



English Language Development Program

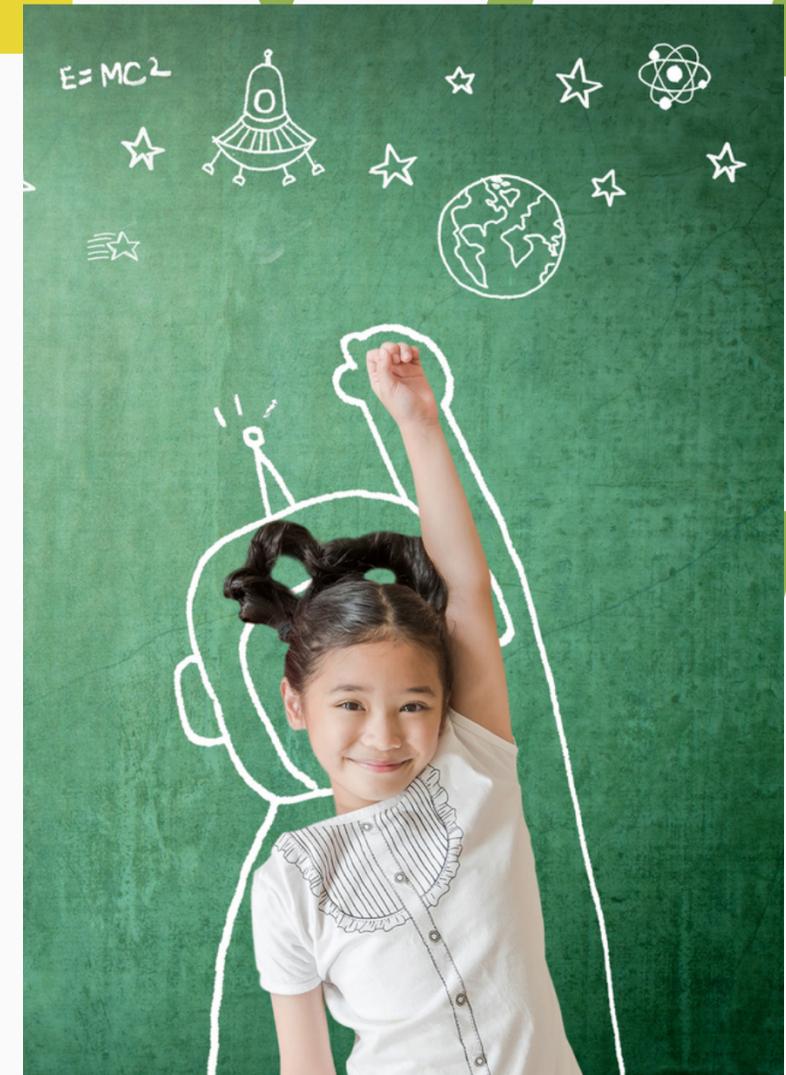
CONEJO VALLEY UNIFIED SCHOOL DISTRICT
MAY 3, 2023

PRESENTED BY
DR. RICARDO ARAIZA
DIRECTOR, MULTILINGUAL LEARNERS

DR. SHANNA M. EGANS
ASSISTANT SUPERINTENDENT, STUDENT SERVICES

Purpose

- ELD Standards Definition
- Home Language Survey
- ELPAC
- ELPAC Scores
- Designated and Integrated ELD
- Reclassification Process
- Federal Program Monitoring
- Master Plan for English Learners Update
- Questions





English Language Development (ELD) Standards

WHAT ARE THE ELD STANDARDS?

"The California English Language Development Standards (CA ELD Standards) reflect recent and emerging research and theory and are intended to support language development as English learners (ELs) engage in rigorous academic content. The California ELD Standards provide a foundation for ELs in kindergarten through grade 12 (K–12) in California schools, so that each EL is able to gain access to academic subjects, engage with them, and meet the state's subject matter standards for college and career readiness. " (California ELD Standards K-12, 2012) 



Last Name of Student: _____

First Name of Student: _____

Date of Birth: _____ Grade Level of Student: _____

School Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents and guardians most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below.

Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

Home Language Survey



The Home Language Survey is included in the registration packet, and every family must complete this form.



If the parent includes **a language other than English** in any of the first three questions, the student is tested with the initial ELPAC.



Within the first 30 days of enrollment, the initial ELPAC is administered.



English Language Proficiency Assessments for California (ELPAC)

The ELPAC is a computer-based, linear (nonadaptive), grade-level assessment for students in K–12 who are English Learners. It is administered in seven grade levels and grades spans: K, 1, 2, 3-5, 6-8, 9-10 and 11-12.



Initial ELPAC - CVUSD Testing Window Open All Year

- Administered to newly enrolled students based on Home Language Survey Results
- Students classified as Initial Fluent English Proficient (IFEP) are not enrolled in the ELD program
- Students classified as English Learners are enrolled in the ELD program.

Summative ELPAC - CVUSD Testing Window is February 1 - Mid-March

- Annual assessment to determine growth in English language proficiency
- Four Categories: Speaking, Listening, Reading, and Writing
- Speaking section is administered one-on-one for all students
- Grades K-2 - All four sections are administered one-on-one
- Listening, Reading, and Writing sections are administered in groups (except K-2).

ELPAC Scores

The ELPAC assessment was administered to 2,051 English Learner students in the 2021-2022 school year.



43.6% Made Progress Toward English Proficiency

- Attribute this success to effective progress monitoring and Designated and Integrated ELD schoolwide implementation
- Plan for progress - Continue to support school sites in developing their ELD programs



38.1% Progressed at Least One Level

- Attribute this to the ongoing interventions taking place before, during, and after school
- Plan for progress - Identify successful interventions and replicate the process in other school sites

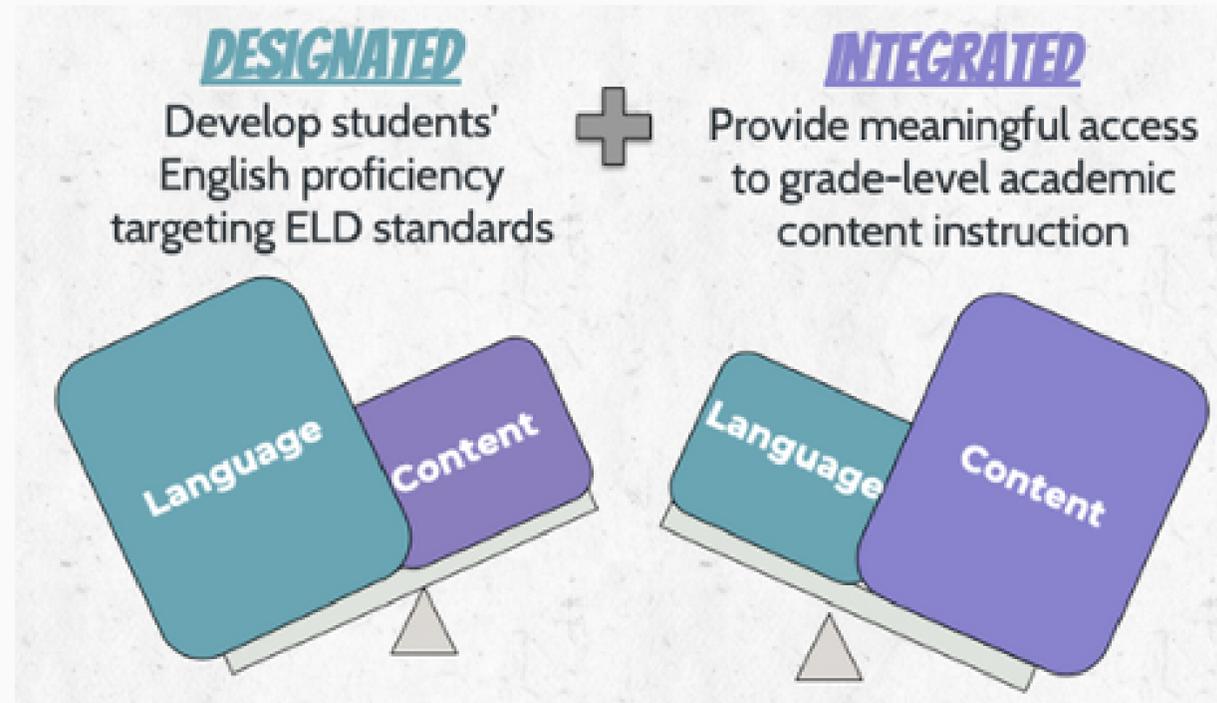


22.3% Decreased One Level

- Attribute this to the increasing difficulty of the ELPAC assessment across grade spans and stagnant learning
- Plan for progress - Ensure that Designated and Integrated ELD are taking place daily and identify students who continue to struggle to provide focused interventions



Designated and Integrated ELD



Designated ELD

Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English Learners develop critical English language skills necessary for accessing academic content in English. (5 CCR Section 11300[a]).

Integrated ELD

Integrated ELD is instruction in which the California English Language Development Standards (CA ELD Standards) are used in tandem with the state-adopted academic content standards. (Title 5 California Code of Regulations [CCR] Section 11300[c]).

Reclassification

Reclassification takes place throughout the year, but our two main windows are January and May of each year.

Reclassification Rates:

- State average reclassification rate for the 20-21 school year was 6.9%
- **CVUSD's reclassification rate during the 20-21 school year was 8.3%**
- Average reclassification state data is not available for the 21-22 and 22-23 school years.

Number of English Learners Reclassified Three Year Comparison	
2022-2023	158
2021-2022*	315*
2020-2021	133

*Due to COVID, ELPAC was not administered in the 2019-2020 school year; therefore all school districts had to wait two years to reclassify English Learners.



Federal Program Monitoring (FPM)

School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings. (CDE, 2023)



- 37 English Learners areas/categories were audited by FPM.



- Some of the areas included DELAC and ELAC, reclassification, ELD program, instructional materials, and English Learner teacher authorizations.



- Three elementary schools - Conejo, Walnut, and Madrona - were selected for review, and there were no findings.



- After an extensive in-person week review in January 2023 from the FPM team, the Conejo Valley Unified School District **did not receive any findings** under the English Learners program.

Master Plan for English Learners Update

Master Plan Committee Members

- Assistant Principal at Redwood Middle School - Paola Vargas
- Bilingual Counselor at Newbury Park High School - Edith Cortes
- Bilingual Facilitator at Conejo - Maria Melendez
- Bilingual Facilitator at Thousand Oaks High School - Helena Krostag
- Bilingual Paraeducator at Westlake High School - Dr. Claudia Salguero
- Bilingual Social Worker at Newbury Park High School - Michelle Pineda
- DELAC Parent Representative - Diana Sarceno
- Director of Middle School Education - Dr. Sonia Wilson
- Director of Elementary Education - Dr. Dena Sellers
- Director of Special Education - Dawn Thomas
- Director of Multilingual Learners - Dr. Ricardo Araiza
- Inclusion Teacher on Special Assignment - April Vazquez
- Middle School Dean at Colina Middle School - Heather Lane
- Middle School Dean at Los Cerritos Middle School - Paige Gonzalez
- Principal on Special Assignment - Kirsten Walker
- Senior Office Assistant - Susie Stanziano
- Teacher at Conejo Elementary School - Kate Scattergood
- Teacher at Colina Middle School - Nicole Wall

Master Plan for English Learners Committee Goals



- 1** Planning Phase - Reviewed CVUSD's Master Plan for English Learner Success, district programs, and district practices to determine what needed to be updated, and learned about the new research and updates on English Learners. We appreciate everyone's time commitment and full participation.
- 2** Writing and Feedback Phase - Formed a committee to ensure stakeholders were engaged in the writing and revision process.
- 3** Final Phase - Board approval, Publication, Distribution, and Staff Training



Questions?

