

District English Learner Advisory Committee

Linh Nguyen, Assistant Superintendent of Ed Services
January 28, 2019
12:30 - 2:00 pm



CSD EL Program Goal

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

Today's Agenda

- Who Are Our English Learners?
- New Information
 - Reclassification
 - Summative ELPAC
 - CA Dashboard
 - Needs Assessment for 2019-2020 LCAP
- Next Steps

Who are our English Learners? (2017-18)

Total CSD Enrollment	3591
Initially Fluent English Proficient (IFEPs)	217
English Learners (ELs)	501
Reclassified Fluent English Proficient (RFEPs)	363
Ever English Learners (EL + RFEP)	864
Home Languages	32
Top six languages other than English	<ol style="list-style-type: none"> 1. Spanish (43%) 2. Japanese (9%) 3. Mandarin (8%) 4. Russian (7%) 5. Korean (5%) 6. Vietnamese (5%)

Reclassification is the process through which students who have been identified as English learners are reclassified to fluent English proficient (**RFEP**) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classroom.

EL Reclassification

Four criteria for EL Reclassification:

- Assessment of English language proficiency (ELPAC)
- Comparison of student performance in basic skills. comparable to the performance of English proficient students of the same age (DRA & Writing PBA).
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (Student Classwork)
- Parent opinion and consultation.

English Learner Reclassification

	2015-16	2016-17	2017-18	2018-19 (* Jan 2019)
Total EL	495	462	501	* 449
Number of EL Reclassified	85	142	64	62
*Percent of EL Reclassified	17%	29%	14%	12%

*The percent is calculated by dividing the number of redesignated students by the prior year's EL count.

A word cloud centered around the text 'RTI Monitoring Progress'. The words are in various colors and sizes, representing different aspects of the RTI process. Key words include 'Data', 'determine', 'skill', 'reading', 'student', 'frequently', 'aimline', 'grade', 'weekly', 'teachers', 'decision', 'team', 'measure', 'monthly', 'outcome', 'intervention', 'response', 'improvement', 'useful', 'goal', 'higher', 'assessment', 'instructional', 'graph', 'frequent', 'measure', 'monthly', 'decision', 'team', 'Tier'.

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.

Why Administer the Summative ELPAC?



Purpose: to identify an English learner's level of English language proficiency each year and to assess his/her progression in acquiring skills of listening, reading, speaking, and writing.

Why Administer the Summative ELPAC?



State and federal laws require that an English language proficiency test be administered to all students who are English learners (ELs) who have not been reclassified as fluent English proficient (RFEP).

What is Assessed on the Summative ELPAC?

Domains and Task Types			
Listening	Speaking	Reading	Writing
<ul style="list-style-type: none">• Listen to a Short Exchange (K–12)• Listen to a Classroom Conversation (3–12)• Listen to a Story (K–5)• Listen to an Oral Presentation (K–12)• Listen to a Speaker Support an Opinion (6–12)	<ul style="list-style-type: none">• Talk About a Scene (K–12)• Speech Functions (2–12)• Support an Opinion (K–12)• Retell a Narrative (K–5)• Present and Discuss Information (6–12)• Summarize an Academic Presentation (K–12)	<ul style="list-style-type: none">• Read-Along Word with Scaffolding (K)• Read-Along Story with Scaffolding (K)• Read-Along Information (K)• Read and Choose a Word (1–2)• Read and Choose a Sentence (1–5)• Read a Short Informational Passage (1–12)• Read a Student Essay (3–12)• Read a Literary Passage (1–12)• Read an Informational Passage (1–12)	<ul style="list-style-type: none">• Label a Picture—Word, with Scaffolding (K)• Write a Story Together with Scaffolding (K–2)• Write an Informational Text Together (1–2)• Describe a Picture (1–12)• Write About an Experience (3–12)• Write About Academic Information (3–12)• Justify an Opinion (3–12)

When is the Summative ELPAC Testing Window for CSD schools?



**March 5 -
April 5
2019**

PLEASE NOTE: districts in California are required to test all newly identified/enrolled English learners (ELs) through May 31, 2019

Who Takes the Summative ELPAC Assessment?



All identified English learners (ELs) in Transitional Kindergarten (TK) through Grade 12 (including all newly identified ELs)

English Learners Enrolled or Newly Identified in April & May



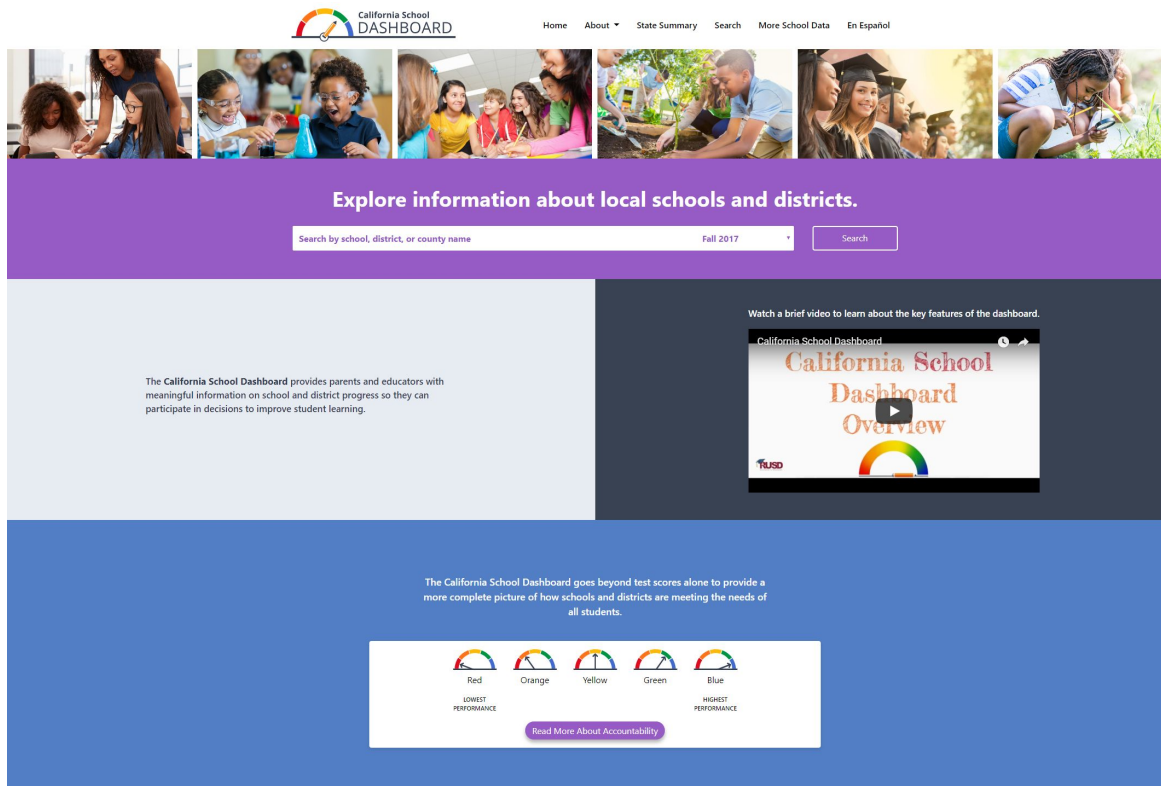
- Newly identified ELs in April and May must be administered the Summative ELPAC
- ELs enrolled in April and May who have not been tested at their previous school must be administered the Summative ELPAC

Who May Administer the ELPAC?



- A Test Examiner must:
- be an **employee** of the district
 - have signed an ELPAC **Test Security Affidavit** for 2018-19
 - be **proficient in English** and have complete command of pronunciation, intonation, and fluency
 - have **received training** in the administration and —scoring of the Summative ELPAC

What is the Dashboard?



The screenshot shows the homepage of the California School Dashboard. At the top, there is a navigation bar with the logo and links for Home, About, State Summary, Search, More School Data, and En Español. Below the navigation bar is a banner with six images of students and teachers. The main heading reads "Explore information about local schools and districts." Below this is a search bar with a dropdown menu set to "Fall 2017" and a "Search" button. The page is divided into two main sections. The left section contains text stating that the dashboard provides meaningful information on school and district progress. The right section features a video player with the title "California School Dashboard Overview" and a play button. At the bottom, there is a section titled "The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students." This section includes a color-coded performance scale from Red (Lowest Performance) to Blue (Highest Performance) and a button to "Read More About Accountability".

California School DASHBOARD

Home About State Summary Search More School Data En Español

Explore information about local schools and districts.

Search by school, district, or county name Fall 2017 Search

The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

Watch a brief video to learn about the key features of the dashboard.

California School Dashboard

California School Dashboard Overview

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.

Red Orange Yellow Green Blue

LOWEST PERFORMANCE HIGHEST PERFORMANCE

Read More About Accountability

6

state measures

5

local measures

State Measures



When is the Dashboard Updated?



Updated
Every
December

How Performance Colors Are Determined

Current Year
Data

Current Year Data

minus

Prior Year Data

Performance Color

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

Color Wheels



Blue



Green



Yellow



Orange



Red



California School
DASHBOARD



How we are doing?
<https://www.caschooldashboard.>



Red

LOWEST PERFORMANCE



Orange



Yellow































Green



Blue

HIGHEST PERFORMANCE

California School Dashboard, 2018

School Name, City and County	Career and College Readiness Indicator	Chronic Absenteeism Rate	Suspension Rates	English Lang. Arts Performance	Math Performance
Cambrian Santa Clara County	†				
Steindorf STEAM K-8 Magnet Cambrian San Jose, Santa Clara County	†				
Bagby Elementary Cambrian San Jose, Santa Clara County	†				
Fammatre Elementary Cambrian San Jose, Santa Clara County	†				
Farnham Charter Cambrian San Jose, Santa Clara County	†				
Price Charter Middle Cambrian San Jose, Santa Clara County	†				
Sartorette Charter Cambrian San Jose, Santa Clara County	†				

BUILDING THE 2019-2020 LCAP PLANS

Stakeholder and Community Engagement

2018-19 LCAP Goal 1 - High Academic Achievement

Actions	Key Allocation Descriptions
1.1 Staff will utilize and implement best instructional practices with fidelity to support all students achieving grade level proficiency on state standards.	<ul style="list-style-type: none">• All staff will implement district-wide instructional initiatives.• ELD/Tier II TOSAs to continue to provide teachers with instructional support/coaching for working with target and at-risk students. (See 1.3 for budget allocations)
1.2 All students will have access to state standards instructional materials and technology.	<ul style="list-style-type: none">• The district will pilot ELA/ELD & NGSS instructional materials (\$100K - Lottery Instructional Materials)• Continue to provide consumable replacements for current adoptions (\$71K - Lottery Instructional Materials)• The district and sites will purchase additional chromebooks to improve student to Internet-connected devices in grades 3-8. (Funding is per individual site plans)
1. 3 Staff will utilize and implement designated and integrated ELD to support all English Learners to achieve English proficiency and access state standards.	<ul style="list-style-type: none">• All EL students will have access to Imagine Learning for additional language & literacy instruction (\$45K - LCFF Supplemental; \$26.6K - Title III LEP)• ELD/Tier II TOSAs continue to provide teachers with instructional support for designated and integrated ELD (2.25 FTE - \$248K - Salaries & Salaries & Benefits - LCFF Supplemental; 0.25 FTE - \$30K - Salaries & Benefits - Title III)• Provide training and resources for GLAD focused strategies for designated ELD (\$10K - LCFF Supplemental)• Provide additional/extended learning time for LTELs (\$10K - LCFF Supplemental)
1.4 All school sites will implement Tier II interventions for struggling students needing additional services to meet grade level proficiency in state standards.	<ul style="list-style-type: none">• All sites will provide Tier II interventions for Reading & Math for at-risk students (Funding is per individual site allocations from Title I & LCFF Supplemental)• Provided extended day services for newcomers (immigrants) (\$10K - Title III Immigrant)• Provide additional instructional support and additional/extended learning time for target and at-risk students. (Funding is per individual site plan allocations)

2018-19 LCAP Goal 2 - Staff Efficacy

Actions	Key Allocation Descriptions
2.1 Recruit and retain highly qualified staff.	<ul style="list-style-type: none"> Continue to provide new teacher support and training, including BTSA and Tier II Admin (\$30K - LCFF Base) The district will continue to promote and recognize staff for milestones and other accomplishments (5K - LCFF Base) Provide opportunities for staff take on leadership roles and development (LCFF Base)
2.2 Provide training, time and resources for staff for continuous improvement by implementing best practices and providing professional development for staff.	<ul style="list-style-type: none"> Provide ongoing staff professional development with Math, GLAD, NGSS, ELA/ELD Framework, Writer's Workshop (\$42K - Title II) Provide staff professional development on instructional strategies for at-risk and target student groups (\$120K - LCFF Supplemental; \$6K - Title I; \$6K - Title III LEP) Contract for Behavior Specialist to provide Professional Development for staff working with special needs students (El Camino Grant)
2.3 Provide access to and mastery of 21st century learning tools, resources and skills for staff and students with integration of instructional technology; professional development on integrating 21st century skills, tools and teaching strategies.	<ul style="list-style-type: none"> Provide professional development and support on technology integration (0.25 FTE Ed Tech TOSA - \$50K - LCFF Base) Provide technology integration & 21st century trainings and support for staff and for at-risk students during and after school hours. The district will coordinate & facilitate Technology Task Force to develop a short and long term technology plan.
2.4 Staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance and progress towards meeting or exceeding grade levels state standards.	<ul style="list-style-type: none"> Provide released time for grade level/department collaboration (Funding for this activity is per individual site plan allocation) All sites will implement Achievement Teams/PLCs (Funding is per individual site plan allocation) Contracts with Illuminate, SWIS, ESGI, PFT, ELPAC, etc. (\$49K - LCFF Base; \$15K - LCFF Supplemental)

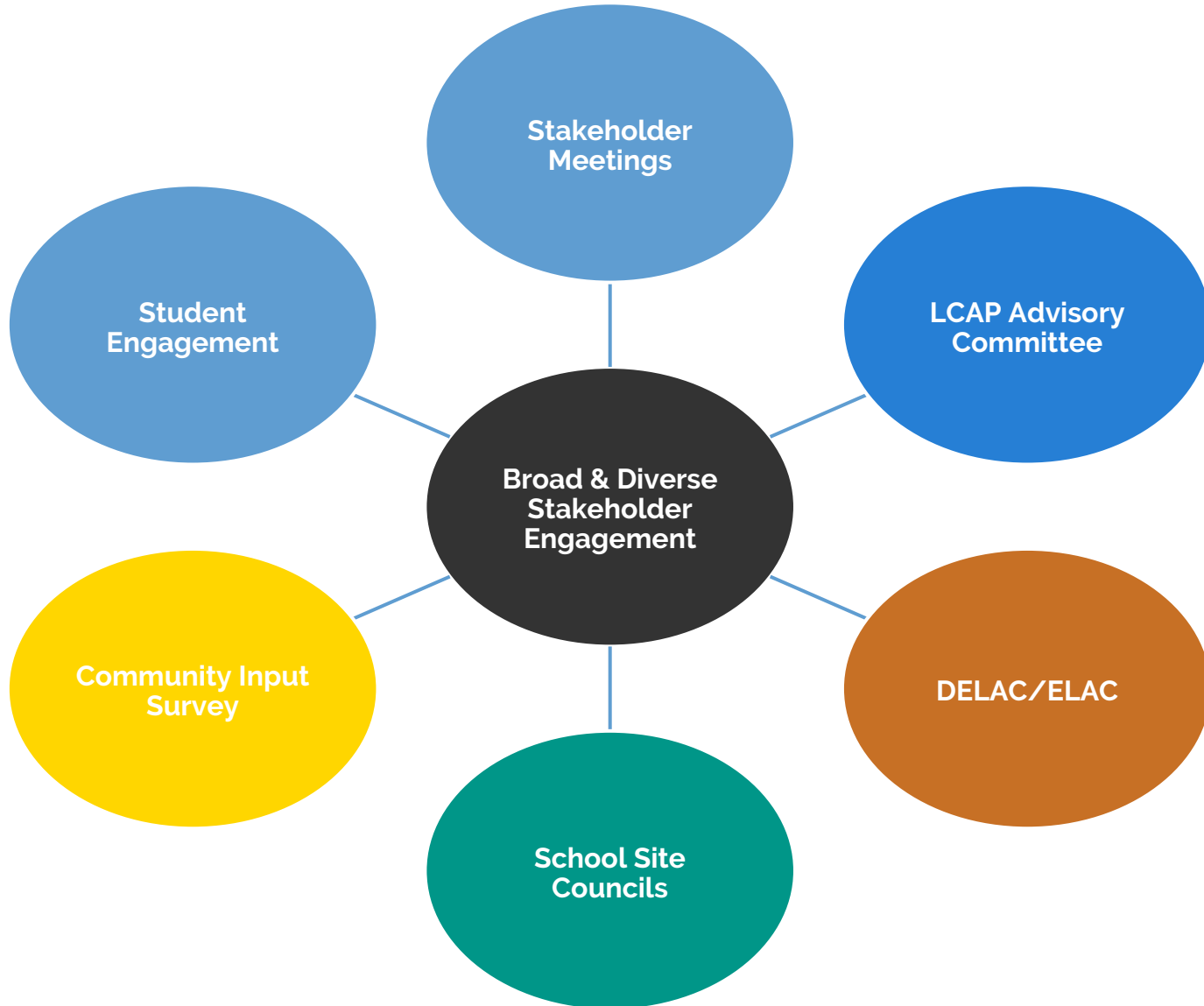
2018-19 LCAP Goal 3 - Positive School Climate

Actions	Key Allocation Descriptions
3.1 Provide and develop programs that support the social, emotional and physical well-being of all students and staff.	<ul style="list-style-type: none"> • All sites will pilot a Social Emotional Learning curriculum (Funding is per individual site plan allocations) • Continue to provide additional counseling services at all sites (\$48K - LCFF Supplemental) • Provide a 0.50 FTE Counselor for middle school support at Steindorf (\$62K - Salaries & Benefits - LCFF Supplemental) • Continue to provide 1.5 FTE district nurse training for health clerk (\$1.0 FTE - \$142K - LCFF Base; 0.50 FTE - 72K - Dependent on the El Camino Grant) • Provide mental health services and training (\$277K - Salaries, Benefits & Contract Services for 2.0 FTE Marriage Family Therapist (\$199K); School Pschy. Intern (\$25K); an additional day for onsite school counseling services (\$48K); and a school Pschy Field Worker (\$5K)) - Dependent on the El Camino Grant)
3.2 Provide support and training for key stakeholders to ensure a safe positive learning and working environment for students and staff.	<ul style="list-style-type: none"> • Continue to partner with Project Cornerstone (\$5K - LCFF Base) • All sites will continue to implement the PBIS framework (\$5K - Funding is dependent on MTSS Grant) • The district leadership team will receive training and pilot the MTSS Framework at 2 sites (\$20K - Funding is dependent on the MTSS Grant)
3.3 Promote opportunities to maintain or increase attendance rates at all schools.	<ul style="list-style-type: none"> • Continue to implement the Attention to Attendance process, including SARB (\$21K - Contract Services - LCFF Base) • Communicate and revise (as needed) the district Board attendance and independent study policy and procedures • District & all school sites will continue to communicate, encourage and incentivize daily attendance
3.4 Ensure that school and district facilities are maintained and are safe learning and working environments.	<ul style="list-style-type: none"> • The district will continue to ensure that all facilities and grounds are maintained as needed (Per Facilities & Grounds 5 Year Maintenance Plan)

2018-19 LCAP Goal 4 - Community Engagement

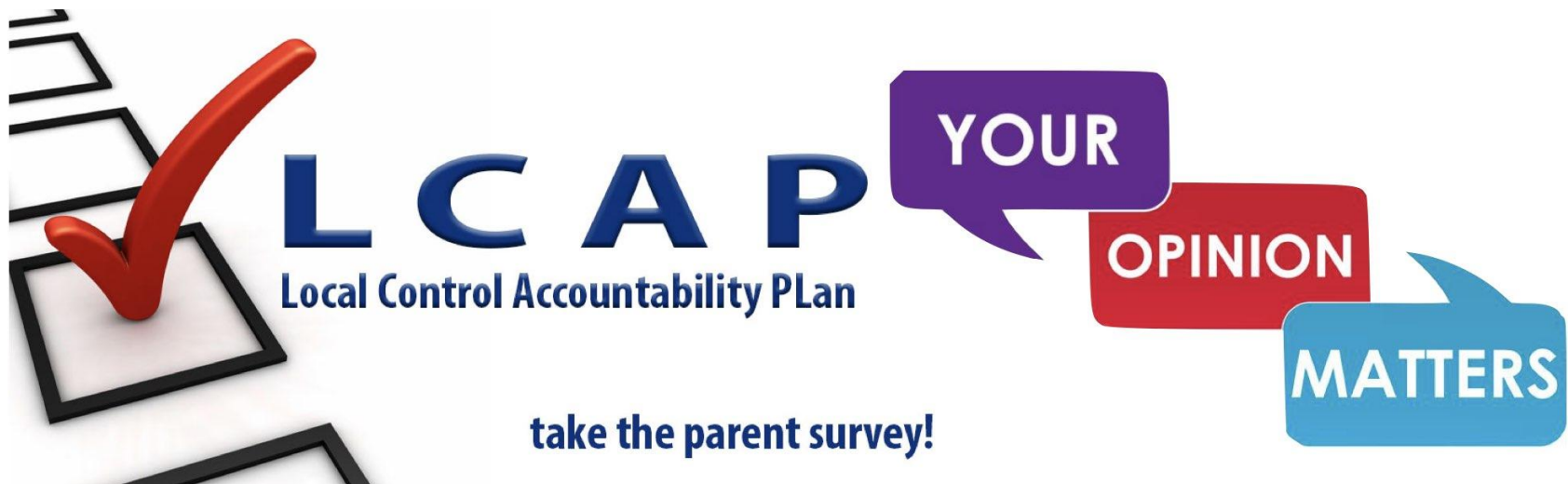
Actions	Key Allocation Descriptions
4.1 Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion.	<ul style="list-style-type: none"> • Continue to provide a 1.0 FTE Coordinator of Marketing, Communications and community Engagement (\$100K - Salary & Benefits - LCFF Base) • Continue to enhance and upgrade the district and school websites and other communication tools (\$25K - LCFF Base)
4.2 Provide a variety of parent education/classes and district parent information events.	<ul style="list-style-type: none"> • Continue to provide and increase translation/interpreting services for parents/caregiver of ELs (\$26K - LCFF Supplemental; \$10K - Title III LEP) • Continue to provide parent education series, training & workshops and extended day support services as needed (\$10k - LCFF Supplemental; \$2K - Title I; \$3K - Title III LEP)
4.3 Provide a variety of enrichment learning opportunities to increase student engagement and participation before, during and after the instructional day.	<ul style="list-style-type: none"> • Create Seal of Biliteracy Task Force to develop a plan to implement a Biliteracy Pathway (\$5K - LCFF Base) • Pilot extended enrichment learning opportunities beyond the school day at all sites (\$5K - LCFF Supplemental)
4.4 Provide opportunities to increase student, staff, parents and community partners participation in schools and districts events/activities, advisory committees and task force.	<ul style="list-style-type: none"> • Continue to promote and invite participation of all stakeholders on district and site level committees and task forces (\$13K - LCFF Base) • Provide additional/extended services for Homeless/Foster Youth (\$10K - LCFF Supplemental)

LCAP Engagement Plan



Stakeholders Engagement

- LCAP Advisory Committee Meetings
- District ELAC Meetings
- Other Community Input Opportunities
 - LCAP Site Input Meetings
 - Staff Meetings
 - School Site Council/ELAC Meetings
 - Principal Coffees
 - Student Involvement
 - School Climate Surveys
- LCAP Community Survey (February)
- LCAP Updates to the Board
- Communicate Updates on District Website



Needs Assessment for 2019-2020 LCAP

[2018-2019](#)

[2019-2020](#)

2019-20 LCAP Development Timeline

What	When
Stakeholder Survey	February - March 2019
Analyzing Input	March - April 2019
Present Stakeholder Input to Board	April 18, 2019
Write LCAP	April - May 2019
Submit Draft LCAP to SCCOE	May 2019
Public Hearing at Board Meeting	May 16, 2019
Final Adoption at Board Meeting	June 6, 2019



Questions/Comments?

Thank you!

Next DELAC Meeting

Monday, March 2, 2019 from 12:30-2pm



Resources & Support

EL Parent ELPAC Workshop



January 28, 2019

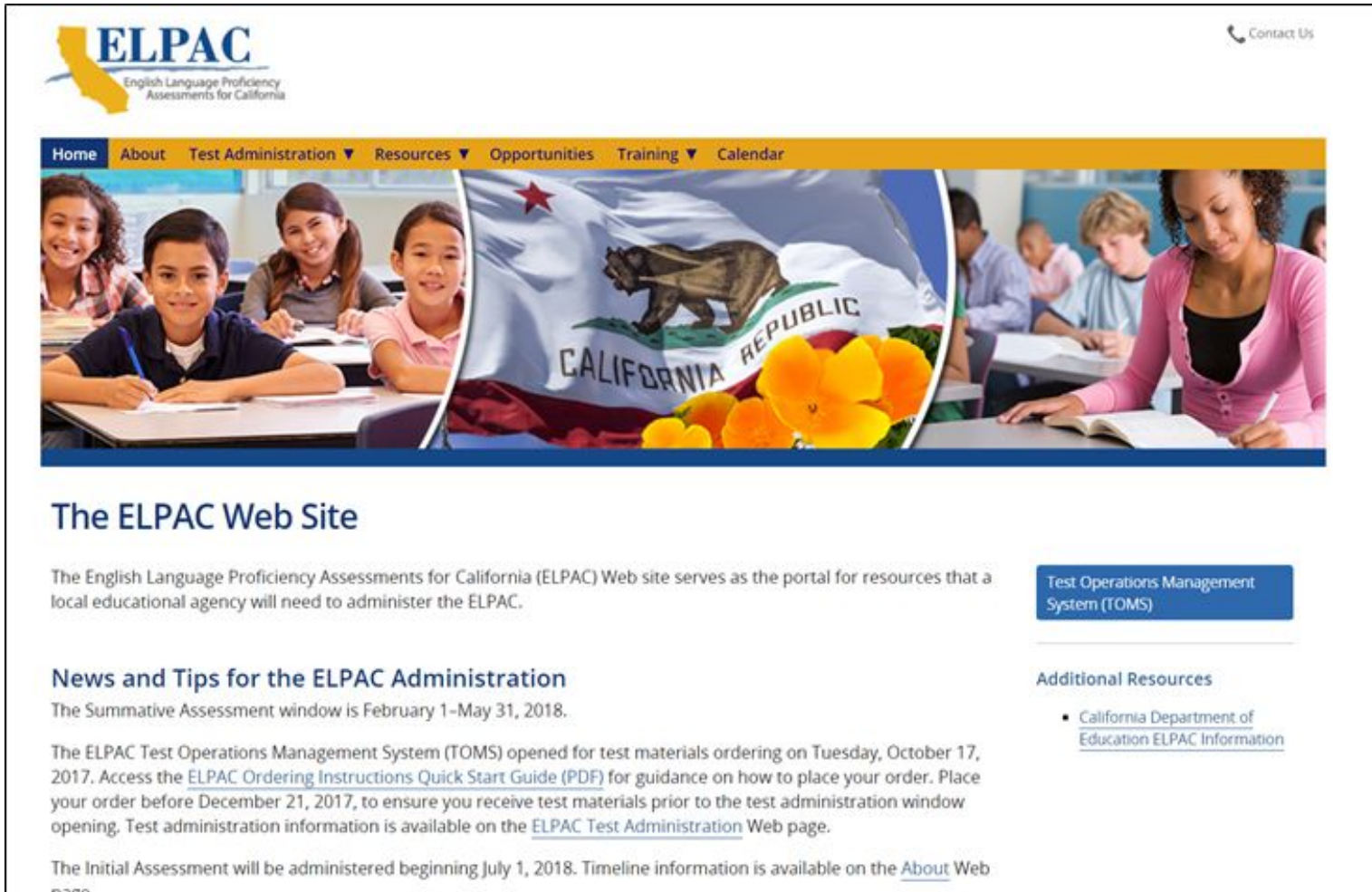
6:30-8:00 PM

Cambrian School
District

PD Center

[Parent Workshop PPT.](#)

ELPAC Webpage



The screenshot shows the ELPAC website homepage. At the top left is the ELPAC logo with the text "English Language Proficiency Assessments for California". At the top right is a "Contact Us" link with a telephone icon. Below the logo is a navigation bar with links: Home, About, Test Administration, Resources, Opportunities, Training, and Calendar. The main banner features a collage of images: students in a classroom, the California state flag, and a teacher working with a student. Below the banner, the heading "The ELPAC Web Site" is followed by a paragraph explaining the site's purpose. To the right, there is a blue button for "Test Operations Management System (TOMS)". Below the heading "News and Tips for the ELPAC Administration", there are three paragraphs of news, including information about the Summative Assessment window, the TOMS system opening, and the Initial Assessment timeline. To the right of the news, under "Additional Resources", is a link to "California Department of Education ELPAC Information".

ELPAC
English Language Proficiency
Assessments for California

Contact Us

Home About Test Administration Resources Opportunities Training Calendar

The ELPAC Web Site

The English Language Proficiency Assessments for California (ELPAC) Web site serves as the portal for resources that a local educational agency will need to administer the ELPAC.

Test Operations Management System (TOMS)

News and Tips for the ELPAC Administration

The Summative Assessment window is February 1–May 31, 2018.

The ELPAC Test Operations Management System (TOMS) opened for test materials ordering on Tuesday, October 17, 2017. Access the [ELPAC Ordering Instructions Quick Start Guide \(PDF\)](#) for guidance on how to place your order. Place your order before December 21, 2017, to ensure you receive test materials prior to the test administration window opening. Test administration information is available on the [ELPAC Test Administration Web page](#).

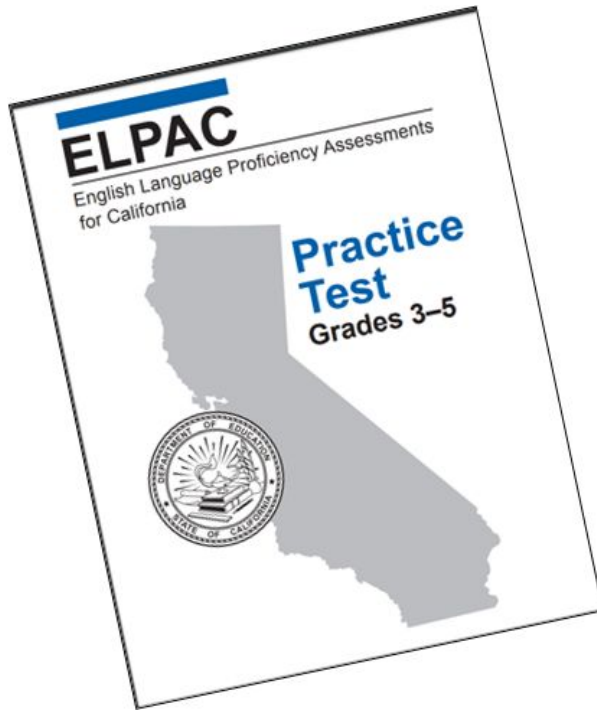
The Initial Assessment will be administered beginning July 1, 2018. Timeline information is available on the [About Web page](#).

Additional Resources

- California Department of Education [ELPAC Information](#)

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

ELPAC Practice Tests



To help teachers and students become familiar with the new test and task types.

<https://www.elpac.org/resources/practicetests>



LanguageLine®
Personal InterpreterSM



- Over - the Phone Interpreting Services
- Contact your school office for primary language support.

Contact Information

<https://www.cambriansd.org/>
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CSD English Learner Website
408-377-2103

Educational Services English Learner Program

- Linh Nguyen, Assistant Superintendent
nguyenl@cambriansd.com
- Susan Ahmann, Administrative Assistant
ahmanns@cambriansd.com
- Cindy Ponce, Teacher on Special Assignment - Fammatre School
poncec@cambriansd.com
- Chau Chieng, Teacher on Special Assignment - Farnham & Steindorf School
chiengc@cambriansd.com
- Crysti Haywood, Teacher on Special Assignment - Bagby & Sartorette School
haywoodc@cambriansd.com

Resources

- [CSD English Learners Website](#)
- [CDE English Learners](#)
- [ELD Standards](#)
- [Parents Overview of the ELD Standards](#)
- [A Parent Guide to Understand ELPAC](#) has been translated into seven languages. To access these resources, click [here](#).