

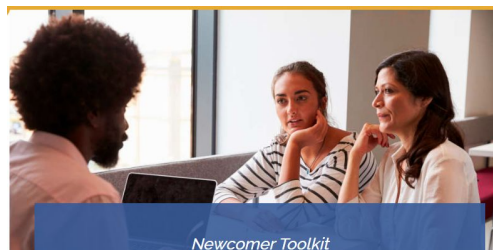
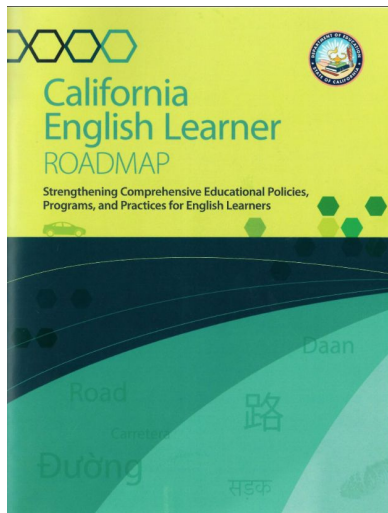


2024 Title III Report of Progress

Presentation to Board of Trustees
October 17, 2024

Dr. Julie Kane

Director, Special Projects



Report Preview

- **Programs & activities conducted with Title III funds**
- **Students making progress toward attaining English language proficiency**
- **% of Students attaining English Language Proficiency**
- **EL students reclassified**
- **Reclassified students (RFEPs) meeting state grade-level content standards**
- **Number and percentage of LTEL students**
- **Effectiveness of Title III-funded services and programs**
- **Next steps for program improvement**

Programs & activities conducted with Title III funds

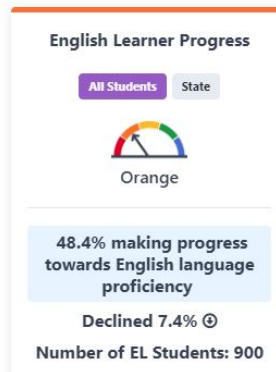
- **Professional development** for ELIRTs on student-centered coaching of teachers
- **Additional hours** for ELIRTs to:
- **Support teachers** with making data-based decisions regarding instruction for English Learners in designated and integrated ELD
- **Support newcomer students**
- **Supplemental materials** to support students learning English and provide interventions as necessary
- **Interpretation and translation training** for school site staff to supplement and improve communication with Spanish speaking parents
- **Workshops and conferences** for parents to learn how to support their multilingual children

Students making progress toward attaining English language proficiency Summative ELPAC

English Learner Progress Indicator

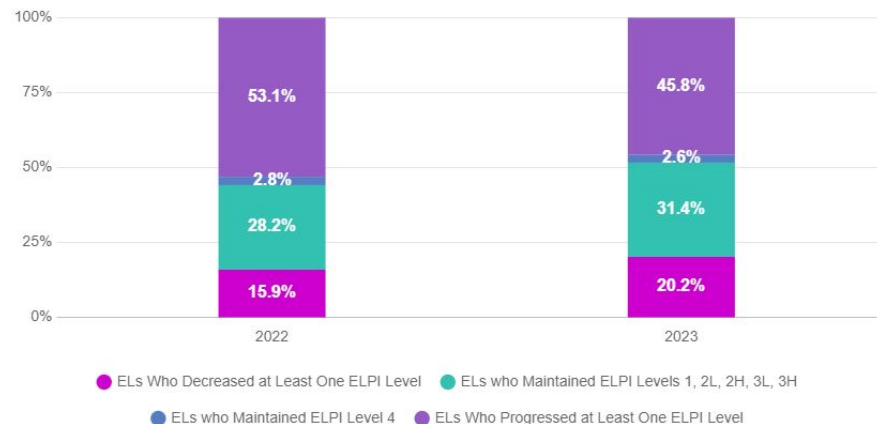
All English Learner Students

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



Student English Language Acquisition Results Summative ELPAC

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.

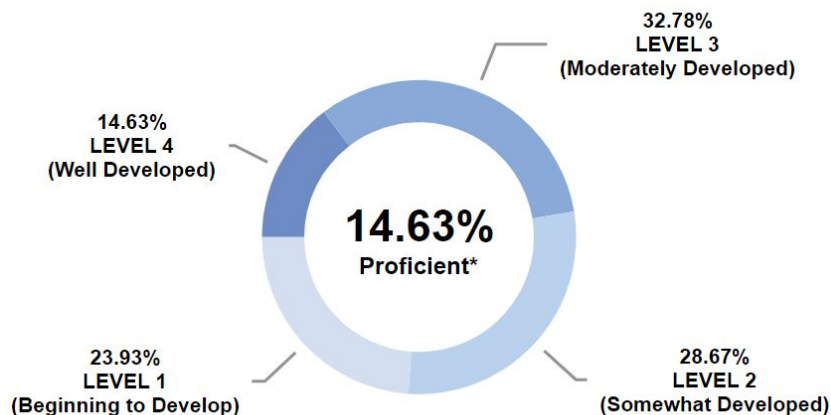


Students making progress toward attaining English language proficiency Alternate Summative ELPAC

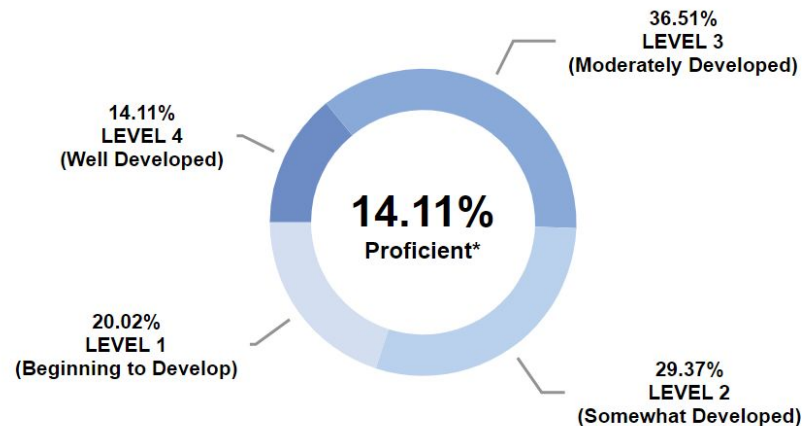
- 43% grew by one level
- 31% scored a level 3

% of Students attaining English Language Proficiency on Summative ELPAC

California

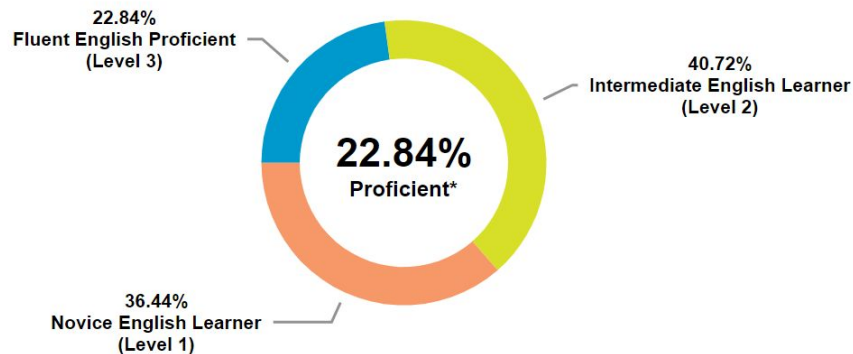


LESD

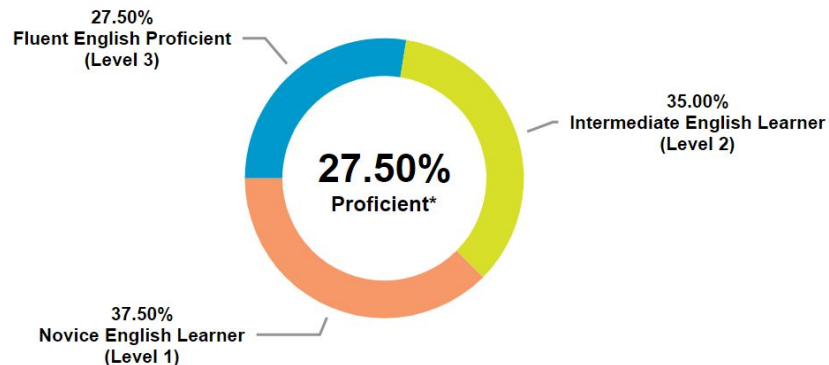


% of students attaining English Language Proficiency on Alternate Summative ELPAC

California



LESD



EL students reclassified in 2023-24

School	# EL students	# EL students reclassified overall	% reclassified overall
Mitchell	169	31	18%
FDR	155	12	8%
Addams	104	30	29%
Smith	110	27	25%
Twain	164	27	16%
Rogers	104	33	32%
Anderson	222	36	16%
Green	225	26	12%

LESD Total	1073	222	21%
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Reclassified students (RFEPs) meeting state grade-level content standards

ELA

RFEPs: 61%

All Students: 49%

Math

RFEPs: 41%

All Students: 36%

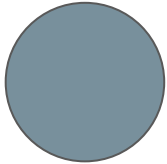
Number and percentage of LTEL students

# of English Learners	1,073
# of Long Term English Learners	49
% of Long Term English Learners	4.6%

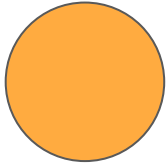
Effectiveness of Title III-funded services and programs



High rate of reclassification of students (21%)



High academic achievement for reclassified students

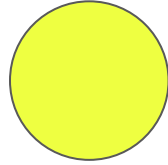


**High % of students attaining English proficiency on Alternate
ELPAC**

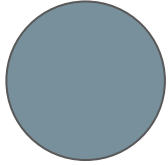
Next steps for program improvement



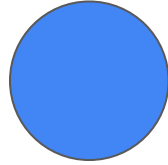
Set **clear goals** for achievement



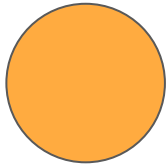
Adopt **new ELD curriculum** for MS



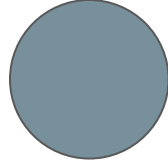
Accelerate language acquisition through professional development and **coaching** for student centered instructional planning



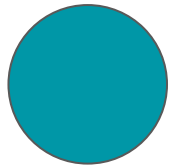
Update **Master Plan for English Learners**



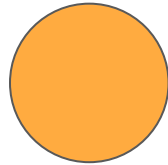
Progress monitor more strategically



Fine tune **foundational literacy and math expectations** for each grade level in **Dual Immersion program** as part of Mitchell expansion



Engage **parents and families in partnering with teachers** to support language acquisition



Continue to expand **services for Newcomer students** and teacher capacity to provide them through application of learnings from Summer Newcomer Academy

Set Clear Goals for Achievement

Goal 1: Increase Academic Achievement

Ensure all students learn through access to high quality actions and services that increase academic achievement and civic, career, and college readiness.

All students will continue to increase proficiency in language arts, mathematics, **English language development**, and science as demonstrated by state and local assessments.

- 80% of English Learners will meet the reclassification criterion of a **score of 4 on the summative ELPAC** by the end of **5th grade**.
- 80% of English learners will grow by a **minimum of 30 scale score points** on the summative ELPAC (currently 48% of ELs districtwide).
- 80% of English learners will grow by a **minimum of 50 scale score points** on the summative ELPAC (currently 24% of ELs districtwide). *This percentage is reported on the LCAP.*

Set Clear Goals for Achievement

Goal 2: Ensure Access and Equity

All students will continue to increase proficiency in **language arts, mathematics, science, and English language proficiency** as demonstrated by state assessments and **reclassification** numbers. Data will be disaggregated to monitor progress for our **English Learners, Low Income Pupils, Homeless, Foster, African American, Reclassified Pupils** and a subset of Students with Disabilities.

- 80% of English Learners will meet the **academic criterion for reclassification** as fluent English proficient (RFEP) by the end of 5th grade.
- 80% of English Learners will **increase by a minimum of 10 percentage points** in language arts and math as measured by iReady in K-8 and CAASPP in 3rd - 8th grade.
 - Growth for English Learners **has to be accelerated in order to close the achievement gap**, so their goal should be higher than the “all students” category (5 percentage points).

Accelerate language acquisition

Professional Development

How We Can Use ELPAC data to Set Goals to accelerate English language acquisition for our students



Important Words to Know			Important Words to Know		
Word	Examples		Word	Examples	
blabber (bləˈbɜːr)			grassland (ˈɡrɑːslænd)		
fragile (ˈfræɡəl)			habitat (ˈhæbɪtət)		
buddle (ˈbʊdl̩)			rain forest (ˈreɪn ˈfɒrɪst)		
snort (snɔːt)			marsh (mɑːʃ)		

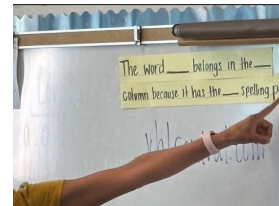
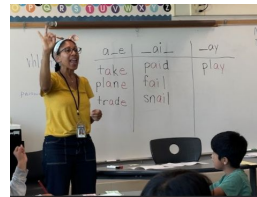
Coaching

Practice Makes Perfect:
Coaching to Help us improve
Designated ELD instruction

What high leverage
skills do your
English Learners
need to accelerate
their growth in
English proficiency?



Vocabulary
development



Strategic Progress Monitoring

Use Benchmark Express Interim Assessments (elementary) and ELPAC Interim Assessments (middle school) 3x/year to monitor progress in chosen domain based on student needs.

Domains

- Reading
- Writing
- Listening
- Speaking



Grade 4 Interim 1
Writing Assessment



**English Language Proficiency
Assessments for California Interim
Assessment Blueprints**

January 18, 2023

Engage parents and families

DELAC has been renamed as Community of Multilingual Families



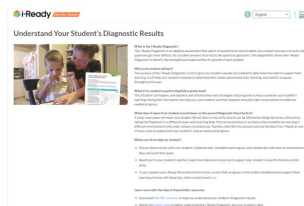
Understanding the ELPAC

English Language Proficiency Assessments for California (ELPAC)

Initial ELPAC

- A Parent Guide to Understanding the Initial English Language Proficiency Assessments for California (PDF)
- والديكم هل تعلم ماذا هي الاختبارات الأولى لطلائع اللغة الإنجليزية (Initial ELPAC) (Arabic) (PDF)
- والدكم ыннэсэ хэлний урьдчилсан үнэлгээний туршилтаар (Initial ELPAC) (Korean) (PDF)
- Родители, как вы можете, узнайте о первом тестировании на знание английского языка (Initial ELPAC) (Russian) (PDF)
- 家長們請瞭解 加州英語能力評估測試 (Initial ELPAC) (Simplified Chinese) (PDF)
- Una Guía de Comprensión Para Padres Evaluaciones Sumativas (Spanish) (PDF)
- Isang Gabay ng Magulang sa Pag-Unawa Ang Mas Mahusapang Pangalahatang Assessment (Tagalog) (PDF)
- Hướng Dẫn Cho Cha Mẹ Hiểu Về Bài Đánh Giá Tổng Kết Smarter, Balanced (Vietnamese) (PDF)

Resources to help you understand iReady results



<https://s.readycentral.com/familycenter/understand-your-students-i-ready-diagnostic/>

- Family Communication/Spanish
 - Family Communication/Mandarin
 - Family Communication/Vietnamese
 - Family Communication/Arabic
- For Families Accessing the Report
 - Access to the For Families report on the student dashboard requires a two-step authentication:
 - The student's iReady Connect username and password (our students log in through [Classlink](#))
 - The districtwide report code **3RZCBP**

Understanding CAASPP (SBAC ELA and Math)

Starting Smarter

Understand Your Child's Student Score Report

What is the CAASPP?

Smarter Balanced Summative Assessments

- A Parent Guide to Understanding the Smarter Balanced Summative Assessment (PDF)
- إلي أبويكم التقييمات التجميعية الشاملة (Smarter Balanced) (Arabic) (PDF)
- والدكم ыннэсэ суммативийн туршилтаар (Smarter Balanced) (Korean) (PDF)
- по итоговому академическому тестированию (Smarter Balanced) (Russian) (PDF)
- 家長理解指南: 智慧平衡評估 (Smarter Balanced) (Simplified Chinese) (PDF)
- Una Guía de Comprensión Para Padres Evaluaciones Sumativas (Spanish) (PDF)
- Isang Gabay ng Magulang sa Pag-Unawa Ang Mas Mahusapang Pangalahatang Assessment (Tagalog) (PDF)
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How are our multilingual students with IEPs supported in learning English and progressing towards reclassification?

¿Cómo se apoya a nuestros estudiantes multilingües con IEP para que aprendan inglés y progresen hacia la reclasificación?

A word cloud featuring the phrase "thank you" in various languages and scripts. The central text "thank you" is the largest and most prominent. Surrounding it are numerous other expressions of gratitude, including:

- danke** (German)
- 謝謝** (Chinese)
- ngiyabonga** (Xhosa)
- شكراً جزيلاً** (Arabic)
- tesekkür ederim** (Turkish)
- спасибо** (Russian)
- Баярлалаа** (Mongolian)
- faafetai lava** (Tongan)
- merci** (French)
- kiitos** (Finnish)
- dankie** (Afrikaans)
- dhanyavad** (Gujarati)
- mauriuru** (Māori)
- köszönöm** (Hungarian)
- hvala** (Norwegian)
- gracie** (Polish)
- bayarlalaa** (Mongolian)
- bedankt** (Dutch)
- enkosi** (Zulu)
- dziękuję** (Polish)
- sobodi** (Tswana)
- dekuji** (Swahili)
- obrigado** (Portuguese)
- mesii** (Hawaiian)
- didi madloba** (Tswana)
- kam sah hamnida** (Kurdish)
- rahmat** (Arabic)
- তোমাকে ধন্যবাদ** (Bengali)
- sagolun** (Tswana)
- chnorakaloutioun** (Armenian)
- gratias ago** (Latin)
- gracies** (Catalan)
- sulpay** (Tibetan)
- sukriya** (Urdu)
- najis tuke** (Kurdish)
- terima kasih** (Indonesian)
- 감사합니다** (Korean)
- xiexie** (Mandarin)
- euχαριστώ** (Greek)
- akun** (Yoruba)
- dankon** (Swahili)
- aciù** (Corsican)
- dank je** (Dutch)
- misotra** (Malagasy)
- matondo** (Tswana)
- paldies** (Latvian)
- grazzi** (Italian)
- malalo** (Hawaiian)
- tapadh leat** (Irish)
- hvala** (Slovak)
- asante** (Swahili)
- manana** (Hawaiian)
- obrigada** (Portuguese)
- murakoze** (Tswana)
- tenki** (Japanese)
- chukrame** (Tswana)
- mamnun** (Arabic)
- trugarez** (Breton)
- merci** (French)
- merce** (Catalan)
- shukriya** (Urdu)
- dhanyavadagalu** (Kannada)
- diolch** (Welsh)
- arigatō** (Japanese)
- takk** (Tamil)
- dakujem** (Slovak)
- go raibh maith agat** (Irish)
- tau** (Tibetan)
- djere dieuf** (Dutch)
- дякую** (Ukrainian)
- mochchakkeram** (Tamil)