

# **CAMBRIAN SCHOOL DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE**

November 19, 2019  
Educational Services

# TODAY'S AGENDA

Welcome and Introductions

English Learner Roadmap

Prop 58

Assessment & Accountability

LCAP Update

Federal Addendum

What's Next?

# WHO'S IN THE ROOM?

Cambrian School District

# CSD ENGLISH LEARNER PROGRAM GOALS

- ❖ Goal 1 - Learn English as quickly as possible.
- ❖ Goal 2 - Reach the same academic standards as all students.





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

### -Step 1- Student Language Identification

Parent completes  
Home Language  
Survey

Indicates a language  
other than English.  
Student **MAY** qualify for  
EL program

OR

Parent completes  
Home Language  
Survey

Indicates English only.  
Student does **NOT**  
qualify for EL

### -Step 2- Initial Student Language Assessment

Assess with  
Initial ELPAC  
within 30 days

Results show **English  
Learner (Tag EL)**  
Create **blue EL Folder** to  
be included in CUM

OR

Parent  
Notification

Results show  
**Initially Fluent (IFEP)**  
Or  
**Fluent English Proficient  
(FEP)**

### -Step 3- Student Placement and Ongoing Assessment

EL Program

Assess with  
Summative  
ELPAC while in  
EL program

Assess Reading,  
Benchmark and  
SBAC Annually

Place in  
Mainstream  
Program  
*(Monitor for 4 years)*

### -Step 4- Exit Criteria *Including Monitoring*

Met RFEP Criteria:

- ELPAC Overall Level 4
- Local Reading at Grade Level
- ELA Benchmark Proficient
- Writing Rubric of 3

NO

YES

Seek Parent and  
Teacher approval

YES

Reclassified Fluent  
English Proficient

# CSD ENGLISH LEARNERS

Total CSD Enrollment	3471
Initially Fluent English Proficient (IFEPs)	236
English Learners (ELs)	454
Reclassified Fluent English Proficient (RFEPs)	357
Ever English Learners (EL + RFEP)	811
Home Languages:  Top five languages other than English (Percent of total enrollment that is EL and FEP)	<ol style="list-style-type: none"><li>1. Spanish (8.84%)</li><li>2. Mandarin (2.91%)</li><li>3. Russian (2.68%)</li><li>4. Vietnamese (2.07%)</li><li>5. Japanese (2.02%)</li></ol>



# California English Learner ROADMAP

Strengthening Comprehensive Educational Policies,  
Programs, and Practices for English Learners



[HTTPS://YOUTU.BE/6 PIQI-LBFW](https://youtu.be/6PIQI-LBFW)

Cambrian School District

# THE CALIFORNIA EDUCATION FOR GLOBAL ECONOMY INITIATIVE (PROP 58)

The purpose of the California Education for a Global Economy (CA Ed.G.E.) Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and evidence-based language programs that prepare them to participate in a global economy.

# California Education Code (EC) Section 300(n)

# The California Education for a Global Economy Initiative

(Proposition 58)



**CA Ed.G.E. Initiative Implementation Handbook for  
School Districts and County Offices of Education**

**California Department of Education**  
English Learner Support Division  
1430 N Street, Suite 2204  
Sacramento, CA 95814



# INFORMATION TO INCLUDE IN THE INITIATIVE PARENTAL NOTICE

A description of the process for parents to choose a language or language acquisition program for their child.

## Language acquisition programs:

- A description of each program (including Structured English Immersion)
- The language(s) to be taught in addition to English
- The information required in 5 CCR section 11309(c) (CDE CA Ed.G.E. Initiative web page at <https://www.cde.ca.gov/sp/el/er/caedge.asp>)
- A description of the process to request establishment of a language acquisition program not offered at the school

## Language programs:

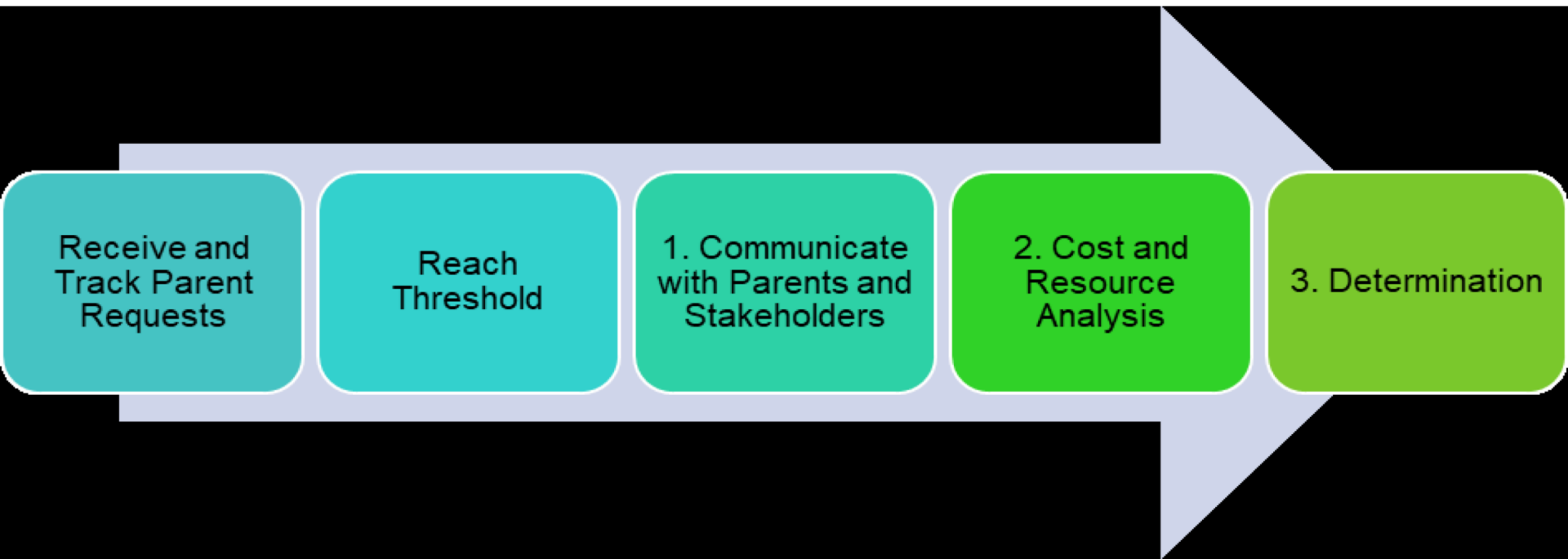
- A description of each program
- The language(s) to be taught

May include the program goals, methodology used, and evidence of the proposed program's effectiveness

# PARENT REQUESTS FOR NEW PROGRAMS

When parents request enrollment of their child in a particular language acquisition or language program, but the program is not currently offered, parents may request that the LEA or school establish a new program. It is important that LEAs define a clear process for schools to be able to receive and respond to these requests from parents and guardians.

Process to respond to parent requests for New Programs:



# CSD BILITERACY PATHWAY PROGRAM

Cambrian School District

# STRATEGIC PLAN ALIGNMENT



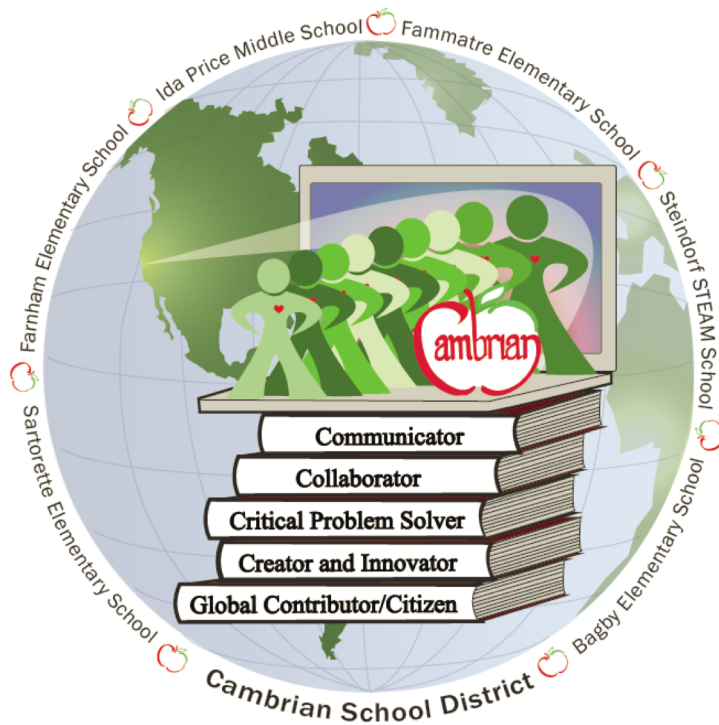
**Goal 1 - Next Generation Student:** We will provide rigorous, highly engaging learning opportunities that will prepare all students to be successful global learners, contributors and leaders.



**Goal 2 – Student Learning and Achievement:** Every student will achieve. We will provide and support engaging, high quality instruction that promotes active learning and achievement for all students. Achievement gaps will be eliminated.



# CSD GRADUATE PROFILE



Cambrian School District has developed a framework for student learning and creating a culture of innovation core competencies.

Through the development of the Strategic Plan, CSD has come up with a series of long-range goals that align with our district mission to see that our community of learners will have opportunities to “explore infinite possibilities for learning.”

# THE STATE SEAL OF BILITERACY

Recognition by the  
California State  
Superintendent of Public  
Instruction and districts  
and county offices of  
education of students who  
meet the criteria for  
demonstrating proficiency  
in one or more languages  
in addition to English by  
high school graduation



# ELEMENTARY BILITERACY PATHWAY AWARD CRITERIA

1. Score “Standard Met (3) or Exceeded (4)” on the grade 4 CAASPP in English Language Arts, and
2. Complete 10 hours of appropriate volunteer or community service for community organization(s) that provides opportunities to use the target language or build an awareness and appreciation of the culture, and
3. Submit a reading log documenting at least ten books in a language other than English, and
4. An essay written in a language other than English on “Why are bilingualism and biliteracy important to you, your community, and the world?”

\*Awarded at the End of Grade 5.

# MIDDLE SCHOOL BILITERACY PATHWAY AWARD CRITERIA

1. Score “Standard Met (3) or Exceeded (4)” on the grade 7 CAASPP in English Language Arts, and
2. Complete 10 hours of appropriate volunteer or community service for community organization(s) that provides opportunities to use the target language or build an awareness and appreciation of the culture, and
3. Submit a reading log documenting at least ten books in a language other than English, and
4. An essay written in a language other than English on “Why are bilingualism and biliteracy important to a work of study or career you may be considering?”

\*Awarded at the End of Grade 8

# DUAL LANGUAGE IMMERSION TASK FORCE

Cambrian School District

# WHAT IS A DUAL LANGUAGE IMMERSION PROGRAM?

Dual language education programs integrate native English speaking students with native second language speaking students in the same classroom for academic instruction, which is presented in both languages at specific times during the program.

Social and academic learning occurs in an environment that values the language and culture of all students and sets high standards to ultimately achieve academic success in English and the target language.

All students learn to read, write, listen, and speak two languages equally well.

The curriculum of the program is the same as in the general education program. Students usually remain in the program until at least the 5th grade.

# WHAT ARE THE GOALS OF A DUAL LANGUAGE PROGRAM?

Students in dual language programs are presented with the social and cognitive benefits of bilingualism. They gain a second language, a broader vocabulary, and multiple views of the world.

Develop high levels of proficiency in English and the target language

Achieve grade-level academic performance in English and the target language

Develop bilingualism, biliteracy, and biculturalism

Develop positive cross-cultural attitudes and behaviors

Take advantage of the optimal window of learning a second language during the primary years

Give students an advantage in high school, college, as well as the workplace of a global economy

# CSD DUAL LANGUAGE PROGRAM INTEREST SURVEY

A Dual Language Program has been proposed as one way for our district to explore new learning opportunities to better meet Next Generation learner needs.

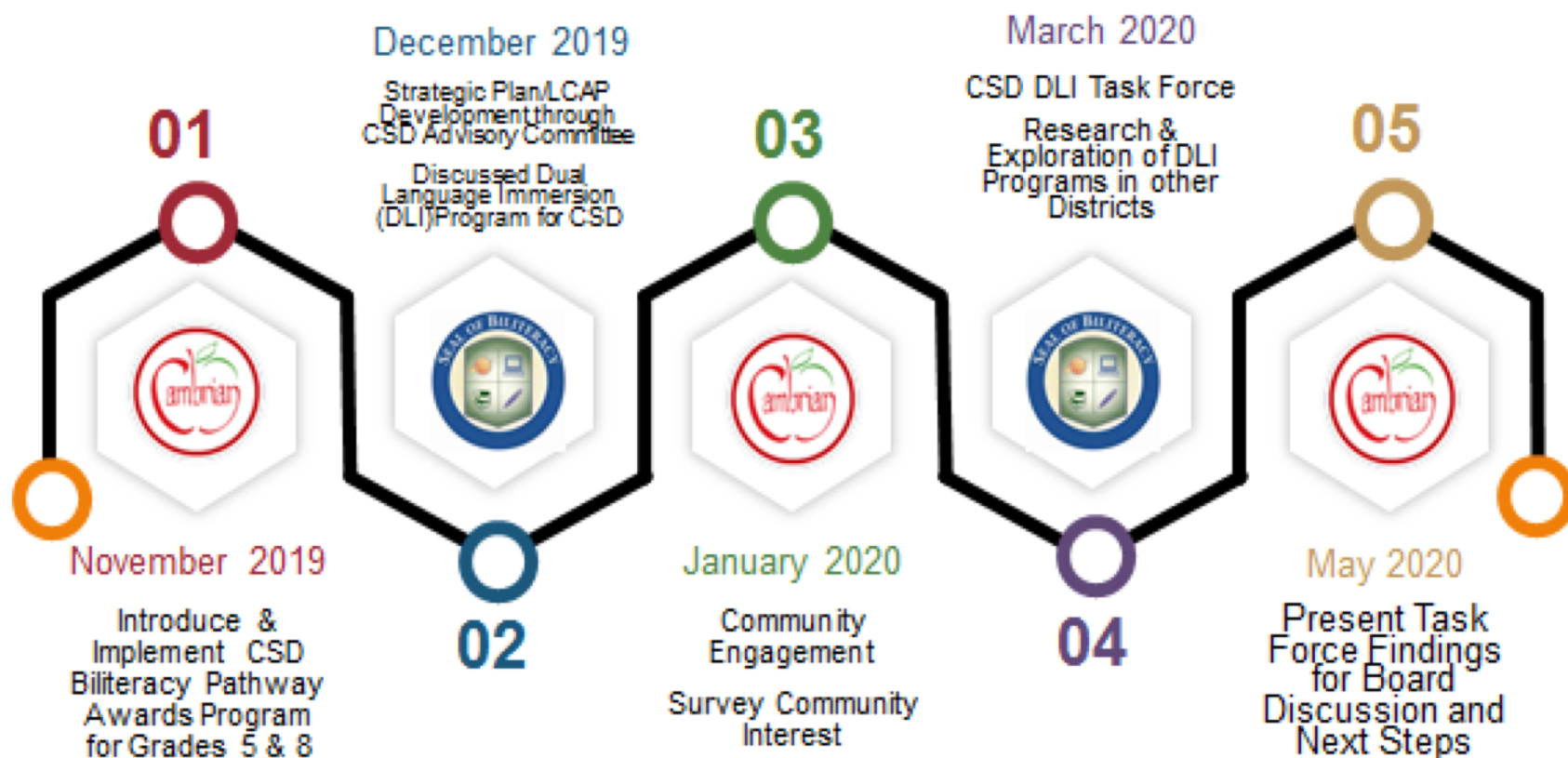


<http://bit.ly/2Xgz5Dw>



# BILITERACY PATHWAY PROGRAM TIMELINE

## CSD STRATEGIC PLAN



# CA EDUCATION FOR A GLOBAL ECONOMY (CA ED.G.E.) IMPLEMENTATION HANDBOOK

The CA Ed.G.E. Initiative Implementation Handbook provides information and guidance on how LEAs can implement the law.

Available at CDE CA Ed.G.E. web page at

<https://www.cde.ca.gov/sp/el/er/caedge.asp>.

Link to FAQ: <https://www.cde.ca.gov/sp/el/er/edgefaq.asp>

Parents Toolkit to Multilingual Education (English and Spanish) on the CDE Parent Toolkit for Multilingual Education web page at

<https://www.cde.ca.gov/sp/el/er/multilingualtoolkit.asp>.

# ASSESSMENT & ACCOUNTABILITY

Cambrian School District

# CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)

CAASPP Results 2019: <https://caaspp-elpac.cde.ca.gov/caaspp/Default>

- Smarter Balanced Assessment (SBA) for ELA/Math
- California Alternative Assessment (CAA)
- English Language Proficiency Assessment for California (ELPAC)
  - Not Available – December 2019
- California Science Test (CAST)
  - Not available - January 2020

CSD SBA Results – 2019

- [Board Update – November 7, 2019](#)

# WHAT IS THE CA SCHOOL DASHBOARD?

Provides parents and educators with meaningful information on school and district progress on various indicators.

An online tool that presents:

- **Status** (very high to very low)
- **Change** (improved or declined)
- **Student Groups** (race/ethnicity and program participation)

Released annually each December.

# STATE AND LOCAL INDICATORS

LCFF Priority	State Indicator	Local Indicator
1. Basic Services		Basic Conditions at School
2. State Standards		Implementation of State Standards
3. Parental Involvement		Parental Involvement/Engagement
4. Pupil Achievement	Academic Indicator English Learner Indicator	
5. Pupil Engagement	Chronic Absenteeism Indicator Graduation Rate Indicator	
6. School Climate	Suspension Rate Indicator	Local Climate Survey
7. Course Access		Access to a Broad Course of Study
8. Other Pupil Outcomes	College/Career Indicator	
9. Services for Expelled Youth (COE only)		Coordination of Services
10. Services for Foster Youth (COE only)		Coordination of Services

# STATE AND LOCAL INDICATORS

## 6 State Indicators

Reported for all districts, schools, and student groups with sufficient N-size.

\*N-size is 30 students unless noted.



The performance level (color) is based on current and prior year data.

## 5 Local Indicators

Reported by the district at the **district level**. Schools do not submit or receive local indicator information, with exceptions of charters.

Districts receive one of three ratings for each of the four local measures:

- Met
- Not Met
- Not Met for Two Years

# PERFORMANCE LEVEL (COLOR) IS A COMBINATION OF STATUS AND CHANGE

		Change				
Status	Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
	Very High	Yellow	Green	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Orange	Yellow



# LOCAL INDICATORS

Local Indicators must be entered into the Dashboard by November 1, 2019

Prior to entering the results, they must be presented at a “Regularly Scheduled” board meeting

- Resources: [CDE Local Indicator Page](#)
- [Local Indicator Quick Guide](#)

[CSD Local Indicator 2019 Summary](#)

# ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

Cambrian School District

# ENGLISH LEARNER PROGRESS INDICATOR

- ELPI Status is unique
- For other state indicators, Status is based on one year of data (current performance). For the ELPI, Status is based on two years of data.
- We only have two years of English Language Proficiency Assessments for California (ELPAC) data
- Only Status will be reported on 2019 Dashboard
- CDE is conducting simulations using results from the ELPAC to determine:
  - Splitting the ELPAC Performance Levels 2 and 3

# SIX ELPI LEVELS

ELPI Level	Description
ELPI Level 1	ELPAC Summative Assessment Level 1
ELPI Level 2L	ELPAC Summative Assessment Low Level 2
ELPI Level 2H	ELPAC Summative Assessment High Level 2
ELPI Level 3L	ELPAC Summative Assessment Low Level 3
ELPI Level 3H	ELPAC Summative Assessment High Level 3
ELPI Level 4	ELPAC Summative Assessment Level 4

# CA DASHBOARD

CA's accountability and continuous improvement system:

<https://www.caschooldashboard.org/>

- Mobile App:

<https://www.cde.ca.gov/re/mo/cadashboard.asp>

- 2019 Results – December 2019

- What Data Will Be Used for for the 2019 Dashboard:

<https://www.cde.ca.gov/ta/ac/cm/documents/whatdataused2019.pdf>

School Dashboard Additional Reports and Data

- Access the following reports: the Five-by-Five Placement Reports and the Student Groups Report.

- <https://www6.cde.ca.gov/californiamodel/>

# ADDITIONAL DASHBOARD REPORTS & DATA

## School Dashboard Additional Reports and Data

Access the following reports: the Five-by-Five Placement Reports, the College/Career Reports, the Participation Rate Report, and the Student Groups Report.

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### School/District Search for 2018

(1) Select a School or District from Search Results, (2) Choose Report and click Submit:

#### School/District Results:

-- Select from List -- ▼

#### Reports:

- 5x5 Chronic Absenteeism Placement Report (Grades K-8)
- 5x5 Suspension Rate Placement Report (Grades K-12)
- 5x5 Graduation Rate Placement Report (Grades 9-12)
- 5x5 College/Career Placement Report (Grades 9-12)
- 5x5 English Language Arts Placement Report (Grades 3-8 and 11)
- 5x5 Mathematics Placement Report (Grades 3-8 and 11)
- College/Career Measures Report
- Participation Rate Report
- Student Group Report
- District Performance by County 
- California School Dashboard 

# DASHBOARD NAVIGATOR



search this site

Teaching & Learning ▾

Testing & Accountability ▾

Finance & Grants ▾

Data & Statistics ▾

Specialized Programs ▾

Learning Support ▾

Pro

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support

## California School Dashboard and System of Support

California's new accountability and continuous improvement system provides information about how local educational agencies California's diverse student population.

### Reports

#### [California School Dashboard](#)

The Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The CA Dashboard Mobile App is now available. The mobile App allows parents and educators an easier way to access their school and district Dashboards, all at their fingertips. Download the [CA Dashboard Mobile App](#) today!

#### [School Dashboard Additional Reports and Data](#)

Access the following five reports: the Five-by-Five Placement Reports, the College/Career Measures Report, the Participation Rate Report, the Student Groups Report, and the District Performance by County Report

#### [California School Dashboard Navigator](#)

The California School Dashboard Navigator is an interactive mapping tool for visualizing school and student group performance on a map that displays schools by their color-coded performance level for each of the state indicators and student groups. Users can target their searches by specific geographic areas and refine their searches using a set of interactive charts. Information on how to use the tool is provided in the [Navigator How-To Guide](#) and in the [FAQs](#).

Overview

Parents

Resources

Data Files and Guide

Communications Toolkit

Translations

Videos

FAQs

### Overview

[The California School Dashboard – Let the Conversation Begin](#)  (Video; 1:53)

# LOCAL CONTROL ACCOUNTABILITY PLAN

Cambrian School District



# NEW LCAP TEMPLATE REDESIGN



CDE Moved the adoption to January SBE meeting

CDE Soliciting more feedback through survey.

January – LCAP Template Update

# LOCAL CONTROL ACCOUNTABILITY PLAN EVERY STUDENT SUCCEEDS ACT (ESSA) FEDERAL ADDENDUM

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**TITLE I, PART A** - Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A** - Supporting Effective Instruction

**TITLE III, PART A** - Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A** - Student Support and Academic Enrichment Grants

[CSD LCAP Federal Addendum – Board Approved](#)

# LCAP FEDERAL ADDENDUM AND THE CONSOLIDATED APPLICATION TITLE PROGRAM FUNDING 2019-20

- Four federal programs
- District expenditures from these programs funds are linked to the LCAP

Program	Title	Projected 2019-20 Allocation
Title I	ESEA	\$101 K (was \$168K – June)
Title II	Educator Quality	\$43 K
Title III	English Learner Immigrant	\$47 K \$18 K
Title IV	Enrichment	\$10 K

# WHAT THE TITLE PROGRAMS FUNDS?

Academic support – school hours, before/after school, intersession, summer school

Small group instruction

Pull out interventions during regular day

Academic tutoring

Supplemental learning materials

Personnel costs for crisis intervention, family support, academic intervention

Services that address barriers to learning – homelessness, ELs, foster youth, economically disadvantaged students

# LCAP ACTIONS AND SERVICES

0.5 FTE Teacher on Special Assignment - coordination and facilitation of Title I & Title III programs and services at all elementary sites

Tier II Programs & Services for ELA and Math at all sites

- Leveled Literacy Interventions
- Do the Math Interventions
- Extended Day Programs for English Learners
- Instructional Aides for for TK/K Classes districtwide

Parent Education

Supplemental Instructional Curriculum & Supplies

Teacher Professional Development & Coaching

Additional services for homeless/foster youth as needed

# BUDGET UPDATE

Cambrian School District

# LCAP BUDGET OVERVIEW FOR PARENTS

## Projected General Fund Revenue

- Total LCFF Funds
- LCFF Supplemental & Concentration Grants
- All Other State Funds
- All Local Funds
- All Federal Funds
- Total Projected Revenue

## Total Budgeted Expenditures

Total Budgeted General Fund Expenditures

Total Budgeted Expenditures in LCAP

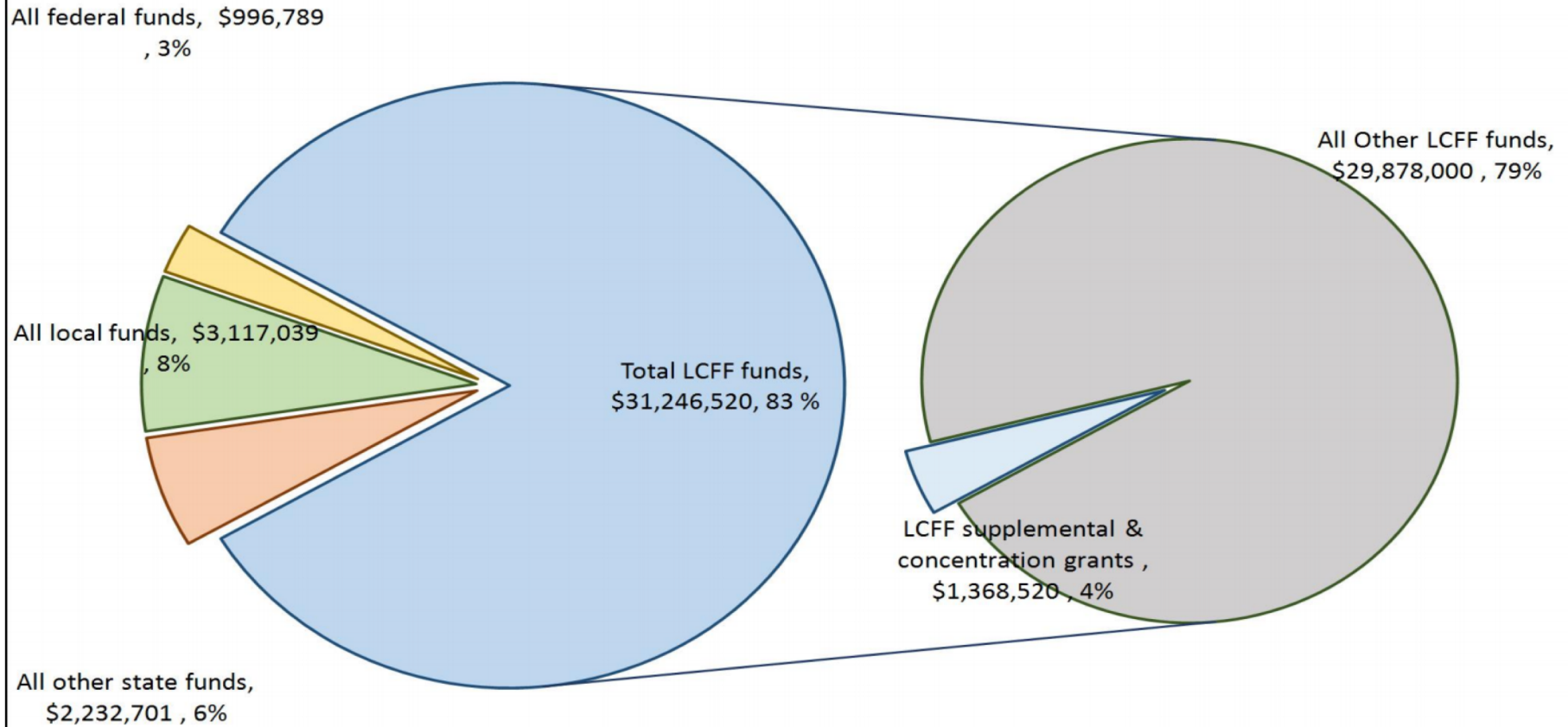
Total Budgeted Expenditures for High Needs Students in LCAP

Expenditures Not in the LCAP

[CSD LCAP 2019-20 Budget Overview for Parents](#)

# Budget Overview for the 2019-20 LCAP Year

## Projected Revenue by Fund Source

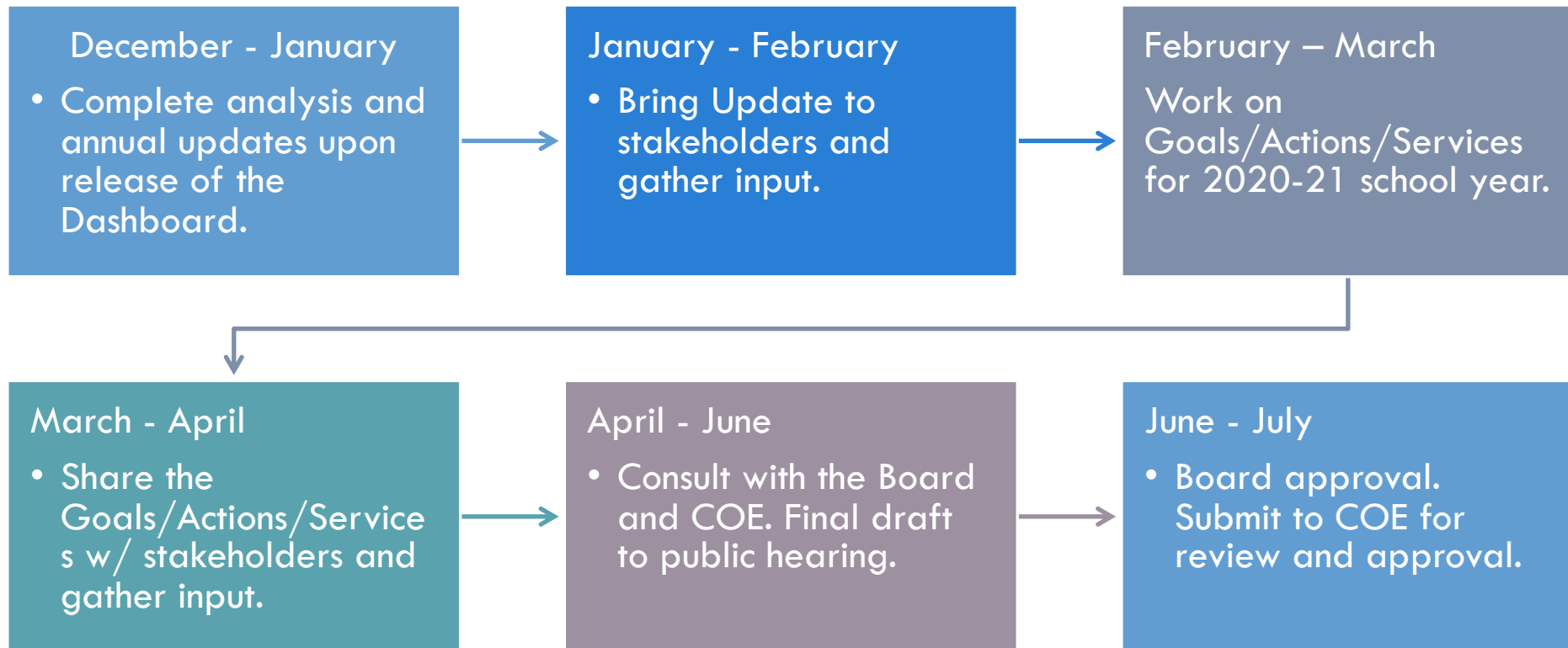


This chart shows the total general purpose revenue Cambrian School District expects to receive in the coming year from all sources.

The total revenue projected for Cambrian School District is \$37,593,049, of which \$31,246,520 is Local Control Funding Formula (LCFF), \$2,232,701 is other state funds, \$3,117,039 is local funds, and \$996,789 is federal funds. Of the \$31,246,520 in LCFF Funds, \$1,368,520 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCAP STAKEHOLDER ENGAGEMENT TIMELINE



# WHAT'S NEXT

EL Reclassification - January

ELPAC Testing – Parent Workshops

Dashboard Update

English Learner Needs Assessment - January

English Learner Master Plan - DRAFT

Next DELAC Meeting

January 27, 2020, 9-10:30a, PDC

Thank you!