District English Learner Advisory Committee (DELAC)

December 9, 2022

Educational Services

Agenda

- Welcome
- Role of DELAC
- Program Overview
- Funding Updates
- Program Updates
- Next Steps
- Q&A

Role of DELAC

A district is required to form a DELAC if it has 51 or more English learner students. The committee is composed of school staff, parents of EL students, other parents, and community members who are interested in English learner programs. At least 51 percent of the committee must be made up of parents of English learner students who are not employed by the district. DELAC members are elected by ELAC members at school sites.

DELAC Responsibilities:

- Advise the Board of Trustees on programs and services for English learners, including:
    - District-wide English learner needs
    - District programs, goals, and objectives
    - District reclassification procedures
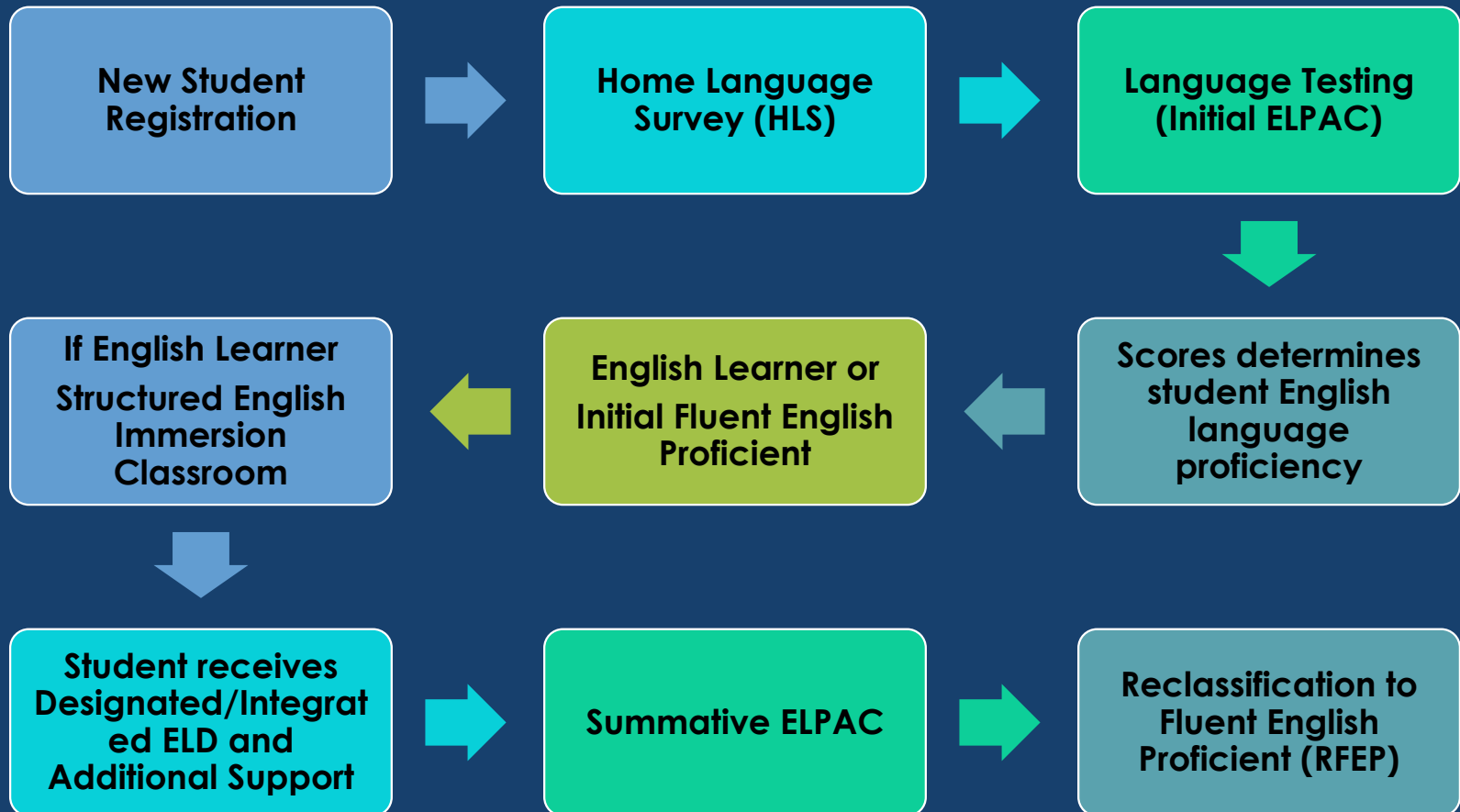
CSD Multilingual Learner Program Goals

- **Goal #1**: Learn English as quickly as possible

- **Goal #2**: Reach and exceed the same academic standards as all students

- **Goal #3**: Maintain and enhance the primary language proficiency

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)

Multilingual Learner Program Learning Progression

New Student Registration → **Home Language Survey (HLS)** → **Language Testing (Initial ELPAC)**

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If English Learner Structured English Immersion Classroom ← **English Learner or Initial Fluent English Proficient** ← **Scores determines student English language proficiency**

↓

Student receives Designated/Integrated ELD and Additional Support → **Summative ELPAC** → **Reclassification to Fluent English Proficient (RFEP)**

Cambrian SD Students

- **Current Enrollment:** 2922 students
- **Ethnicity:** White (34%); Hispanic (26%); Asian (22%); Two or More (12%); Black (2%); Other (1%)
- **Significant Student Groups:** English Learners (13%); Socio-Econ. Disadvantaged (14%); Special Ed (11%)
- **6 School Sites:** 4 Elementary (TK-5); 1 K-8 School; 1 Middle School (Gr 6-8)
- **Notable Programs:** Full Day TK & Kindergarten; One Preschool SDC Program; Two TK-2 SDC Programs; Three 3-5 SDC Programs; Three 6-8 SDC Programs

CSD Language Group Data 2021-22

Language	Total Enrollment	Number of English Learners (EL)	Number of Fluent English Proficient (FEP) Students	Total Number of EL and FEP Students	% of Total Enrollment that is EL and FEP
Spanish		194	110	304	10.18%
Mandarin		42	89	131	4.39%
Korean		22	38	60	2.01%
Japanese		28	30	58	1.94%
Russian		18	38	56	1.88%
Vietnamese		19	34	53	1.78%
All Other		66	174	240	8.04%
Cambrian Total	2,985	389	513	902	30.22%

2022 CA School Dashboard

What is the California School Dashboard?

The California School Dashboard (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's to be released in 2022?

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

- There will be **No Color distinction - ONLY Purple!**
- The indicator will only show **"STATUS" ...no "Change"**
- 5 Status Levels as represented by "Cell Phone Bars"
- Public Release on **December 15, 2022**

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

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 ELP to eligible students in kindergarten through grade twelve.

- The ELPAC is the test that is used to measure how well students in kindergarten (K) through grade twelve understand English when it is not their primary language. Information from the ELPAC helps your child's teacher provide support in listening, speaking, reading, and writing.

- All EL students must be administered the ELPAC until they are reclassified. There is no parent opt out or medical exemption for this assessment.

English Language Proficiency Assessment for California (ELPAC) Cont.

Initial ELPAC

- The Initial ELPAC is used to assess new students whose primary language is not English and have never been previously identified as English learners.

- Administered during the Fall and throughout the year.

Summative ELPAC

- The Summative ELPAC is used to annually assess students who are identified as English learners.

- Administered in Spring.

English Language Proficiency Assessment for California (ELPAC) Cont.

Level	Description
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.
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.
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.
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.

CSD's English Language Proficiency Assessment for CA (ELPAC) Results

Spring 2021-2022 Summative ELPAC

- 345 Students with Scores
- ELPAC Results by Performance Levels
  - Level 4: 27% (92)*
  - Level 3: 38% (131)
  - Level 2: 23% (80)
  - Level 1: 12% (42)
- *Reclassification Consideration

Fall 2022-2023 Initial ELPAC

- 2022-23 Initial ELPAC (Fall)
- Total Assessed: 77 students
  - Total Initially Fluent English Proficient (IFEP): 28
  - Total designated "English Learners": 49
- Parent Notified

CAASPP Overall Achievement by Significant Student Groups
Grade 3-8 English Language Arts
Annual Comparison of Percent Met/Exceeded Standard

	2016	2017	2018	2019	2022
All Students	67%	66%	67%	67%	69%
English Learners (EL) Enrolled > Than 12 Months	27%	23%	23%	19%	21%
English Learners (EL) Enrolled < Than 12 Months	NA	19%	15%	NA	NA
Initially Fluent English Proficient (IFEP)	86%	88%	92%	89%	91%
Reclassified Fluent English Proficient (RFEP)	82%	78%	82%	80%	77%
English Only (EO)	69%	68%	68%	68%	72%

CAASPP Overall Achievement by Ethnicity/Race
Grade 3-8 English Language Arts
Annual Comparison of Percent Met/Exceeded Standard

	2016	2017	2018	2019	2022
All Students	67%	66%	67%	67%	69%
African American	55%	56%	45%	54%	55%
American Indian	44%	50%	69%	NA	NA
Asian	84%	82%	82%	80%	88%
Filipino	67%	77%	74%	74%	72%
Hispanic	46%	45%	47%	46%	47%
White	72%	72%	72%	72%	73%
2 or More Races	69%	70%	71%	75%	74%

2022 CAASPP Overall Achievement by Significant Student Groups
Grade 3-8 Mathematics
Annual Comparison of Percent Met or Exceeded Standard

	2016	2017	2018	2019	2022
All Students	52%	56%	63%	64%	60%
English Learners (EL) Enrolled > Than 12 Months	27%	26%	23%	19%	21%
English Learners (EL) Enrolled < Than 12 Months	*NA	53%	60%	36%	7%
Initially Fluent English Proficient (IFEP)	76%	81%	89%	86%	86%
Reclassified Fluent English Proficient (RFEP)	63%	66%	75%	77%	69%
English Only	53%	56%	62%	64%	62%

2022 CAASPP Overall Achievement by Ethnicity/Race
Grade 3-8 Mathematics
Annual Comparison of Percent Met or Exceeded Standard

	2016	2017	2018	2019	2022
All Students	52%	56%	63%	64%	60%
African American	35%	42%	42%	42%	46%
American Indian	39%	33%	69%	NA	NA
Asian	77%	81%	85%	84%	83%
Filipino	46%	48%	74%	67%	68%
Hispanic	30%	32%	37%	39%	47%
White	56%	61%	67%	68%	66%
2 or More Races	68%	70%	74%	73%	67%

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, 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.

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

Teachers and parents meets 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.

CSD's Reclassification Rate Annual Comparison

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total ELs	495	462	501	449	432	363	389
# of RFEPs	85	142	64	62	64	82	52
% of RFEPs	17%	29%	14%	12%	14%	19%	13%

LCAP Goal 1 Annual Measurable Outcome Goal: **15%**

Monitoring English Learner Student Progress

- As required by Title III and the California Education Code, students reclassified as Fluent English proficient (RFEP) must be monitored for a minimum of four (4) years after reclassification or until they reach and maintain grade-level proficiency.

- In CSD, a RFEP Progress Monitoring form is completed at the beginning of the second trimester each of the four years by the classroom teacher.

- If a reclassified student is not making appropriate academic progress, additional support must be provided.

- A reclassified student who is struggling academically may NOT be reassigned to English Learner status

Observation Protocol for Teachers of English Learners (OPTEL)

The OPTEL is an observation protocol designed to support educators in monitoring and evaluating academic language use of EL students, per the requirements of California Education Code (EC) Section 313.3

A field test and validation study will be conducted to ensure the protocol appropriately:

- Assesses the intended target language constructs

- Demonstrates a meaningful relationship to the performance levels for the English Language Proficiency Assessments for California (ELPAC)

- Assesses classroom language use

- Reflects student progress toward attaining targeted constructs

The design of the OPTEL ensures:

Ease of use by all (content area and specialized) teachers at all grade levels.

Teachers use the OPTEL to:

- Provide evidence that contributes to reclassification decisions for all English learners, including those with Individualized Education Plans

- Evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers

- Assess language practices across a range of proficiency levels

- Alignment with the English language development standards and the ELPAC performance levels.

The OPTEL can also be used:

- As a formative assessment tool in order to support student progress toward English proficiency

- In consultation with parents of English learners regarding their progress toward proficiency

- By institutions of higher education that prepare educators in teacher preparation programs

Consolidated Application 2022-23

What is the Consolidated Application?

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annual Application for Categorical Programs for Increased & Improved Services

- Title I, Part A (Basic Grant)

- Title II, Part A (Supporting Effective Instruction)

- Title III English Learner & Immigrant

- Title IV, Part A (Student Support)

2022-23 Projected Consolidated Application Program Funding

Program	Title	Projected
Title I	Improving Basic Programs	$74,368
Title II	Supporting Effective Instruction	$37,679
Title III	Language Instruction for English Learners	$48,664
Title III	Language Instruction for Immigrant Students	$16,141
Title IV	Student Support and Academic Enrichment	$10,000
	Projected Total	$186,852

ConApp Funds Supplemental Programs & Services

- Instructional coaching and professional development for staff

- Additional academic support – during school hours, before and after school, intersessions, summer programs

- Mental health & counseling services

- Supplemental curriculum/learning materials

- Personnel costs for crisis intervention, family support, academic interventions

- Services that address barriers to learning – homelessness, language barriers, foster, economically disadvantaged

Other State Funding Updates

One-time Funds

- Arts, Music, and Instructional Materials Block Grant - $1,890,590
  - CSD's priority for instructional materials adoption for science and social studies
- Emergency Learning Recovery Block Grant - $1,495,850
  - Supplemental instructional services and program to address learning recovery

Ongoing Funds

- Expanded Learning Opportunities Program - $1.4 Million
  - Provide extended day enrichment programs
  - Free to low-income - DRAFT - Letter of Offer
  - Open to all students based on capacity
- Prop 28 Arts & Music - $368,000
  - Expand art & music programs
  - 80% towards new personnel (salaries)
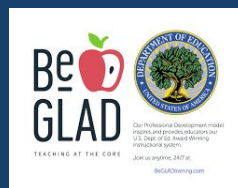
English Language Development (ELD)

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 both Designated and Integrated ELD."

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 Els by a Certificated Teacher w/ CLAD credential.

- Designated time during the regular school day.

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 Els by a Certificated Teacher w/ CLAD credential.

- Throughout the school day across the disciplines.

Designated and Integrated English Language Development Curriculum

Core English Language Arts/English Language Development Program Curriculum

- ☐ State Framework
  - ☐ Alignment of ELA and ELD Standards
  - ☐ Integrated & Designated ELD

- ☐ Elementary - Benchmark Advanced
  - ☐ Board Adopted 2018-19
  - ☐ 2019-20: First Year of Implementation

- ☐ Middle School - HMH Collections
  - ☐ Board Adopted in 2019-20
  - ☐ Mid-year Year Implementation 2019-20
  - ☐ 2020-21: Initial Implementation
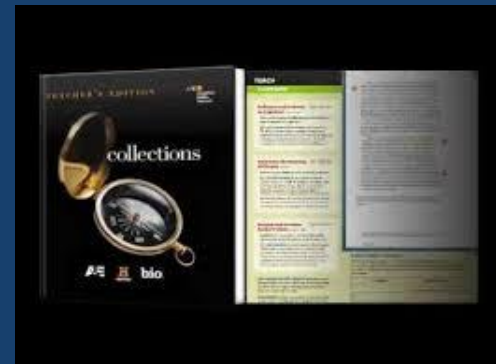
Additional Programs & Services

Supplemental Programs

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

Interventions

- Tier II Leveled Literacy Intervention for Grades 1-5
- Phonics Tier III Interventions for Grades 1-5
- Read 180 & System 44 for Grades 6-8
- Based on need/criteria for students at risk (below & far below grade level standards)
- Referral process

CSD Biliteracy Pathway Recognitions Program

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

Information for Families

- Dec 14, 2022

- 6:30-7:30 PM

- Register in advance for this meeting: https://cambriansd.zoom.us/meeting/register/tJIodu6tpzguHtwlXdgv6dVKkTmHhcRTtnvE

CSD Biliteracy Pathway Recognitions Program

Biliteracy Pathway Recognition for Participation

This recognition is:

- Available to students enrolled in programs leading to biliteracy in elementary and middle school

- A participation recognition provided to all students enrolled in the program and is not based on the student's proficiency

- An entry on the path to biliteracy or multiliteracy

Biliteracy Pathway Recognition for Attainment

This recognition is:

- Available to students at the end of elementary school and the end of middle school

- Based on proficiency

- Awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English

- Aligned with the State Seal of Biliteracy requirements

- Indicates that if a student continues on this path in high school they will be prepared to meet the requirements to earn the State Seal of Biliteracy

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.

English Learner 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

Parent Engagement Opportunities

- Multilingual Learner Connection Newsletter
- Annual Multilingual Learner Information Night
- Parent Education Workshops
- [Language Line Services](#)
  - Language Line Over-the Phone interpreting services for primary language support for meetings and translation services.
  - Language support as needed
  - Can use for parent conferences and meetings
  - Free translation by request
  - Contact your child's teacher or school office for more information
- Parent Language Group Network - TBD
- Needs Assessment Survey - TBD

Parent Education Opportunities

- CSD Biliteracy Pathway Awards Program Information Webinar
  - December 14, 2022; 6:30-7:30 pm
- Project Cornerstone - TIP 6 weeks Series - Starting in January
- Project Cornerstone - Racism, Inclusion, and Equity Workshop - Spring 2023
- Health Connected Parent Webinar - Wednesday, February 15, 2023,
  - Puberty Talk (Grade 5); 5:30-6:30p
  - Teen Talk (Grade 8); 7:00-8:00p
  - Health Connected Family Talk - March 1, 2023; 7:00-8:00p

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?

Next Steps

- Provide staff professional learning opportunities
- Ensure equitable access and learning opportunities for multilingual students
  - Core instruction using district adopted core ELA/ELD & Math curriculum
  - Designated & Integrated ELD
  - Supplemental instruction
  - Tiered Interventions
  - Extended/Enrichment learning opportunities
  - Ongoing Progress Monitoring
- Opportunities for Parent Engagement

2022-23 DELAC Meetings

- Friday, Dec 9, 2022, 9:30 - 11:00 am Via Zoom
- Friday, Jan 13, 2023, 9:30 - 11:00 am Via Zoom
- Friday, Feb 10, 2023, 9:30 - 11:00 am Via Zoom
- Friday, Mar 10, 2023, 9:30 - 11:00 am Via Zoom
- Friday, May 5, 2023, 9:30 - 11:00 am Via Zoom

[2022-2023 DELAC Committee Representatives](#)

Educational Services Contacts

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Resources

- **CSD Multilingual Learner Program Website** - https://www.cambriansd.org/Page/3588

- **CA English Learner Website** - https://www.cde.ca.gov/sp/el/

- **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