LAWNDALE
Elementary School District

Accelerating Progress for English Learner/Multilingual/Emerging Bilingual students

Presentation to Board of Trustees
October 16, 2025

Dr. Julie Kane
Director, Special Projects

Programs & activities conducted with Title III funds

Professional development for ELIRTs

- Student-centered coaching of teachers

ELIRTs coaching and supporting teachers

- Making data-based decisions regarding instruction for English Learners in designated and integrated ELD

Support for newcomer students and LTELs

- Before and after school support groups, reading intervention, social-emotional support, parent workshops

Workshops and conferences

- CABE, LACOE, Vietnamese American Experiences Model Curriculum (VAEMC) Conference

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Making Progress Towards English Language Proficiency

ELPAC scale score growth by site

2025	Kinder	1st	2nd	3rd	4th	5th
Green	73	24	42	26	54	41
Smith	109	49	39	24	37	36
Mitchell	55	40	66	59	38	65
Anderson	85	48	62	42	36	27
Roosevelt	55	35	43	30	43	45
Twain	59	31	27	30	33	48
District Ave.	73	38	47	35	40	44

2025	6th	7th	8th
Addams	56	56	68
Rogers	29	29	46
District Ave.	42.5	42.5	57

What does it take to achieve a 4 on the ELPAC?

Summative ELPAC Overall Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1373	1374–1421	1422–1473	1474–1700
1	1150–1410	1411–1454	1455–1506	1507–1700
2	1150–1423	1424–1470	1471–1531	1532–1700
3	1150–1447	1448–1487	1488–1534	1535–1800
4	1150–1458	1459–1498	1499–1548	1549–1800
5	1150–1466	1467–1513	1514–1559	1560–1800
6	1150–1474	1475–1516	1517–1566	1567–1900
7	1150–1480	1481–1526	1527–1575	1576–1900
8	1150–1485	1486–1533	1534–1589	1590–1900

1560 (minimum score for Level 4 in 5th grade)
- 1424 (average kinder score)
136 (Distance to Level 4)

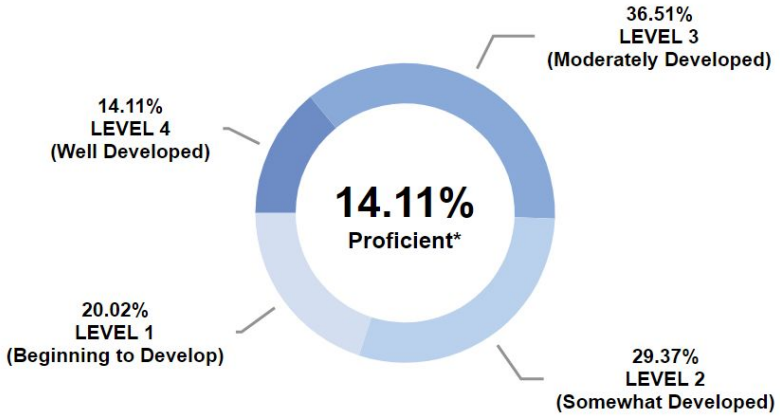
136/5 years = **27.2** points growth needed each year to meet the required ELPAC score of 4 for reclassification in 5th grade.

1590 (minimum score for level 4 in 8th grade)
-1150 (level 1 score)
440 (Distance to level 4)

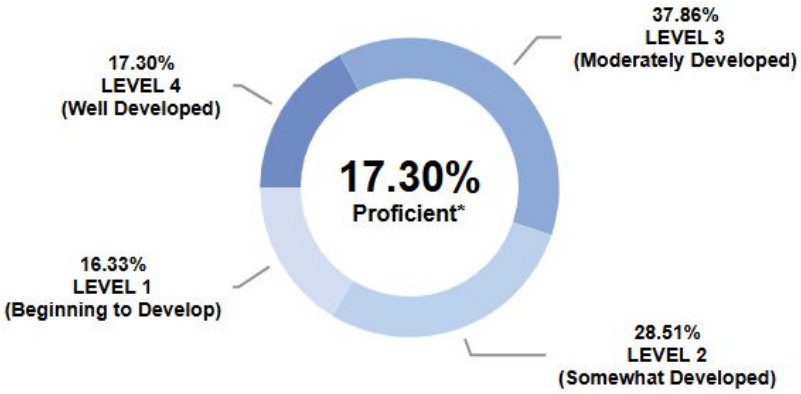
440/5 years = **88** point growth needed each year to meet the required ELPAC score of 4 for reclassification by the end of 8th grade.

Percentage of Students Attaining English Language Proficiency (Summative ELPAC)

2023-24

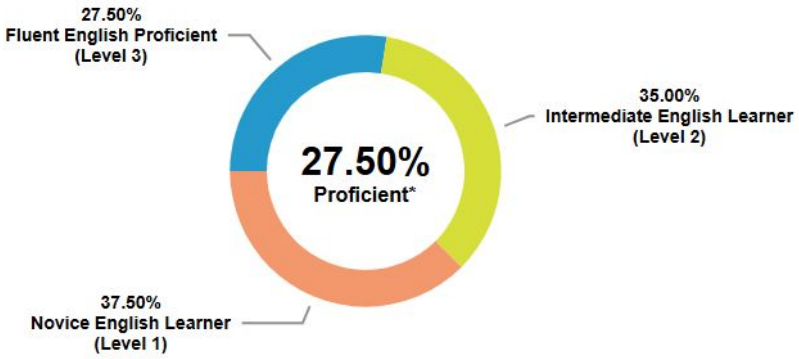


2024-25

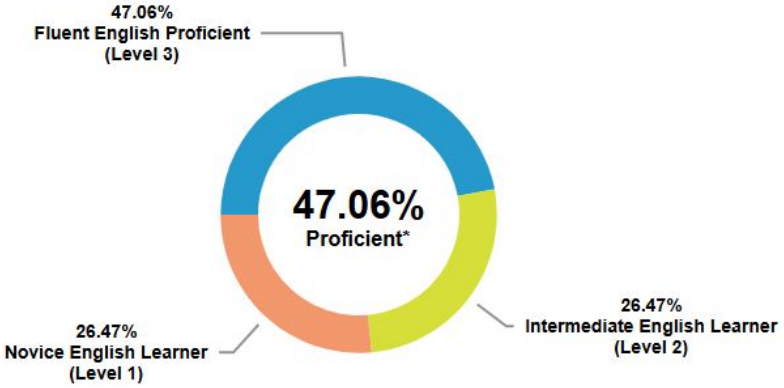


Percentage of Students Attaining English Language Proficiency (Alternate Summative ELPAC)

2023-24



2024-25



	# ELs	# Reclass	Reclass %
Mitchell	152	34	22%
Roosevelt	143	19	13%
Addams	109	45	41%
Smith	103	7	7%
Twain	157	23	15%
Rogers	108	30	28%
Anderson	204	32	16%
Green	197	32	16%
District	1175	222	19%

2024-25 Reclassification Rate

Reclassified students (RFEPs) meeting state grade-level content standards in English Language Arts

	21-22 Percent Proficient	22-23 Percent Proficient	23-24 Percent Proficient	24-25 Percent Proficient
All Students	**31%**	**33%**	**36%**	**38%**
English Learner (EL)	12%	9%	14%	14%
English Only (EO)	30%	34%	37%	40%
Initial FEP (IFEP)	58%	57%	54%	57%
Reclassified (RFEP)	41%	38%	41%	45%
LTEL			0%	0%

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Reclassified students (RFEPs) meeting state grade-level content standards in Math

All Students	48%	48%	49%	50%
English Only (EO)	50%	50%	50%	52%
Initial FEP (IFEP)	72%	69%	70%	74%
Reclassified (RFEP)	64%	59%	61%	64%
English Learner (EL)	14%	9%	14%	10%
LTEL			11%	25%

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Number and percentage of LTEL students

	2023-24	2024-25
# of English Learners	1,255	1,193
# of Long Term English Learners (6+ years)	61	83
% of Long Term English Learners	3.0%	3.8%
# At-Risk (4-5 years)	169	113
% of At-Risk (4-5 years)	7.3%	5.1%

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Effectiveness of Title III-funded services and programs

- High rate of growth on ELPAC between 2023-24 and 2024-25
- Increased academic achievement for reclassified students
- High % of students attaining English proficiency on Alternate ELPAC

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Next steps for program improvement

Principals assign ELIRTs to coach specific teachers/grade levels **based on data** to accelerate language acquisition

Dr. Kane conducts regular **coaching walkthroughs with ELIRT**s

Teachers progress monitor ELD with **ELPAC interim assessments**

Teacher leaders will train parent volunteers to listen to students read and record **fluency** scores for K-2, 6th-8th grade LTELs

MS teachers will Implement **newly adopted ELD curriculum** with fidelity

3rd grade dual immersion teachers will Implement newly developed **transversal English/Spanish foundational literacy** lessons

Dr. Kane will consult regularly with **principals** re: EL supports written into the **SPSA** and monitoring progress towards growth goals

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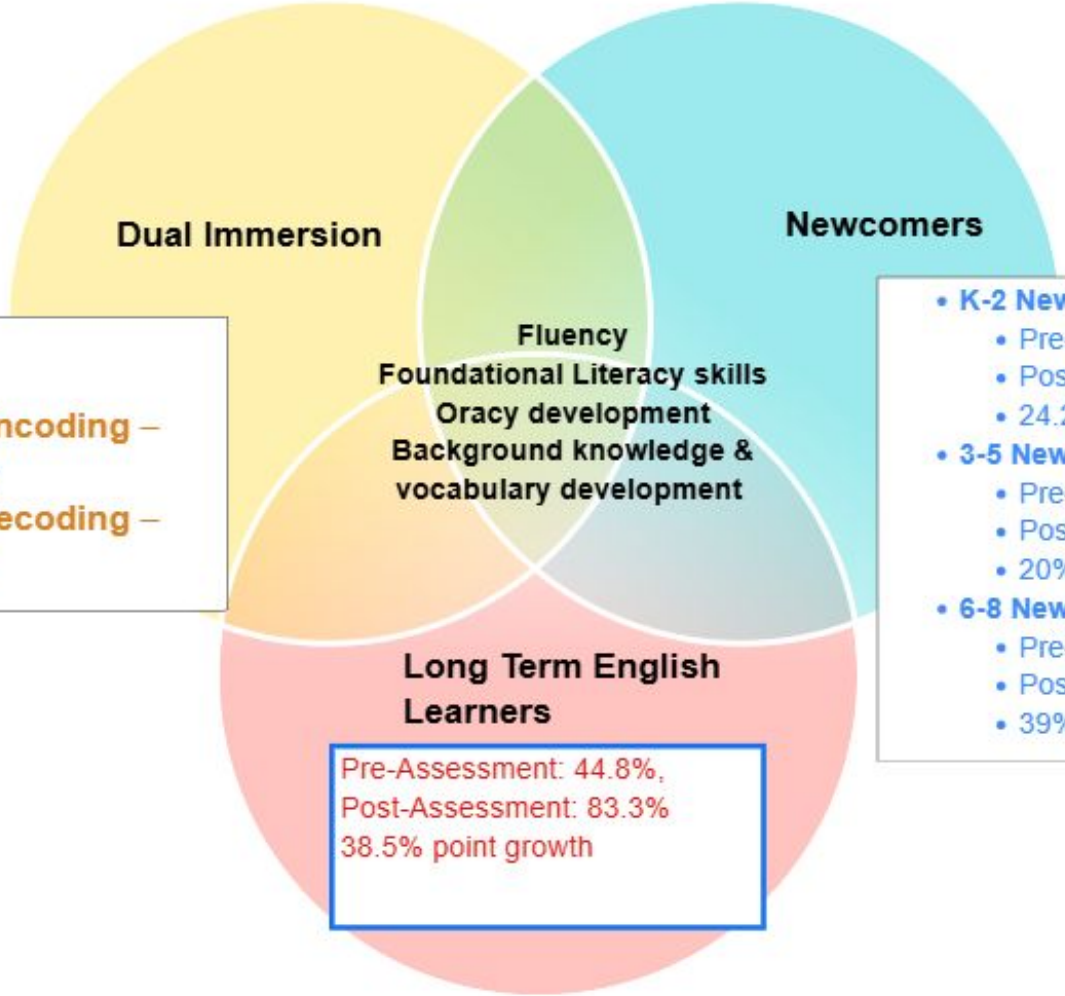
Next Steps based on Learnings from Summer Language Academy

Accelerating EL/Multilingual Learners' progress **AND** teacher efficacy
In this model, **everyone** learns!

Newcomer, Long Term English Learner, and Dual Immersion students participate in **high-quality language instruction**

Teachers participate in **targeted professional development, goal setting, data collection, and coaching cycles**

Parents attend workshops on how to better support their children's success, thereby creating a **transformative learning experience for all**.



DI Eng/Span

- Growth in **Encoding** – 17% points
- Growth in **Decoding** – 20% points

- **K-2 Newcomer:**
  - Pre-Assessment: 32%,
  - Post-Assessment: 56.25%
  - 24.25% point growth
- **3-5 Newcomer:**
  - Pre-Assessment: 56%,
  - Post-Assessment: 76%
  - 20% point growth
- **6-8 Newcomer:**
  - Pre-Assessment: 53%
  - Post-Assessment: 92%
  - 39% point growth

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