District English Learner Advisory Committee (DELAC)

January 22, 2026 · Educational Services

"Exploring Infinite Possibilities for Learning"

https://bit.ly/4qA2KnZ

Today's Agenda

01

Welcome & Introductions

02

EL Program Update

Current initiatives and progress

03

Federal Title Program Funding Updates

Title I, II, III, IV Programs (ConApp Program) Funding

04

English Learner Identification & Progress Monitoring

Assessing and monitoring our English Learners' progress

05

EL Program Needs Assessment Survey

Feedback on assessment questions for our EL families

06

School Consolidation Questions

07

Q&A and Next Steps


Welcome

Community Norms

Respect All Voices

Honor diverse perspectives and experiences

Stay Engaged and Focused

Maintain attention and active participation

Assume Positive Intent

Approach discussions with openness

Confidentiality and Transparency

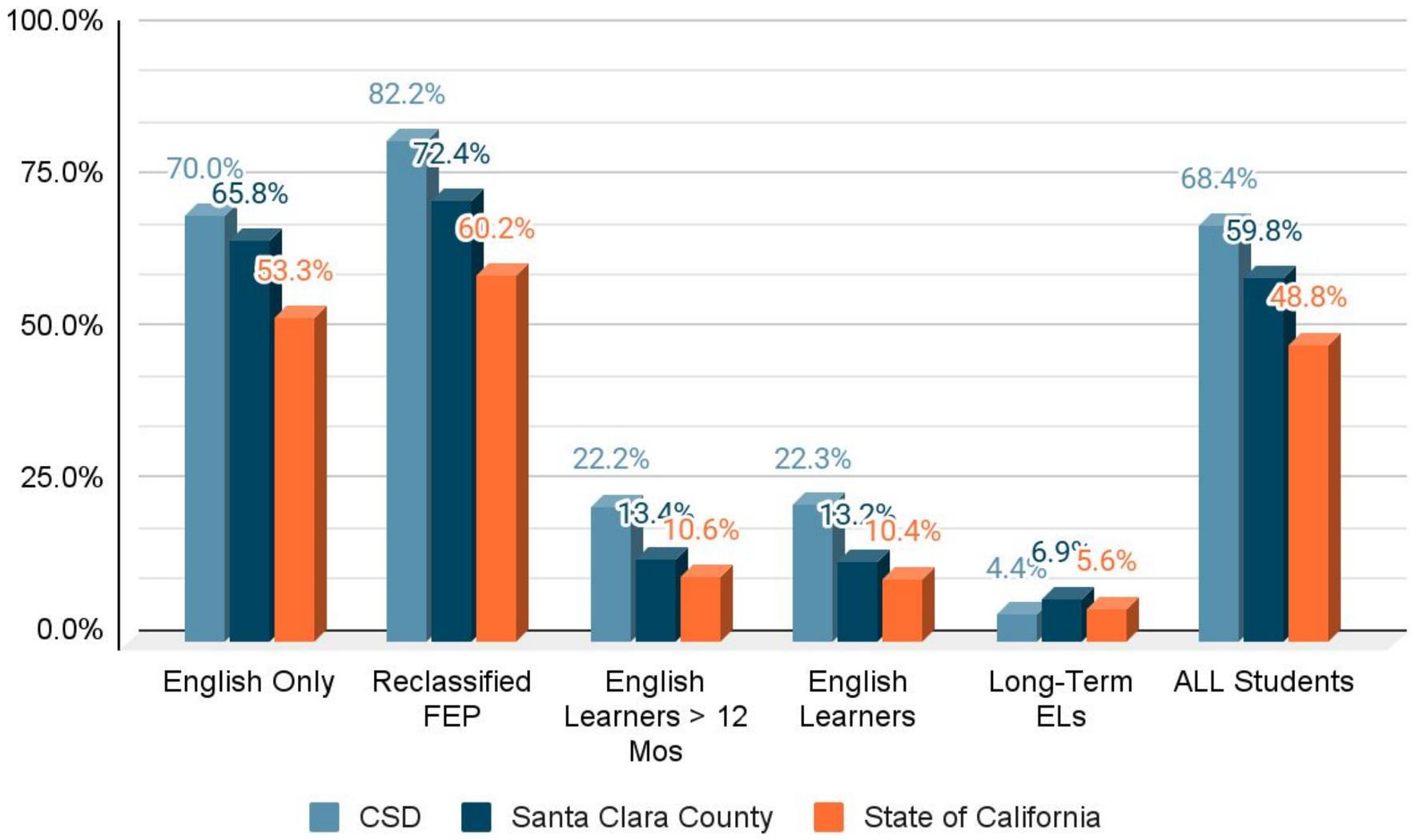
Balance privacy with open communication

Commit to Equity and Inclusion

Ensure fairness for all learners

English Learner Program Update

2025 CSD Smarter Balanced Summative ELA/Literacy Results
Percentage of Students Met/Exceeded Standard by English Language Proficiency

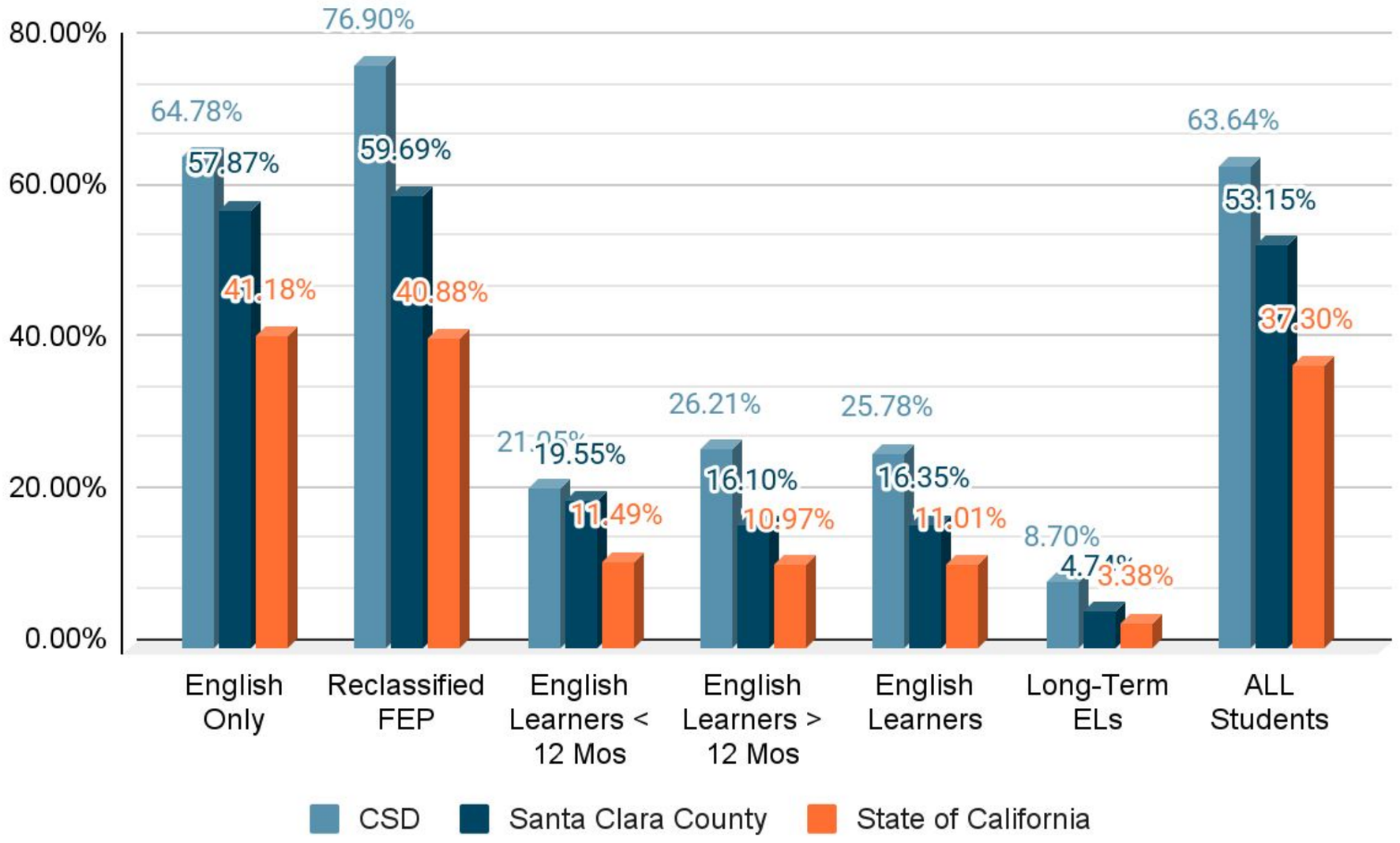


CSD Smarter Balanced Summative ELA/Literacy Results
Percent of Students Met/Exceeded Standard - Grades 3-8 by English Language Proficiency
Annual Comparison 2023 to 2025

English Language Proficiency	2023	2024	2025	Change 2023-25 (+/-)
English Only	68.90%	67.91%	**70.00%**	+1.10
Reclassified FEP	79.22%	75.78%	**82.20%**	+2.98
English Learners < 12 Mos	*NA*	*NA*	***NA***	*NA*
English Learners > 12 Mos	23.40%	15.03%	**22.23%**	-1.17
English Learners	23.44%	15.03%	**22.33%**	-1.11
Long-Term ELs	8.82%	4.35%	**4.35%**	-4.47
All Students	66.94%	65.03%	**68.38%**	+1.44

NA: Assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

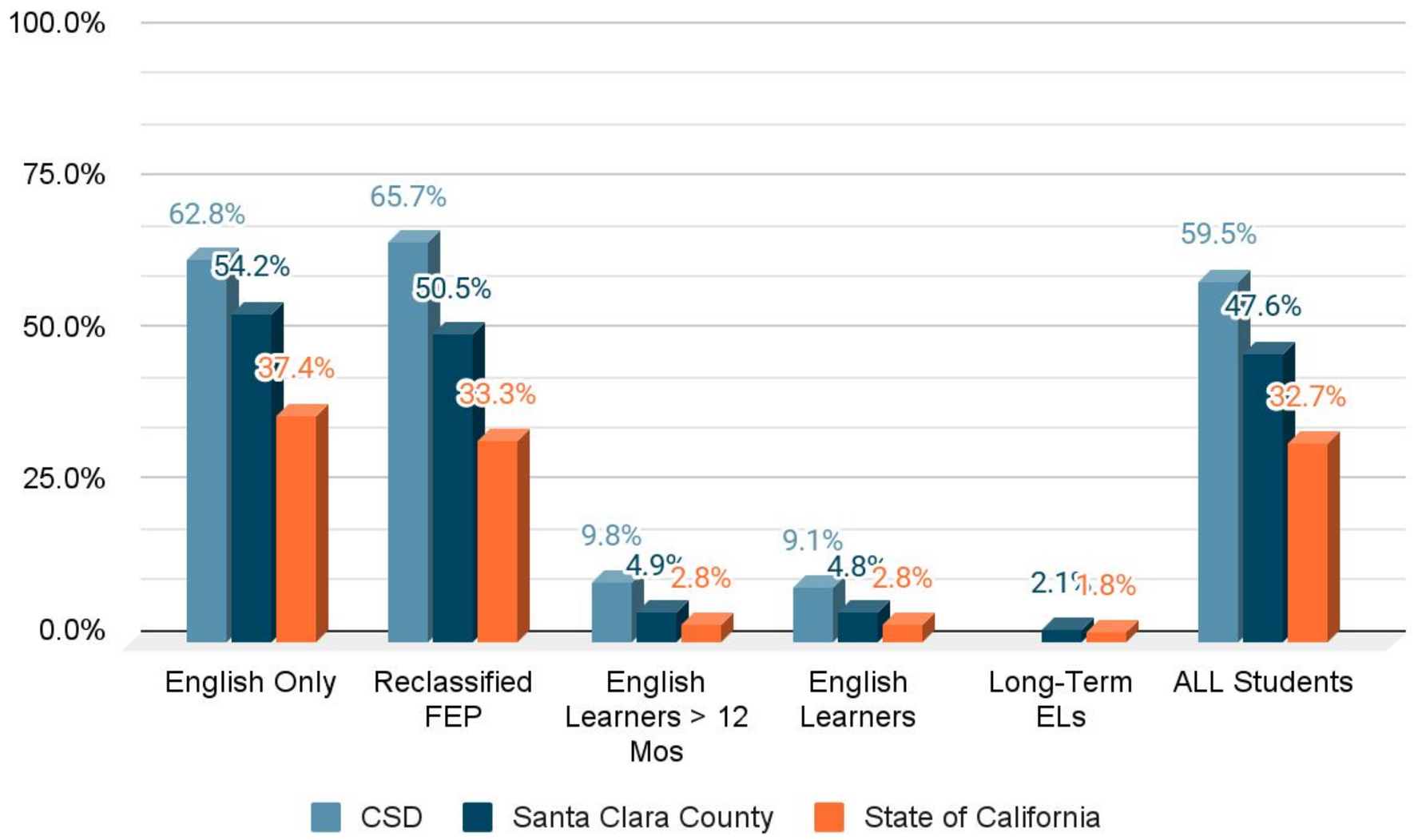
CSD Smarter Balanced Summative Mathematics Results
Percent of Students Met/Exceeded Standard - Grades 3-8 by English Language Proficiency



CSD Smarter Balanced Summative Mathematics Results
Percent of Students Met/Exceeded Standard - Grades 3-8 by English Language Proficiency
Annual Comparison 2023 to 2025

English Language Proficiency	2023	2024	**2025**	Change 2023-25 (+/-)
English Only	61.72%	65.85%	**64.78%**	+3.06
Reclassified FEP	72.53%	70.94%	**76.90%**	+4.37
English Learners < 12 Mos	18.19%	15.38%	**21.05%**	+2.86
English Learners > 12 Mos	25.39%	20.42%	**26.21%**	+0.82
English Learners	24.52%	20.09%	**25.78%**	+1.26
Long-Term ELs	2.86%	4.35%	**8.70%**	+5.84
ALL Students	60.77%	61.2%	**63.64%**	+2.87

2025 CSD California Science Test Results
Percentage of Students Met/Exceeded Standard by English Language Proficiency



CSD California Science Test Results
Percent of Students Met/Exceeded Standard - Grades 5 & 8 by English Language Proficiency
Annual Comparison 2023 to 2025

English Language Proficiency	2023	2024	**2025**	Change 2023-25 (+/-)
English Only	51.17%	61.24%	62.81%	+11.64
Reclassified FEP	61.40%	61.90%	65.74%	+4.34
English Learners < 12 Mos	NA	NA	NA	NA
English Learners > 12 Mos	14.29%	10.16%	9.84%	-4.45
English Learners	13.34%	9.53%	9.10%	-4.24
Long-Term ELs	NA	0.0%	NA	NA
ALL Students	51.25%	57.3%	59.50%	+8.25

NA: Assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

2025 CSD CA Dashboard
English Learner Progress Indicator (ELPI) Results by School

Site	ELs w/ 2 years of ELPAC Results	ELs Who Decreased at Least One ELPI Level	ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	ELs Who Maintained ELPI Level 4	ELs Who Progressed at Least One ELPI Level	ELs Making Progress Towards English Language Proficiency	Change 2024 to 2025	2024 ELPI Status Level	2025 ELPI Status Level
Bagby	29	5	6	0	18	62.1%	+12.1%	NA	NA
Fammatre	57	11	18	1	27	49.1%	+6.3%	Yellow	Greeen
Farnham	47	12	15	2	18	42.6%	-14.2%	Yellow	Red
Sartorette	41	10	16	4	11	36.6%	-18.3%	NA	Red
Steindorf	30	9	7	3	11	46.7%	-18.9%	NA	NA
Price	81	18	22	17	23	49.4%	-21.1%	Blue	Orange
Price LTELs	47	-	-	-	-	48.9%	-26.1%	Blue	Orange

CSD's Reclassification Rate
Annual Comparison

	Year Reclassified	2021-22	2022-23	2023-24	2024-25	2025-26
A	Total ELs enrolled from the previous school year	369	351	374	393	378
B	Number of ELs with ELPAC Level 4 from Spring of previous school year	102	92	95	97	91
C	Number of ELs RFEP	52	67	47	57	59
	Percent of ELs RFEP (C/A = RFEP Rate)	**14.1%**	**19.0%**	**12.6%**	**14.5%**	**15.6%**

LCAP Goal 1 RFEP Annual Measurable Outcome Goal: 15%

Federal Title Program Funding Updates

Title I, II, III, IV Programs (ConApp Program) Funding

Federal Funding - Consolidated Application (ConApp)

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distributes categorical funds from various federal programs.

Federal Funding for Increased & Improved Services

- **Title I** – Improving basic programs
- **Title II** – Supporting effective instruction
- **Title III** – Language instruction for English Learners and Immigrant Students
- **Title IV** – Student Support and Academic Enrichment (e.g. counseling supports, enrichment, school safety).

What this means for your child: These programs provide extra services based on school/student needs.

2025-26 ConApp Program Funding

Program	Title	Projected Allocation
Title I	**Improving Basic Programs:** Foster/Homeless Youth; Title I School Site Support (Economically disadvantaged families)	**$94K**
Title II	**Supporting Effective Instruction:** Staff professional development and training	**$43K**
Title III	**Language Instruction for English Learners:** Mango Language platform; English Language Development training for teachers including GLAD certification.	**$51K**
Title III	**Language Instruction for Immigrant Students:** Learning resources such as supplies, tech, etc.	**$13K**
Title IV	**Student Support and Academic Enrichment:** Supporting Social Emotional Learning/Mental Health Acitivities	**$10K**
	Total Allocation	**$211K**



English Learner Progress Monitoring

English Learner Identification

1. Parent enrolls child and fills out the *Home Language Survey*
   A. Which language did the student learn when he/she began to talk?
   B. What language does the student most frequently use at home?
   C. What language does the parents most frequently use when speaking to the student?
   D. What language is most often spoken by the adults at home?

A language other than *English* is chosen for A, B, or C

2. The *Initial ELPAC* is administered to the child to determine level of English proficiency.

Student scores a 3

Student scores a 1 or a 2.

3. Student is classified as *Initial Fluent English Proficient* and is not eligible for ELD Program services.

3. Student is classified as an *English Learner (EL)*
   - student is eligible for ELD Program services
   - student takes the Summative ELPAC annually as part of progress monitoring.

Initial English Language Proficiency Assessment for California (ELPAC)

Four Domains
1. Speaking
2. Listening
3. Writing
4. Reading

Three Achievement Levels
1 - Novice English Learner
2 - Intermediate English Learner
3 - Initial Fluent English Proficient

English Learner Progress Monitoring

3. Student is identified as EL based on *Home Language Survey* and Initial ELPAC results

4. Student participates in ELD program

5. Student takes the *Summative ELPAC* in the Spring

6. Student achievement levels analyzed to determine if they meet ELD Program exit criteria:

- ELPAC level = 4
- Teacher evaluation of academic readiness
- Parent consultation
- Performance on district assessments showing grade-level proficiency

No

Yes

7. Exits ELD Program:
- RFEP (Reclassified English Proficient)
- Monitored for 4 years.

Summative English Language Prociency Assessment for California (ELPAC)

Four Domains
1. Speaking
2. Listening
3. Writing
4. Reading

Four Achievement Levels
1 - Beginning to Develop
2 - Somewhat Developed
3 - Moderately Developed
2 - Well Developed

EL Program Needs Assessment Survey

Purpose

- **Design services that actually fit EL students and families**: It tells us what supports families want most (ELD, tutoring, summer learning, newcomer supports, bilingual help, counseling, etc.) so resources match real needs.

- **Improve communication and access for EL families**: It identifies preferred languages, best ways/times to communicate, and barriers (translation/interpretation, transportation, childcare, technology), so families can participate fully.

- **Strengthen parent engagement (and student outcomes)**: When families feel heard and can engage in school, attendance, achievement, and reclassification progress tend to improve—survey results guide better family partnerships.

Review Process

1

Spend 5 minutes reviewing draft survey

2

Get into break out groups

3

Discuss ideas for what to keep/change/remove. What's the best way to engage parents to take the survey?

4

Return to whole group

5

Review suggestions and come to consensus

School Consolidation Questions

https://bit.ly/49wESeX

CSD Multilingual Learner Program

Information for Parents

Program Goals

The Cambrian School District's Multilingual Learner Program helps students quickly become proficient in English using effective teaching methods, a proven curriculum, and extra practice time.

Our Mission

To ensure that all English learners have the opportunity to achieve English language proficiency as quickly as possible through high-quality instruction and academic support.

Measurable Success

Increasing the percentage of ELs who meet or exceed state standards on English language proficiency assessments.

Upcoming DELAC Meetings

- ~~November 14, 2025~~
- ~~January 22, 2026~~
- March 26, 2026
- April 30, 2026

Thank you for your time and contributions!



Appendix

Cambrian School District's English Learners Program Flow Chart
Services to English Learner Students

-Step 1- Student Language Identification

Parent completes Home Language Survey

Indicates a language other than English. Student MAY qualify for EL program

OR

Parent completes Home Language Survey

Indicates English only. Student does NOT qualify for EL

-Step 2- Initial Student Language Assessment

Assess with Initial ELPAC within 30 days

Results show **English Learner** (Tag **EL**)
Create blue EL Folder to be included in CUM

OR

Parent Notification

Results show
Initially Fluent (IFEP)
Or
Fluent English Proficient (FEP)

-Step 3- Student Placement and Ongoing Assessment

EL Program

Assess with Summative ELPAC while in EL program

Assess Reading, Benchmark and SBAC Annually

Place in Mainstream Program
(Monitor for 4 years)

-Step 4- Exit Criteria
Including Monitoring

Met RFEP Criteria:
- ELPAC Overall Level 4
- Local Reading at Grade Level
- ELA Benchmark Proficient
- Writing Rubric of 3

NO

YES

Seek Parent and Teacher approval

YES

Reclassified Fluent English Proficient

Instructional Support for English Learners

EL Students need practice…

- to build endurance and to avoid fatigue
- listening to long narratives
- taking notes
- retelling stories using details
- knowledge of and use of academic vocabulary
- writing paragraphs with topic and details
- taking similar tests
- reading long passages





English Language Development (ELD)

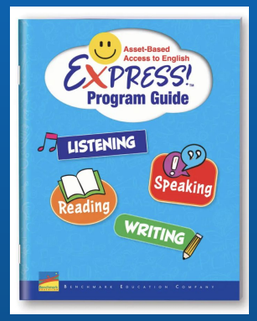
Designated ELD

- A minimum of 30 minutes of Designated ELD
- Focus on developing oral English language proficiency & academic vocabulary development

Integrated ELD

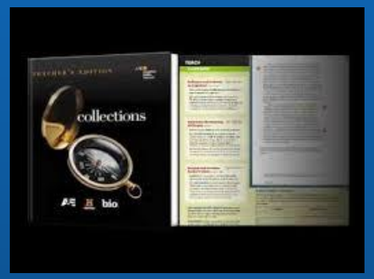
- Access to core content
- Integrated throughout the school day

Elementary
Program & Services



- TK- 5 English Learners' instructional needs are **addressed within the regular classroom**.
- **Designated and Integrated ELD** instruction are being provided by the classroom teacher.
- An adopted curriculum form the foundation of the program supported by **Guided Language Acquisition by Design (GLAD)** instructional methodologies.
- All teachers are **Cross-Cultural, Language, and Academic Development** (CLAD) **certified** through the CA credentialing program.
- **Instructional Specialist** provides instructional and curriculum support, ongoing professional development on ELD strategies, and coordination of Tier II interventions.
- Supplemental resources, such as **Joy School English (PK/TK), Imagine Learning Language/Literacy (K-5) and Mango Languages (Pilot Year)**.
- Additional Tier II interventions such as **Benchmark Intensive Phonics**, **Leveled Literacy Intervention** (LLI) and **Sonday Intervention** are provided as needed based on referral.

Middle School Program & Services



READ180

SYSTEM 44
HMH

MANGO LANGUAGES

- **Newcomers' instructional** needs are addressed with targeted programs designed to rapidly increase English proficiency.
- Students are grouped into **ELD classrooms** for 1 period a day based on English proficiency levels and annual informal assessments.
- An **adopted curriculum** form the foundation of the program supported by **Guided Language Acquisition by Design (GLAD)** instructional methodologies.
- All teachers are **Cross-Cultural, Language, and Academic Development** (CLAD) **certified** through the CA credentialing program.
- All content classroom teachers at the Middle School also utilize GLAD and other effective strategies designed to improve language development, including **Specially Designed Academic Instruction in English (SDAIE).**
- **Instructional Specialist** provides instructional and curriculum support, ongoing professional development on ELD strategies, and coordination of Tier II interventions.
- Additional Tier II Support for target students are provided as needed - **Read 180, System 44, and Mango Languages (Pilot Year).**