

## District English Learner Advisory Committee

Linh Nguyen, Assistant Superintendent of Ed Services  
March 5, 2019  
12:30 - 2:00 pm



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### Today's Agenda

March 5, 2019  
12:30-2:00 PM  
PDC



- CSD LCAP Updates
- Needs Assessment Survey Results
- New Information
  - LCAP Changes
  - Consolidated Application - LCAP Federal Addendum
  - English Learner Master Plan
- Next Steps
  - LCAP Plan for 2019-20

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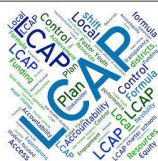
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## CSD LCAP Updates



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### Goal 1: High Student Achievement

The Cambrian School District will provide **high quality and dynamic instruction for all students** while preparing them for 21st century college and career readiness.

- 1.1 Staff will utilize and implement best instructional practices with fidelity to support all students in achieving grade level proficiency in the state standards.
- 1.2 All students will have access to state standards instructional materials.
- 1.3 Staff will utilize and implement designated and integrated ELD to support all English Learners to achieve English proficiency and access state standards.
- 1.4 All school sites will implement Tier II interventions for struggling students needing additional services to meet grade level proficiency in state standards.

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### Expected Outcomes



Improve by 5% (SBAC)	All students will improve in <b>ELA/Literacy &amp; Math</b>
Improve by 1 level (ELPAC)	All English Learner students will <b>improve 1 level</b> or more in <b>English proficiency</b>
Increase (RFEP)	Improve <b>English Learner Reclassification Rate</b>
100% (SARC)	All students have access to <b>standards-aligned instructional materials</b>
100% (SARC)	All students are taught by a <b>Highly Qualified Teacher</b>

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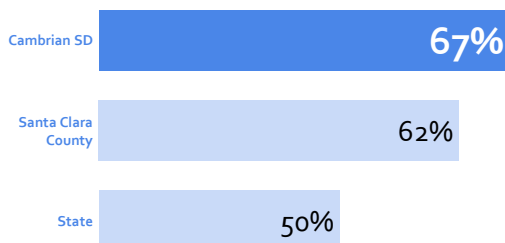
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## 67%

CSD of students met the Standard Met or Standard Exceeded in **ELA/Literacy in 2018**



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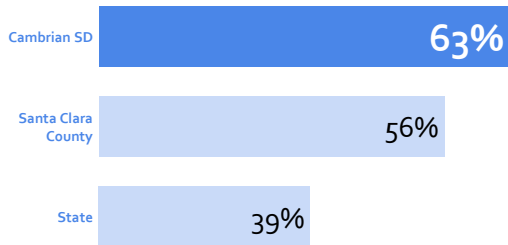
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63%

CSD of students met the Standard Met or Standard Exceeded  
in **Mathematics in 2018**



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**English Learners achieved an average Reclassification Rate of 18% in the last 4 years**

	15-16	16-17	17-18	18-19
Total English Learners (ELs)	495	462	501	449
Number of EL RFEP	85	142	64	62
*Percent of EL RFEP	17%	29%	14%	12%

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**ELD/Tier II Teachers on Special Assignment**



- Tier II Coordination and Support for Target Instruction
- New Teacher Support/Coaching
- Individualized Coaching/Support for Classroom Teachers
- Providing Professional development District-wide
- Providing Professional Development by Grade Level and Staff Meetings
- Ongoing Site Support

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Number of students receiving **additional** instructional support programs & services in **reading & math** grades K-8.

Site	Reading	Math
Bagby	40	42
Fammatre	53	19
Farnham	56	17
Sartorette	43	42
Steindorf	23	22
Price	83	97
<b>District</b>	<b>298</b>	<b>239</b>

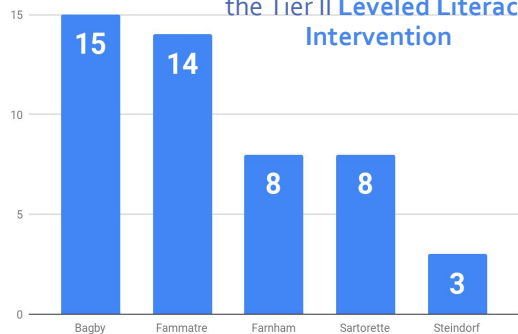
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### Leveled Literacy Intervention in Action



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**48** students have **exited** the Tier II **Leveled Literacy Intervention**



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Our investment in Imagine Language & Literacy is producing student gains, improving academic outcomes, and moving your students toward grade level success.

◆ 6 Schools  
◆ 121 Staff  
◆ 578 Students

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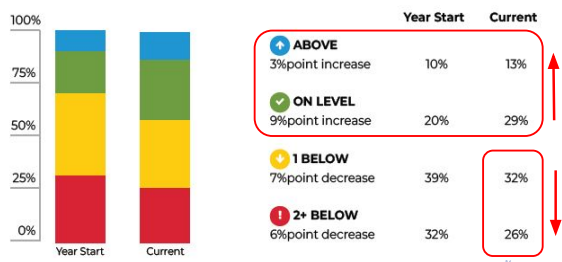
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The percentage of students working **above grade level** has **increased by 3%**, and the percentage of students working **on grade level** has **increased by 9%**.



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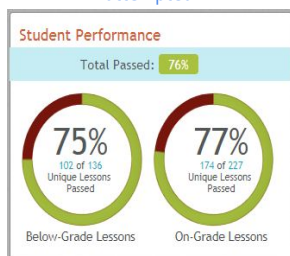
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Students are achieving a **77%** passing rate on the number of **on grade level** math lessons attempted.

- 4 sites
- 111 students in Grades 3-8
- Level 1 SBAC Math
- SDC Classes



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## What were the big ideas behind the Local Control and Accountability Plan?

- Increased flexibility in the use of state funds by replacing "categorical funds" that could only be used for specific purposes with Local Control Funding Formula funds.
- Required districts to write a three year plan that shows how funds will be used to improve student achievement.
- Requires districts to align the use of resources (\$\$) with student needs.

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Mark or "check" for "Yes or three Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address those areas with the greatest need for improvement?

**Greatest Needs**

[Add text here]

Referring to the LCFF Evaluation Rubric, identify any state indicator for which performance for any student group was low or more performance levels below the "at student" performance. What steps is the LEA planning to take to address those performance gaps?

**Performance Gaps**

[Add text here]

If not previously addressed, identify the two to three most significant ways that the LEA will improve services for low-income students, English learners, and foster youth.

**Increased or Improved services**

[Add text here]

**Budget Summary**

Complete the table below. LEAs may include additional information or more detail, including:

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ [Add amount here]
Total Funds Budgeted for Planned Actions/Services	\$ [Add amount here]
Meet the Goals in the LCAP for LCAP Year	\$ [Add amount here]

The LCAP is intended to be a comprehensive planning tool but may not show all General Fund Budget Expenditures. Identify the portion of the General Fund Budget Expenditures spent that aligns for the LCAP and not elsewhere in the LCAP.

[Add text here]

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ [Add amount here]

**Budget Summary**

### Budget Overview for Parents

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) Name	Example Unified School District
CSDE Code	0000000000000000
LEA contact information:	LCAP Contact: (555) 555-5555, LCAPContact@example.edu
Current LCAP Year:	2018-19
Previous LCAP Year:	2017-18

One revenue for the science teacher at Sartorette has not been

DESCRIPTION	AMOUNT
Salaries	\$ 107,962,400
Concentration grants	\$ 6,534,400
Other grants	\$ 9,420,400
All other funds	\$ 6,728,800
Total General Fund Revenue	\$ 130,766,000
Total Projected Revenue	\$ 134,578,000

**Total Budgeted Expenditures for the 2018-19 LCAP Year**

DESCRIPTION	AMOUNT
Total Budgeted General Fund Expenditures	\$ 114,000,000
Total Budgeted Expenditures in LCAP	\$ 99,450,000
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 8,472,010
Expenditures not in the LCAP	\$ 65,000,000

**Expenditures for High Needs Students in the 2018-19 LCAP Year**

DESCRIPTION	AMOUNT
Total Budgeted Expenditures for high needs students in the LCAP	\$ 8,472,010
Estimated Actual Expenditures for high needs students in LCAP	\$ 9,754,500

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## Every Student Success Act (ESSA) Requirements

### COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) PROMPTS IN THE LCAP

The ESSA requires that the State Educational Agency (SEA) approve **school plans** for schools identified for CSI.

To address this requirement the CDE proposed to add **three CSI Summary prompts** to the Plan Summary section of the LCAP template.

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## LCAP Federal Addendum



Consolidated  
Application &  
Reporting  
System

- Consolidated Application
- Must be approved by the local governing board.
- Submitted to the CDE via by July 1, 2019.
- CDE will review to ensure that responses address ESSA requirements.
- [CSD LCAP Federal Addendum](#)

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**LCAP**  
Local Control Accountability Plan

take the parent survey!

YOUR  
OPINION  
MATTERS

Survey	When	Who
LCAP	Feb 13 - Mar 8	Parents/Community/ Staff (optional)
School Climate and BrightBytes	Mar 11 - 31	Students
Teacher PL & Staff BrightBytes Survey	Feb 27 - Mar 15	Staff
<a href="#">EL Needs Assessment</a>	Feb 4 - Feb 28	EL Parents
Communication	TBD	Parents/All Staff <sup>®</sup>

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## English Learner Master Plan



### ELL Master Plan Development Process Phases and Timeline



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## Discussion Questions

In groups, answer the following questions.

1. Based on what has been implemented to date, how have your students benefited from CSD's LCAP actions and services?
2. How does the professional development provided this year support academic progress for students? For English Learners?
3. As we plan for 2018-19, what should we continue, add or revise in respect to the LCAP?
4. What other comments for suggestions do you have?

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## 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 Draft LCAP & Stakeholders Review Comment	April - May 2019
Public Hearing at Board Meeting	June 6, 2019
Final Adoption of LCAP & Budget at Board Meeting	June 20, 2019
Submit Adopted LCAP Budget to County Office	June 30, 2019

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## Overall Stakeholders Engagement



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

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## Questions/Comments?

Thank you!

Next DELAC Meeting

Monday, April 15, 2019 from 12:30-2pm

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## Resources & Support

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## ELPAC Webpage

**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.

**News and Tips for the ELPAC Administration**

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 (P23) for guidance on how to place your order. Place your order before December 17, 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 (CDE), Information

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

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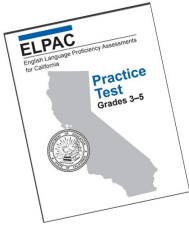
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## ELPAC Practice Tests



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

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

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**LanguageLine®**  
**Personal Interpreter<sup>SM</sup>**



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

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## Contact Information

[https://www.cambriansd.org/  
Page/113](https://www.cambriansd.org/Page/113)

**CSD English Learner Website**  
**408-377-2103**

### Educational Services

#### English Learner Program

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

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## Resources

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

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