adjusted annually to meet the specific needs of the current EL student population.



Thanks!

Any questions?



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Appendix

Connection to Goals

Strategic Plan

Pillar 1 – Academic Excellence

Pillar 2 – Social & Emotional Learning

Pillar 4 – Community & Parents

LCAP



Goal #1: Each student will demonstrate proficiency and individual annual growth in core academic content areas.

Goal #2: Support the development of each student's social and emotional well-being in order to establish a community that promotes inclusion, prioritizes equity, and celebrates the benefits of the diversity of all members.

	State Dashboard CAASPP	MAP	ELPAC	Youth Truth	Chronic Absenteeism
Frequency	Spring	Fall Winter Spring	Fall - Initial Spring - Summative	One time per year Self-selected November	One time per year (Reported on State Dashboard)
Subject Areas	English/LA Math Science (5th & 8th) Suspension	Math Reading Science (6th-8th)	English Language Development	Engagement, relationships, academic challenge, culture, belonging, safety	Chronic Absenteeism
Cross-Comparisons	State County District (Public facing)	National norms (Local)	State County District (Public facing)	National State (Local)	State County District (Public facing)
Data Format	Raw Scale Score 1-4 Ranking % Met or Exceeding Criterion-referenced *New - Growth Data*	Raw RIT Score Percentile Ranking Percentile Bands Growth percentile and projections Norm-referenced	Raw Scale Score 1-4 Ranking (Minimally developed to well developed) % Proficient	Percentile charts (broken down by demographic groups) Percent Positives	% of students chronically absent Performance level
Student Groups (formerly "sub-group")	All (3rd - 8th) Race Gender SED SWD	All (K-8th) Race Gender EL	ELL	All (3rd-8th students, families & staff) SED Gender Race Grade Sexual orientation (6th-8th)	All Race SED SWD

1 Assessment and Identification



Assessments

ELPAC
English Language Proficiency Assessments for California

Initial ELPAC

★ Identify & determine proficiency
★ Given within first 30 days

Summative ELPAC

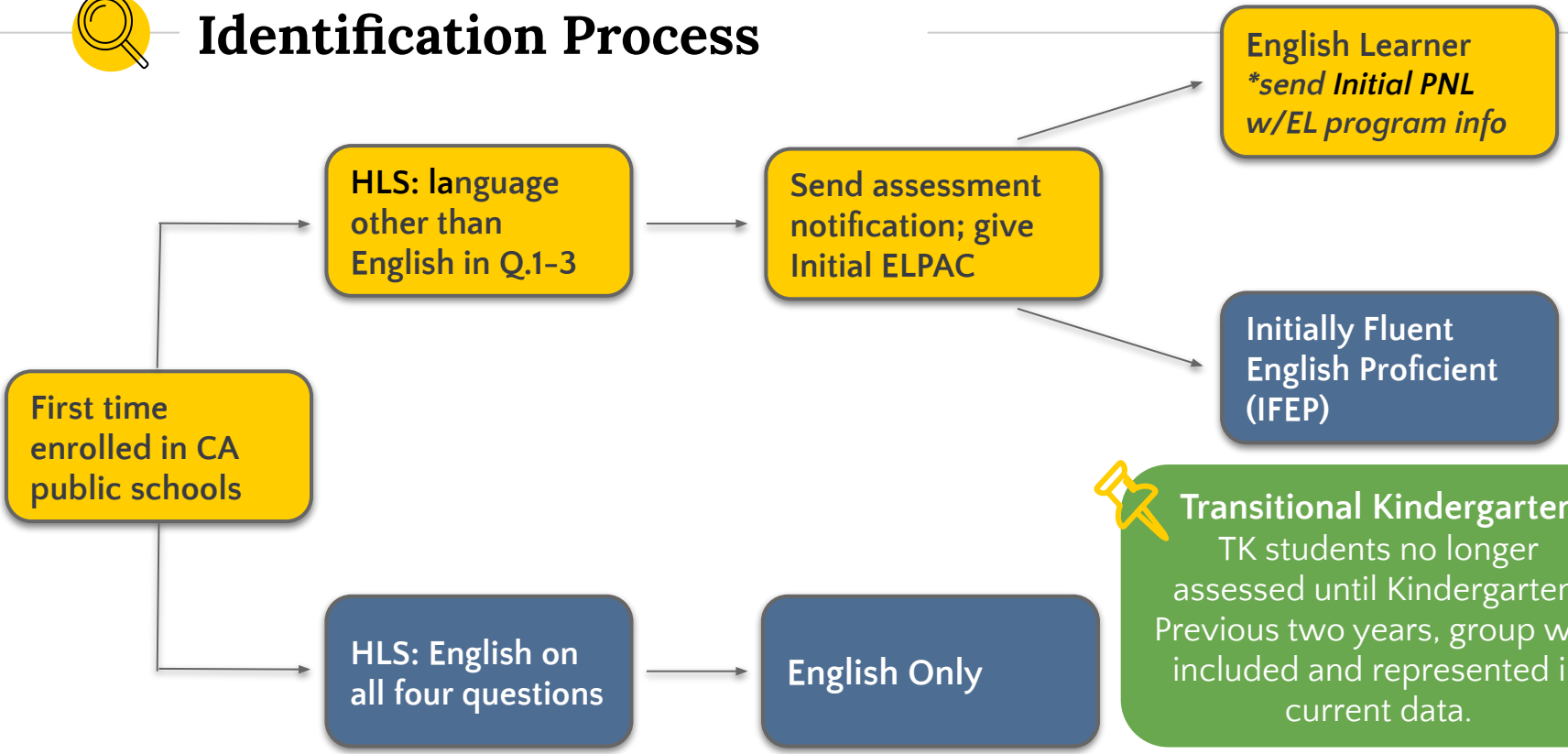
★ Measure progress
★ Given Feb. 1 - May 31

Initial Alternate ELPAC

Summative Alternate ELPAC

Same as above but only for a very small % of students with significant cognitive disabilities who are determined eligible for alternate assessments by an IEP team.

Identification Process



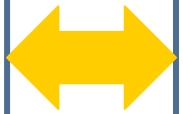
2 Comprehensive ELD

Program & Instruction

Integrated ELD & Designated ELD Working in Tandem

Integrated ELD

All teachers with ELs in their classrooms **use** the **CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards** throughout the school day and across all subjects



Designated ELD

A **protected** time during the regular school day. Teachers use the **CA ELD Standards as the focal standards** in ways that **build into and from content instruction** in order to develop critical language ELS need for content learning in English

Curriculum & Supplemental Materials

Reed Elementary

- Language Power!
- Lexia English
- Kids A-Z ELL

Bel Aire Elementary

- Lexia English
- Practicing for Success ELPAC Essentials
- Kids A-Z ELL
- Google Translate
- Lang-O-Learn Flashcards

Del Mar Middle

- Lexia English
- BrainPop ELL
- Kids A-Z ELL
- Rosetta Stone Workbook
- Google Translate

Intervention

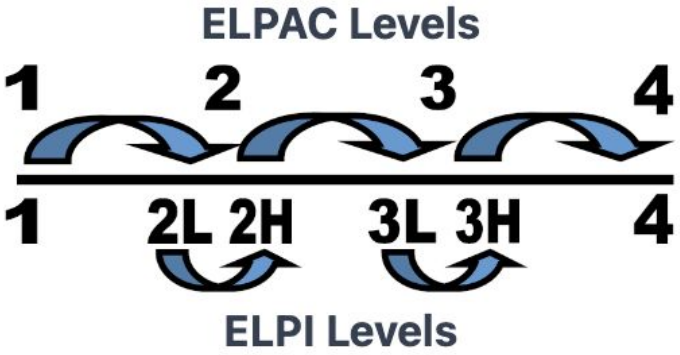
Sonday
DIBELS
Lexia Core 5 (K-5)
Lexia PowerUp

3 Progress Monitoring



English Language Proficiency Assessment for California (ELPAC)

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

4 Reclassification



NEW Criteria for Reclassification

Signed on September 27, 2026, Assembly Bill (AB) 2555 amends California Education Code to make ELPAC scores the sole reclassification criterion.

- LEAs must now reclassify EL students when a student achieves a Performance Level (PL) 4 on the Summative ELPAC or a PL 3 on the Summative Alternate ELPAC.
- LEAs are to immediately begin using Summative ELPAC and Summative Alternate ELPAC scores from the 2025–26 administration to determine if an EL student is eligible to be reclassified.

** RFEP students are monitored for 4 years upon reclassification. **

Criteria for Reclassification (Prior to AB 2555)

Reclassification is when an EL has met all 4 criteria to be reclassified from EL status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

1. Assessment of English language proficiency – statewide standardized ELP criterion is ELPAC overall 4 or Alternate ELPAC overall 3
2. Teacher evaluation
3. Parent opinion and consultation
4. Comparison of student performance in basic skills

** RFEP students are monitored for 4 years upon reclassification. **