

A close-up photograph of two hands shaking, symbolizing agreement or partnership. The hands are positioned centrally, with the fingers interlaced. The background is a soft, out-of-focus blue and white pattern.

**Welcome to the TMS ELAC Meeting**

**BIENVENIDOS A  
LA REUNION DEL CONSEJO DE  
PADRES DE ESTUDIANTES DE  
INGLES de TMS**

February 17, 2022

17 de febrero 2022

INTRODUCTIONS  
INTRODUCCIONES

Katie Kring – EL Coordinator

Amanda Debert – EL Administrator

Georgina Mitchell – Guidance  
Technician (habla Español)



# MVUSD 2021-22

## Focus Areas for LCAP

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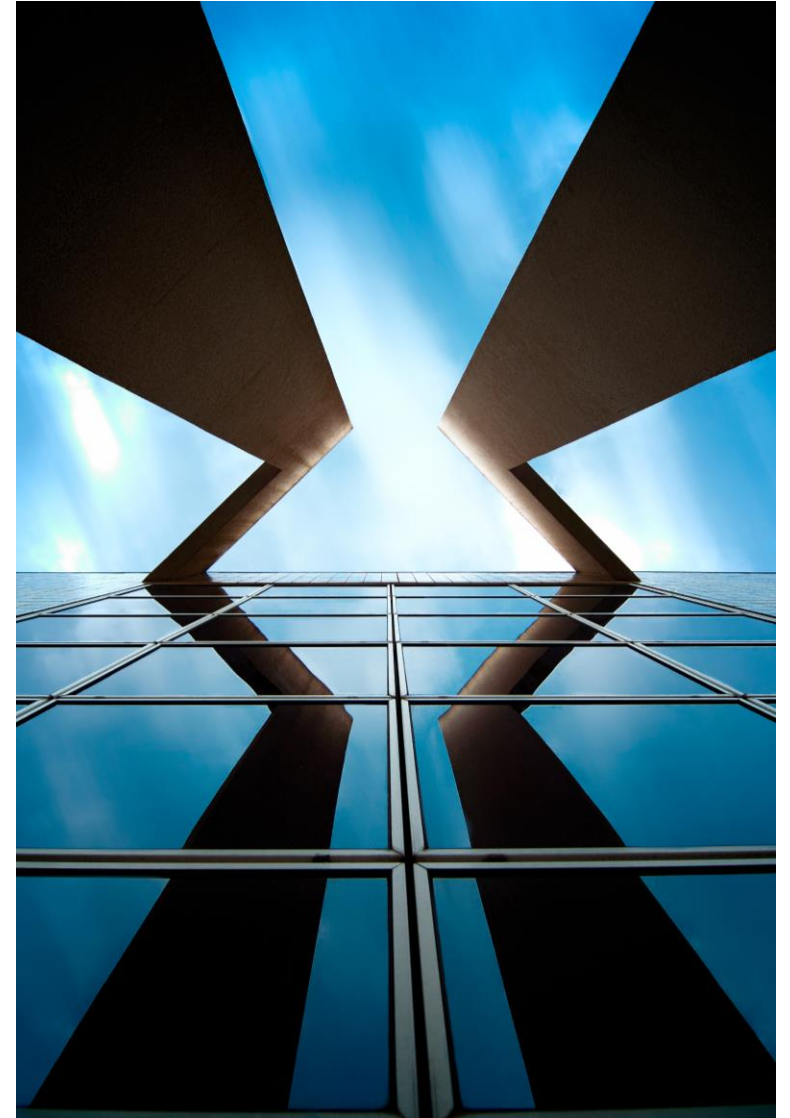
- Accelerate Learning
- Re-engage Students, Staff, and Families into the School Community in a Healthy Way



# Areas de Enfoque de LCAP de MVUSD 2021-2022

Acelerar el aprendizaje

Conecta a los estudiantes, el personal, y las familias de una manera positivo



# 2021-24 LCAP Goal 1

## Student Learning and Achievement Aprendizaje y Rendimiento de los Estudiantes

- Maintain K-3 Additional Teachers to Reduce Class Size and Eliminate Combo Classes
- Counseling Support Services
- Supports for Student Learning
- AVID
- CTE
- College/Career Readiness
- Site SPSA Allocations



A photograph of a classroom scene. A teacher with long blonde hair is leaning over a table, interacting with several young students. The students are focused on their work, with some holding markers and looking at papers. The table is cluttered with educational materials, including papers, folders, and colorful plastic baskets (yellow, blue, purple, green). The background shows other desks and chairs in the classroom, suggesting a busy learning environment.

**2021-24 LCAP**

**Goal 2**

**Prevention/Intervention/Acceleration**

Prevención/Intervención/Aceleración

- Elementary Intervention Teachers
- Additional MS/HS Sections for Intervention/Acceleration
- English Learner Program Support
- Extended Learning Opportunities and Intervention Programs and Support
- Site SPSA Allocations

# 2021-24 LCAP Goal 3

## Professional Development Desarrollo Profesional

- Maintain Instructional Coaching Support
- Maintain Fully Credentialed Teachers through Induction/Immersion
- Maintain PD, Curriculum Development, and Collaboration
- Maintain Outsourced Data and Programs
- Site SPSA Allocations



# 2021-24 LCAP Goal 4

**Equity, Engagement, School Culture, and Climate**  
Equidad, Atención, Cultura Escolar, y el Ambiente

- Equity and Equitable Practices
- Educational Partner Engagement
- Mental Health/Social Emotional Well-Being
- Foster/Homeless Youth Support Services
- Attendance
- Site SPSA Allocations







# Feedback & Ideas for LCAP Focus Areas

## Opiniones y Comentarios por Objetivos de LCAP



STUDENT LEARNING – APRENDIZAJE DE ESTUDIANTES



STUDENT & FAMILY ENGAGEMENT – PARTICIPACIÓN DE ESTUDIANTES Y FAMILIAS



STUDENT & STAFF WELL BEING – BUEN BIENESTAR DE ESTUDIANTES Y PERSONAL

# Annual Summative ELPAC Testing

February 1 –  
May 31

# Prueba Sumativa Anuale de LPAC

# OUR GOAL FOR ALL OUR ENGLISH LEARNERS: RECLASSIFICATION

# NUESTRO OBJETIVO PARA TODOS NUESTROS ESTUDIANTES DE ÍNGLES: RECLASIFICACIÓN

- What does reclassification mean?
  - Students test out of being designated an EL and no longer have to take the LPAC test
- ¿Qué significa reclasificación?
  - Los estudiantes prueban para ser designados como EL y ya no tienen que tomar el examen LPAC

#### Criterion 1: ELPAC Scores

Met    Not Met   • Overall ELPAC score of Level 4.

#### Criterion 2: Teacher Consultation

Met    Not Met   • Satisfactory performance on progress reports/report cards (academic performance is basic or above in reading/language arts.

#### Criterion 3: Performance in Reading

Met    Not Met

Running Record Level \_\_\_\_\_  
 FRA \_\_\_\_\_  
 Lexile level \_\_\_\_\_  
 ELA CAASPP scale score \_\_\_\_\_

FRA or Lexile and ELA CAASPP score met.

| Grade Level | FRA or Lexile for RFEP | ELA CAASPP Scale Score   |
|-------------|------------------------|--------------------------|
| K           | FRA 31-35              | Level C Running Records* |
| 1           | FRA 49-58              | RI 190+                  |
| 2           | FRA 75-82              | RI 420+                  |
| 3           | 430                    | 2399                     |
| 4           | 640                    | 2444                     |
| 5           | 720                    | 2472                     |
| 6           | 830                    | 2494                     |
| 7           | 870                    | 2515                     |
| 8           | 890                    | 2527                     |
| 9           | 950                    | Lexile only              |
| 10          | 990                    | Lexile only              |
| 11          | 1085                   | 2536                     |
| 12          | 1085                   | Lexile only              |

#### Criterion 4: Parent Consultation

Met    Not Met   • Parent agrees with reclassification.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Information Used to  
Reclassify Students

Informacion  
utilizada para  
reclasificar a los  
estudiantes

## State Testing Resumed

| Grade Level | FRA or Lexile for RFEP | ELA CAASPP Scale Score   |
|-------------|------------------------|--------------------------|
| K           | FRA 31-35              | Level C Running Records* |
| 1           | FRA 49-58              | RI 190+                  |
| 2           | FRA 75-82              | RI 420+                  |
| 3           | 430                    | 2399                     |
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| 5           | 720                    | 2472                     |
| 6           | 830                    | 2494                     |
| 7           | 870                    | 2515                     |
| 8           | 890                    | 2527                     |
| 9           | 950                    | Lexile only              |
| 10          | 990                    | Lexile only              |
| 11          | 1085                   | 2538                     |
| 12          | 1085                   | Lexile only              |

# Classroom Supports for English Learner

| <b>Instructional Differences</b> | <b>Integrated ELD</b>                                | <b>Designated ELD</b>                                  |
|----------------------------------|--|--|
| TIME                             | Within regular classes in all content areas          | Specific protected time during the school day          |
| FOCUS                            | Content of lesson with language support              | Language skills, using content from regular curriculum |
| STANDARDS                        | State content standards in tandem with ELD Standards | ELD Standards  |

| Diferencias de Instrucción | Integrado  | Designado   |
|----------------------------|--|---|
| Tiempo                     | Dentro de las clases regulares en todas las áreas de contenido | Tiempo protegido específico durante la jornada escolar                  |
| Enfocar                    | Contenido de la lección con soporte lingüístico                | Habilidades lingüísticas, usando contenido del plan de estudios regular |
| Normas                     | Estándares de contenido estatal junto con los estándares ELD   | Estándares ELD  |

# Apoyos en el aula para estudiantes de inglés

Join us for ELAC  
meetings

Unete a nosotros  
para reuniones de  
ELAC

4 times each school year

Cuatro veces al año escolar



## Tutoring Options

Before School Tuesday – Friday  
8:15-8:55 AM in the Library

After School Wednesday 2-3 PM in  
the Library

Office Hours – Contact individual  
teachers for information



## Opciones de Tutoría

Antes de Escuela - Martes a Viernes 8:15-8:55 AM en la Biblioteca

Despues de Escuela - Miercoles 2-3 PM en la Biblioteca

Horas de Oficina – Póngase en contacto con profesores individuales para la información

CONTACT  
INFORMATION/  
INFORMACIÓN  
DE CONTACTO

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Amanda Debert [adebert@murrieta.k12.ca.us](mailto:adebert@murrieta.k12.ca.us)

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# PARENT QUESTIONS, CONCERNS & FEEDBACK

Preguntas, Preocupaciones, y  
Comentarios

