Effectively Analyzing English Learner and Multilingual Student Progress

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https://tinyurl.com/CABE-DATA

CABE 2019
Who is in the Room?
If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

_Nelson Mandela_
Check-In
Imagine..........

Educators would have an assets-oriented mindset and language learners would be provided the support to progress and reclassify in a timely manner - The category of LTEL would not need to exist.
Imagine………..

Educators would value and leverage the cultural and linguistic resources of each student and provide pathways to the Seal of Biliteracy and Multilingualism.
Central law of improvement

Every **system** is perfectly designed to get exactly the results that it gets

**system**=An interdependent group of items, people, and processes with a common purpose
“Every system is perfectly designed to achieve exactly the results it gets.”

-Paul Batalden
MASKING THE FOCUS ON ENGLISH LEARNERS:
The Consequences of California’s Accountability System Dashboard Results on Year 4 Local Control and Accountability Plans (LCAPs)

AUTHORS:
Magaly Lavadenz, Ph.D., Elvira Armas, Ed.D.
and Sylvia Jáuregui Hodge, M.Ed.
FIGURE 1: EL Yellow Subgroup* Disaggregated by ELO and RFEP Performance

<table>
<thead>
<tr>
<th>Color</th>
<th>Red</th>
<th>Orange</th>
<th>Yellow</th>
<th>Green</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELO (n=436)</td>
<td>149</td>
<td>134</td>
<td>153</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>RFEP (n=416)</td>
<td>2</td>
<td>20</td>
<td>130</td>
<td>187</td>
<td>77</td>
</tr>
</tbody>
</table>

*See Table 1, EL-ELA Academic Indicator English Learner Subgroup Performance.
There is clear evidence that the Dashboard EL Academic Indicator masks the needs of ELOs and the accountability system appears to fail in focusing attention, awareness, and generating responsiveness to the needs of this diverse group.
California English Learner Roadmap

Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system.

1. **Principle 1**: Assets-Oriented and needs-responsive Schools
   - School climate is inclusive and safe
   - Educators collaborate to support ELs with disabilities
   - Instruction is responsive
   - Language development is integrated across curriculum
   - EL students are provided language development program choices, including bilingual options
   - Instruction is scaffolded
   - Home language is used as a foundation

2. **Principle 2**: Intellectual Quality of Instruction and Meaningful Access
   - Educators have high expectations for EL students
   - EL students are provided access to full curriculum
   - Instruction materials support intellectual engagement and language development

3. **Principle 3**: System Conditions that Support Effectiveness
   - Assessments are culturally and linguistically valid
   - Capacity-building fosters systemic EL support
   - School system provides adequate resources to support EL needs

4. **Principle 4**: Alignment and Articulation Within and Across Systems
   - Learning is aligned across grades and systems
   - Schools provide extra time and support for EL students
   - School system has a coherent approach to EL learning
EL Roadmap Video
English Learner Roadmap

Principle 3

Systems Conditions
EL Roadmap Self-Assessment Tool

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Minimal Conditions</th>
<th>2 Fair Conditions</th>
<th>3 Good Conditions</th>
<th>4 Excellent Conditions</th>
<th>Connection to LCAP and other local planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Leaders</td>
<td>establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals — over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.</td>
<td>Leaders are in the early stages of establishing goals and commitments to EL access, growth toward English proficiency, academic achievement, and participation. Evidence of a focus across the system on progress towards these goals and continuous improvement is not observed.</td>
<td>Leaders establish goals and commitments to EL access, growth toward English proficiency, academic achievement, and participation. Leaders are engaged in the beginning stages of a continuous improvement cycle to set and monitor goals.</td>
<td>Leaders establish clear goals and commitments to EL access, growth toward English proficiency, academic achievement, and civic engagement. Leaders engage in a continuous improvement cycle when setting and monitoring goals. Commitment to these goals is evident across the system.</td>
<td>Connections:</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Element</th>
<th>1 Minimal Conditions</th>
<th>2 Fair Conditions</th>
<th>3 Good Conditions</th>
<th>4 Excellent Conditions</th>
<th>Connection to LCAP and other local planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. The school system invests <strong>adequate resources</strong> to support the conditions required to address EL needs.</td>
<td>The school system does not have adequate resources to support the conditions required to address EL needs.</td>
<td>The school system invests few resources to support the conditions required to address EL needs.</td>
<td>The school system invests adequate resources to support the conditions required to address EL needs.</td>
<td>The school system prioritizes resources to support the conditions required to address EL needs.</td>
<td>Connections:</td>
</tr>
<tr>
<td>C. A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.</td>
<td>A system of valid and reliable assessment is representative of instruction and captures what students can do.</td>
<td>A system of culturally and linguistically valid and reliable assessment is representative of instruction and captures what students can do.</td>
<td>A comprehensive system of culturally and linguistically valid and reliable assessment is representative of culturally relevant instruction and captures what students can do. The system takes student needs into account and supports biliteracy and academic achievement.</td>
<td>Connections:</td>
<td></td>
</tr>
</tbody>
</table>
Shifting From an Accountability Stance to a Learning Stance

Focus on Accountability
Status
“Where are we?”

Focus on Learning
Continuous Improvement
“What do we need to do to next?”
VISION

CURRENT REALITY

Valued and noticed
Confident, independent, actively engaged
Challenged by rigorous content

Anonymous and overlooked
Compliant, dependent, unengaged
Distracted and confused
Areas of Influence on Student Achievement

Collective Teacher Efficacy
(1.57 effect size)

Collective belief of educators in their ability to positively affect students

- High expectations
- Teacher Collaboration
- Belief that teaching causes learning
- Evidence of impact
- Focus on learning as opposed to compliance
Wonderings?

What are some your challenges now in trying to document and share academic growth of language learners?
Six Circle Model

Structure
Pattern
Process
Relationship
Identity
Information

Leading for Equity

Rational/Technical
Relational/Experiential

Originally developed by Margaret Wheatley
2 Types of Data

Quantitative

Qualitative
Exploring your System

Quantitative Data for Measuring the Progress of English
Monitoring the Progress of your English Learners
CAASPP (ELA) x ELPAC (Summative)

English Learner Performance Chart

Recommendation Indicators

- ** Recommendation for Reclassification
- ** No Recommendation (Progressing)
- ▲ No Recommendation (At-Risk)

Color Key - CAASPP

- Red – Standard Not Met
- Yellow – Standard Nearly Met
- Green – Standard Met
- Blue – Standard Exceeded

Grade Level | No.
---|---
03 | 4
04 | 10
05 | 4

Students took ELPAC(SA) & CAASPP Test
# Demographics

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>McAllister</td>
<td>Francisco</td>
<td>A</td>
</tr>
<tr>
<td>Gender</td>
<td>Grade</td>
<td>Years in School</td>
</tr>
<tr>
<td>M</td>
<td>05</td>
<td>5</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Language</td>
<td>English</td>
</tr>
<tr>
<td>White</td>
<td>ELP AC (SA) Overall Level</td>
<td>ELP AC (SA) Written Level</td>
</tr>
<tr>
<td></td>
<td>Moderately Developed</td>
<td>Moderately Developed</td>
</tr>
<tr>
<td></td>
<td>1501</td>
<td>1536</td>
</tr>
<tr>
<td></td>
<td>1150</td>
<td>1800</td>
</tr>
<tr>
<td></td>
<td>1150</td>
<td>1800</td>
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<td></td>
<td>1466</td>
<td>2376</td>
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<tr>
<td></td>
<td>2201</td>
<td>2219</td>
</tr>
<tr>
<td></td>
<td>2701</td>
<td>2700</td>
</tr>
</tbody>
</table>

# Academic Performance

- **ELPAC (SA) Overall Level**: Moderately Developed
- **ELPAC (SA) Written Level**: Moderately Developed
- **ELPAC (SA) Oral Level**: Moderately Developed
- **CAASPP (ELA) Perf Level**: Standard Not Met
- **CAASPP (MATH) Perf Level**: Standard Not Met

2017

<table>
<thead>
<tr>
<th>Test Category</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td></td>
<td></td>
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<tr>
<td>MAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>StudentStateID</td>
<td>FirstName</td>
<td>Gender</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>96736405196</td>
<td>Bertha</td>
<td>F</td>
</tr>
<tr>
<td>922349428286</td>
<td>Christian</td>
<td>M</td>
</tr>
<tr>
<td>96233774580</td>
<td>DaVon</td>
<td>F</td>
</tr>
<tr>
<td>98082362383</td>
<td>Emily</td>
<td>F</td>
</tr>
<tr>
<td>92651467803</td>
<td>Evelina</td>
<td>F</td>
</tr>
<tr>
<td>96521319562</td>
<td>Jacob</td>
<td>M</td>
</tr>
<tr>
<td>9951632272</td>
<td>Jennifer</td>
<td>M</td>
</tr>
<tr>
<td>96451509892</td>
<td>Mariah</td>
<td>M</td>
</tr>
<tr>
<td>94423051607</td>
<td>Marlies</td>
<td>M</td>
</tr>
<tr>
<td>9560219860</td>
<td>Qyone</td>
<td>F</td>
</tr>
<tr>
<td>99721765247</td>
<td>Rodreco</td>
<td>M</td>
</tr>
<tr>
<td>92041927672</td>
<td>Rose</td>
<td>F</td>
</tr>
<tr>
<td>93132265724</td>
<td>Sara</td>
<td>M</td>
</tr>
<tr>
<td>Vietnamese Primary Language</td>
<td>Vietnamese Ethnicity</td>
<td>RFEP English</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>ELPAC(SA) Overall Level</td>
<td>ELPAC(SA) Written Level</td>
<td>ELPAC(SA) Oral Level</td>
</tr>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>(Blank)</td>
</tr>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>(Blank)</td>
</tr>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>(Blank)</td>
</tr>
</tbody>
</table>

Target and Actual by Test Category

- ELA
- M...
Prototyping an EL “Profile”:  
**Background Information about ELs**

We need keeping mind the diversity of each EL when we analyze their language progress.

Should include:

- EL data, at least ELPAC
- Academic data, such as SBAC-CAASPP
- Demographics (gender, native language, etc.)
- Details about support over the years, such as:
  - Date of entry into US schools
  - Years in current school
Prototyping a “PELP”:  
*Personalized English Learner Plan*

Personalized learning recognizes the individual strengths, needs, and goals of students and that schools respond to these differences and learning by tailoring to meet each student’s needs.

For ELIC, language development is the specific need that is being addressed.
Prototyping a “PELP”: *Personalized English Learner Plan*

We need a way of reporting individuals’ language proficiency progress during the school year.

Best if:
- At least every three months
- Generic across all grades
- Standards-based
- Has a scale that can show growth over a few months, such as...
Prototyping a “PELP”: Personalized English Learner Plan

- Could be based on the PLDs: ELD Standards’ Proficiency Level Descriptors

<table>
<thead>
<tr>
<th>English Learners Can...</th>
<th>EMERGING Early</th>
<th>EMERGING Exit</th>
<th>EXPANDING Early</th>
<th>EXPANDING Exit</th>
<th>BRIDGING Early</th>
<th>BRIDGING Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehend frequently occurring words and basic phrases in immediate physical surroundings.</td>
<td>Comprehend a sequence of information in familiar topics as presented through stories and non-face-to-face conversations.</td>
<td>Comprehend information in familiar topics as presented through stories and non-face-to-face conversations.</td>
<td>Comprehend detailed information in lower contextual topics or unfamiliar topics.</td>
<td>Comprehend content and abstract topics and begin to recognize language structures in a variety of communication settings.</td>
<td>Participate fully in all collaborative conversations in all content areas at grade level, with occasional support as necessary.</td>
<td>Participate fully in both academic and non-academic settings requiring English.</td>
</tr>
<tr>
<td>Interpretive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehend familiar words, phrases, and questions drawn from content areas.</td>
<td>Produce basic statements and ask questions in direct international exchanges on familiar and routine subjects.</td>
<td>Produce sustained international exchanges with others on an expanding variety of topics.</td>
<td>Produce, initiate, and sustain spontaneous interactions on a variety of topics.</td>
<td>Produce, initiate, and sustain extended interactions tailored to specific purposes, audiences, and interactions.</td>
<td>Comprehend concrete and abstract topics and related language structures.</td>
<td>Comprehend and use international language to engage in productive collaborative writing.</td>
</tr>
<tr>
<td>Productive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce lexical words and phrases related to everyday and academic topics.</td>
<td>Write and express ideas about routine topics with some coherence or organization.</td>
<td>Write and express ideas about routine topics with some coherence or organization.</td>
<td>Write and express ideas about routine topics with some coherence or organization.</td>
<td>Write and express ideas about routine topics with some coherence or organization.</td>
<td>Write and express ideas about routine topics with some coherence or organization.</td>
<td>Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.</td>
</tr>
<tr>
<td>Academic Productive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read, write, and calculate proficiently in English.</td>
<td>Be able to comprehend when using a variety of grade-level texts.</td>
<td>Be able to comprehend when using a variety of grade-level texts.</td>
<td>Be able to comprehend when using a variety of grade-level texts.</td>
<td>Be able to comprehend when using a variety of grade-level texts.</td>
<td>Be able to comprehend when using a variety of grade-level texts.</td>
<td>Be able to comprehend when using a variety of grade-level texts.</td>
</tr>
<tr>
<td>Accessible Productive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic proficiency in English but may exhibit frequent errors in pronunciation, grammar, and writing conventions that do not impede meaning.</td>
<td>Be comprehensible when using a variety of grade-level texts.</td>
<td>Be comprehensible when using a variety of grade-level texts.</td>
<td>Be comprehensible when using a variety of grade-level texts.</td>
<td>Be comprehensible when using a variety of grade-level texts.</td>
<td>Be comprehensible when using a variety of grade-level texts.</td>
<td>Be comprehensible when using a variety of grade-level texts.</td>
</tr>
</tbody>
</table>

Note: The table above outlines the proficiency levels for English learners, categorizing their abilities into various domains such as collaborative, interpretive, and productive. Each level describes the expected abilities and achievements in terms of comprehension, expression, and use of language for academic and everyday purposes.
Sample of an EL “Profile”:
Chula Vista School District

Chula Vista Elementary School District
Student Language Profile

<table>
<thead>
<tr>
<th>School: XXXXX</th>
<th>Room: XXX</th>
<th>Teacher: XXXXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Name</td>
<td>Grade</td>
</tr>
<tr>
<td>XXXXXXXXXX</td>
<td>XXXXX XXXXX</td>
<td>5</td>
</tr>
</tbody>
</table>

1st CA Enroll: XXXX
1st US Enroll: XXXXX
District Entry: Commm Lang: English
Comm Lang: English
Active IEP: N
Service: __________
State ID: __________

Initial LAB English: __________
Initial LAB Foreign: X
XXX
Foreign Reading: __________
Foreign Writing: __________

<table>
<thead>
<tr>
<th>ELPAC Level</th>
<th>Assess Type</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CELDT Level</th>
<th>Lan/Spk PL</th>
<th>Lan/Spk pk SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>3</td>
<td>344</td>
</tr>
<tr>
<td>2014-15</td>
<td>4</td>
<td>491</td>
</tr>
<tr>
<td>2015-16</td>
<td>5</td>
<td>590</td>
</tr>
<tr>
<td>2016-17</td>
<td>5</td>
<td>664</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAASPP Level</th>
<th>E/LA AL-SS</th>
<th>Read</th>
<th>Write</th>
<th>Listen</th>
<th>Inquiry</th>
<th>Math AL-SS</th>
<th>Problem Solving</th>
<th>Concepts</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>4-2501</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3-2489</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

DATE

---

@SanDiegoCOE
# EL Responsive Planning

<table>
<thead>
<tr>
<th>Interim (Quarterly)</th>
<th>Weekly/Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“PELP”:</strong></td>
<td><strong>“Profile + Snapshot”:</strong></td>
</tr>
<tr>
<td>- Include a profile</td>
<td>- Include a profile</td>
</tr>
<tr>
<td>- Individualized</td>
<td>- Individualized</td>
</tr>
<tr>
<td>- Driven by Proficiency Level Descriptors</td>
<td>- Driven by specific English Language Development standards</td>
</tr>
<tr>
<td>- Examined every three months</td>
<td>- Examined at least weekly</td>
</tr>
</tbody>
</table>
Prototyping a “PELP”:
Personalized English Learner Plan

- Would require detailed examples of each level
Range of Assessments

Figure 8.4. Assessment Cycles by Purpose

Source
Adapted from
<table>
<thead>
<tr>
<th>5. <strong>Listening actively</strong></th>
<th>5. <strong>Listening actively</strong></th>
<th>5. <strong>Listening actively</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.</td>
<td>Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.</td>
<td>Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. <strong>Supporting opinions</strong></th>
<th>11. <strong>Supporting opinions</strong></th>
<th>11. <strong>Supporting opinions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</td>
<td>Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</td>
<td>Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</td>
</tr>
</tbody>
</table>
### ELD Standards: Grade 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Exchanging information and ideas</strong></td>
<td>Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.</td>
<td>Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</td>
<td>Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.</td>
</tr>
<tr>
<td><strong>3. Offering opinions</strong></td>
<td>Offer opinions and negotiate with others in conversations using learned phrases (e.g., <em>I think X</em>), as well as open responses, in order to gain and/or hold the floor.</td>
<td>Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <em>I agree with X, but X</em>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.</td>
<td>Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <em>That’s a good idea, but X</em>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</td>
</tr>
</tbody>
</table>
### 4 Ls of Active Listening

<table>
<thead>
<tr>
<th>LOOK at the speaker’s eyes</th>
<th>LISTEN Attentively</th>
<th>LOWER your voice</th>
<th>LEAN toward the speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eyes are watching</td>
<td>• Ears are listening</td>
<td>• Voices quiet</td>
<td>• Bodies calm or still</td>
</tr>
</tbody>
</table>

*Listening skills descriptors and photos from Second Step Program*

<table>
<thead>
<tr>
<th>Student</th>
<th>Current ELPAC Level</th>
<th>Current ELD Proficiency Level (circle appropriate level)</th>
<th># of Active Listening (4 Ls) behavior exhibited by student</th>
<th>Met listening norm? (4 out of 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Emerging Expanding Bridging</td>
<td></td>
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<td>2.</td>
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<td>Emerging Expanding Bridging</td>
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<td>3.</td>
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<td>5.</td>
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<td>Emerging Expanding Bridging</td>
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<td>6.</td>
<td></td>
<td>Emerging Expanding Bridging</td>
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</tbody>
</table>

*Multilingual Education and Global Achievement (SDCOE)*
Active Participation Norms: a) Express an Idea/Make a Claim  b) Support an Idea with Evidence/Reasoning

Student Data Collection Form

<table>
<thead>
<tr>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
</table>
| Contribute to conversations and express ideas by:  
  • asking and answering yes-no questions  
  • asking and answering wh- questions  
  • responding using gestures, words, and learned phrases  
Offer opinions and negotiate with others in conversations using:  
  • learned phrases (e.g. I think X.)  
  • open responses  
Support opinions by providing:  
  • good reasons  
  • some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content)  
Typically needs:  
  • substantial support from peers or adults. | Contribute to class, group, and partner discussions, including sustained dialogue by:  
  • listening attentively  
  • following turn-taking rules  
  • asking relevant questions  
  • affirming others  
  • adding relevant information  
Offer opinions and negotiate with others in conversations using:  
  • an expanded set of learned phrases (e.g., I agree with X, but X.)  
  • open responses  
Support opinions by providing:  
  • good reasons  
  • increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content  
Typically needs:  
  • moderate support from peers or adults. | Contribute to class, group, and partner discussions, including sustained dialogue by:  
  • listening attentively  
  • following turn-taking rules  
  • asking relevant questions  
  • affirming others  
  • adding pertinent information  
  • building on responses  
  • providing useful feedback  
Offer opinions and negotiate with others in conversations using:  
  • a variety of learned phrases (e.g., That's a good idea, but X.)  
  • open responses  
Support opinions by providing:  
  • good reasons  
  • detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content  
Typically needs:  
  • light support from peers or adults. |

NOTE: See Differentiated Sentence Stems for: a) Expressing an idea/Making a claim and  b) Supporting an idea with evidence/reasoning

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Current ELPAC Level</th>
<th>Current ELD Proficiency Level (circle appropriate level)</th>
<th>ELD Proficiency Level related to Active Participation Norms (circle appropriate level)</th>
<th>Met Standard? (yes/no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Emerging Emerging Expanding Expanding Bridging</td>
<td>Emerging Expanding Expanding Expanding Bridging</td>
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<td>Emerging Expanding Bridging</td>
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<td>Emerging Expanding Expanding Bridging</td>
<td>Emerging Expanding Bridging</td>
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</tr>
</tbody>
</table>

Multilingual Education & Global Achievement Department (SDCOE)
<table>
<thead>
<tr>
<th>LANGUAGE PROFICIENCY LEVELS</th>
<th>REMEMBERING</th>
<th>UNDERSTANDING</th>
<th>APPLYING</th>
<th>ANALYZING</th>
<th>CREATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMERGING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point to...</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Show me...</td>
<td></td>
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<tr>
<td>Draw/diagram...</td>
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<tr>
<td>Act out...</td>
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<tr>
<td>Yes/no questions</td>
<td></td>
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<tr>
<td>Either/or questions</td>
<td></td>
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<tr>
<td>Questions that require a</td>
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<tr>
<td>one-word response,</td>
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<tr>
<td>phrase or short sentence.</td>
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<tr>
<td>EXPANDING</td>
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<tr>
<td>Questions that require a</td>
<td></td>
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<tr>
<td>response using simple</td>
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</tr>
<tr>
<td>sentences, gradually</td>
<td></td>
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</tr>
<tr>
<td>moving towards expanded</td>
<td></td>
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</tr>
<tr>
<td>sentences and discourse.</td>
<td></td>
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</tr>
<tr>
<td>BRIDGING</td>
<td></td>
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<tr>
<td>Questions that require a</td>
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</tr>
<tr>
<td>variety of sentence types</td>
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<tr>
<td>and lengths, including</td>
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<tr>
<td>extended responses.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**BLOOM'S TAXONOMY**

- **REMEMBERING**
  - Who ...?
  - Where is ...?
  - Which one ...?
  - When did ... happen?
  - Can you name ...?
  - What is a ...?
  - Can you recall ...?
  - Can you sequence the pictures to ...?
  - Can you find ...?

- **UNDERSTANDING**
  - Can you put the pictures in order to show ...?
  - Which is the best answer?
  - Which picture shows ...?
  - Which words show ...?
  - Which sentence tells the main idea?
  - What is another word for ...?
  - Which sentence describes ...?

- **APPLYING**
  - Point to examples of ...?
  - How can you show ...?
  - What examples can you find to ...?
  - Organize ___ to show/solve ...?
  - Can you use ___ to ...?

- **ANALYZING**
  - Can you list the parts ...?
  - What is the same as ...?
  - What is different?
  - What is ___ used for?
  - Is ___ related to ...?
  - How can you group ...?

- **CREATING**
  - What can you change ...?
  - What will happen if ...?
  - Can you make ...?
  - Can you invent another character for the story?
  - What changes would you make to solve ...?
  - What would you do ...?
  - Can you elaborate on the reason ...?
  - Can you suggest a different ...?
  - What could be combined to improve (Change) ...?
  - What facts can you compile?
<table>
<thead>
<tr>
<th>LANGUAGE FUNCTIONS</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing an idea/</td>
<td>I think that ...</td>
<td>I believe that ...</td>
<td>I believe (the theme / central idea) is ...</td>
</tr>
<tr>
<td>Making a claim</td>
<td>My opinion is ...</td>
<td>In my opinion, ...</td>
<td>I (claim / assert) that ...</td>
</tr>
<tr>
<td></td>
<td>My idea is ...</td>
<td>My claim is ...</td>
<td>Once claim could be ...</td>
</tr>
<tr>
<td></td>
<td>I noticed ...</td>
<td>I observed ...</td>
<td>My (prediction/hypothesis) is ...</td>
</tr>
<tr>
<td></td>
<td>My answer is ...</td>
<td>My estimate is ...</td>
<td>Based on ________, I (estimate / predict) ...</td>
</tr>
<tr>
<td>Supporting an idea</td>
<td>I think that ... because ...</td>
<td>I believe that ... because ...</td>
<td>The author believes this because ...</td>
</tr>
<tr>
<td>with evidence and/or</td>
<td>My opinion is ... because ...</td>
<td>In my opinion, ... because ...</td>
<td>As an example, in the text it states, “...”</td>
</tr>
<tr>
<td>reasoning</td>
<td>An example from (the text / my life) is ...</td>
<td>For example, in the text it says ...</td>
<td>As an illustration, ...</td>
</tr>
<tr>
<td></td>
<td>is ...</td>
<td>These (facts / details) are significant because ...</td>
<td>(One reason / piece of evidence) is ...</td>
</tr>
<tr>
<td></td>
<td>is an example of ...</td>
<td>Another reason is ...</td>
<td>Another (reason / piece of evidence) is ...</td>
</tr>
<tr>
<td></td>
<td>One reason is ...</td>
<td>Another example is ...</td>
<td>One example he uses to support his claim is ...</td>
</tr>
<tr>
<td></td>
<td>Another reason is ...</td>
<td></td>
<td>The data (shows / illustrates) ...</td>
</tr>
<tr>
<td>Building on others’</td>
<td>That’s a good idea.</td>
<td>I would like to add ...</td>
<td>Build upon ____’s idea, I’d like to add ...</td>
</tr>
<tr>
<td>ideas</td>
<td>I understand.</td>
<td>I (agree / disagree) with that point because ...</td>
<td>Linking to your point, ...</td>
</tr>
<tr>
<td></td>
<td>I agree / disagree.</td>
<td>I see it differently because ...</td>
<td>Adding on to what ____ side ...</td>
</tr>
<tr>
<td></td>
<td>I also think that</td>
<td>My idea is related to ____’s idea, ...</td>
<td>Based on everything I have heard so far, I would say ...</td>
</tr>
<tr>
<td></td>
<td>My opinion is different. I think ...</td>
<td>In my experience, ...</td>
<td>Even though ... I think ...</td>
</tr>
<tr>
<td>Clarifying ideas</td>
<td>Please repeat that.</td>
<td>Can you repeat that please?</td>
<td>Could you repeat that again please?</td>
</tr>
<tr>
<td></td>
<td>I’m confused.</td>
<td>What do you mean when you say ...?</td>
<td>Can you clarify the part about ...?</td>
</tr>
<tr>
<td></td>
<td>What does (that / you) mean?</td>
<td>Can you say more about that?</td>
<td>Can you elaborate on ...?</td>
</tr>
<tr>
<td></td>
<td>Will you explain that again?</td>
<td>Why ...?</td>
<td>Could you expand on ...?</td>
</tr>
<tr>
<td></td>
<td>Do you understand me?</td>
<td>In other words, are you saying ...?</td>
<td>Is what I just said clear?</td>
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<tr>
<td></td>
<td></td>
<td>Does that make sense?</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>What I mean is ...</td>
<td>What I’m trying to say is ...</td>
<td>So far I understood that ...</td>
</tr>
<tr>
<td></td>
<td>I think it means ...</td>
<td>I think it means ...</td>
<td>In other words, what I mean is ...</td>
</tr>
<tr>
<td></td>
<td>What I understand is ...</td>
<td>It sounds like you think that ...</td>
<td>To paraphrase, ...</td>
</tr>
<tr>
<td></td>
<td>An example is ...</td>
<td>In other words, you are saying ...</td>
<td>This is what I have understood so far…. How will have I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For example, ...</td>
<td>understand your points?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The point here is that ...</td>
</tr>
<tr>
<td>Encouraging others</td>
<td>That’s interesting.</td>
<td>That’s an interesting idea. What does everyone else think?</td>
<td></td>
</tr>
<tr>
<td>to participate</td>
<td>(name of person), what do you think?</td>
<td>(name of person), what is your opinion?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is your opinion?</td>
<td>I’d like to hear ____’s opinion / idea.</td>
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<td></td>
<td>Do we agree?</td>
<td>What’s your conclusion?</td>
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</tbody>
</table>
Exploring your System

Qualitative Data for Understanding the Experience and Perspectives of English learners in your system?

Part 2 (AP1): On-Site EL Student Shadowing (data collection and analysis)

Part 3 (LS2): District Team Reflection & Presentation of Learning
Collective Data - Academic Speaking

EL Student Shadowee  = 17%
Another Student  = 8.5%
Teacher  = 70%
Audio/Visual  = 4.5%
Collective Data - Academic Listening

- Student to Teacher = 72%
- Student to Student = 12%
- Student to Audio = 6.5%
- Student to Whole Class = 6%
- Student to Small Group = 3%
Collective Data - One Way/Two Way

One Way Listening = 83.5%
Two Way Listening = 16.5%
Collective Data - Independent Work

Academic Task = 53%
Non-Academic Task = 31%
Off Task = 16%
Collective Wordle - Action Period 1
Exploring your System

Quantitative Data for Measuring the Progress of Spanish and Other Languages
Language Proficiency Targets
California Language Proficiency Levels per CELDT and soon ELPAC

- **Bridging - Exit Level**: Advanced High
- **Bridging - Entry Level**: Advanced Mid or Low
- **Expanding - Exit Level**: Intermediate High
- **Expanding - Entry Level**: Intermediate Mid or Low
- **Emerging - Entry/Exit Level**: Novice High, Mid or Low
**Advanced – Paragraph Level**
Narrate and describe in past, present and future and deal effectively with an unanticipated complication

**Intermediate – Sentence Level**
Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions

**Novice – Word Level**
Communicate minimally with formulaic and rote utterances, lists and phrases
Advanced:

I can speak in paragraphs with ideas flowing from sentence to sentence.

Intermediate:

I can speak in sentences, and strings of sentences.

Novice:

I can speak in words, phrases and memorized formulas.

Increasing Language Proficiency

End of 3 Years Mandarin Enrichment

End of 5th Grade Spanish Immersion

AP Exam

SAT II

End of 5th Grade Spanish Immersion

Language Acquisition Grid

Spanish Immersion Program
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Novice-High</td>
<td>Novice-Mid</td>
<td>Novice-Mid</td>
<td>Novice-Mid</td>
</tr>
<tr>
<td>1</td>
<td>Intermediate-Mid</td>
<td>Novice-High</td>
<td>Novice-High</td>
<td>Novice-High</td>
</tr>
<tr>
<td>5</td>
<td>Advanced-Low</td>
<td>Intermediate-Mid</td>
<td>Intermediate-High</td>
<td>Intermediate-Mid</td>
</tr>
</tbody>
</table>
### Target Reports

#### Listening Ability
Your child’s listening ability in the immersion language is best described as...

**Novice High**
- Understands simple questions, statements and commands on topics and in new topics with strong contextual support.
- May require repetition, slower speech, or rephrasing.

**Intermediate Low**
- Understands familiar questions, commands and statements in a limited number of content areas.

**Intermediate Mid**
- Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.
- Carries out commands without prompting.

**Intermediate High**
- Understands longer stretches of connected speech on a number of topics at a normal rate of speech.
- Seldom has problems comprehending topics related to everyday life and familiar subject area content.
(For clarification verbally)

**Advanced Low**
- Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects.

### Speaking Ability
Your child’s speaking ability in the immersion language is best described as...

**Novice Mid**
- Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.
- Frequent searching for words is common.
- May use native language or gestures when attempting to create with language beyond what is known.
- Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.

**Novice High**
- Minimal ability to:
  - **describe**
  - **explain**
  - **answer questions**
  - **use sentences, strings of sentences and sentence connectors**
- Uses vocabulary from everyday topics and subject area content to provide basic information.
- Successfully produces sentence-length information but cannot sustain sentence-level speech when it is called for.
- Sentences may not always contain the proper verb formations and other grammatical inaccuracies may be present, but those inaccuracies generally do not impede communication of the message.

**Intermediate Low**
- Growing ability to:
  - **describe**
  - **explain**
  - **answer questions**
  - **use sentences, strings of sentences and sentence connectors**
- Has basic vocabulary for making statements and asking questions along with the language, although in a restrictive and reactive manner.
- Handles a limited number of everyday social and subject content interactions.
- Uses a variety of common verbs in present tense (formations may be inaccurate) in sentences.
- Other verb tenses/forms may appear but are not frequent.
- The listener may be confused by this speech due to the many grammatical inaccuracies.

**Intermediate Mid**
- Confident ability to:
  - **describe**
  - **explain**
  - **answer questions**
  - **use sentences, strings of sentences and sentence connectors**
- Has basic vocabulary, permitting discussions of a personal nature and subject area topics.
- May attempt circumlocution when appropriate vocabulary is missing.
- May resort to native language.
- Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts.
- Gives simple descriptions successfully.
- May attempt longer, more complex sentences, including the use of sentence connectors.
- Uses an increasing number and variety of verbs.
- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.
Teacher Full Classroom Dashboard: Language Arts in Spanish

- Local Assessments
- State Assessments

LEXILES in Spanish
Our District Oracy Measure
Calif. Spanish Assessments
LAS Oral in Spanish
California Spanish Assessment (CSA)
Purpose of the California Spanish Assessment (CSA)

• Measure a student’s competency in Spanish reading/language arts and provide student-level data

• Evaluate the implementation of Spanish reading/language arts programs at the local level

• Provide a high school measure suitable to be used, in part, for the State Seal of Biliteracy
Who is Tested?

• Any student in grades three through eight and high school
• Spanish-specific reading, writing mechanics, and listening skills.
Key Features of the CSA

- Aligns with the Common Core State Standards en Español
- Administered online and it includes technology-enhanced items (TEIs)
CSA Administration Window

April 1, 2019 - July 15, 2019
Test Operations Management System (TOMS)
Administrations:
Instructional Calendar

CSA Operational Assessment
This test can be administered anytime between April 1, 2019, and July 15, 2019.

Activate this Test Administration: □
Test Administration Start Date *
[Apr 1, 2019]

Test Administration End Date *
[Jul 15, 2019]
### Madison's 2019 California Spanish Assessment (CSA)

#### Madison Martinez

<table>
<thead>
<tr>
<th>Student ID: 9000000000</th>
<th>Date of Birth: 04/01/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: 6</td>
<td>Test Date: Spring 2019</td>
</tr>
<tr>
<td>School: California Elementary School</td>
<td></td>
</tr>
<tr>
<td>LEA: California Unified</td>
<td>Code: 0000000000000001</td>
</tr>
</tbody>
</table>

#### Madison's Overall CSA Level for 2019

**Level 3: High Degree**

What do my child's scores mean?

There are three levels of scores indicating the degree of Spanish literacy for the CSA:

- **High Degree (Level 3)**
- **Moderate Degree (Level 2)**
- **Limited Degree (Level 1)**

#### Madison's 2019 California Spanish Assessment (CSA)

**Level 3: High Degree**

- **High Degree (Level 3)**
- **Moderate Degree (Level 2)**
- **Limited Degree (Level 1)**

**Your Child's Score**

#### Spanish Area Performance

- **Reading:** Your child's understanding of written stories and information in Spanish
  - Processing
  - Well-Developed

- **Written Mechanics:** Your child's understanding of the mechanics of writing in Spanish
  - Processing
  - Well-Developed

- **Listening:** Your child's understanding of information spoken in Spanish
  - Processing
  - Well-Developed

#### Parent/Guardian Resources

- Visit the test score website at [http://csatestingcenter.org](http://csatestingcenter.org) to:
  - Understand your child's score report
  - Check out sample test questions
  - Print this brochure to support your child's learning

Complete results for schools, districts, or the state are available on the CARSIP results website at [https://carsip.ca.gov](https://carsip.ca.gov).
Resources (1)

• Now available—Training Tests and Practice Tests
• Coming soon! — Practice Test Scoring Guides
• Now available—Test Administration Manual

A Parent Guide to Understanding the CSA
Located on the CDE’s CSA web page at:
https://www.cde.ca.gov/ta/tg/ca/csa.asp
CSA Communication Toolkit

Content includes:
• What is the CSA? Video
• Frequently Asked Questions
• Fact sheet
• Key messages
• Letter template for LEAs
• PowerPoint template
Benefits for Local Educational Agencies (LEAs)

• Provides CSA results in addition to English language arts results
• Inform instructional practices
• Allows LEAs to test English learners (ELs) and non-ELs at no cost
Contact Information

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CSA web page: http://www.caaspp.org/ (under the Test Administration tab)
In Your System..........
A Nested System
MASKING THE FOCUS ON ENGLISH LEARNERS:
The Consequences of California's Accountability System Dashboard
Results on Year 4 Local Control and Accountability Plans (LCAPs)

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County Recommendations

• Increase and involve staff with expertise on ELs to conduct the LCAP reviews and serve as members of the System of Support teams.

• Develop a data analysis process (e.g. the San Diego County Office of Education English Learner Dashboard) and work with districts to dig deeper into their ELO data to identify programs and services to support language development and close opportunity and achievement gaps.
District Recommendations

• Identify and include English Learner cohorts on the LCAP Introductory sections (Areas of Greatest Progress, Greatest Needs, Performance Gaps).

• Allocate resources that respond to the needs of ELOs, RFEPs and other EL cohorts to close opportunity and achievement gaps and respond to identified challenges.

• Identify specific outcomes for the different profiles of ELs with metrics that are sensitive to their language and academic development.
• Complete the LCAP (2017-2020) annual updates based on the revised indicator on the Dashboards’ Five by Five Placement Grid for continuous improvement. Use evidence from a self-analysis based on the English Learner Research-Aligned LCAP Rubrics (see Appendix B) to identify areas for improvement.

• Provide professional development for all educators on the implementation of the English Learner Roadmap to build understanding and expertise about the needs of ELs and research-based practices. • Ensure that professional learning for teachers of ELs addresses integrated and designated ELD as well as differentiation of standards-based instruction.

• Work with district and other bilingual specialists to support the implementation of the new and expanding dual immersion and developmental bilingual programs identified in the LCAPs.
LCAP
Your Schools.
Your Plans.
## How We Monitor Student Growth

<table>
<thead>
<tr>
<th>Goal</th>
<th>Project Title</th>
<th>Expected Growth</th>
<th>Assessment</th>
<th>Frequency</th>
<th>Leadership Team</th>
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</table>
| 1    | Effectively implement Common Core Reading and Language Standards using support from depth/complexity icons and thinking maps. | Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4) in: Reading CC #1 - Close Reading, Reading CC #10 - Reading and comprehension of literary and informational texts, and Language CC #6 - Vocabulary. | 1. Benchmark Assessments through Treasures curriculum  
2. DRA/SRI/AR Reading level assessments for all target languages  
3. ESGI for Kindergarten reading levels | 1. Reading Benchmark: December, March, June  
2. Reading levels: December, March, June  
3. ESGI: December, March, June | Language Arts Team: Stein, Chermis, Vargas, Jones, Correa, Fernandez, Ramos |
| 2    | Implement effective questioning strategies to support all learning goals.      | Each classroom utilizes visual aides, teacher-led and student-led effective questioning strategies in daily lessons with increasing frequency throughout the year. | 1. Instructional Rounds / Principal data gathering visits  
2. Progress update with staff and PLC topic | 1. Weekly observations/rounds  
2. Monthly PLC Topic | Stein, Jones, Vargas, Kyriakakis |
| 3    | Increase 21st century skill instruction for all students while transforming learning through SAMR model of technology/Design Thinking. | Each teacher increasingly utilizes technology to significantly redesign learning tasks and create previously inconceivable tasks (Using Modification and Redefinition higher levels of SAMR model). | 1. Survey teacher’s comfort level with technology, design professional development to support growth, re-evaluate with follow-up survey  
2. Observational tool used to determine the SAMR level(s) at which each teacher uses technology and Design Thinking | 1. Survey: October, May  
2. Observational Tool: December, March, June | Dawson, Morales, Cisneros, Guajardo, J. Ochoa |
| 4    | Evolve PLC’s to support all initiatives and goals.                             | PLC Work time tool and topics of development should change periodically to reflect demonstrated staff needs in all goal areas. | PLC Survey administered to all teachers to assess perceived strengths and needs | December, March, June | Gonzalez, Fernandez, Jones, Mayen |
| 5    | Effectively implement Common Core Writing Standards while maintaining focus on writing conventions and English spelling across all grades. | Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4) in Writing CC #1 - Arguments/opinions. | 1. Learning Headquarters adapted common core writing assessments at each grade level  
2. Spelling City targets for each grade level | 1. Writing: December, March, June  
2. Spelling: December, March, June | Writing: same as Language Arts group  
Spelling: Parent Group and Chemis/Stein |
| 6    | Increase language proficiency in Spanish and Chinese for all students through effective implementation of Common Core Speaking and Listening Standards. | Over the course of the year, increase by 10% the number of students at grade level language proficiency (equate to scores 3 or 4) as measured through ACTFL levels and in the area of Speaking and Listening CC #1: Persuasive conversations and collaboration | 1. ACTFL Language Target Student Survey with can-do statements for each student  
2. Class reports on language scores equated to grade-level proficiency | 1. ACTFL Student Survey: December, March, June  
| 7    | Effectively implement Common Core Math Standards building upon Pearson/Envision curriculum. | Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4) in all CC standards embedding the 8 Mathematical Practices and by building conceptual knowledge. | Benchmark Assessments through Pearson/Envision curriculum | December, March, June | Math Team: Acuna, Baltazar, Fernandez, Lau, Mendoza, Molina, Soto, Vargas |
Issue 1: Knowing Your Students

Issue 2: ELPAC

Issue 3: Research-based Instructional Practices for Writing
Monitoring the Progress of Language Learners

In groups of 2 to 4 Discuss the following?

➔ What are some items from today’s presentation that resonate with you?
➔ Barriers or Challenges?
➔ Opportunities?
➔ Next Steps?
➔ Commitments?