

Accelerating Progress for English Learner/Multilingual/Emerging Bilingual students

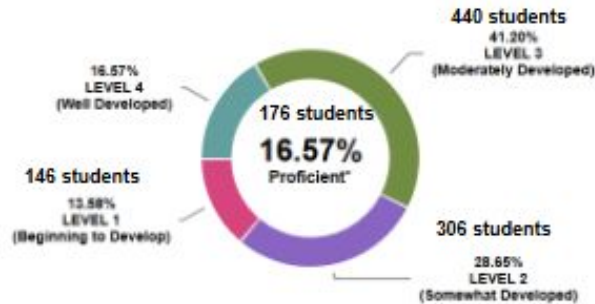
**Presentation to Board of Trustees
September 17, 2026**

Dr. Julie Kane
Director, Special Projects

Percentage of Students Attaining English Language Proficiency (Summative ELPAC)

Summative ELPAC

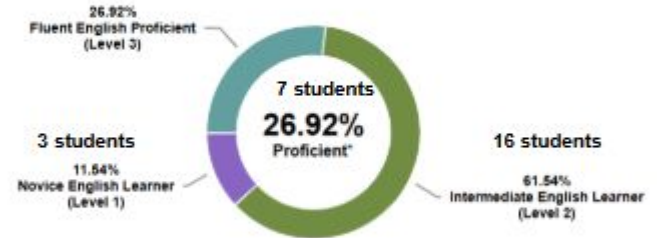
2025-26



1,068 students

Alternate Summative ELPAC

2025-26



26 students

Students meeting state grade-level content standards in English Language Arts by Language Classification

	21-22 Percent Proficient	22-23 Percent Proficient	23-24 Percent Proficient	24-25 Percent Proficient	25-26 Percent Proficient
All Students	48%	48%	49%	50%	51%
English Only (EO)	50%	50%	50%	52%	52%
Initial FEP (IFEP)	72%	69%	70%	74%	77%
Reclassified (RFEP)	64%	59%	61%	64%	67%
English Learner (EL)	14%	9%	14%	10%	11%
LTEL			11%	25%	11%

Number and percentage of Long Term English Learner (LTEL) students

	2023-24	2024-25	2025-26
Number of English Learners	1,255	1,193	1,122
Number of LTELs (6+ years)	73	83	73
% of LTELs	3.2%	3.8%	3.5%
# At-Risk of becoming LTELs (4-5 years)	169	113	135
% of At-Risk of becoming LTELs (4-5 years)	7.3%	5.1%	6.4%

Reclassification Rates

Site	# ELs	# Reclassified	Reclass rate
Addams	93	34	37%
Anderson	198	29	15%
Green	183	25	14%
Mitchell	127	15	12%
Rogers	107	22	21%
Roosevelt	123	9	7%
Smith	107	21	20%
Twain	164	19	12%
District	1102	174	17%

Making Progress Towards English Language Proficiency

ELPAC scale score growth by site

2026	1st	2nd	3rd	4th	5th	Overall
Anderson	43.2	29.9	38.7	44.5	54.9	41.4
Green	24	50.4	31.6	30.8	42.9	38.2
Mitchell	25.5	33	38.8	13.6	57.5	32.9
Roosevelt	41.4	36.3	28.4	64.4	40.1	41
Smith	19	20	22.1	53.1	64.5	32.4
Twain	20.2	30.4	23.8	23.8	30.6	25.2

District Average: 34.5

2026	6th	7th	8th	Overall
Addams	42.4	39	14.3	32.8
Rogers	15.5	34.9	41.4	29.9

27.2 - 88 points growth needed each year to meet the required ELPAC score of 4 for reclassification in 5th grade if first identified in kindergarten.

Professional development for ELIRTs

- Student-centered coaching of teachers with TNTP
- Conferences: CA Association of Bilingual Education(CABE), GLAD

ELIRTs coaching and partner teaching with teachers

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

Support for newcomer students and Long Term English Learners

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

Summer Language Academy

- Newcomer, Long Term English Learner, and Dual Immersion students participate in high-quality language instruction
- AND Teachers participate in targeted professional development, goal setting, data collection, and coaching cycles

Summer Language Academy Strategies Continuing through the School Year

- **Professional Learning on Key High-leverage Instructional Strategies** to transfer to the school year and expand across campuses
 - **Presentation** of concrete and practical strategies
 - **Modeling** of concrete (GLAD) strategies
 - **Transfer** & expand into the school year
- **Using Data for cycles of improvement - embedded progress monitoring structures:** Opportunity to reflect on student progress by analyzing data & student work
- **Program Structure: Partner-teaching & collaboration**
 - Cross-functional collaboration between peers, ELIRTs and LASs
 - DI: **teachers getting to visit each others' classrooms** to share student learning & implementation of strategies
 - Getting to focus on the specific needs of our newcomers

Anderson ELIRT Partner Teaching- 4th/5th ELD w/ Ms. Gil & Mrs. B

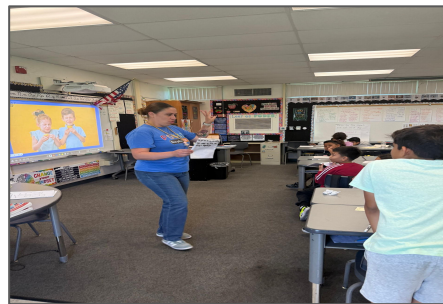
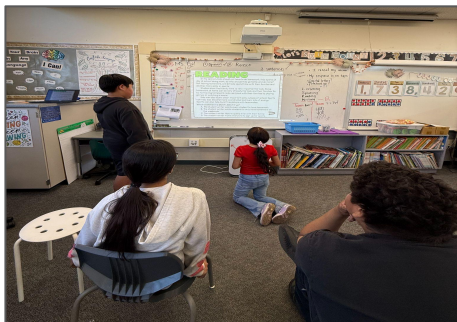


Context

27 students - level 2s and 3s

Focus: Reading- (inferences) & Speaking Domains

Target level 3s who are ready to reclassify.



Collaboration

Collaborated during small group PE time, afterschool, and before school.

Planned **6-8 week cycles:**

pre-assessment → instruction → post-assessment

ELPAC focus— **utilizing IABs**

Anderson ELIRT Partner Teaching- 4th/5th ELD w/ Ms. Gil & Mrs. B

Wins!

24-25: **10** 4th and 5th Grade level 4s

25-26: **17** 4th and 5th Grade level 4s!

Anderson reclassified **11** 4th and 5th grade students alone during 25-26 school year

How?

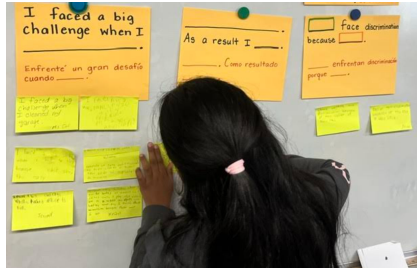
- Growing relationship with teachers
- Desire to continue the work this school year
- Buy-in with ELD model



Roosevelt 4th Grade ELD Partner Teaching

Focus on Academic Language

Designated ELD



"I faced a big **challenge** when I was the border of Mexico and United States. I play a lot Roblox and **as a result** my eyes were hurting next day. I faced **discrimination** because from where I am."
- Newcomer student



Integrated ELD



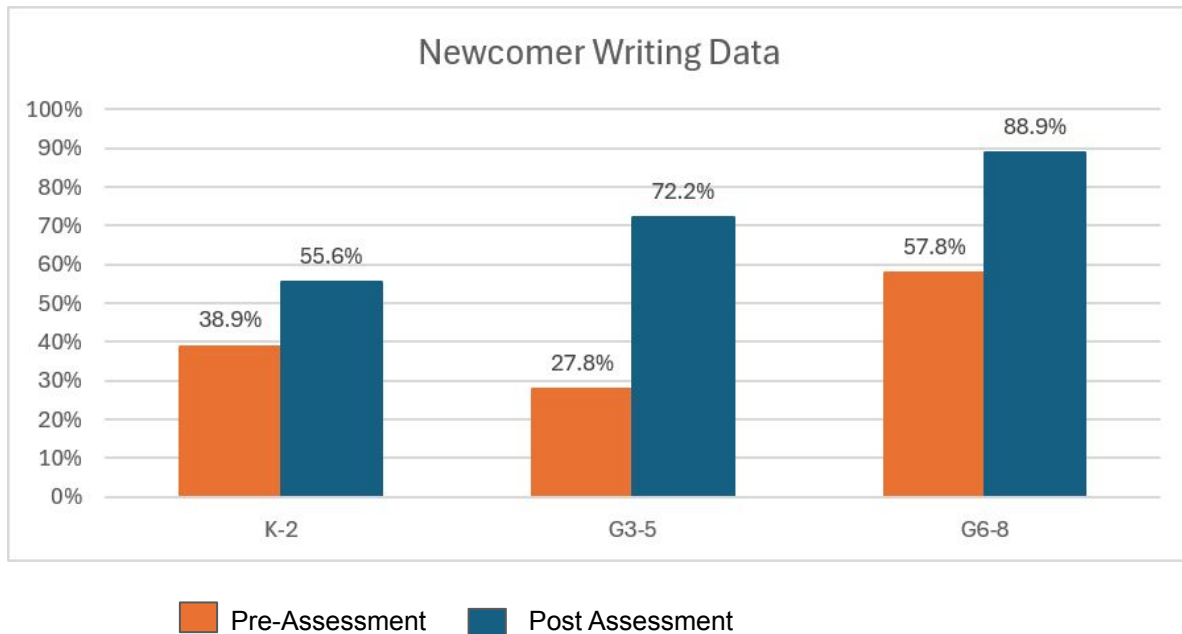
Vision and Light

- Cognitive Content Dictionary
- Pictorial Input Chart

Newcomer Academic Performance during summer language academy using same strategies

Instructional focus on:

- Oracy
- Mechanics of Writing
- GLAD Strategies
- Analyzing Student Work to monitor student progress



Data Highlights

- Average growth of 30%pts across all grade bands
- Greatest growth of 55%pts with grades 3-5

SPSAs: Making the connection between the plan and these high-impact strategies



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Ensure Access & Equity

By the end of 2023-24 school year, students in the following subgroups will increase their scaled score distance from met as measured by the SBAC ELA and mathematics assessment. In ELA, African American students had an average scaled score of 2457. The goal for African American students will be to increase their average scale score to 2457. In ELA, English Learners had an average scaled score of 2390. The goal for English Learners will be to increase their average scale score to 2400. In ELA, students with specific Learning Disabilities had an average scaled score of 2419. The goal for SLD students will be to increase their scale score to 2429. In math, African American students had an average scaled score of 2422. The goal for this subgroup will be to increase their average scaled score to 2412. In math, English Learners had an average scaled score of 2400. The goal for this subgroup will be to increase their average scaled score to 2422. In math, students with specific Learning Disabilities had an average scaled score of 2403. The goal for this subgroup will be to increase their average scaled score to 2413.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

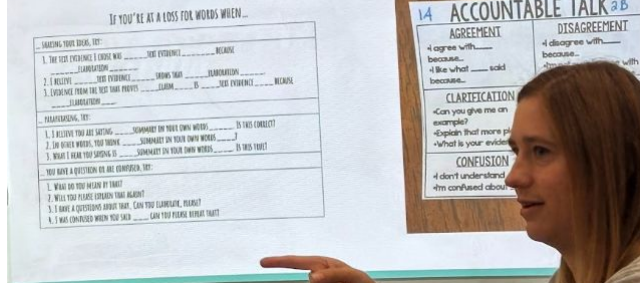
In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2019/2020 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth. African-American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners and reclassified English Learners.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Areas of identified need in academic achievement include: Increasing academic achievement for English Learners in grades 4 and 5 in the areas of ELA and math. Students with disabilities in all grade levels show an achievement gap when compared to all students.

Accountable Talk Sentence Frames



English Language Development must be strategically planned in every class, all day long.

Goal 1: Increase Academic Achievement

Ensure all students learn through access to quality activities that act

continue to proficiency in arts, mathematics, English language development, and science as demonstrated by state and local assessments.

Designated ELD

Goal 2: Ensure Access and Equity

All students will continue to increase proficiency in language and science

Data aggregated to progress for our English Learners, Low Income Pupils, Homeless, Foster, African American, Reclassified Pupils and a subset of Students with Disabilities.

Integrated ELD

Clearer Goals for English Learners

By the end of the 2026-27 school year:

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 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.*
- 80% of 5th/6th graders will meet the reclassification criterion of a score of 4 on the summative ELPAC.

What does this mean for school plans of action?

- Principal ensures that **Designated ELD** is taught effectively and **daily**.
- **Principal assigns ELIRT** to support specific staff whose students are not showing adequate growth, **and meets with those teachers**.
- Principal visits those classrooms regularly during ELD time.

Clearer Goals for English Learners

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 **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.
- 80% of 5th/6th grade English Learners will meet the academic criterion for reclassification as fluent English proficient (RFEP).

What does this mean for schools' plans of action?

- Principal ensures that English Learners **have access to the core curriculum by ensuring that integrated ELD is taught effectively and daily.**
- **Principal assigns ELIRT/LAS/Math TOSA team** to support specific staff whose students are not showing adequate growth, **and meets with those teachers.**
- Principals visit those classrooms regularly during content time.

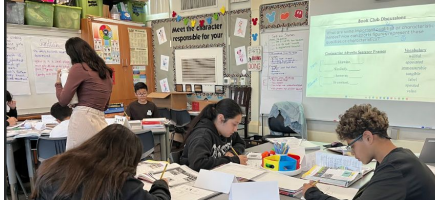
A word cloud featuring the phrase "thank you" in various languages and scripts. The central text "thank you" is the largest and most prominent. Surrounding it are numerous other expressions of gratitude, including:

- 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** (Sinhala)
- mauriuru** (Māori)
- köszönöm** (Hungarian)
- hvala** (Norwegian)
- gracie** (Polish)
- bedankt** (Dutch)
- enkosi** (Zulu)
- bayarlalaa** (Mongolian)
- dziękuję** (Polish)
- sobodi** (Tswana)
- dekuji** (Sesotho)
- obrigado** (Portuguese)
- mesí** (Czech)
- didi madloba** (Xhosa)
- kam sah hamnida** (Sinhala)
- rahmat** (Arabic)
- sagolun** (Sesotho)
- chnorakaloutioun** (Armenian)
- gratias ago** (Latin)
- gracies** (Catalan)
- sukriya** (Urdu)
- najis tuke** (Sinhala)
- terima kasih** (Malay)
- 감사합니다** (Korean)
- xiexie** (Mandarin)
- euχαριστώ** (Greek)
- akun dankon aciū** (Slovak)
- dank je** (Dutch)
- misotra** (Malagasy)
- matondo** (Sesotho)
- paldies** (Latvian)
- grazzi** (Italian)
- malalo** (Samoan)
- tapadh leat** (Irish)
- gracias** (Spanish)
- hvala** (Croatian)
- asante** (Swahili)
- manana** (Sesotho)
- obrigada** (Portuguese)
- murakoze** (Sesotho)
- tenki** (Japanese)
- chokrame** (Sinhala)
- djiere dieuf** (Dutch)
- tau** (Slovak)
- mochchakkeram** (Tamil)
- mamnun** (Sinhala)
- go raibh maith agat** (Irish)
- arigatō** (Japanese)
- tak** (Slovak)
- dakujem** (Slovak)
- trugarez** (Breton)
- merci** (French)
- merce** (Catalan)
- merci** (French)

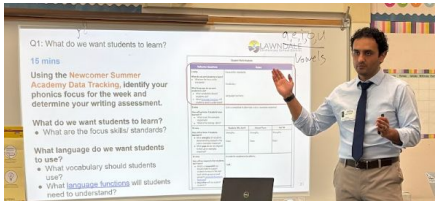
Additional Information (For Board Reference Only)

Summer Language Academy

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

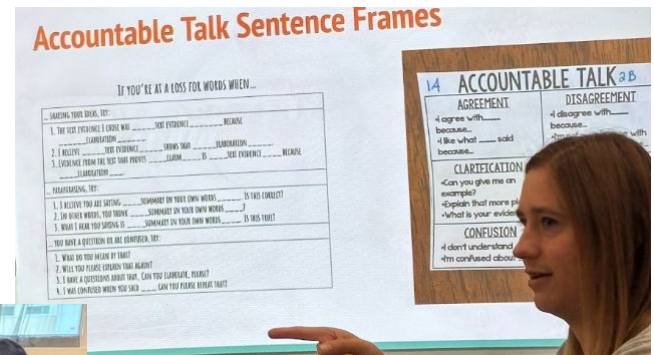
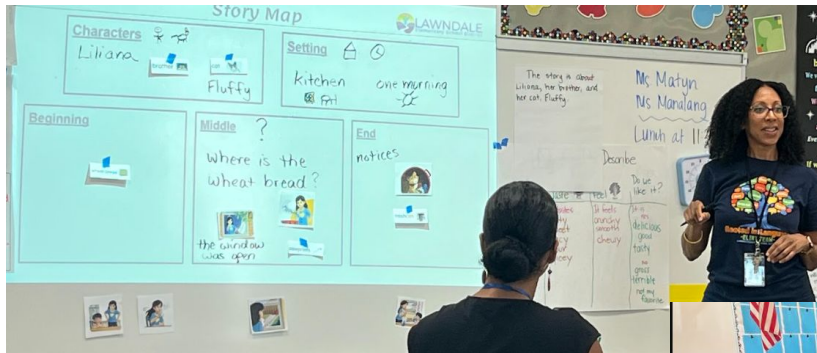


Newcomer, Long Term English Learner, and Dual Immersion students participate in **high-quality language instruction**



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

Newcomers and Long Term English Learners



See It → Say It → Rehearse It

Steps	Examples	Sentence Frames
1. Name the meal	 	A healthy meal is _____.
2. Describe the foods	- protein - grains - vegetables - fruit	It has _____, _____, and _____.
3. Tell why the meal is healthy	- helps you grow - builds strong bones - gives you energy	It is healthy because _____ and _____.

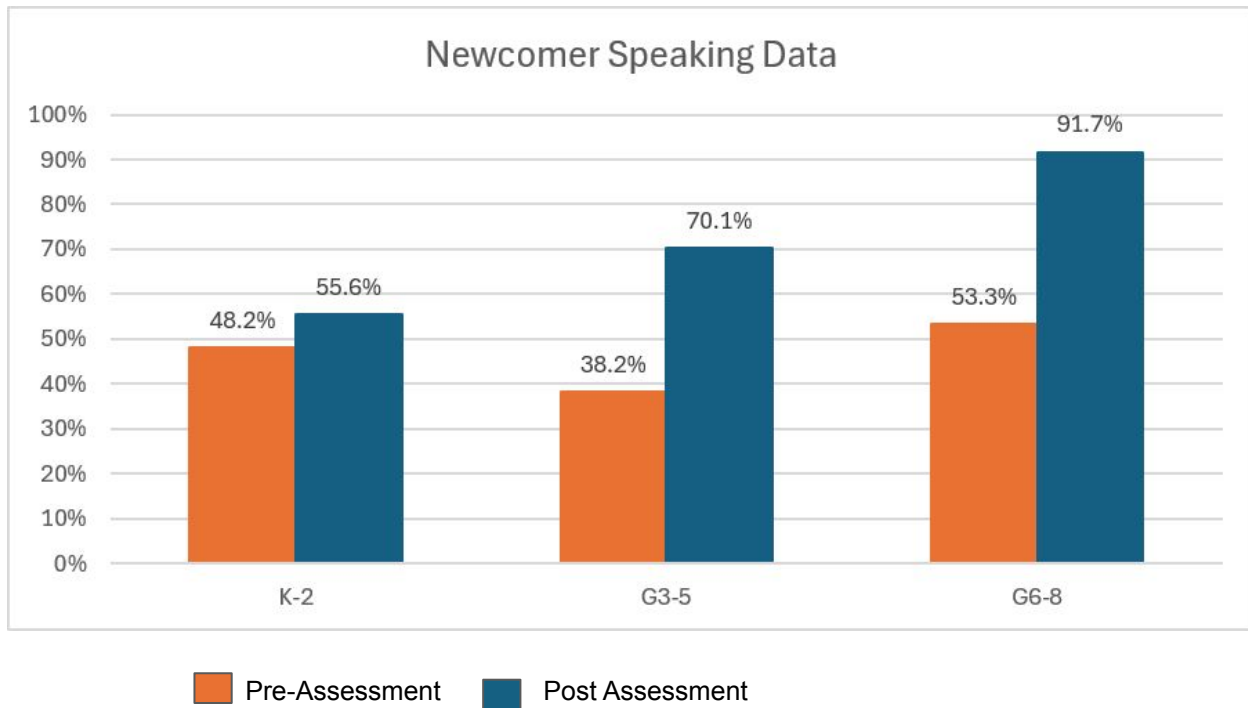


UFLI

map	lap	the	a
rat	bag	I	said
had	tab		
fit	pig	to	of
him	kid	do	see
dip	win		
got		he	be
hop	mom	me	from
box	top		

us	cup	look	book
bus	rub	are	was
nut	sum		
met	yes		
bed	wet		
men	red		

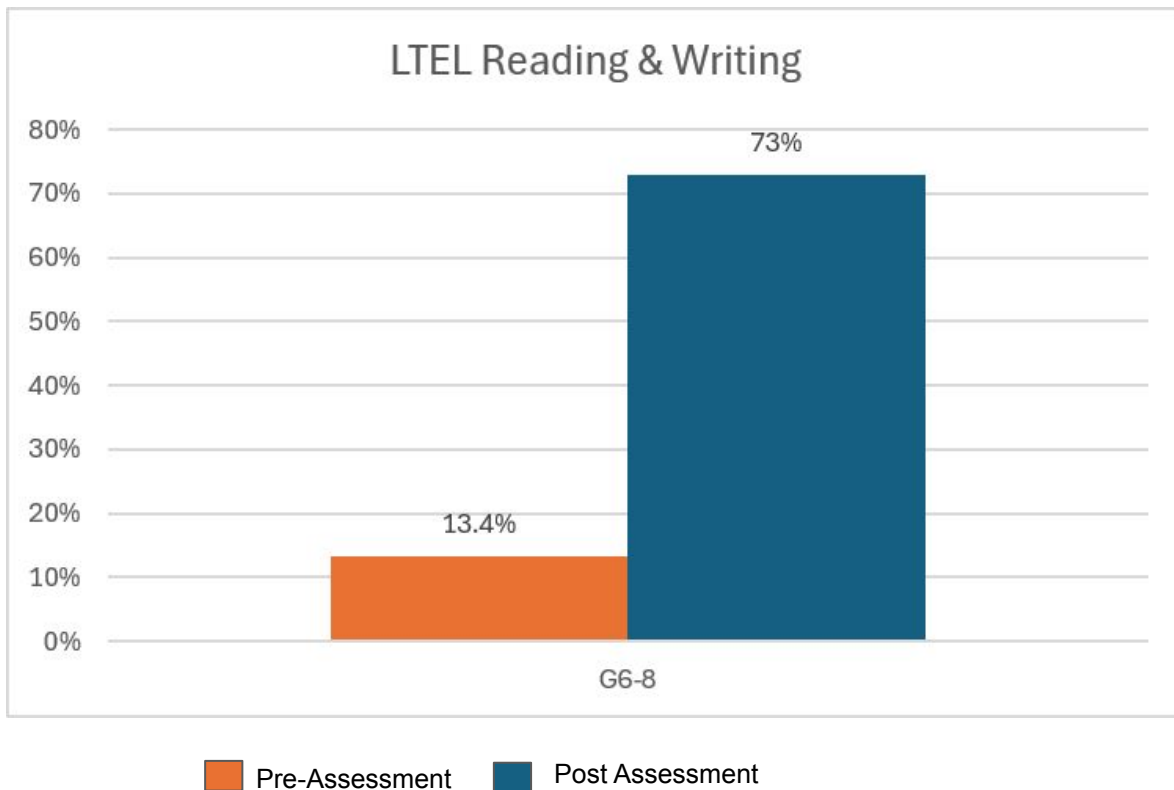
Newcomer Academic Performance



Data Highlights

- Average growth of 26%pts
- Greatest growth of 38% pts with grades 6-8

LTEL Academic Performance



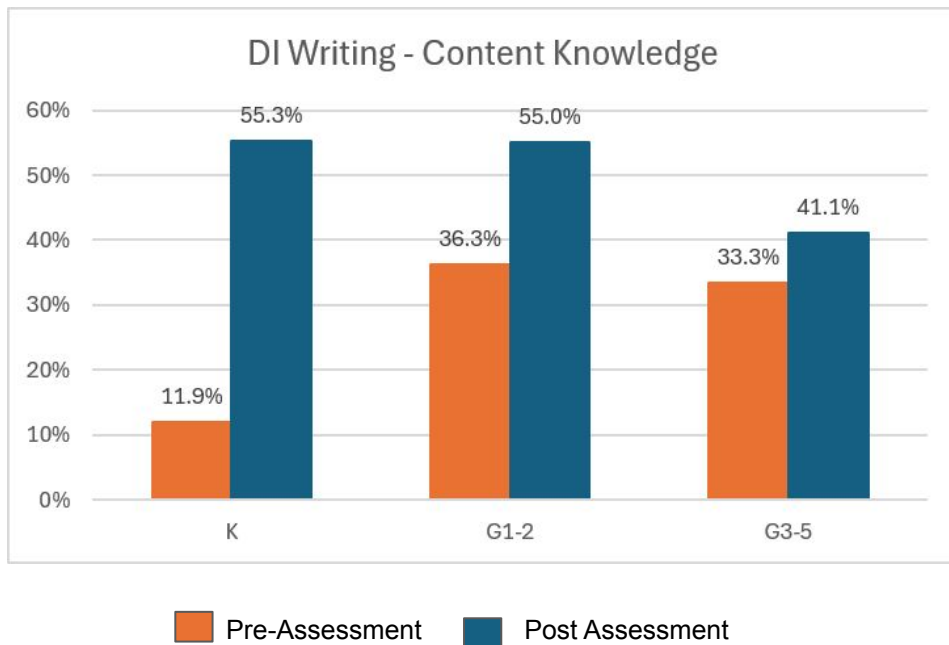
Instructional focus on:

- ❑ ACE Writing Strategy
- ❑ Stronger-Clearer
- ❑ Write-Converse-Write
- ❑ Explicit & Engaging Vocabulary Instruction & Practice
- ❑ Analyzing Student Work to monitor student progress

Data Highlight:

- Growth of 60%pts

DI Academic Performance



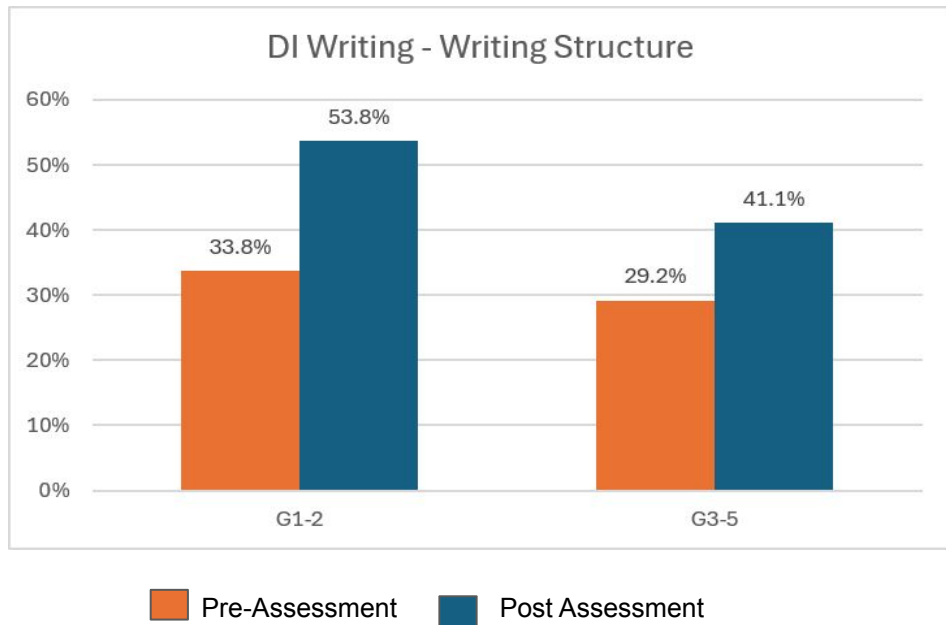
Instructional focus on:

- ❑ The Bridge/Metalenguaje
- ❑ Guided Language Acquisition Design ([GLAD](#)) Strategies
- ❑ Analyzing Student Work to monitor student progress
- ❑ Unit Plan focused on building knowledge & vocabulary with shared read aloud text

Data Highlights

- Average growth of 23%pts
- Greatest growth of 43%pts with Kinder

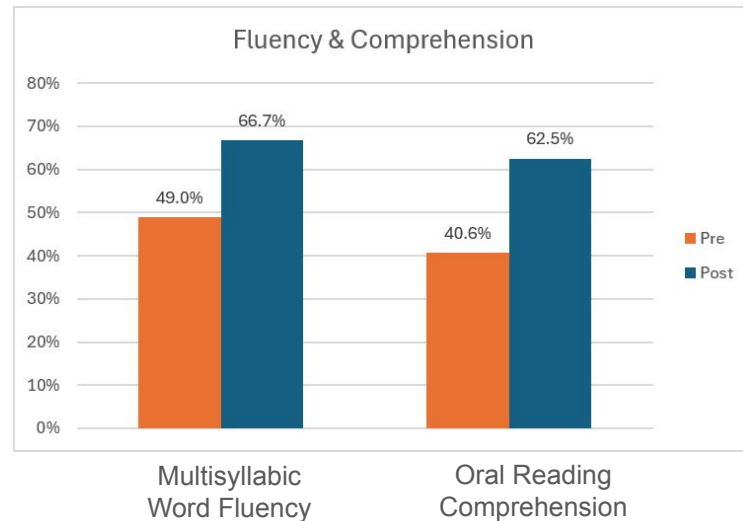
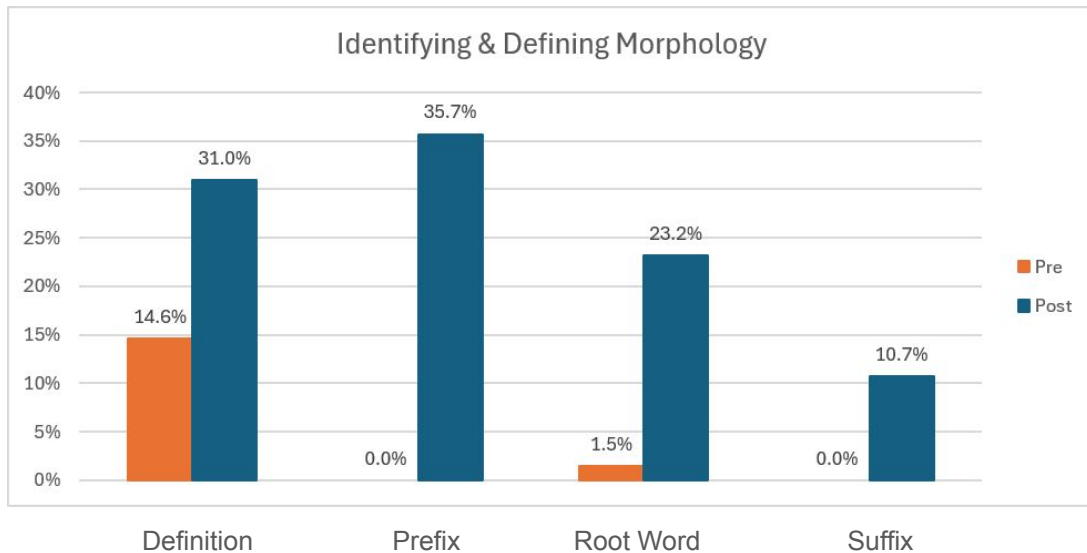
DI Academic Performance



Data Highlights:

- Average growth of 16%pts
- Greatest growth of 20%pts with G1-2

DI Academic Performance: G3-4 Morphology & Fluency



Instructional focus on **morphology** to support **meaning making & fluency**.

Reading Fluency	
Time taken to read a paragraph (in seconds)	
Pre	Post
108	97



Communities Are Leading the Way

Across California, families are helping shape the future of bilingual education. Here are three communities we can learn from:



**HMONG DUAL
LANGUAGE IMMERSION**



**SPANISH DUAL
LANGUAGE IMMERSION**



2026-2027

TK - Grade 4



TK - Grade 5



Grade 6 - Grade 8



How our Dual Immersion students are progressing in learning Spanish

LAS-Links

- **Measure of Spanish language acquisition and proficiency**
 - Measure of academic Spanish proficiency, not social Spanish proficiency
- **Aligned to the WIDA standards**
 - Part of the UW-Madison School of Education
 - Provides high-quality, research-based tools and resources dedicated to language development for multilingual learners
 - WIDA Consortium includes 42 states, territories and federal agencies
- **Computer-based**
- **Locally determined assessment**

Historical View of Overall Proficiency 2021-2026

Goal 1 Bilingualism & Biliteracy

	Year	Overall	Students
End of 5th % scoring Intermediate and above	21-22	94.8%	39
	22-23	80.5%	41
	23-24	87.8%	49
	24-25	88.9%	45
	25-26	78%	50
End of 8th % scoring Intermediate and above	21-22	96.3%	27
	22-23	88.4%	26
	23-24	92%	25
	24-25	96.5%	29
	25-26	Not all domains assessed	29

How Dual Immersion students are performing on the SBAC

ELA 3rd - 5th				
	Dual Immersion - All Students		Dual Immersion - English Learners	
Standard Not Met	25	15%	22	44%
Standard Nearly Met	40	23%	16	32%
Standard Met	60	35%	10	20%
Standard Exceeded	47	27%	2	4%
# Tested	172		50	

61% proficient or advanced

24% proficient or advanced