



English Learners

Local Control Accountability Plan Goal 2

Cambrian School District
Board Presentation
March 17, 2016

Annual Goals

- Provide English language development instruction
- Provide access to core curriculum
- Provide high quality differentiated instruction
- Provide support to ensure EL students reach proficiency on content and academic assessments

Number of English Learners by Grade Level Comparison from 2011 to 2015

	K	1	2	3	4	5	6	7	8	Total
2011	110	96	70	87	39	35	27	21	28	513
2012	101	88	95	75	47	30	27	13	14	490
2013	101	92	80	96	50	45	20	53	16	553
2014	122	75	86	85	44	43	39	23	21	538
2015	118	81	73	80	60	36	44	31	27	550

- Our ELs student population have been steady over the last years
- This represents approximately 16.5% of total student enrollment

English Learners by Language Groups 2014-15

Language	Number of Students	Language	Number of Students
Spanish	246	Arabic	5
Vietnamese	47	French	4
Mandarin	26	Armenian	4
Russian	26	Burmese	5
Japanese	26	Urdu	4
Cantonese	12	Italian	2
Korean	15	Telugu	3
Filipino	12	Tamil	2
Farsi	11	Assyrian	2
Portuguese	4	Tigrinya	2
German	8	Turkish	1
Serbo-Croatian	6	Thai	1
Hindi	2	Ilocano	1
Punjabi	3	Other (15 Additional)	30

English Learner Identification Process

- Home Language Survey
- California English Language Development Test (CELDT) given within 30 day window
- CELDT result is used to identify student
 - Initial Fluent English Proficient
 - English Learners
 - Annual
- Primary Language Assessment (within 90 days)

California English Language Development Test (CELDT)

- An English exam with three purposes:
 - Identify English learners
 - Determine English proficiency levels
 - Assess progress
- Differentiated grade spans:
 - TK-1, 2, 3-5, 6-8, 9-12
- Four domains:
 - Listening, Speaking, Reading and Writing
- Performance Levels:
 - Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced
- Currently aligned to the 1999 English Language Development (ELD) standards

Annual CELDT Goals

- Advance at least one CELDT level each academic year
- Increase the number of ELs for Reclassification
- Decrease number of Long Term ELs
- Continuous progress in ELA & Math proficiency

Instructional Program Models for English Learners

- Using the native language for instruction
- Using the native language for support
- Using English Language Development (ELD)
- Specially Designed Academic Instruction in English (SDAIE)/Sheltered English Instruction

Placement: Structured English Immersion (SEI)

CELDT results of Beginning, Early Intermediate and Intermediate indicate less than reasonably fluent

- Instruction is with an appropriately credentialed teacher
- Instruction is mainly in English
- English language development (ELD) and Sheltered Instruction
- At least 30 minutes of ELD in addition to core subjects

Placement: English Language Mainstream

CELDT results of Early Advanced or Advanced indicate reasonable fluency for Mainstream Classroom Instruction:

- Instruction is in English
- Specially Designed Academic Instruction (SDAIE) are provided by the classroom teacher as needed
- Small group ELD may still be provided

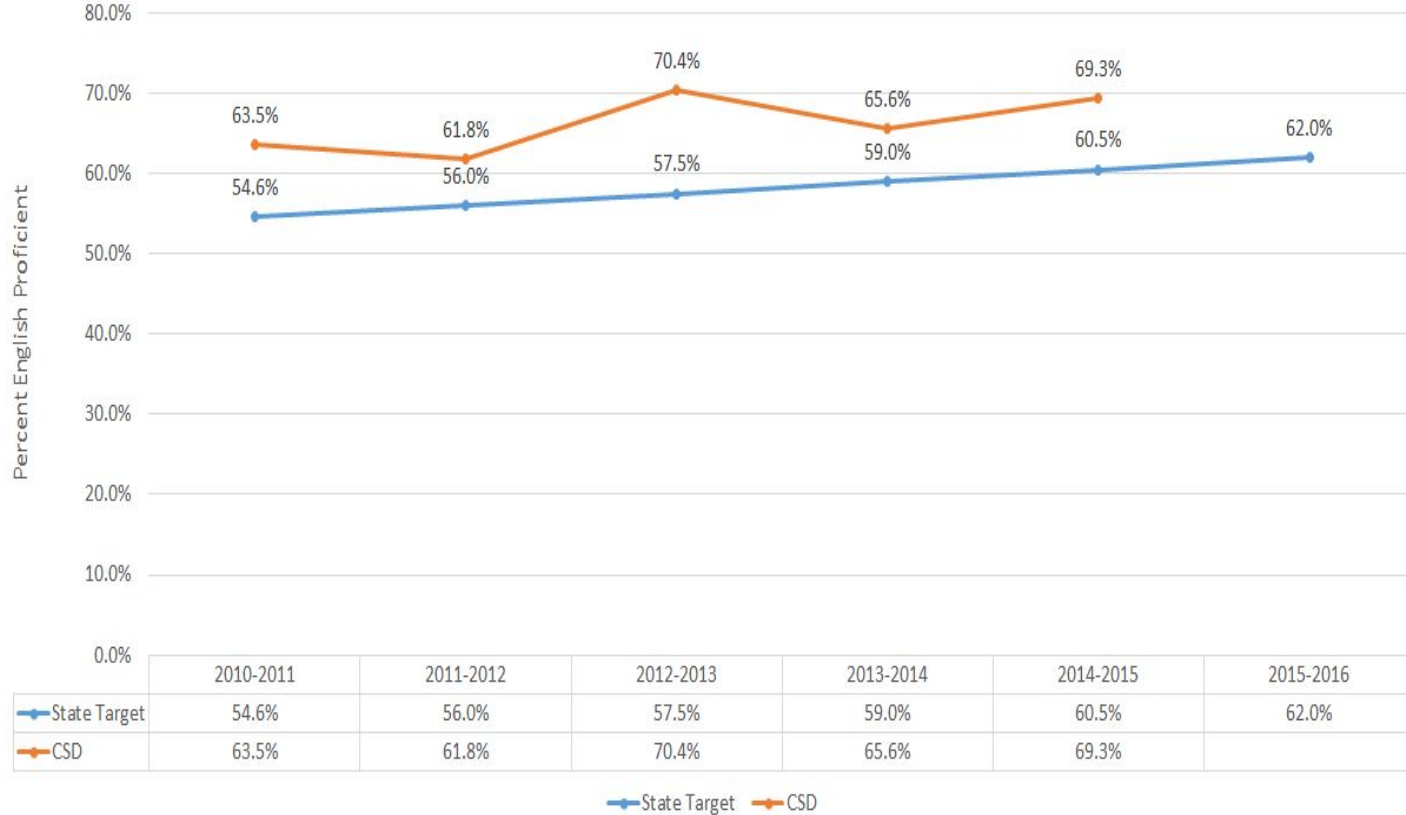
Placement: Alternative Program

Placement is designed by parent request and students must have an approved waiver

- Language Immersion Programs
- Dual Language Immersion Programs
- Teachers must have a bilingual credential
- English Learners receive English Language Development
- CSD currently **do not** have an alternative program placement

Annual Measurable Achievement Objective (AMAO) 1

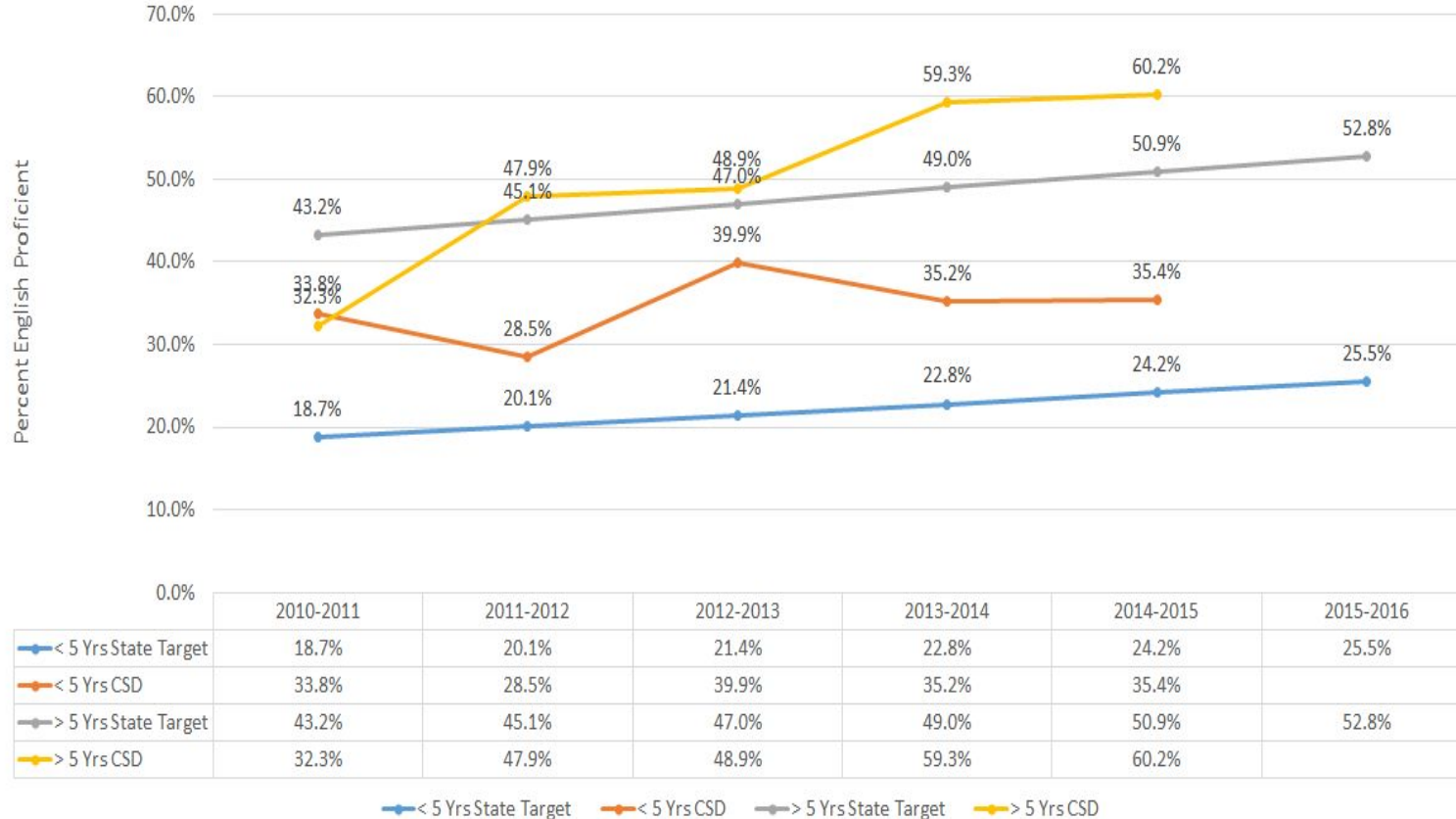
Percentage of ELs Making Annual Progress in Learning English on CELDT



*** Met and exceeded
AMAO 1 over the last
5 years.**

Annual Measurable Achievement Objective (AMAO) 2

Percentage of ELs Attaining English Proficient Level on CELDT



*** Met AMAO 2 over the last 4 years.**


CSD Interim Criteria for Reclassification

- CELDT: Early Advanced & Advanced
- Parent Opinion and Consultation
- Teacher Evaluation
 - ELA/Literacy
 - Student Oral Language Observation Matrix (SOLOM)
 - Informal observations, including student performance in science, math & social studies
- Basic Skills:
 - District assessments at grade level in reading & writing
- Other District Measures


CSD Potential ELs to be RFEP for 2015-2016 Proficient on CELDT

	K	1	2	3	4	5	6	7	8	Potential RFEPs	Total ELs
Bagby	5	13	10	5	4	8	-	-	-	45	97
Fammatre	6	9	6	9	9	3	-	-	-	42	105
Farnham	3	14	8	12	6	12	-	-	-	54	117
Sartorette	3	13	11	9	15	4	-	-	-	55	100
Price	-	-	-	-	-	-	11	25	19	55	83
Total	17	49	35	35	34	27	11	25	19	251	502

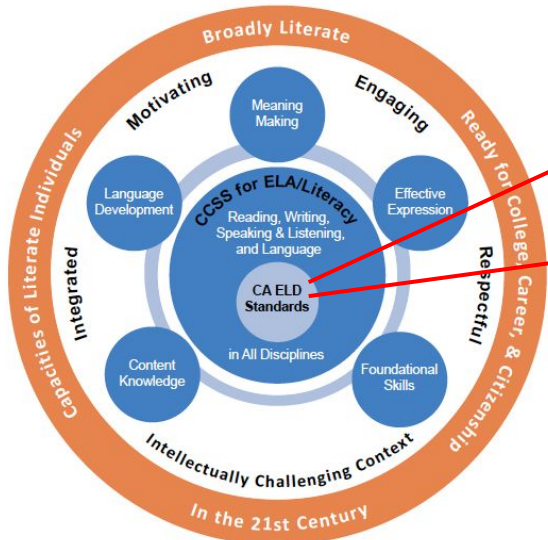
Smarter Balanced Assessment Results 2014-15 English Language Arts/Literacy

2015 ELA/Literacy Overall	Percent Standards Met & Exceeded						
CSD	3	4	5	6	7	8	All
All Students	58%	60%	66%	67%	66%	66%	64%
Fluent-English Prof & English Only	62%	68%	70%	71%	71%	69%	69%
 Reclassified-Fluent English Prof	-	94%	83%	72%	75%	73%	80%
English Learner	44%	11%	27%	36%	16%	17%	29%

Smarter Balanced Assessment Results 2014-15 Mathematics

2015 Mathematics Overall	Percent Standards Met & Exceeded						
CSD	3	4	5	6	7	8	All
All Students	57%	49%	52%	49%	49%	53%	53%
Fluent-English Prof & English Only	58%	55%	57%	53%	51%	56%	55%
 Reclassified-Fluent English Prof	-	80%	70%	70%	61%	53%	66%
English Learner	54%	13%	12%	26%	17%	9%	27%

The CA ELD Standards
Standards
AMPLIFY
the CA CCSS for
ELA/Literacy.



CA ELD Standards

Using English Purposefully:

Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

Meaningful Interaction:

- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

Knowledge of Language:

- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

The Why: Purposes

The How: Processes

The What: Resources

New Standards Implications

- Provides opportunities to **re-conceptualize** what literacy and language development means for English learners
- Affirms that English learners are capable of engaging in **complex** thinking, reading, writing and comprehension
- Integrated and designated **working in tandem**, not separate
- A **thoughtful formula** for professional development for staff is critical

Professional Development

- Provide a **firm grounding** in the ELA/ELD Framework
- **Hands-on approach** that allows teachers to learn new instructional strategies by experiencing them with **support through modeling and coaching**
- **Collaboration time** that allows for fostering relationships between colleagues so they feel safe, allowing them to take risks and learn from each other
- **Set the expectation** that teachers will apply the strategy presented and reflect on their experiences so that learning goes deeper
- Focus on the results of instruction by **looking at student work**

DELAC Parent Input on LCAP 8 Priorities

January 22, 2016

- Bilingual parent liaisons to develop links between the community and the school.
- Parenting classes-more options
- Parent volunteer for students show speak another language
- Parent Education on multiple subject matters
- Report card in multiple languages
- After school classes
- Cultural awareness classes for the staff
- More emphasis about no bullying
- What is Special Education?
- Scholarships
- Health fair
- Access to technology
- Guest speakers to share personal experiences
- Promote cultural and language diversity to promote self-esteem and celebration

Next Steps

- Simultaneously implement Common Core and ELD Standards:
 - Provide training and support to all educational staff in the ELD standards and how they align to the CCSS for ELA/Literacy
 - Provide opportunities for staff to refine their understanding of **integrated and designated ELD**
 - Implement CCSS ELA & ELD aligned resources
 - Establish a PD plan that includes **follow-up, peer observation, and collaboration**
- Provide ongoing support
 - EL coordination
 - **Coaching**
 - Ongoing training

Next Steps

- Sustain and enhance the GLAD model
 - GLADIators - Trainers of GLAD
- Increase opportunities for English learner students to accelerate their learning:
 - Daily explicit ELD instruction
 - Tier II Interventions after school and during summer school
 - Increase parent and community participation and outreach
- Other opportunities to promote understanding the importance of literacy in other languages:
 - Seal of Biliteracy, Dual Language Programs, Multicultural events

Questions

Resources:

- [CDE English Learners](#)
- [ELD Standards](#)
- [Cambrian SD Title III Plan](#)
- [CSD English Learner Program Flowchart](#)