



Supporting Our Multilingual Learners: CSD English Learner Program Board Update

January 18, 2024

"Exploring Infinite Possibilities for Learning"

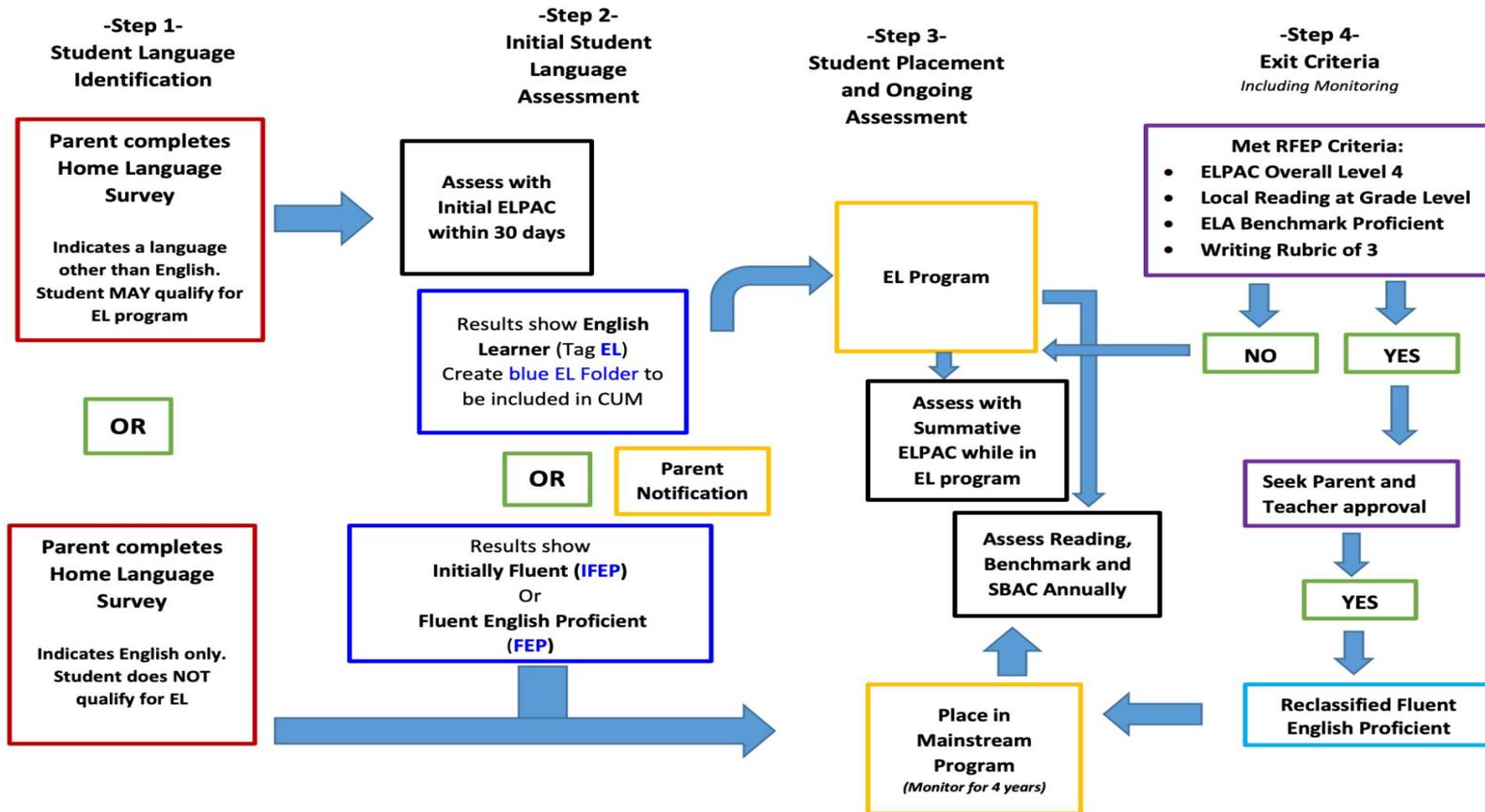


CSD English Learner Program Goals

1. To ensure that all English learners (ELs) have the opportunity to **achieve English language proficiency as quickly as possible**. This means providing them with high-quality English language instruction, as well as support in their academic subjects. This means **increasing the percentage of ELs who meet or exceed state standards on English language proficiency assessments**
2. To promote the **academic success of ELs**. This means **helping them to succeed in all of their classes**, regardless of their English language proficiency level.
3. To **close the achievement gap** between ELs and their native English-speaking peers. This means **providing ELs with the extra support** they need to catch up to their peers.
4. To **create a welcoming and inclusive school environment for ELs**. This means making sure that **ELs feel like they belong and are valued members of the school community**.
5. To **build strong partnerships with parents and community members**. This means **involving parents and community members in the development and implementation of the English Learner Master Plan**.



Cambrian School District's English Learners Program Flow Chart Services to English Learner Students



CSD Total Enrollment by English Learner (EL) Designation (2019–2023)

Academic Year	*Newcomers (0–3 Yrs) Foreign Born	*Newcomers (0–3 Yrs) US Born	Total Newcomers (0–3 Years)	ELs (4–5 Yrs)	Long Term ELs (6+ Yrs)	Total ELs	Total Reclassified FEPs	Total Ever-EL (ELs + RFEPs)
2023–24	88	160	248	48	77	373	330	703
2022–23	84	168	252	56	67	375	316	691
2021–22	64	155	219	66	63	348	325	673
2020–21	69	180	249	57	55	361	344	705
2019–20	76	185	261	57	56	374	402	776

***EL Newcomers:** An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(i) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (ii) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency (ELP).

Home Language Survey (HLS)

California Education Code contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

Parents or Guardians are asked to respond to each of the four questions listed below as accurately as possible during registration:

1. *Which language did your child learn when they first began to talk?*
2. *Which language does your child most frequently speak at home?*
3. *Which language do you (the parents and guardians most frequently use when speaking with your child?*
4. *Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)*

English Language Proficiency Assessment for California (ELPAC)

The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve.

Level	Description
4	Fully Functional receptive (listening and reading) and productive skills (speaking and writing). Corresponds to the upper range of the “Bridging” proficiency level.
3	Moderately Functional ...Corresponds to the lower range of the “Expanding” proficiency level.
2	Somewhat Functional ...Corresponds to the mid- to low- range of the “Expanding” proficiency level.
1	Limited to No Functional ...Corresponds to the “Emerging” proficiency level.

CA ELD Standards Proficiency Level Descriptors

ELD Proficiency Level Continuum

→ **Emerging** → → **Expanding** → → **Bridging**

Emerging	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
Expanding	Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
Bridging	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Program Placement for English Learners

The chart below shows all program placement options.

English Language Proficiency Levels		Program Placement
Bridging ↕ Expanding ↕ Emerging	Initial Fluent English Proficient	District's General Program
	Reasonable fluency	English Language Mainstream
	Less than reasonable fluency	Structured English Immersion
		Other Instructional Setting based on IEP

ELPAC Implications for Instruction

English Language Development (ELD)

Designated ELD

- A minimum of 30 minutes of Designated ELD
- Focus on developing oral English language proficiency & academic vocabulary development

Integrated ELD

- Access to core content
- Integrated throughout the school day

EL Students need practice...

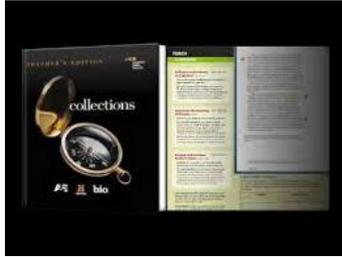
- to build endurance and to avoid fatigue
- listening to long narratives
- taking notes
- retelling stories using details
- knowledge of and use of academic vocabulary
- writing paragraphs with topic and details
- taking similar tests
- reading long passages

Elementary



- TK- 5 English Learners' needs are **met within the regular classroom.**
- **Designated and Integrated ELD** instruction are being provided by the classroom teacher.
- An adopted curriculum form the foundation of the program supported by **GLAD** instructional methodologies.
- All teachers are **Cross-Cultural, Language, and Academic Development (CLAD) certified** through the CA credentialing program.
- **Instructional Specialist** provides instructional and curriculum support, ongoing professional development on ELD strategies, and coordination of Tier II interventions.
- Supplemental resources, such as **Joy School English & Imagine Learning Language/Literacy.**
- Additional Tier II interventions such as **Benchmark Intensive Phonics** and **Leveled Literacy Intervention (LLI)** are provided as needed based on referral.

Middle School



- **Newcomers'** needs are addressed with targeted programs designed to rapidly increase English proficiency.
- Students are grouped into **ELD classrooms** for 1 period a day based on English proficiency levels and annual informal assessments.
- An **adopted curriculum** form the foundation of the program supported by **GLAD** instructional methodologies.
- All teachers are **Cross-Cultural, Language, and Academic Development (CLAD) certified** through the CA credentialing program.
- All content classroom teachers at the Middle School also utilize GLAD and other effective strategies designed to improve language development, including **Specially Designed Academic Instruction in English (SDAIE)**.
- **Instructional Specialist** provides instructional and curriculum support, ongoing professional development on ELD strategies, and coordination of Tier II interventions.
- Additional Tier II Support for target students are provided as needed - **Read 180 & System 44.**



Steps to Reclassification to Fluent English Proficient (RFEP)



Reclassification:

The final step for an EL student to be considered fluent in English.

To reclassify, ELs:

- Receive an overall score of **4 on the Summative ELPAC** (CA's test for English Proficiency, administered in Spring).
- Be **at or near grade level in Reading**, based on the CSD FastBridge Reading Assessment.
- Receive a sufficient **ELA grade** (Class Performance).

Reclassification Process: (4 criteria)

1. The ELPAC includes 4 subtests to assess students in speaking, listening, reading, and writing.

2. In addition, students must meet Basic Skills via the CSD FastBridge Reading Assessment.
and
3. Class performance.

4. Teachers and parents meet regularly to consult on students progress towards reclassification.

Students who reclassify within 5 or 6 years have better academic outcomes over time. In fact, they are some of our top students.

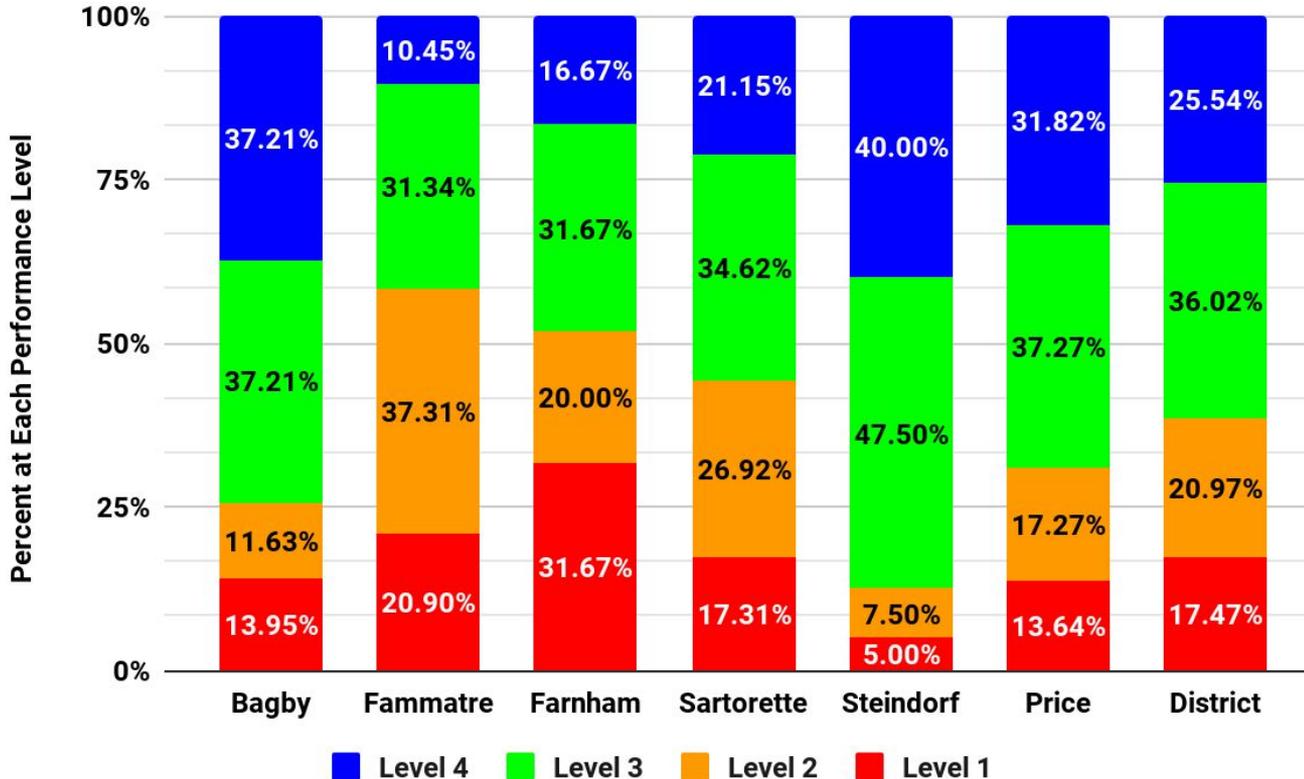


CSD

**English Learner Student
Achievement
2022-23**

- **Summative ELPAC**
- **Reclassification Rate**
- **CA School Dashboard**
 - English Learner Progress Indicator (ELPI)
- **Smarter Balanced Assessment for Grades 3-8**
 - English Language Arts/Literacy
 - Mathematics
- **CA Science Test for Grades 5 & 8**

2023 English Language Proficiency Assessment for California (ELPAC) Percentage of Students at Each Overall Performance Level – English Learners Comparison by Schools & District



**374 ELs Enrolled
& Tested!**

**95 Students
Achieved an
ELPAC Level 4!**

CSD's Reclassification Rate Annual Comparison

	2020-21	2021-22	2022-23	2023-24
Total English Learners (ELs)	365	345	374	373
Number of ELs Who Achieved an Summative ELPAC Level 4	102	92	95	*TBD
Number of ELs Reclassified Each Year	82	52	67	*TBD
Percent of Students of Reclassified	22%	15%	18%	*TBD

Number Students who were Reclassified this Year (67).	22	14	5	2	2	7	3	7	2
Years as Students were Designated as ELs before RFEP.	1	2	3	4	5	6	7	8	9

CSD LCAP Goal 1 Annual Measurable Goal: 15%

CSD Achieved an average RFEP rate of 18% from 2020-21 to 2023-24

*Will be determined in Fall 2024-25 after the Spring 2023-24 Summative ELPAC is completed.

**Public Released on
December 15, 2023!**



CA School Dashboard

caschooldashboard.org/

What is the California School Dashboard?

The **California School Dashboard** is an online tool designed to help communities across the state access important information about kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success.

What was released in 2023?

- **English Learner Progress Indicator**
- **Academics**
- **Chronic Absenteeism**
- **Suspension Rate**
- Graduation Rate

English Learner Progress Indicator (ELPI)

The English Learner Progress Indicator (ELPI) shows the **percentage of current English learners making progress towards English language proficiency or maintaining the highest performance level on the Summative English Language Proficiency Assessments for California (ELPAC).**

ELPI Detail Information

Status Level	Status Cut Scores (Percent of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))
Very Low	Less than 35%
Low	35% to less than 45%
Medium	45% to less than 55%
High	55% to less than 65%
Very High	65% or more

Student English Language Acquisition Summative ELPAC Results Categories

1. ELs who progressed at least one ELPI level,
2. ELs who maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H)
3. ELs who maintained ELPI level 4.
4. ELs who decreased at least one ELPI Level.

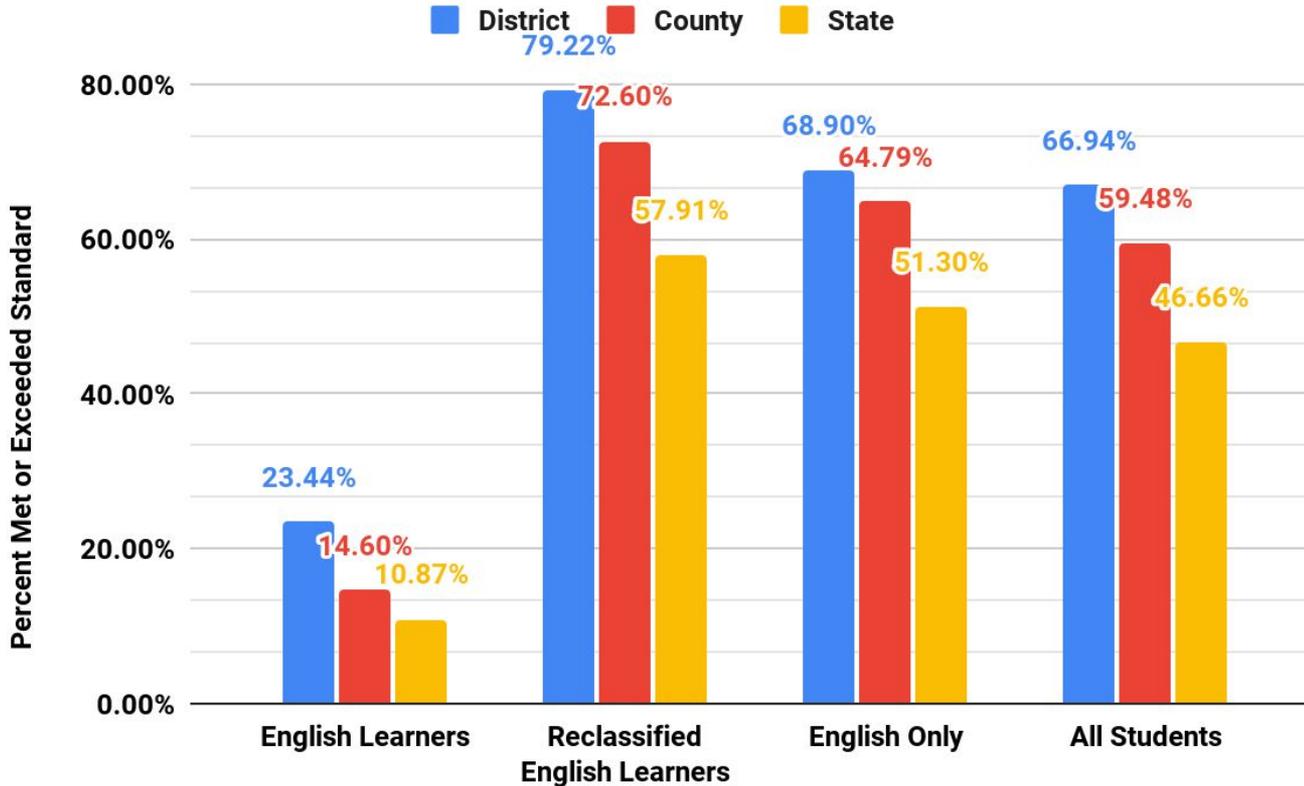
2023 CA Dashboard

English Learner Progress Indicator (ELPI) Results by School

School	Number of ELs (w/ 2 years of ELPAC results)	ELs Who Decreased at Least One ELPI Level	ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	ELs Who Maintained ELPI Level 4	ELs Who Progressed at Least One ELPI Level	ELs Making Progress Towards English Language Proficiency	Change (2022 to 2023)	ELPI Status Level
Bagby	28	16.0%	16.0%	4.0%	64.0%	60.7%	13.8%	High
Fammatre	46	31.1%	40.0%	0.0%	28.9%	30.4%	-24.4%	Very Low
Farnham	34	8.8%	32.4%	11.8%	47.1%	58.8%	4.0%	High
Sartorette	27	18.5%	25.9%	7.4%	48.1%	55.6%	-8.1%	High
Steindorf	29	17.2%	27.6%	17.2%	37.9%	55.2%	-10.2%	High
Price	100	10.0%	32.0%	14.0%	44.0%	58.0%	-10.3%	High
District	264	16.9%	29.0%	9.1%	45.0%	53.1%	-5.9%	Medium

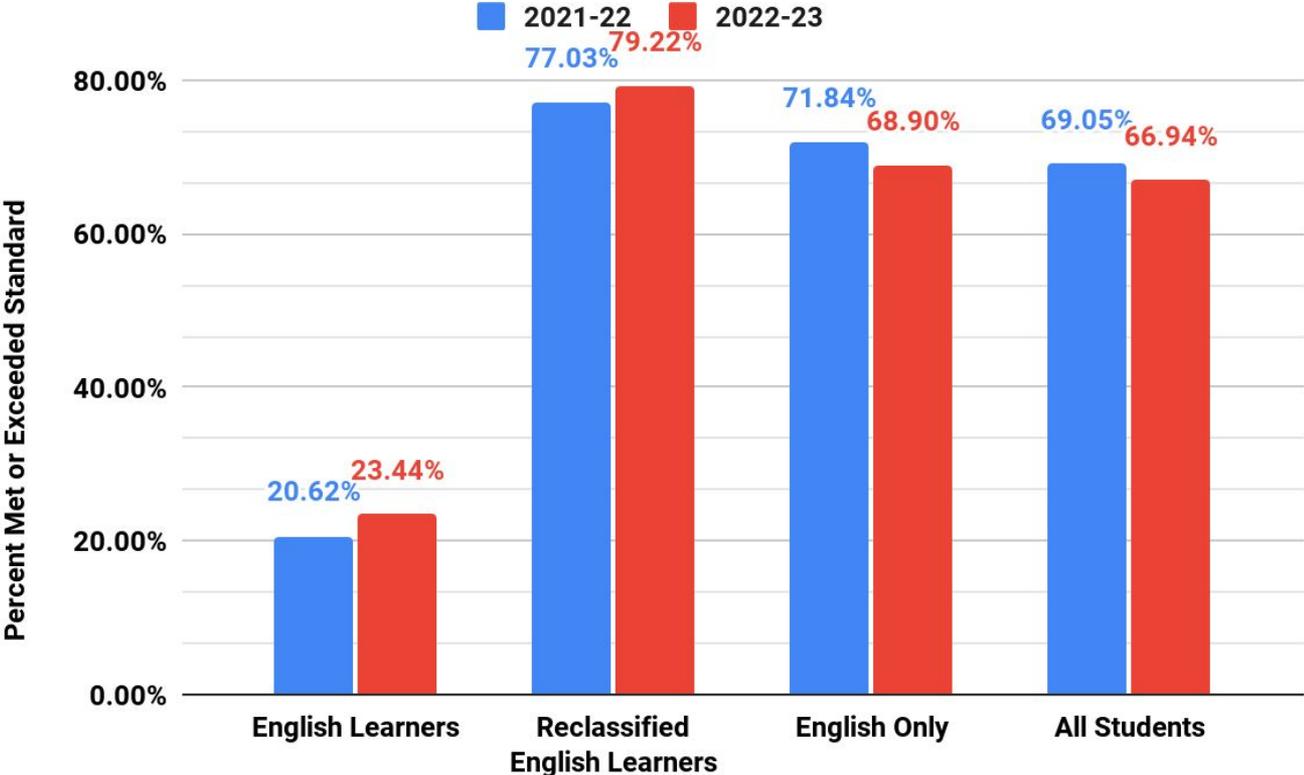
*No Performance Color: N is less than 30

2023 Smarter Balanced Assessment Results: English Language Arts/Literacy Percent Met or Exceeded Standards – English Learners in Grades 3–8 District, County, State Comparison



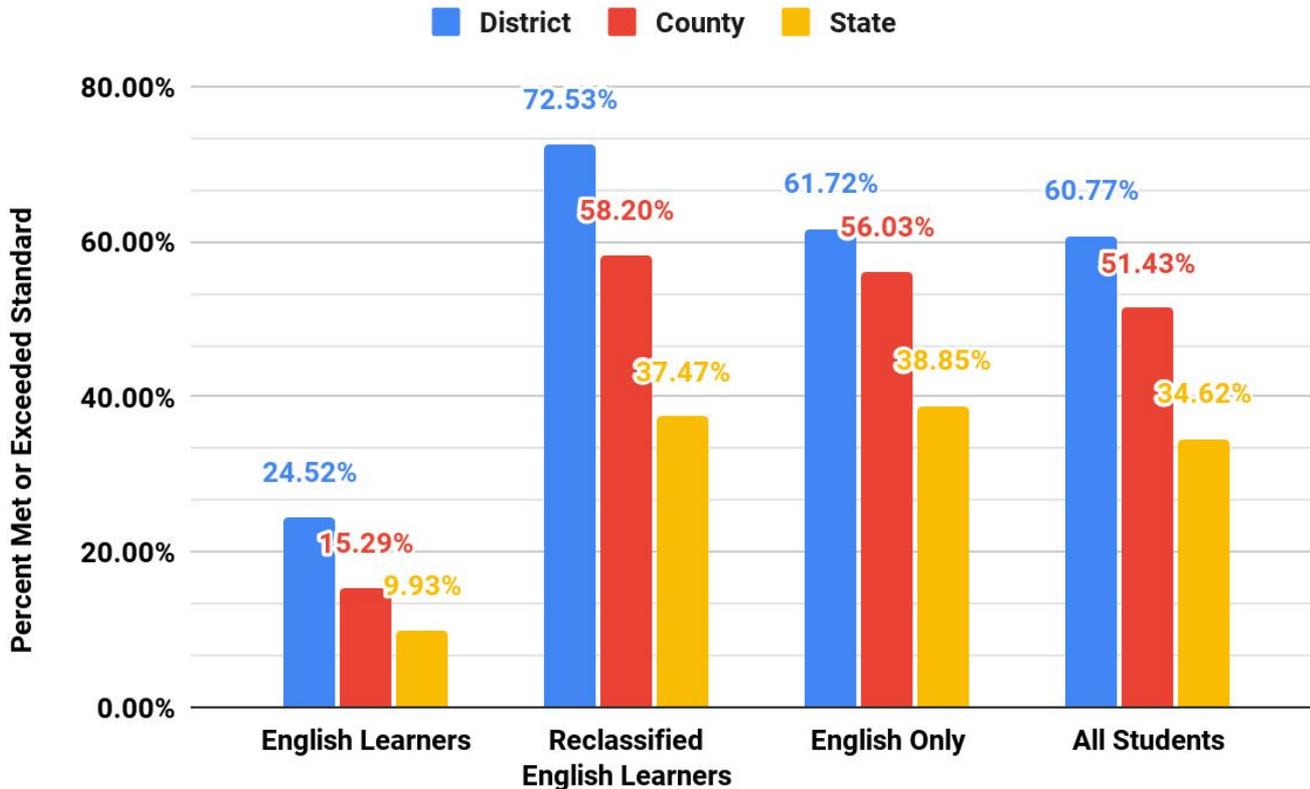
CSD students on average outperformed students in the County and Statewide in all English-Language Fluency categories for English Language Arts/Literacy.

CSD Smarter Balanced Assessment Results: English Language Arts/Literacy Percent Met or Exceeded Standards – English Learners in Grades 3-8 Annual Comparison



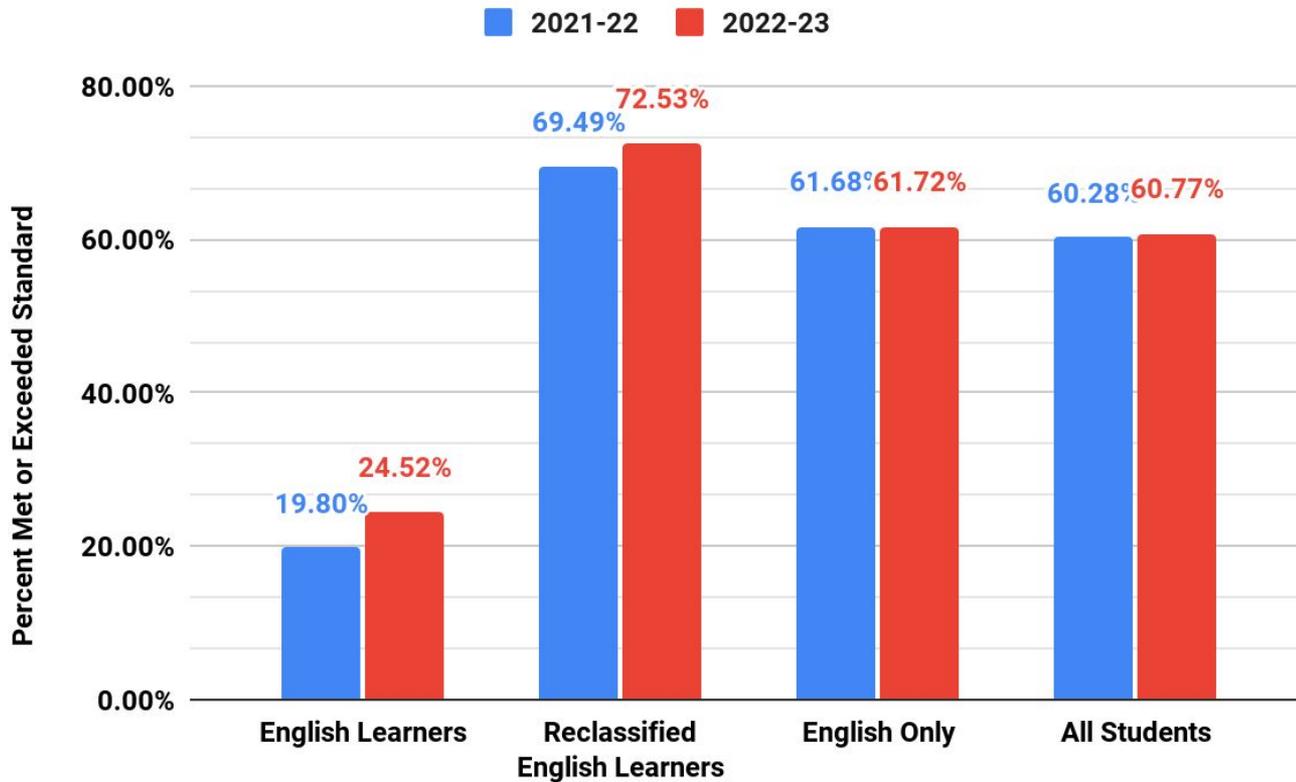
English Learners and Reclassified English Learners improved their overall performance in English language Arts/Literacy from 2022 to 2023.

2023 Smarter Balanced Assessment Results: Mathematics Percent Met or Exceeded Standards – English Learners in Grades 3–8 District, County, State Comparison



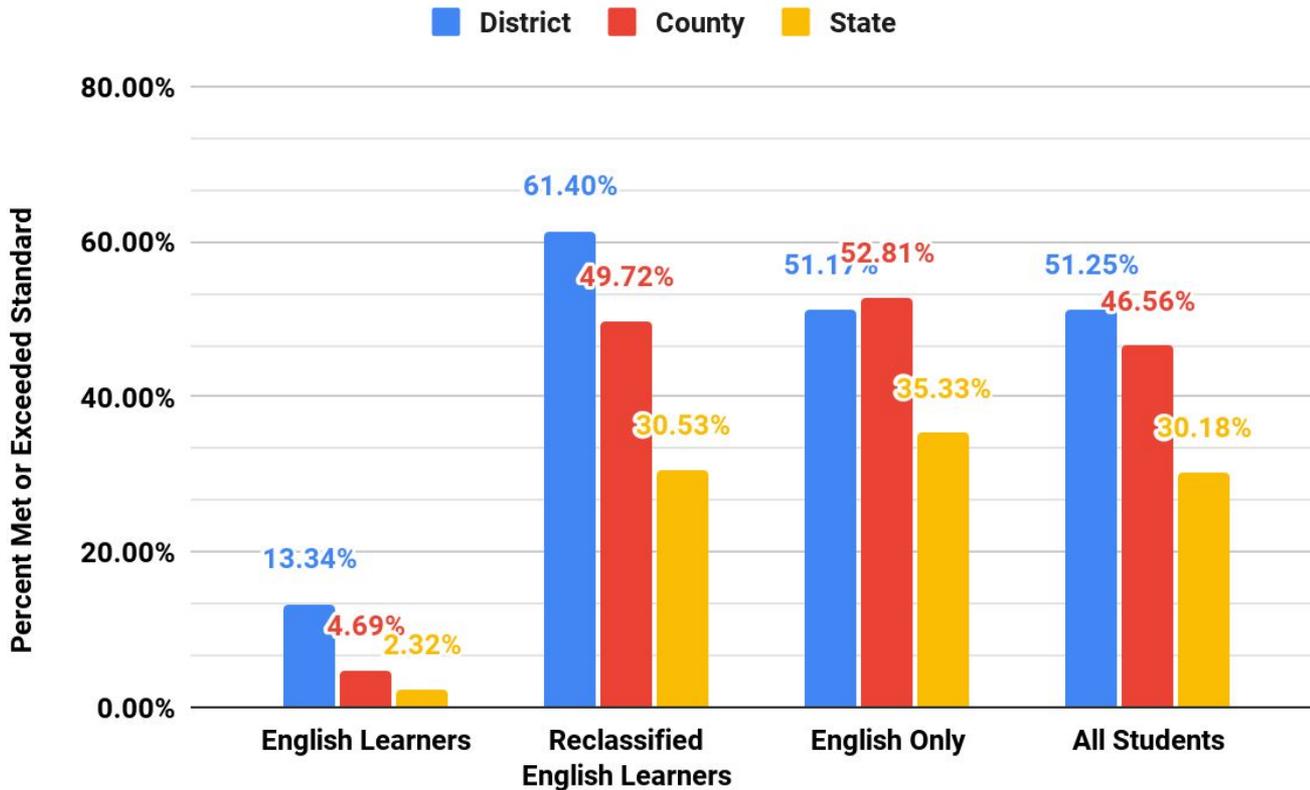
CSD students on average outperformed students in the County and Statewide in all English–Language Fluency categories for Mathematics.

CSD Smarter Balanced Assessment Results: Mathematics Percent Met or Exceeded Standards – English Learners in Grades 3–8 Annual Comparison



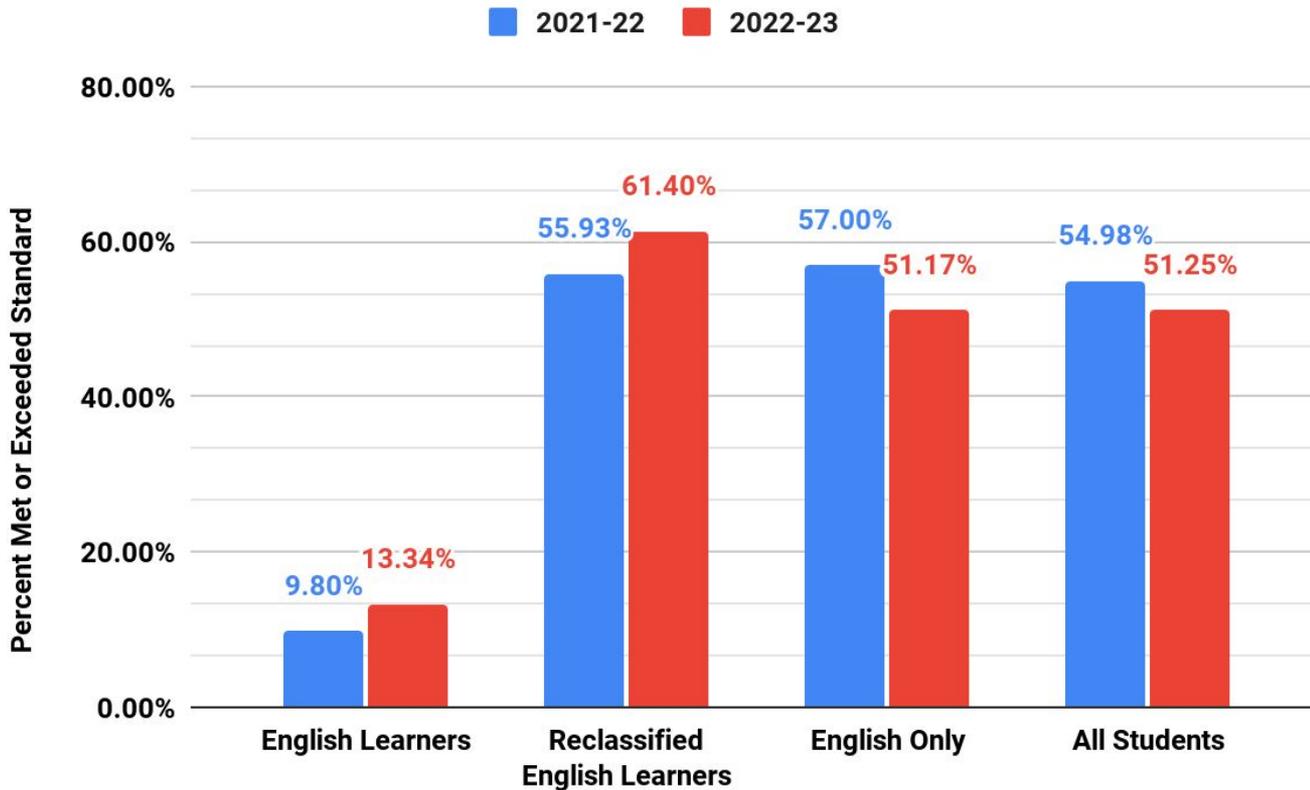
English Learners and Reclassified English Learners improved their overall performance in Mathematics from 2022 to 2023.

2023 California Science Test Percent Met or Exceeded Standards – English Learners in Grades 5 & 8 District, County, State Comparison



CSD students on average outperformed students in the County and Statewide in all English-Language Fluency categories, except English Only, for Science.

California Science Test Percent Met or Exceeded Standards – English Learners in Grades 5 & 8 Annual Comparison



English Learners and Reclassified English Learners improved their overall performance in Science from 2022 to 2023.

Next Steps

- **Ongoing Staff Professional Learning**
 - Implementation of Designated & Integrated and ELD
 - Guided Language Acquisition by Design
 - Culturally Relevant Teaching pedagogies
 - Understanding the ELPAC and its implications for instruction
 - Understanding the OPTEL & Reclassification Process
- **EL Program Needs Assessment from Educational Partners**
 - ELAC/DELAC
 - EL Parent ThoughtExchange
 - English Learner Parent Communication
- **Complete EL Master Plan**

CSD English Learner Program Master Plan DRAFT



[CLICK HERE](#) to view!



Resources

- **CSD English Learner Advisory Committee Handbook for Schools**
- **CSD Multilingual Learner Program Website**
 - <https://www.cambriansd.org/Page/3588>
- **CDE English Learner Website**
 - <https://www.cde.ca.gov/sp/el/>
- **Language Line Interpreting Services**
 - Language Line Over-the Phone & Video interpreting services for primary language support for meetings and translation services.
 - Free translation by request.
 - Contact your child's teacher or school office.
- **ELPAC Resources for Parents**
 - Resources for parents to learn more about the English Language Proficiency Assessments for California (ELPAC).
 - <https://www.cde.ca.gov/ta/tg/ep/elpacparentresource.asp>