



CSD English Learner Program Supporting Our Multilingual Learners Board Update

December 19, 2024

“Exploring Infinite Possibilities for Learning”



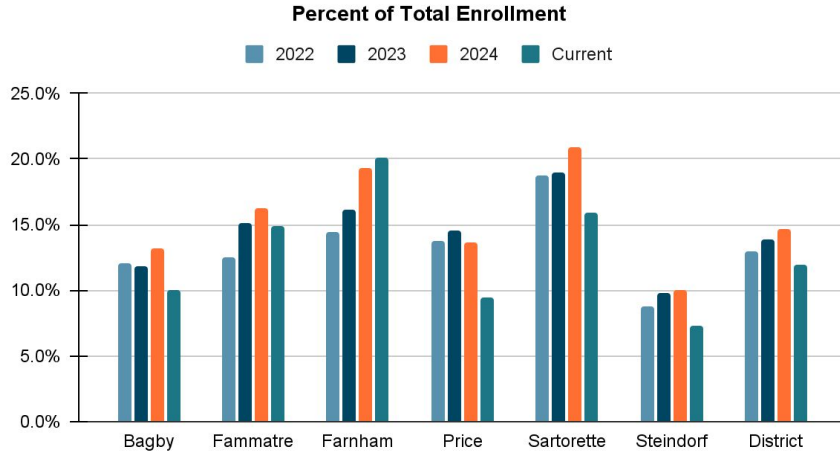
CSD English Learner Program Master Plan

[CLICK HERE](#)

Program Goals

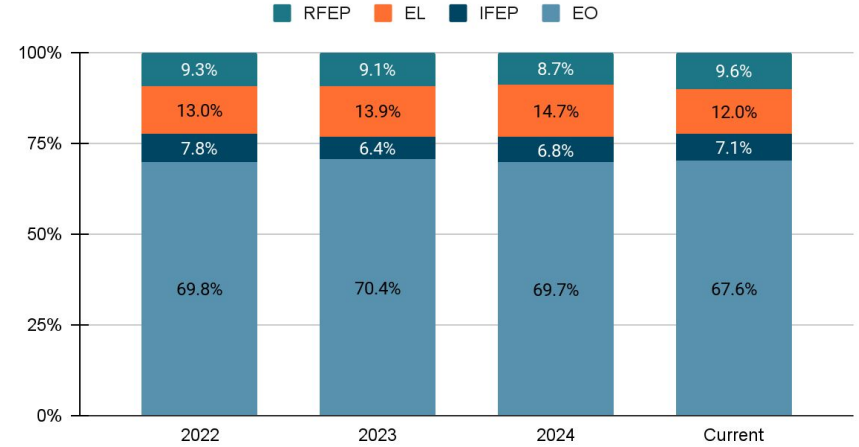
1. To ensure that all English learners (ELs) have the opportunity to **achieve English language proficiency as quickly as possible**. This means providing them with high-quality English language instruction, as well as support in their academic subjects. This means **increasing the percentage of ELs 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**.

District & Schools' English Learner Enrollment by Year



	2022		2023		2024		Current	
	Total Enroll	% ELs	Total Enroll	% ELs	Total Enroll	% ELs	Total Enroll	% ELs
Bagby	455	12.1%	483	11.8%	500	13.2%	548	10.0%
Fammatre	480	12.5%	456	15.1%	457	16.2%	497	14.9%
Farnham	390	14.4%	348	16.1%	353	19.3%	388	20.1%
Price	887	13.8%	870	14.5%	921	13.6%	958	9.5%
Sartorette	283	18.7%	269	19.0%	287	20.9%	307	15.9%
Steindorf	487	8.8%	490	9.8%	490	10.0%	491	7.3%
District	2982	13.0%	2916	13.9%	3008	14.7%	3189	12.0%

Enrollment by English Language Acquisition Status



	2022	2023	2024	Current
English Only (EO)	69.8%	70.4%	69.7%	67.6%
Initial Fluent English Prof. (IFEP)	7.8%	6.4%	6.8%	7.1%
English Learner (EL)	13.0%	13.9%	14.7%	12.0%
Reclassified Fluent English Prof. (RFEP)	9.3%	9.1%	8.7%	9.6%

CSD Total Enrollment by English Learner (EL) Designation

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 RFEPs	Total Ever-EL (ELs + RFEPs)
2021-22	64	155	219	66	63	348	325	673
2022-23	84	168	252	56	67	375	316	691
2023-24	88	160	248	48	77	373	330	703
2024-25	104	154	258	58	67	383	307	690

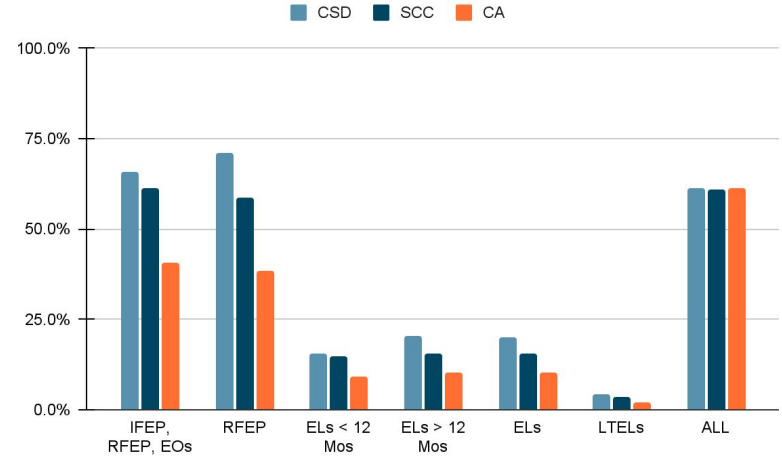
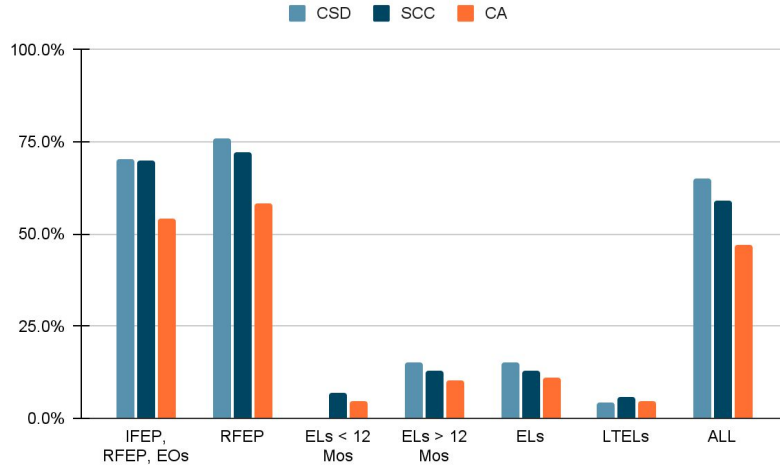
***EL Newcomers:** An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, 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).



English Learner Achievement & Progress

Cambrian School District

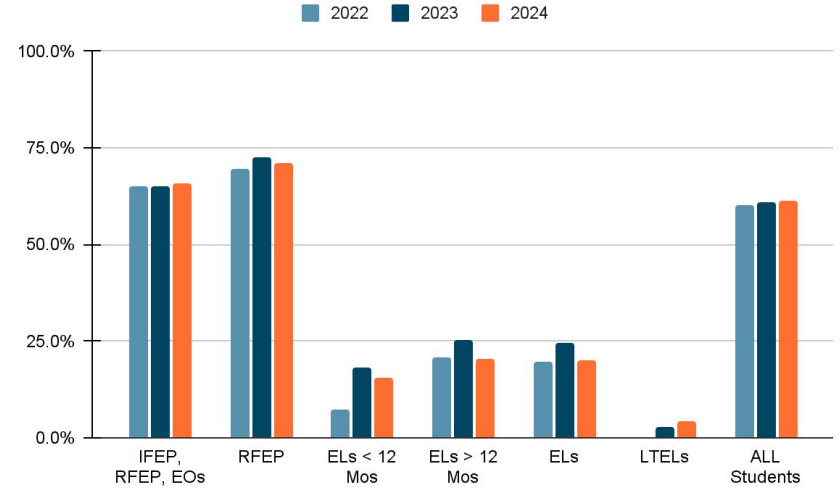
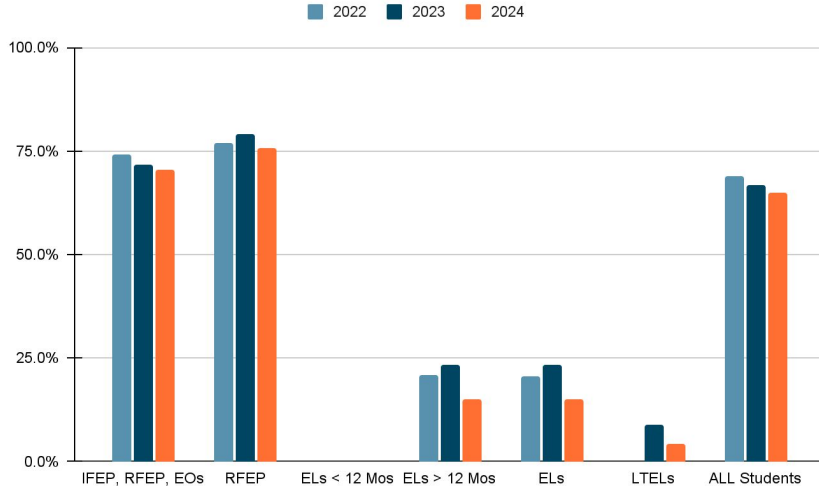
2024 Cambrian SD, Santa Clara County, and CA Smarter Balanced Summative ELA & Mathematics Results by English Language Fluency Percent Meeting or Exceeding Standards



	CSD	SCC	CA
IFEP, RFEP, EOs	70.4%	70.0%	54.2%
RFEP	75.8%	72.2%	58.3%
ELs < 12 Mos	NA	6.9%	4.6%
ELs > 12 Mos	15.0%	13.0%	10.5%
ELs	15.0%	12.8%	10.9%
LTELs	4.4%	5.9%	4.6%
ALL	65.0%	59.2%	47.0%

Mathematics	CSD	SCC	CA
IFEP, RFEP, EOs	65.8%	61.4%	40.8%
RFEP	70.9%	58.7%	38.5%
ELs < 12 Mos	15.4%	14.7%	9.2%
ELs > 12 Mos	20.4%	15.6%	10.4%
ELs	20.1%	15.4%	10.3%
LTELs	4.4%	3.7%	2.2%
ALL	61.2%	60.8%	61.2%

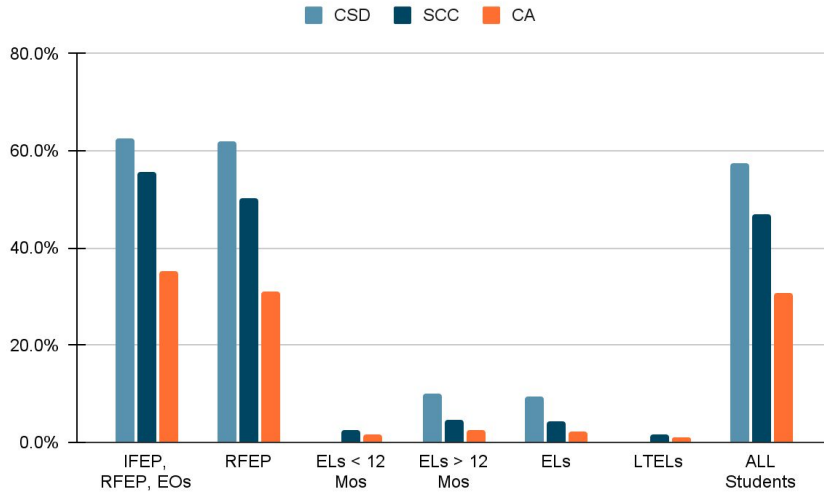
2022-24 Cambrian SD Smarter Balanced Summative ELA & Mathematics Results by English Language Fluency Percent Meeting or Exceeding Standards



ELA	2022	2023	2024	22-24 (+/-)
IFEP, RFEP, EOs	74.21%	71.69%	70.43%	-3.79
RFEP	77.03%	79.22%	75.78%	-1.25
ELs < 12 Mos	NA	NA	NA	NA
ELs > 12 Mos	20.83%	23.40%	15.03%	-5.80
ELs	20.62%	23.44%	15.03%	-5.59
LTELs	NA	8.82%	4.35%	NA
ALL Students	69.05%	66.94%	65.03%	-4.02

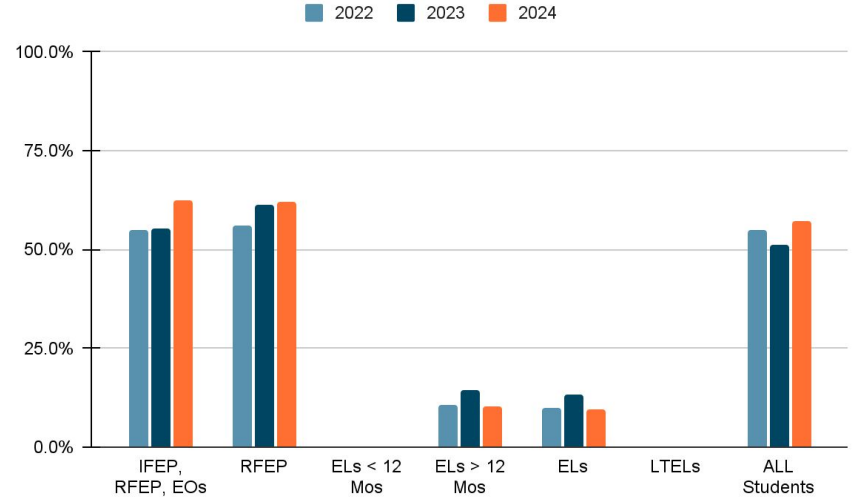
Mathematics	2022	2023	2024	22-24 (+/-)
IFEP, RFEP, EOs	64.9%	65.2%	65.8%	+0.95
RFEP	69.5%	72.5%	70.9%	+1.45
ELs < 12 Mos	7.1%	18.2%	15.4%	+8.21
ELs > 12 Mos	20.7%	25.4%	20.4%	-0.31
ELs	19.8%	24.5%	20.1%	+0.29
LTELs	NA	2.9%	4.4%	NA
ALL Students	60.3%	60.8%	61.2%	+0.89

2024 Cambrian SD, Santa Clara County, & CA Science Test Results by English Language Fluency Percent Meeting or Exceeding Standards



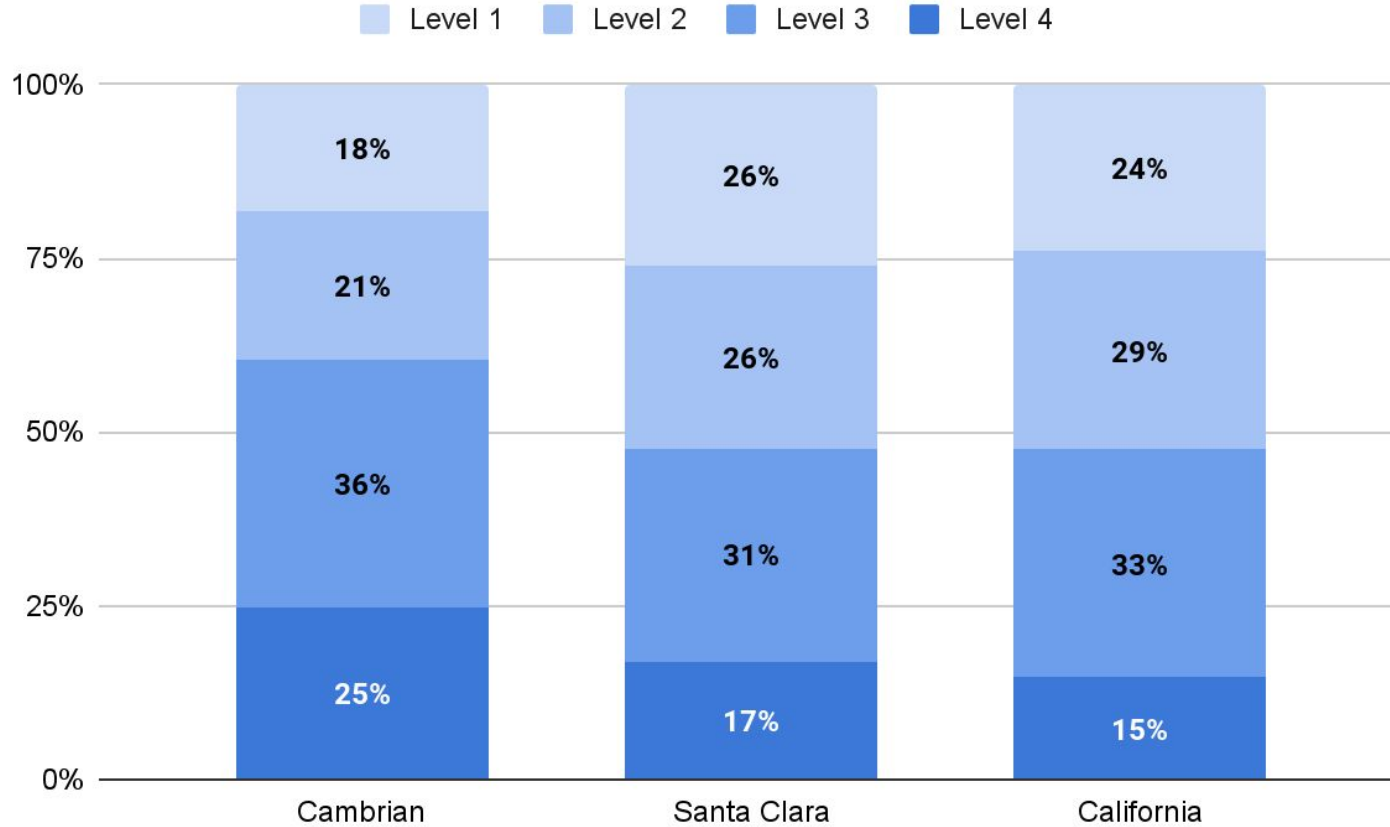
Science	CSD	SCC	CA
IFEP, RFEP, EOs	62.5%	55.6%	35.4%
RFEP	61.9%	50.3%	31.0%
ELs < 12 Mos	NA	2.5%	1.6%
ELs > 12 Mos	10.2%	4.6%	2.4%
ELs	9.5%	4.3%	2.4%
LTELs	0.0%	1.7%	1.0%
ALL Students	57.3%	47.0%	30.7%

2022-24 Cambrian SD Science Test Results by English Language Fluency Percent Meeting or Exceeding Standards



Science	2022	2023	2024	22-24 (+/-)
IFEP, RFEP, EOs	55.0%	55.2%	62.5%	+7.47
RFEP	55.9%	61.4%	61.9%	+5.97
ELs < 12 Mos	NA	NA	NA	NA
ELs > 12 Mos	10.5%	14.3%	10.2%	-0.37
ELs	9.8%	13.3%	9.5%	-0.31
LTELs	NA	NA	0.0%	NA
ALL Students	55.0%	51.3%	57.3%	+2.34

2024 Cambrian SD, Santa Clara County, and CA Summative ELPAC Results Percent of Students Within Each Performance Level



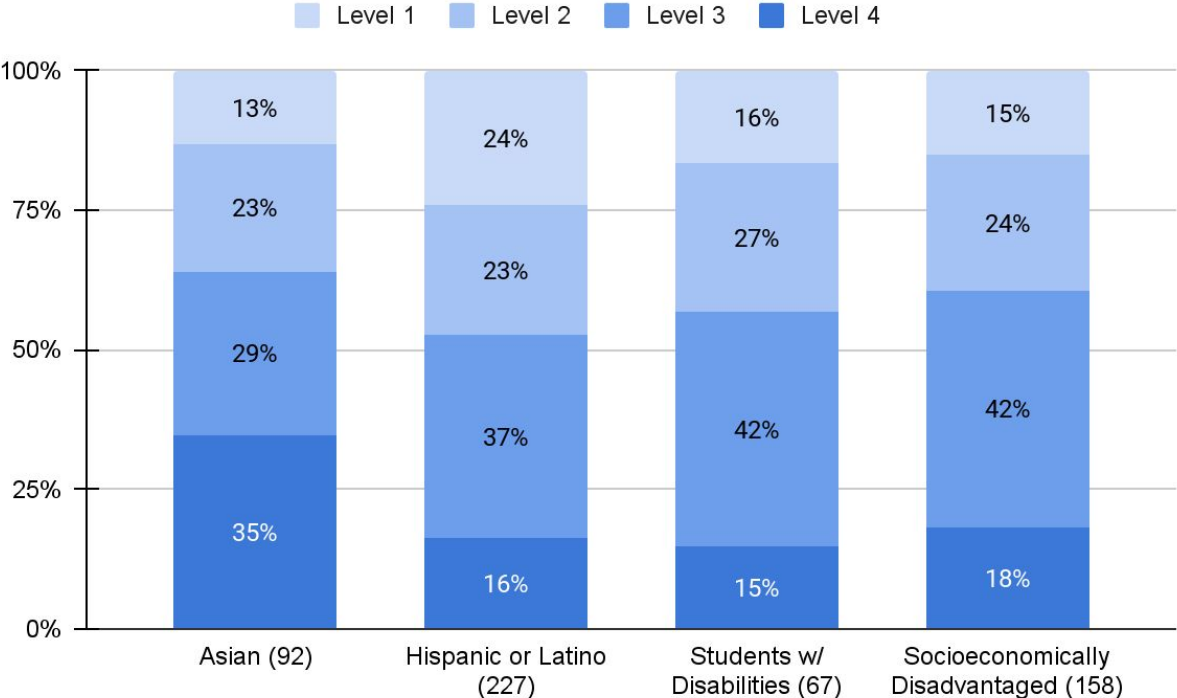
**2024 Cambrian SD Summative ELPAC Results
by English Learners Time in Program
Number & Percent of Students Within Each Performance Level**



Level	< 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6+ Years	Total
Level 4	21	23	6	5	11	6	25	97
	20%	28%	13%	15%	36%	40%	33%	25%
Level 3	25	22	21	14	15	5	37	139
	24%	27%	44%	42%	48%	33%	48%	36%
Level 2	21	23	10	10	4	3	13	84
	20%	28%	21%	30%	13%	20%	17%	22%
Level 1	37	15	11	4	1	1	2	71
	36%	18%	23%	12%	3%	7%	3%	18%
Total	104	83	48	33	31	15	77	391

The sum of the achievement level percentages may not add to 100% due to rounding.

2024 Cambrian SD Summative ELPAC Results
Student Programs & Race/Ethnicity w/ Assessments Results > 11 Students
Percent of Students Within Each Performance Level



(Number of Students by Groups) - *Assessment results for fewer than 11 students is N/A.

CSD's Reclassification Rate Annual Comparison



LCAP Goal 1 Annual Measurable Outcome Goal: 15%

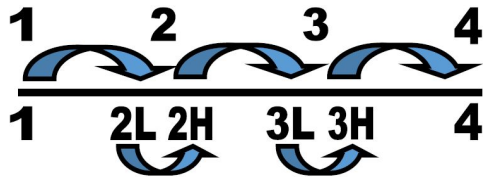
EL Time in Program	1	2	3	4	5	6	7	8+
2024 Number of ELs RFEP	13	12	3	11	2	4	1	1
	2020-21		2021-22		2022-23		2023-24	
Total ELs	365		345		374		391	
Number of ELs w/ ELPAC Level 4	102		92		95		91	
Number of ELs RFEP	82		52		67		47	
Percent of ELs RFEP	22%		15%		18%		*12%	

*Did Not Meet our Annual Measurable Goal of 15%

CA Dashboard 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.

2024 CA Dashboard

English Learner Progress Indicator (ELPI) Results by School

School	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 2023 to 2024	2023 ELPI Status Level	2024 ELPI Status Level
*Bagby	24	5	7	1	11	50.0%	-10.7%	High	Medium
Fammatre	49	9	19	0	21	42.9%	+12.4%	Very Low	Low
Farnham	37	6	10	3	18	56.8%	-2.1%	High	High
Sartorette	31	5	9	4	13	54.8%	-0.7%	High	Medium
*Steindorf	29	5	5	3	16	65.5%	+10.3%	High	Very High
Price	88	7	19	5	57	70.5%	+12.5%	High	Very High
**Price (LTEs)	44	-	-	-	-	75.0%	+14.0%	NA	Very High
***District	258	37	70	16	136	56.8%	+3.7%	Medium	High

*No Performance Color: Number of ELs is less than 30

**New Indicator - Price LTEs = Long Term English Learners

***Self-Calculated



English Learner Programs & Services

Cambrian School District

Instructional Support for English Learners

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



English Language Development (ELD)

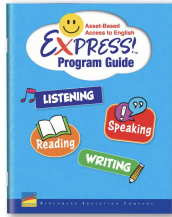
Designated ELD

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

Integrated ELD

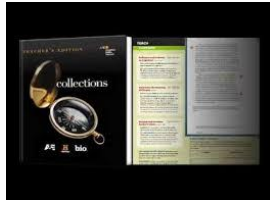
- Access to core content
- Integrated throughout the school day

Elementary Program & Services



- TK- 5 English Learners' instructional needs are **addressed 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 **Guided Language Acquisition by Design (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 (PK/TK), Imagine Learning Language/Literacy (K-5) and Mango Languages (Pilot Year).**
- Additional Tier II interventions such as **Benchmark Intensive Phonics, Leveled Literacy Intervention (LLI) and Sondag Intervention** are provided as needed based on referral.

Middle School Program & Services



- **Newcomers' instructional** 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 **Guided Language Acquisition by Design (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, and Mango Languages (Pilot Year)**.



- **Ongoing Staff Professional Learning**

- Designated & Integrated and ELD
- Guided Language Acquisition by Design
- Culturally Relevant Teaching pedagogies
- Understanding the ELPAC and its implications for instruction

- **Program Needs Assessment**

- ELAC/DELAC
- EL Parent ThoughtExchange
- English Learner Parent Communication







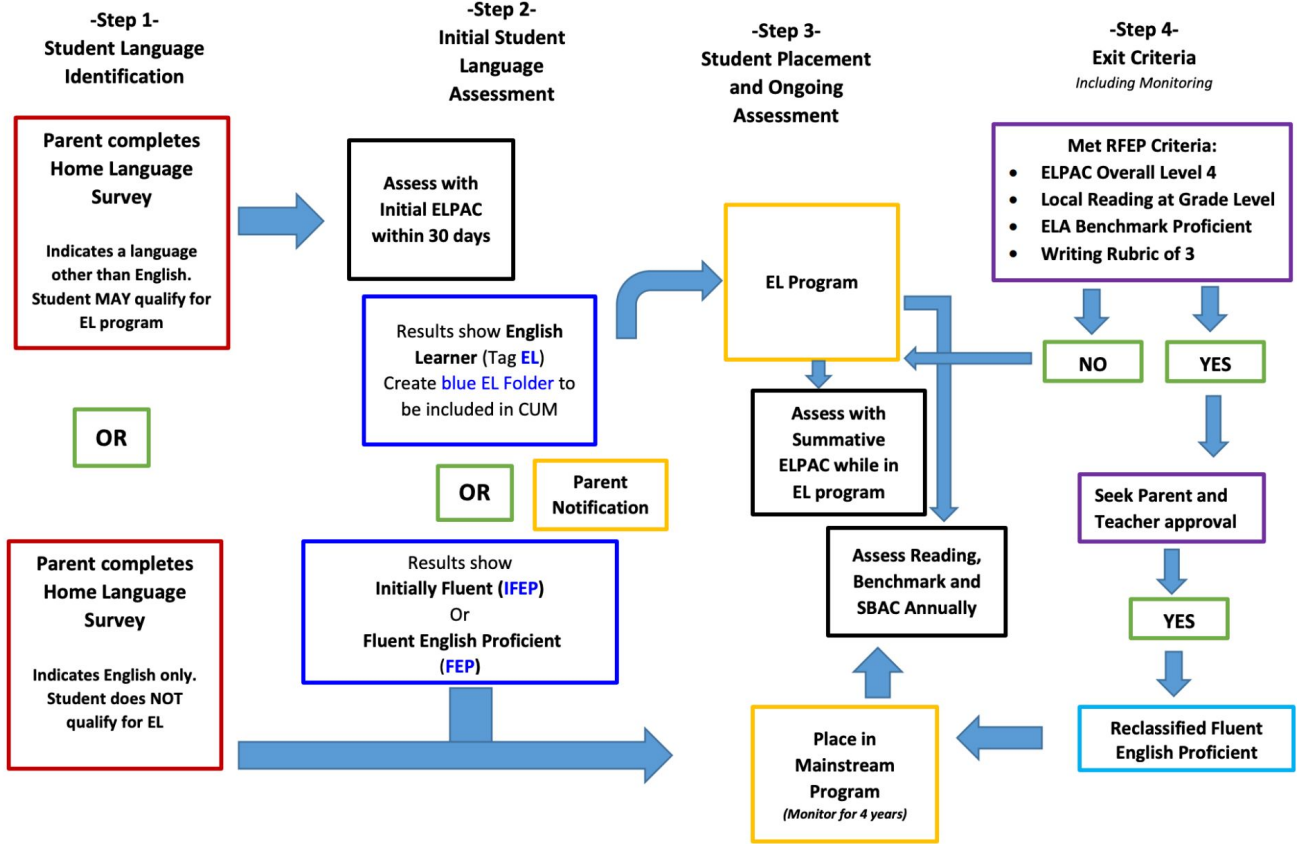
- **CSD English Learner Advisory Committee Handbook for Schools**
- **CSD Multilingual Learner Program Website**
 - <https://www.cambriansd.org/Page/3588>
- **CDE English Learner Website**
 - <https://www.cde.ca.gov/sp/el/>
- **Language Line Interpreting Services**
 - Language Line Over-the Phone & Video 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>



Appendices





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



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

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.

Reclassification to Fluent English Proficient (RFEP) Process



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 (Grades 1-3) or Smarter Balanced Summative ELA Assessment (Grades 4-8).
 - Receive a sufficient **ELA grade** (Class Performance).

Reclassification Process: (4 criteria)

<p>1. The ELPAC includes 4 subtests to assess students in speaking, listening, reading, and writing.</p>	<p>2. In addition, students must meet Basic Skills via the CSD FastBridge Reading Assessment or Met/Exceeded Standard on the Smarter Balanced Summative ELA Assessment (Grades 4-8). and</p>	<p>3. Class performance.</p>	<p>4. Teachers and parents meets regularly to consult on students progress towards reclassification.</p>
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Students who reclassify within 5 or 6 years have better academic outcomes over time.