

# English Language Learner Update



Presented: October 8, 2024  
2024-2025 School Year





# Hello!

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## Structure & Roles of EL Leadership

- Dr. Kimberly McGrath, Superintendent
- Nicole Trickett, District ELL Coordinator
- Jennifer Conde, ELL GLC Lead

|                                             | State Dashboard<br>CAASPP                                                                           | MAP                                                                                                                | ELPAC                                                                                        | Youth Truth                                                                                                   | Chronic<br>Absenteeism                                   |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Frequency                                   | Spring                                                                                              | Fall<br>Winter<br>Spring                                                                                           | Fall - Initial<br><br>Spring - Summative                                                     | One time per year<br>Self-selected November                                                                   | One time per year<br>(Reported on State<br>Dashboard)    |
| Subject Areas                               | English/LA<br>Math<br>Science (5th & 8th)<br>Suspension                                             | Math<br>Reading<br>Science (6th-8th)                                                                               | English Language<br>Development                                                              | Engagement, relationships,<br>academic challenge, culture,<br>belonging, safety                               | Chronic Absenteeism                                      |
| Cross-<br>Comparisons                       | State<br>County<br>District<br>(Public facing)                                                      | National norms<br><br>(Local)                                                                                      | State<br>County<br>District<br>(Public facing)                                               | National<br>State<br><br>(Local)                                                                              | State<br>County<br>District<br>(Public facing)           |
| Data Format                                 | Raw Scale Score<br>1-4 Ranking<br>% Met or Exceeding<br>Criterion-referenced<br>*New - Growth Data* | Raw RIT Score<br>Percentile Ranking<br>Percentile Bands<br>Growth percentile<br>and projections<br>Norm-referenced | Raw Scale Score<br>1-4 Ranking (Minimally<br>developed to well<br>developed)<br>% Proficient | Percentile charts (broken<br>down by demographic<br>groups)<br>Percent Positives                              | % of students<br>chronically absent<br>Performance level |
| Student Groups<br>(formerly<br>“sub-group”) | All (3rd - 8th)<br>Race<br>Gender<br>SED<br>SWD                                                     | All (K-8th)<br>Race<br>Gender<br>EL                                                                                | ELL                                                                                          | All (3rd-8th students,<br>families & staff)<br>SED<br>Gender<br>Race<br>Grade<br>Sexual orientation (6th-8th) | All<br>Race<br>SED<br>SWD                                |



# Connection to Goals



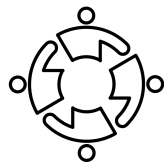
## Strategic Plan



**Pillar 1** – Academic Excellence



**Pillar 2** – Social & Emotional Learning



**Pillar 4** – Community & Parents

## LCAP



**Goal #1:** Each student will demonstrate proficiency and individual annual growth in core academic content areas.

**Goal #2:** Support the development of each student's social and emotional well-being in order to establish a community that promotes inclusion, prioritizes equity, and celebrates the benefits of the diversity of all members.

**1,044**  
students

**32**  
English Language Learners

**3%**





## Student Data

32 Total students:

- Reed – 14 students
- BA – 9 students
- DM – 9 students



### Primary Language 14 Language Spoken



Portuguese: 7

Swedish: 2

Spanish: 5

Albanian: 1

Arabic: 3

Danish: 1

Mandarin: 3

Farsi: 1

Hebrew: 2

Greek: 1

Hindi: 2

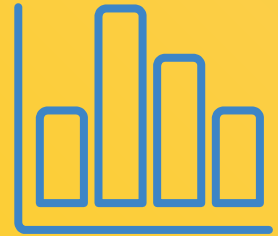
Japanese: 1

Russian: 2

Pashto: 1

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# Assessment and Identification





## Assessments



### Initial ELPAC

- ★ Identify & determine proficiency
- ★ Given within first 30 days

### Summative ELPAC

- ★ Measure progress
- ★ Given Feb. 1 – May 31

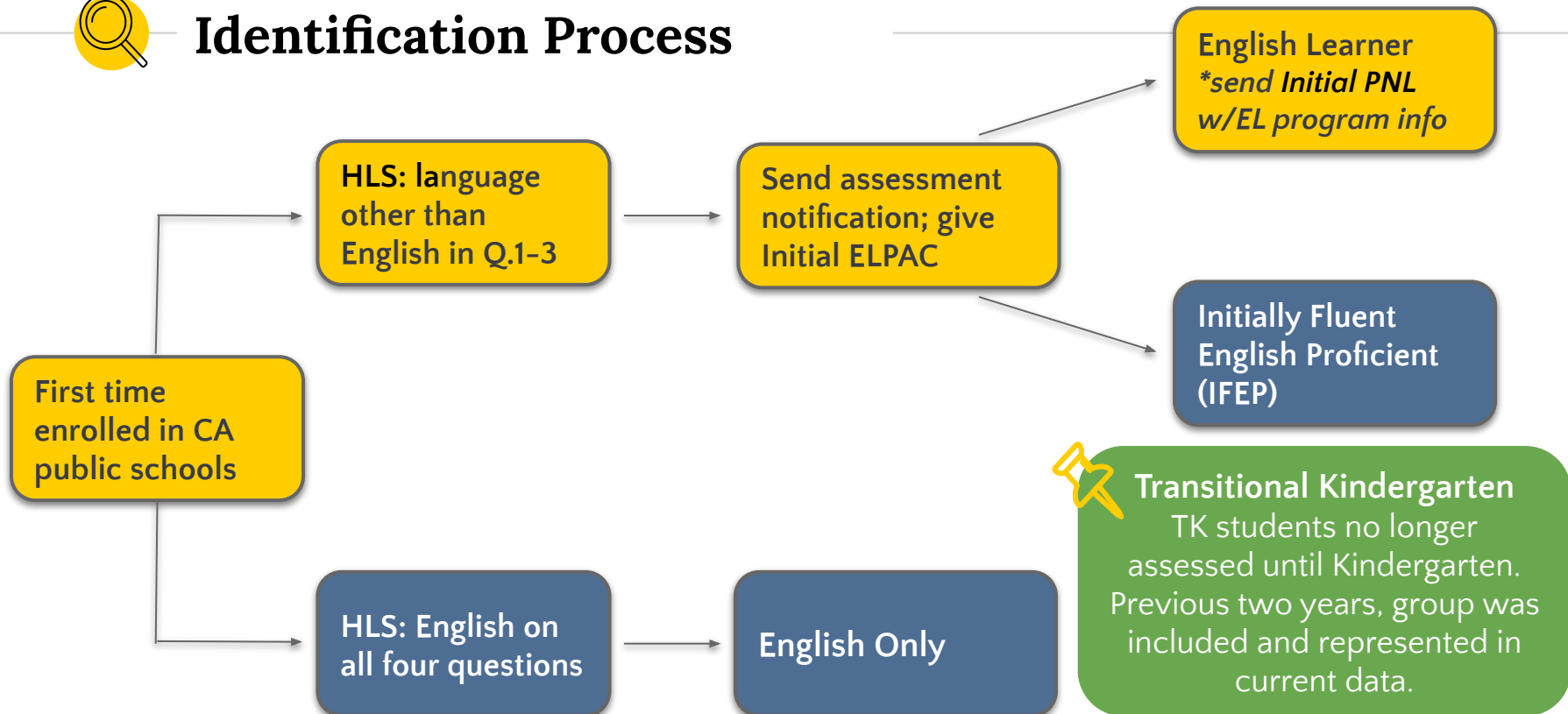
### Initial Alternate ELPAC

### Summative Alternate ELPAC

*Same as above but only for a very small % of students with significant cognitive disabilities who are determined eligible for alternate assessments by an IEP team.*



## Identification Process



2

# Comprehensive ELD



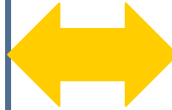


## Program & Instruction

### Integrated ELD & Designated ELD Working in Tandem

#### Integrated ELD

**All teachers** with ELs in their classrooms **use** the **CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards** throughout the school day and across all subjects



#### Designated ELD

A **protected** time during the regular school day. Teachers use the **CA ELD Standards as the focal standards** in ways that **build into and from content instruction** in order to develop critical language ELs need for content learning in English



## Curriculum & Supplemental Materials

### Reed Elementary

- Language Power!
- Lexia English
- Kids A-Z ELL

#### Intervention

Sonday  
Lexia Core 5 (K-5)  
Lexia PowerUp  
Fountas and Pinnell

### Bel Aire Elementary

- Lexia English
- Kids A-Z ELL
- Google Translate
- Lang-O-Learn  
Flashcards

### Del Mar Middle

- Lexia English
- BrainPop ELL
- Kids A-Z ELL
- Rosetta Stone  
Workbook
- Google Translate

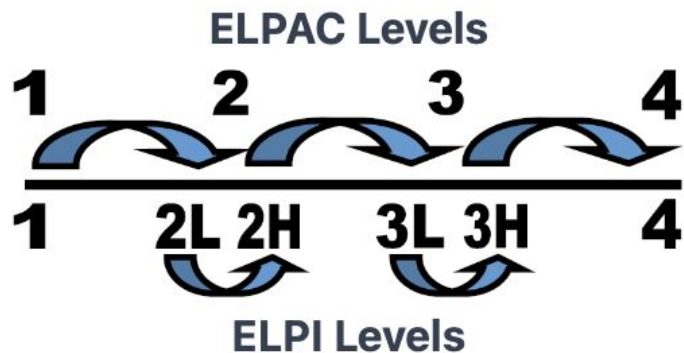
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# Progress Monitoring



# English Language Proficiency Assessment for California (ELPAC)

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.



# ELPAC Summative Test Results

LEARN MORE

## English Learner Progress

All Students

State



No Performance Level

63.2% making progress  
towards English language  
proficiency

Number of EL Students: 19

2022

## English Learner Progress

All Students

State



No Performance Color

61.1% making progress  
towards English language  
proficiency

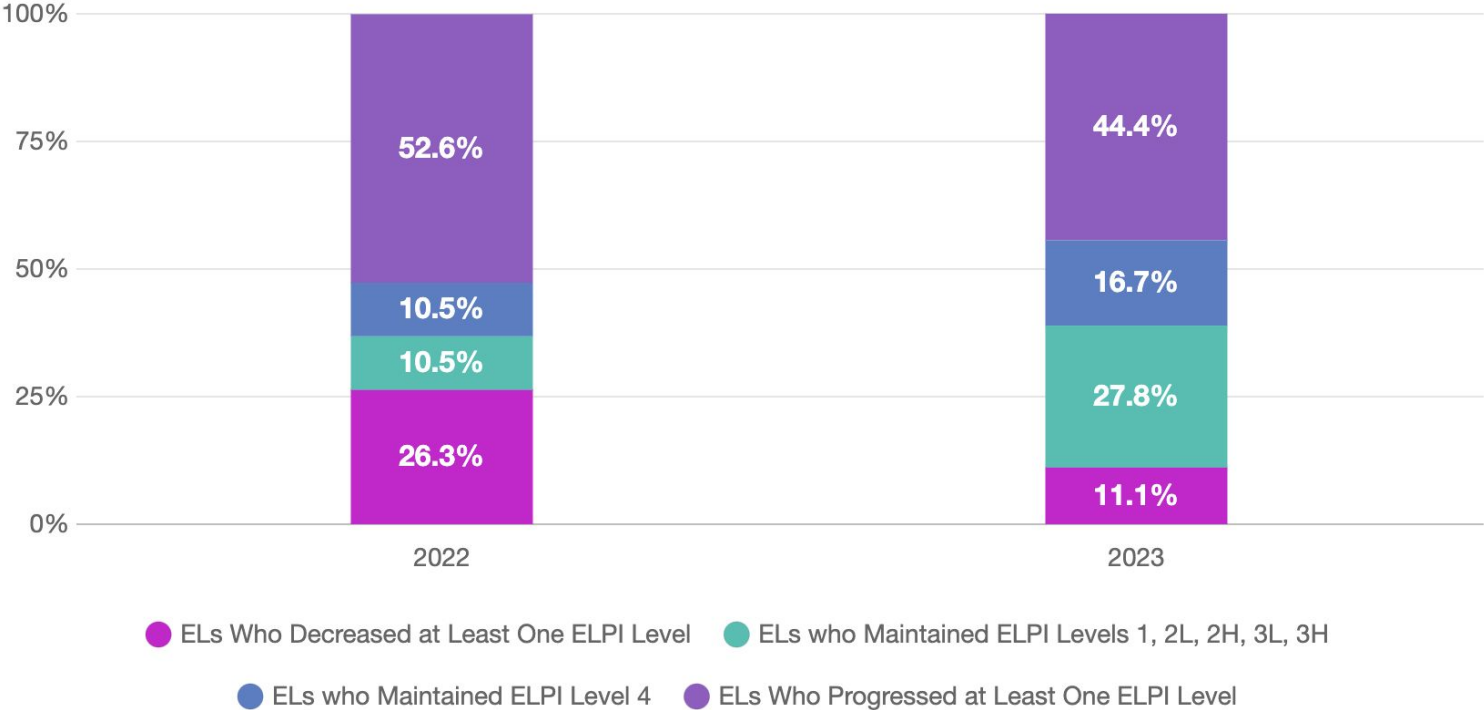
Declined 2% ⬇️

Number of EL Students: 18

2023

# 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.



**4**

# Reclassification





## Criteria for Reclassification

*Reclassification is when an EL has met all 4 criteria to be reclassified from EL status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.*

1. Assessment of English language proficiency – statewide standardized ELP criterion is ELPAC overall 4 or Alternate ELPAC overall 3
2. Teacher evaluation
3. Parent opinion and consultation
4. Comparison of student performance in basic skills

\*\* RFEP students are monitored for 4 years upon reclassification. \*\*



## Reclassification Data

### 2022-2023

9 students across the district, which is 22% of EL students, were reclassified

### 2023-2024

4 students across the district, which is 12% of EL students, were reclassified

### 2024-2025

5 students already in progress for reclassification

# Key Takeaways

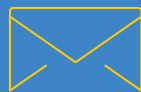
- 32 total students with 14 different languages
- Initial and summative assessments
- Program design and allocation of resources is adjusted based on yearly student need
- Current strategies effective
- Districtwide initiatives around Equity & Inclusion will continue to impact this group





# Thanks!

Any questions?



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