



# District English Learner Advisory Committee (DELAC)

January 13, 2023

Cambrian School District

# Agenda


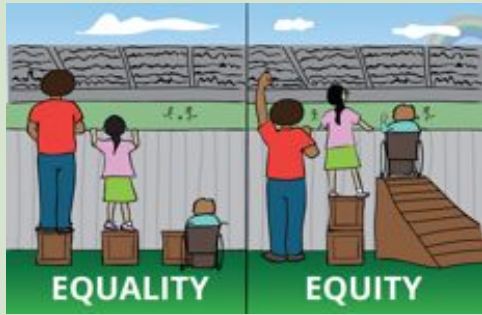

- Welcome
- CA Accountability System
- Reclassification to Fluent English Proficient
- English Language Proficiency Assessment for California
- 2023-24 Local Control Accountability Plan Development Process
- Q&A
- Next Steps

# California Accountability System

## What Is It and When Did It Begin?

2016-2017	2017-2018	2018-2019	2019-2021	2021-2022
<b>Metrics Established</b> <p>The California Dashboard is shared with districts and schools (no stakes attached).</p> <p>California established indicators for school performance</p>	<b>District and School Designations</b> <p>California provided guidance on how to provide intervention and assistance.</p> <p>Designation criteria established by September of 2017.</p> <p>Districts identified by the '17-'18 school year.</p>	<b>Interventions and Support</b> <p>Districts provided support and ensure that identified schools implement the required processes for improvement.</p> <p>California provided technical assistance to identified districts.</p>	<b>Suspended Due to COVID-19</b> <p>Due to COVID-19 pandemic and its impact on school closure, CA suspended the release of the School Dashboard for two years.</p> <p>California continued to provide technical support to identified districts.</p>	<b>Baseline Reset</b> <p>California resumes state mandated testing and resumption of collection of data.</p> <p>2022 School Dashboard released December 2022 with new baseline data.</p>

# California Accountability System

More Than A Single Number	Equity	Supports Local Decision-Making
		

There are some “big picture” differences between the old systems and the new one.

- No longer just an overall score, or single number, as a means of tracking school progress. This system is looking at multiple measures, not just test scores.
- A focused on equity and will capture disparities among student groups to consider academic progress for all students, not just those at or near proficient.
- Goal is to support local decision-making and prioritization, as the reports provide more information rather than a summative score.

# California Accountability System

## Defining School Performance

In the past, school performance was defined by a single score:

- Academic Performance Index (API) 650, for example
- CA sets API target 800 out of 1000

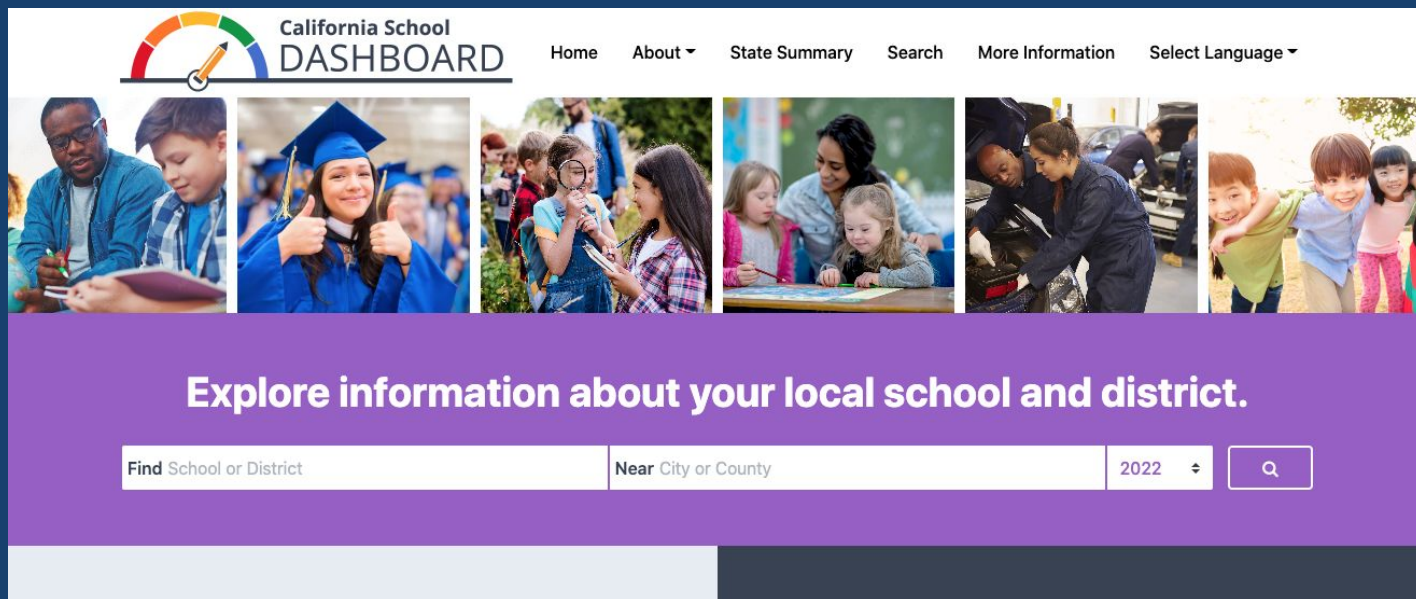
Now, multiple measures are considered in capturing school's performance.

### **Multiple measures of School Accountability**

1. Suspensions (All levels)
2. English Learner Progress Indicator (All levels)
3. Academic Indicators in Math and English (All levels)
4. Chronic Absenteeism (Elementary and Middle only)
5. Graduation (High School only)
6. College and Career Indicator (High School only)



# CA School Dashboard

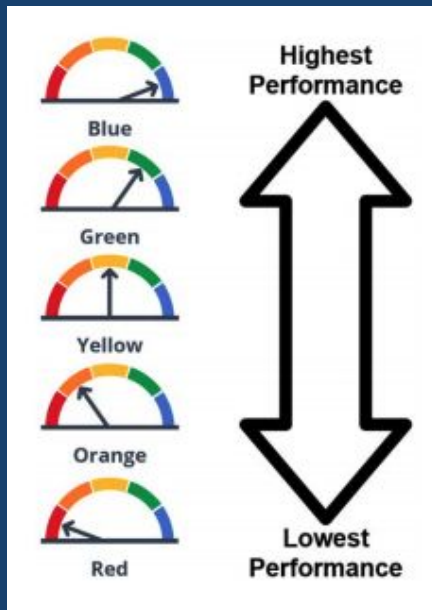


## What is the California School Dashboard?

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.

# CA School Dashboard Performance Levels

Five Performance Levels  
(Colors)



Two years of data (Status and Change) are required to receive a performance level (color):

- **Status:** Current year data
- **Change:** Difference between current and prior year data

**Academic Indicator**  
English Language Arts/Literacy Academic Measure Five-by-Five Colored Table for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +45 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High +10 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

# CA School Dashboard Equity Report

## “Equity Report”

The California School Dashboard identifies performance gaps among student groups through its equity reports, which are available for each state measure. These reports shine a light on both the successes and challenges that county offices, districts, and schools are experiencing in addressing disparities.



## Multiple Measures Addressing Significant Student Groups

- English Learners
- Socioeconomically Disadvantaged Pupils
- Foster Youth
- Homeless Youth
- Students with Disabilities
- Racial/Ethnic Groups, including:
  - African-American
  - American Indian/Native Alaskan
  - Asian
  - Filipino
  - Hispanic/Latino
  - Native Hawaiian/Pacific Islander
  - Two or More Races
  - White



# CA School Dashboard *N*-Size Requirements

- LEAs, schools, and student groups receive performance levels for each state indicator with at least 30 students in the current and prior year
- “30 or more” determination differs for each state indicator
- Exception: LEAs receive a color for homeless and foster youth if they have at least 15 students in the current and prior year.
- Why does *N* need to be greater than 30?
- $n \geq 30$  is Rule-of-Thumb.
- Basically to make distribution less skewed, uni-modal, and to make it look more like Normal Distribution.

# CA School 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).

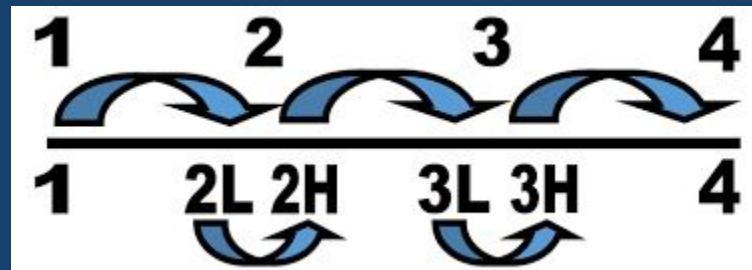
### [ELPI Detail Information](#)

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

# CA School Dashboard

## English Learner Progress Indicator Cont.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

# 2022 CA School Dashboard

## What indicators were released in December 2022?

- ❑ English Learner Progress Indicator
- ❑ Academics
- ❑ Chronic Absenteeism
- ❑ Suspension Rate
- ❑ Graduation Rate
- ❑ There will be No Color distinction - ONLY Purple!
- ❑ 5 Status Levels as represented by “Cell Phone Bars”
- ❑ The indicator will only show “STATUS” ...no “Change”

# 2022 Dashboard State Indicators Status Reports

State Indicator	Data Used for Status
English Language Arts	2021–22 ELA Summative Assessment
English Learner Progress	2020–21 and 2021–22 Summative ELPAC Results
Mathematics	2021–22 Math Summative Assessment
Suspension Rate	2021–22 Suspension Rate
Chronic Absenteeism	2021–22 Chronic Absenteeism Rate
Graduation Rate (HS)	Combined Four- and Five-Year Graduation Rate



# 2022 CA School Dashboard Results

## Status Only

Due to requirements under Assembly Bill 130 (AB 130), the California Department of Education (CDE) can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, performance levels are not reported using colors. Instead, the 2022 Dashboard reported performance levels using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state measures based on the 2021–22 school year data.



**VERY LOW**



**LOW**



**MEDIUM**



**HIGH**



**VERY HIGH**

# 2022 CA Dashboard Results by State

## Indicators by Level by School

State Indicator	Very Low	Low	Medium	High	Very High
English Language Arts ( <u>Academic Indicator Description</u> )				Bagby ES Fammatre ES Farnham ES Sartorette ES Price MS	Steindorf K-8
English Learner Progress ( <u>English Learner Progress Indicator Description</u> )			Bagby ES Fammatre ES Farnham ES	Sartorette ES	Price MS
Mathematics ( <u>Academic Indicator Description</u> )				Bagby ES Fammatre ES Farnham ES Sartorette ES Price MS	Steindorf K-8
Suspension Rate ( <u>Suspension Rate Indicator Description</u> )	Bagby ES Fammatre ES Farnham ES	Steindorf K-8	Sartorette ES Price MS		
Chronic Absenteeism ( <u>Chronic Absenteeism Indicator Description</u> )	Steindorf K-8			Bagby ES Fammatre ES Farnham ES Sartorette ES Price MS	

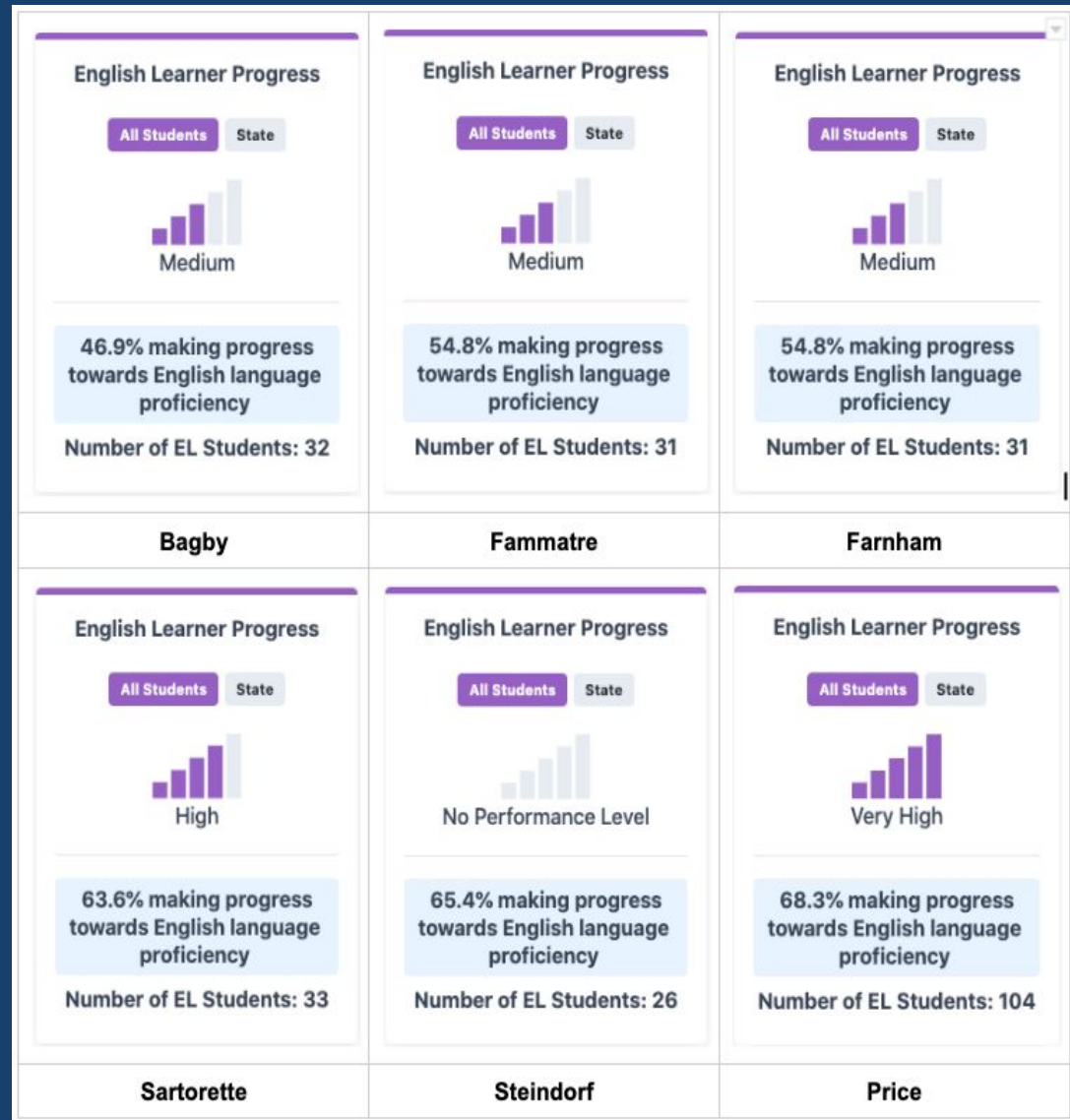
# 2022 CA School Dashboard Results Summary Reports by School



- [Bagby School](#)
- [Fammatre School](#)
- [Farnham School](#)
- [Sartorette School](#)
- [Steindorf K-8 School](#)
- [Price Middle School](#)

## 2022 CA School Dashboard English Learner Progress Indicator (ELPI) Results by School

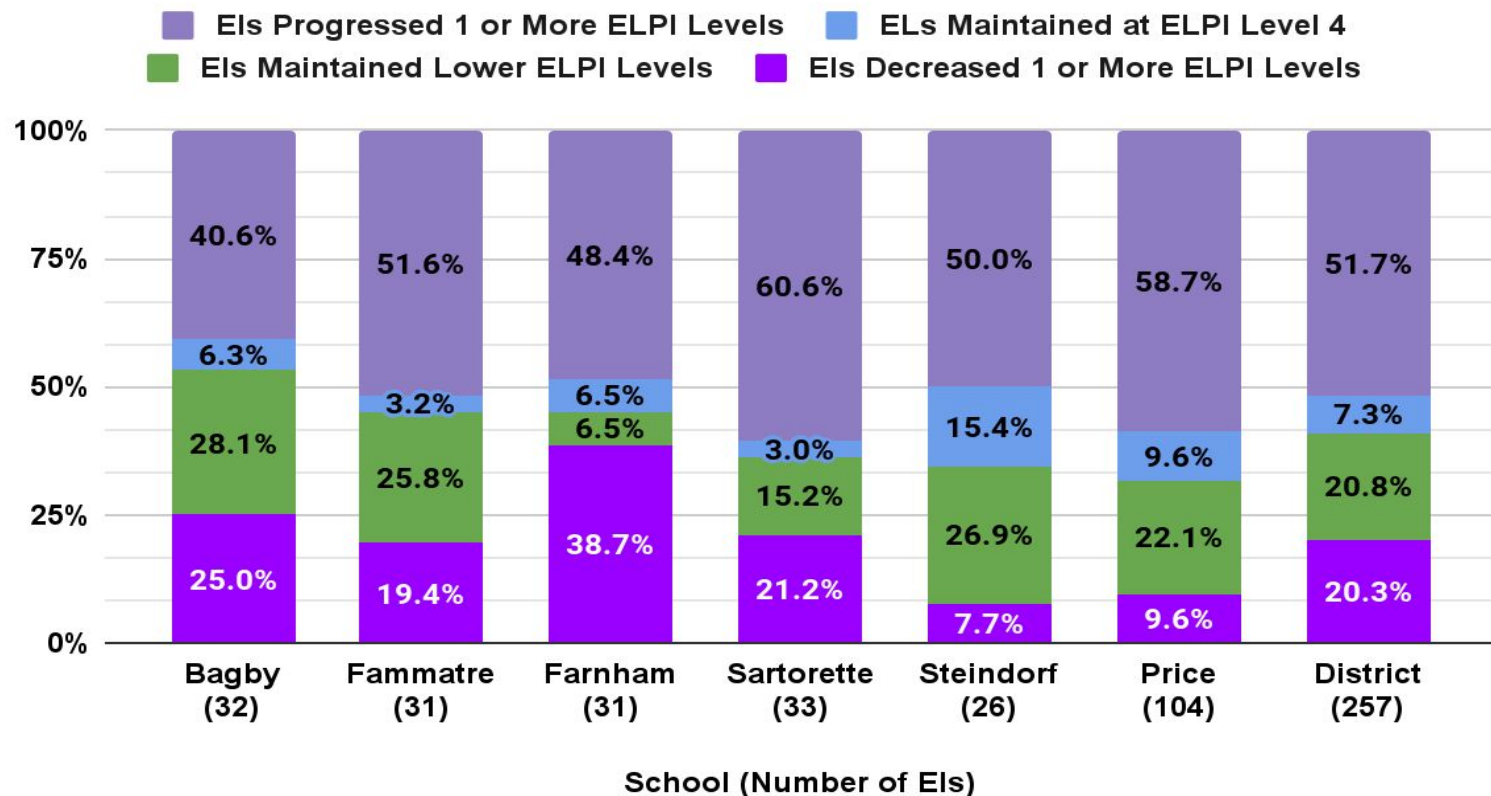
The percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



# CA School Dashboard

## English Learner Progress Indicator (ELPI)

### Student English Language Acquisition Results



The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



# Reclassification to Fluent English Proficient

DELAC

Cambrian School District

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# 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.

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.**

# CSD's Reclassification Rate Annual Comparison

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
<b>Total ELs</b>	495	462	501	449	432	363	389	371
<b># of RFEPs</b>	85	142	64	62	64	82	52	46
<b>% of RFEPs</b>	17%	29%	14%	12%	14%	19%	13%	12%

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

# RFEP Progress Monitoring

- 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

# CSD's RFEP Progress Monitoring Process

To ensure students reclassified as Fluent English Learners are continuing to make progress toward college and career readiness, each year, CSD classroom teachers are required to provide a mid-year summary report for each RFEP student under their supervision by completing the following RFEP Progress Monitoring Form.

## RFEP Progress Monitoring Process for Schools



Cambrian School District

### RFEP Progress Monitoring Form 2022-23

Student Name:	SID:	RFEP Date:
Teacher:	Grade:	School:
Time Since Reclassified: (Check the appropriate box) <input type="checkbox"/> Year 1 (2022-23) <input type="checkbox"/> Year 2 (2021-22) <input type="checkbox"/> Year 3 (2020-21) <input type="checkbox"/> Year 4 (2019-20)		

Teacher Report		Yes	No
Teacher Observation	Using the <a href="#">Student Oral Language Observation Matrix (SOLOM)</a> as a guide, does the student demonstrate adequate oral language skills? (Attach completed SOLOM form)	<input type="checkbox"/>	<input type="checkbox"/>
Academic Skills and General School Success	Are the student's academic skills improving regularly?	<input type="checkbox"/>	<input type="checkbox"/>
	Has the placement adjustment been relatively smooth for the student?	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student generally been able to correctly complete assignments on time?	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student met the <u>grade level</u> performance level on the most recent FastBridge aReading Assessment? ("Low Risk" or "On/Above")	<input type="checkbox"/>	<input type="checkbox"/>
Written English	Does the student demonstrate <u>satisfactory</u> English writing skills comparable to those of native speakers of English?	<input type="checkbox"/>	<input type="checkbox"/>
General Student Attitude	Using teacher observation as a guide, does the student overall seem comfortable with the program placement?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Recommendations (Check One)</b>			
<input type="checkbox"/>	Student language classification and program placement are appropriate to meet the student's present needs.		
<input type="checkbox"/>	Present classroom placement is appropriate, however, the student might benefit from additional support (i.e., classroom intervention, Tier II support, etc.). The Student Study Team (SST) is recommended for further review and recommendation.		
<input type="checkbox"/>	The student is making inadequate progress. Modifications and additional support are strongly encouraged. An SST will be scheduled for the student for further review and recommendations.		
Additional Comments:			

Teacher Signature:	Date:
Note: After completing the Form, please submit form to the Principal for Review & Signature	
Principal Signature:	Date:

NOTE: Place Completed Original Form in Student Cum EL Folder; Send Copy to Ed. Services



# English Language Proficiency Assessment for CA (ELPAC)

DELAC

Cambrian School District

January 13, 2022

# 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.
- Parent Communication.

**CSD ELPAC Resources for Parents Website**

# CSD ELPAC Resources for Parents Website



- Introduction to the Initial ELPAC for Parents Video
- Student Scores and Results Resources
- Practice and Training Tests

## Starting Smarter

You are the expert on your child. Over the course of a school year, you receive a lot of information about how your child is performing that can be combined to give you a more complete picture of your child's progress. In addition to report card grades and class tests, you can use the ELPAC score reports to better understand your child's progress in learning English to start a conversation with your child's teacher about how to even better support learning at home.

# 2023-2024 Local Control Accountability Plan Development Process

DELAC

Cambrian School District

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## **CSD's Local Control Accountability Plan**

CSD's focus will be on operationalizing Equity and Inclusion with an emphasis on implementing the MTSS framework to ensure that deep, meaningful, and relevant learning is accessible for all students, regardless of their background and/or circumstances.

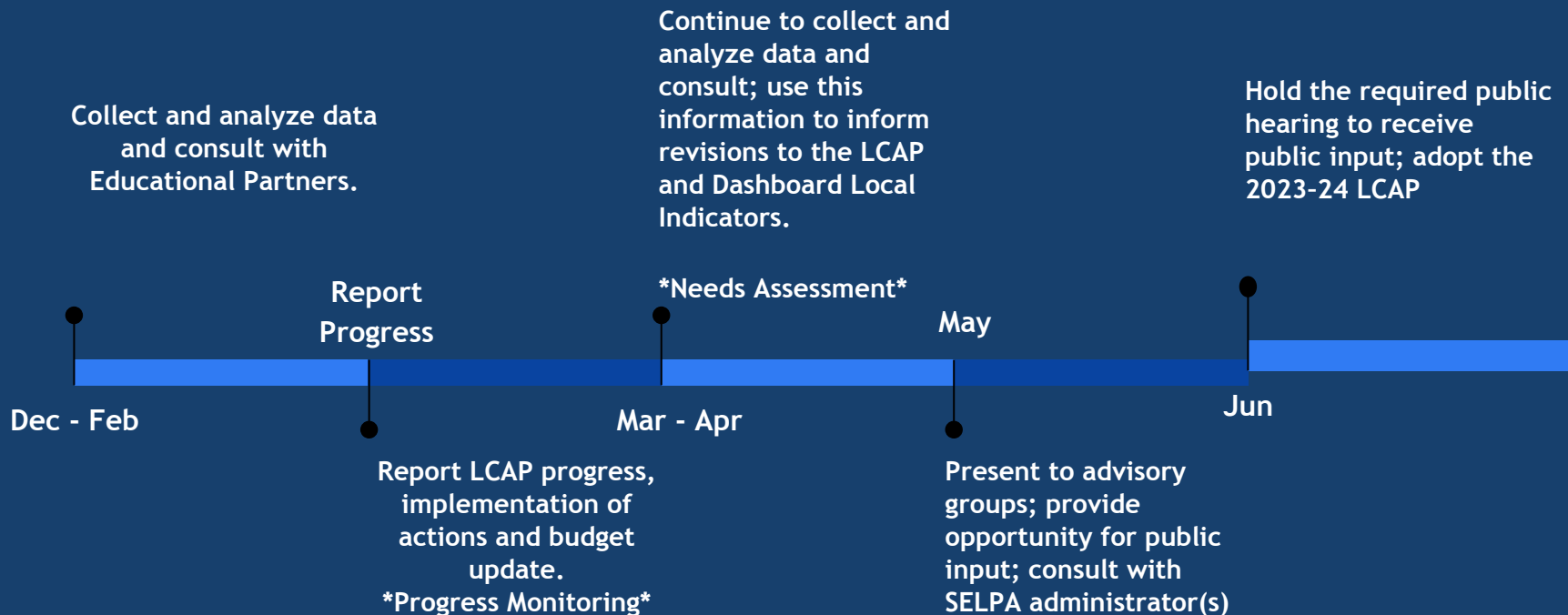
## **Operationalize Equity and Inclusion through the Multi-tiered System of Supports**

All students will have access to high-quality Tier I teaching and learning, Tier II support for students identified as needing targeted additional and supplemental instruction, and Tier III support for students identified needing intensive instruction and services. This will be a high-priority area, as well as supporting teachers and leaders to access and use reliable data to guide decision-making about instruction, programs, and services for students.

# Local Control Accountability Plan Goals

Goal 1	Goal 2	Goal 3	Goal 4
<b>High Academic Achievement</b>	<b>Effective Leadership, Teaching and Learning</b>	<b>Positive School Environment, Climate and Culture</b>	<b>Strong Parent and Community Engagement</b>
<b>Priorities 1, 2, 4, 7 &amp; 8</b>	<b>Priorities 1 &amp; 2</b>	<b>Priorities 5, 7 &amp; 6</b>	<b>Priorities 3 &amp; 6</b>
CSD will provide high-quality and dynamic instruction for ALL students while preparing them for next-generation college and career readiness.	CSD will provide high-quality staff through recruitment, retention, and professional development so every student thrives.	CSD will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.	CSD will promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

# LCAP Development Timeline



# CSD Process for Engaging Our Educational Partners

## District Level

- LCAP Advisory Committee
- District English Learner Advisory Committee
- Curriculum Instruction Assessment Council
- Instructional Leadership Council Council
- Superintendent Council
- Home & School Club President
- Cambrian Education Foundation
- Special Education Local Plan Area
- Surveys, Surveys, Surveys
- Board Meetings

## School Level

- School Site Council
- English Learner Advisory Committee
- Principal/Parent Coffees
- Site Leadership
- Staff Meetings
- Student Council
- Surveys
- Board Updates

# CSD Annual Multilingual Learner Program Parent Survey

## Purposes:

1. Gather the opinions of parents/guardians and assess their knowledge about the school's programs and services provided for their Multilingual Learner.
2. Following analysis of their responses, the District and Schools' English Learner Advisory Committees will advise the district and schools on areas that may need improvement to better support your children's education.
3. Parents/guardians' input will also inform the development process on the design and implementation of the district's and school's priorities for the Local Control and Accountability Plan (LCAP).

## DRAFT Parent Input Survey

## Survey Window and Timeline:

- February 3 - February 24th
- DELAC Review and Input on March 10, 2023
- LCAP Development on May 5, 2023



# CSD LCAP Community Input Survey for 2023-2024

CSD is gathering community input for the Local Control Accountability Plan (LCAP) for the 2023-2024 school year.

Our goal is to include all of our educational partners in the planning and the development process on the design and implementation of the district's priorities for the LCAP.

Your input and participation is important in this decision-making process.



[English](#)

[Spanish](#)

# LCAP Community Input Surveys Timeline

What	Who	When
CSD Annual LCAP Community Input Survey for 2023-24	Parents/Guardians & Staff	Feb/Mar
CSD Annual Multilingual Learner Parent Survey	English learners Parents/Guardians	Feb/Mar
Staff Professional Learning Needs Survey for 2023-24	Staff	Feb/Mar
Schools' Annual Parent Engagement Survey	Parents/Guardians	Mar/Apr
Student School Climate Survey	Grades 3-8	Mar/Apr
CSD Communication Survey	Parents/Guardians & Staff	Apr/May



# Art, Music, and Instructional Materials Block Grant

- Funding for local educational agencies to obtain standards-aligned professional development and instructional materials in specified areas, improve school culture, develop diverse and culturally relevant book collections, and other specified uses.
- CSD's Estimated Total Allocation ~~\$1,890,590~~ (Has just been Revised per Governor's Budget Projection for 2023-24. Estimated to receive 35% less than what was promised.)
- One-time Fund
- May expend or encumber funds thru the 2025–26 fiscal year.
- CSD's priority for instructional materials adoption.
- Requires Board approved plan.

# Emergency Learning Recovery Block Grant

- ▢ Provides funding to county offices of education, school districts, and charter schools to be used for learning recovery initiatives that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being
- ▢ CSD's Estimated Total Allocation - \$1,495,850
- ▢ One-time fund
- ▢ May expend or encumber funds thru the fiscal year 2027-28
- ▢ Summer School Programs
- ▢ Additional services & support to address learning recovery



# CA Proposition 28 - Arts Education

- Proposition 28 easily passed, with more than 64% of the vote
- Expansion of arts & music programs
- State law requires instruction in visual and performing arts for grades 1-6
- For grades 7-8, schools must offer arts classes either during or after school
- 80% towards new personnel (salaries)
- CSD' Projected Total Allocation based on enrollment \$368,000 for 2023-2024

# Expanded Learning Opportunities Program

Provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

For more information how to apply:

[Cambrian Extended Day Program](#)

- Funding based on UPP and Ongoing -
- 2021-22 & 2022-23: \$1.36 Million
- Integrated through CSD Extended Day Program
- Provide at no cost for students who qualify for Free/Reduced Lunch or “Low Income Household”
  - 75 Families
  - 92 students
- Supplement District programs
  - Elementary Choir & Band
  - Middle School Intramural Sports
  - Other TBD





# Next Steps

- Informed parents of upcoming Summative ELPAC
  - Begins in February through May
- Annual Multilingual Learner Program Parent Survey
  - Tentative Timeline: February 3 - 24
- Gathering Education Partners Input for LCAP 2023-24
- Gather Input for new funding resources
- Consolidated Application for 2023-24
- DRAFT LCAP Goals for 2023-2024
- Public Hearing & Board Adoption in June



# 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

- Linh Nguyen, Assistant Superintendent
  - [nguyenl@cambriansd.com](mailto:nguyenl@cambriansd.com)
- Kristin Fery, Teacher on Special Assignment, Bagby & Sartorette
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- Emily White, Teacher on Special Assignment, Fammatre & Farnham
  - [whitee@cambriansd.com](mailto:whitee@cambriansd.com)
- Chrissy Terwilliger, Teacher on Special Assignment, Middle School
  - [terwilligerk@cambriansd.com](mailto:terwilligerk@cambriansd.com)
- Hania Garcia, Administrative Assistant
  - [garciah@cambriansd.com](mailto:garciah@cambriansd.com)

# Upcoming Parent Education Opportunities

- 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

# 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>