

CSD MULTILINGUAL LEARNER PROGRAM PARENT INFORMATION

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Educational Services
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Cambrian School District Strategic Plan



CSD Strategic Plan

“As the heart and soul of the Cambrian community, our district will explore infinite possibilities for learning as we prepare our students to become global citizens and leaders who rise to the challenges of their exciting, diverse, and ever-changing world.”

CSD Board Policy 6174 - Education for English Language Learners

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

CSD Multilingual Learner Program Goals

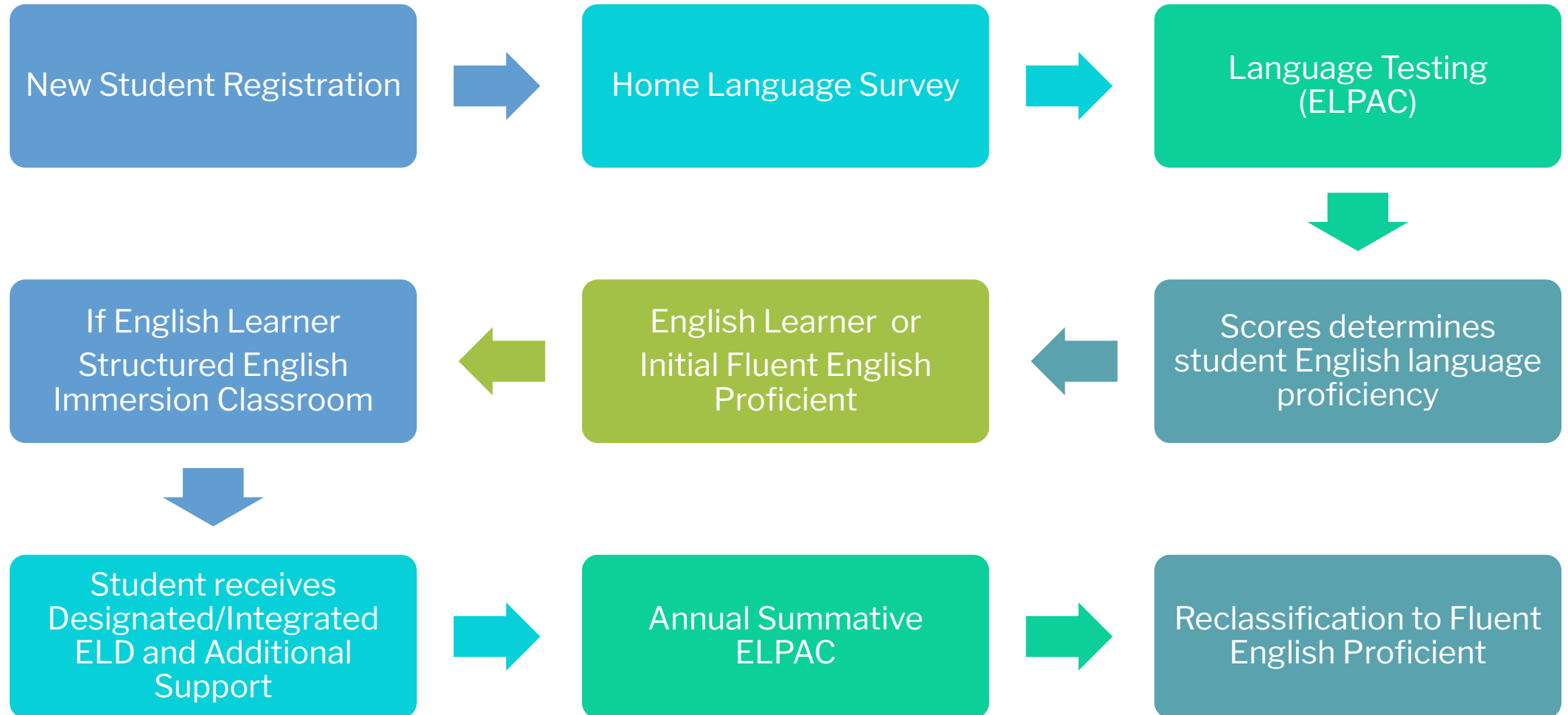
- Learn English as quickly as possible and be Reclassified to Fluent English Proficient.
- Maintain and enhance the primary language proficiency.
- Reach and exceed the same academic standards as all students.



ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)

CSD Multilingual Learner Program
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CSD Multilingual Learner Program Flow Chart



Home Language Survey (HLS)

The **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.

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 English Language Proficiency Assessments for California (ELPAC) is California's assessment used **to determine the English language proficiency of students whose primary language is not English.**
- The ELPAC has two parts:
 - **Initial ELPAC** – to assess new students whose primary language is not English and have never been previously identified as English learners.
 - **Summative ELPAC** – Used to annually assess students who are identified as English learners.
 - The ELPAC tests four different areas...

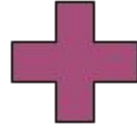


English Language Proficiency Assessment for California (ELPAC)

- **Level 4** – ELs at this level have well developed oral and written skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.
- **Level 3** – ELs at this level have moderately developed oral and written skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.
- **Level 2** – ELs at this level have somewhat developed oral (listening and speaking) and written skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas.
- **Level 1** – ELs at this level have minimally developed oral and written English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.

HOW IS THE ELPAC SCORED?

Oral Language	1	2	3	4
Speaking	Emerging/ "1"	Expanding/ "2"		Bridging/ "3"
Listening	Emerging/ "1"	Expanding/ "2"		Bridging/ "3"



Written Language	1	2	3	4
Reading	Emerging/ "1"	Expanding/ "2"		Bridging/ "3"
Writing	Emerging/ "1"	Expanding/ "2"		Bridging/ "3"



Overall Summative Score			
Level 1	Level 2	Level 3	Level 4

ENGLISH LANGUAGE DEVELOPMENT (ELD)

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English Language Development (ELD)

CA Ed Code, Title 5 CCR Section 11309(c)(1) states: “Any language acquisition program provided by a local educational agency (LEA) shall: (1) Be designed using evidenced-based research and include

Designated ELD

- Instructional focus is on the CA ELD Standards.
- Develop critical language skills students need for content learning in English.
- Provided in All classrooms with EIs by a Certificated Teacher w/ CLAD credential.
- Designated time during the regu



Integrated ELD

- Instructional focus is on the CA Common Core or other subject area content standards.
- ELD Standards are used in tandem to focus language instruction.
- Provided in All classrooms with EIs by a Certificated Teacher w/ CLAD credential.
- Throughout the school day across the disciplines.



Additional Programs & Services



Supplemental Programs

- Joy School English for TK
- Imagine Learning Language & Literacy for K-5
- Imagine Math K-8
- Grammar Gallery for K-8
- Free access for all students



Interventions

- Tier II Leveled Literacy Intervention for Grades 1-2
- Phonics Tier III Interventions for Grades 3-5
- Read 180 for Grades 6-8
- Based on need/criteria for students at risk (far below grade level standards) – referral process



Steps to Reclassification to Fluent English Proficient for English



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, administered in Spring).
- Be at or near grade level in Reading, based on the CSD FastBridge Reading Assessment.
- Receive a sufficient ELA grade.

Reclassification Process:

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

In addition, students must meet Basic Skills via the CSD FastBridge Reading Assessment.

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

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

Parent Teacher Conference

A School/Home Partnership

Teachers and parents can work together to help students understand where they stand, and what they need to do to get reclassified. This is a great opportunity for students, families and educators to set academic goals and plan next steps. Here are some **suggested questions for a parent teacher conference:**

- What is my child's **reading progress in English**? What are my child's scores from the English proficiency level from the **ELPAC**?
- What should we focus on? (Reading, Writing, Listening, Speaking)
- When does he/she get **designated ELD instruction**? What **curriculum materials** are used during this time?
- Is my child making progress in writing?? What should we work on in writing?
- How is my child doing in other content areas? **Math? Science? Social Studies?**
- How can I **support my child to advance, progress more towards the Reclassification to Fluent English Proficient?**

CSD BILITERACY PATHWAY AWARDS PROGRAM

CSD Multilingual Learner Program
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Proposition 58: The California Education for a Global Economy



GLOBAL
CALIFORNIA
2030

The [CA Ed.G.E. Initiative](#), also known as Proposition 58, authorizes school districts to establish language acquisition programs for both native and non-native English speakers and requires school districts to solicit parent and community input in developing language acquisition programs.

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section 52062.)

For more information, please visit
<https://www.cambriansd.org/Page/3486>

State of California Seal of Biliteracy

- The State Seal of Biliteracy (SSB) became effective January 1, 2012.
- Recognizes **high school graduates** who have **attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.**
- The SSB will be awarded by the State Superintendent of Public Instruction.



CSD Biliteracy Pathway Awards Program

CSD Board Resolution

In April of 2019, the Board of Trustees of the Cambrian School District adopted [Board Resolution No. 18-19-06](#) for adopting a Biliteracy Pathway Awards Program to recognize significant student achievement in learning two or more languages.

- Visit <https://www.cambriansd.org/Page/3386>

CSD Biliteracy Pathway Awards Program Information Night

Dec 14, 2022; 6:30-7:30 PM

Register in advance for this meeting:

https://cambriansd.zoom.us/meeting/register/tJlodu6tpzg_uHtwlXdgv6dVKkTmHhcRTtnvE

Parent Involvement Opportunities



School Site Council (SSC)

- Establishes and regularly reviews Parent Involvement Policy.
- Develops, monitors and evaluates the School Local Control Accountability Plan.
- Gets input from other advisory councils and committees.
- Establishes and maintains bylaws.

Advisory Committee (ELAC)

- Advises the principal on programs and services for ELs.
- Advises the SSC on the development of the LCAP.
- Assists with school needs assessment.
- District English Learner Advisory Committee (DELAC). The DELAC provides recommendations to the district on ways to improve programs and services for English Learners

Additional Resources



- **Language Line Interpreting Services**
 - Language Line Over-the Phone 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>
- **CDE Multilingual Learner Program Website Link:**
 - <https://www.cambriansd.org/Page/3588>

Questions?