MT. DIABLO
UNIFIED SCHOOL DISTRICT

Multilingual Department
4.16.25

Current MDUSD MLL Data

| EL Information	RFEP (Monitored)	Dually-Identified	Newcomer	At-Risk of LTEL	LTEL
Grade, Language, Years in US school, IEP, Overall ELPAC, SBAC, iReady, ELA Grades					
6049	2018	1146	1853	799	1645

The CA EL Roadmap

Adopted in 2017

Vision: English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.
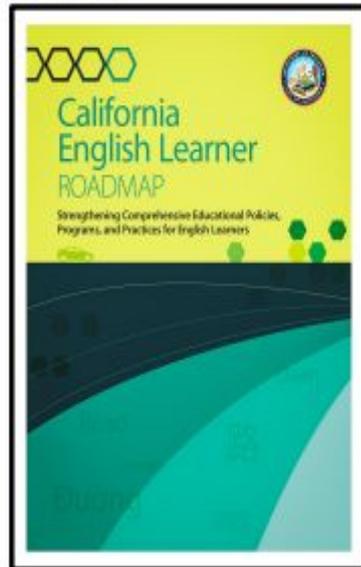
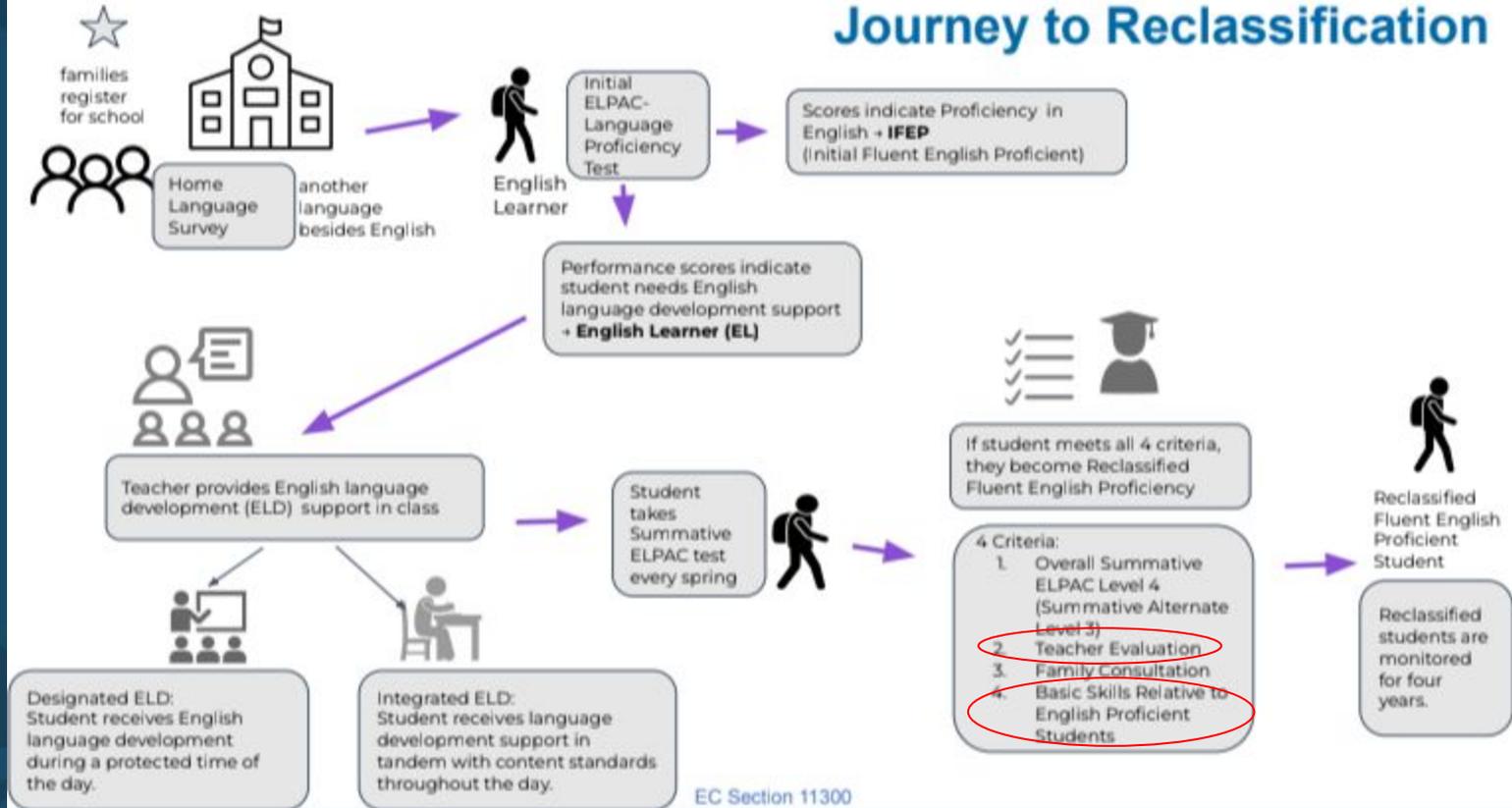# EL Roadmap Four Principles
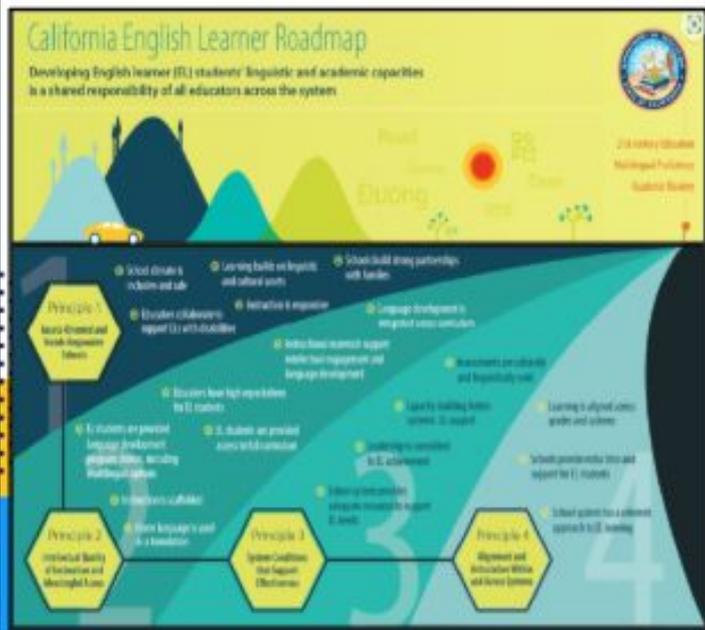
1. Assets-Oriented and Needs Responsive Schools

2. Intellectual Quality of Instruction and Meaningful Access

3. System Conditions that Support Effectiveness

4. Alignment and Articulation Within and Across Systems

English Learners are a Diverse Group

- Newly arrived with adequate schooling
- Newly arrived with limited formal schooling
- English learner who is "developing normally"
- Long-term English learner
- At-risk of becoming long-term English learner
- **English learner with disabilities**

Journey to Reclassification

		Level 1: **Minimally Developed**	**Level 2:** **Somewhat Developed**	**Level 3:** **Moderately Developed**	**Level 4:** **Well Developed**
ELPAC **Performance** **Level**		English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas.	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.	English learners at this level have **well-developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.
ELD **Standards** **Proficiency** **Levels**		**Emerging**	**Expanding**	**Bridging**	
		Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.	

ELPAC
English Language Proficiency Assessments for California

CA ELD Standards

Reclassified Fluent English Proficient

Source: EL Toolkit of Strategies

Comprehensive English Language Development (ELD) Instruction

Integrated ELD *(California Code of Regulations, Title 5 [5 CCR] Section 11300[a])*	**Regular class time** where teachers with ELs in their classrooms use the 2012 **ELD Standards in tandem with the focal standards**—Common Core State Standards for ELA/Literacy & mathematics, or CA Next Generation Science Standards for Science.
Designated ELD *(5 CCR Section 11300[c])*	**Protected time** during the regular school day when teachers use the 2012 **ELD Standards as the focal standards**. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

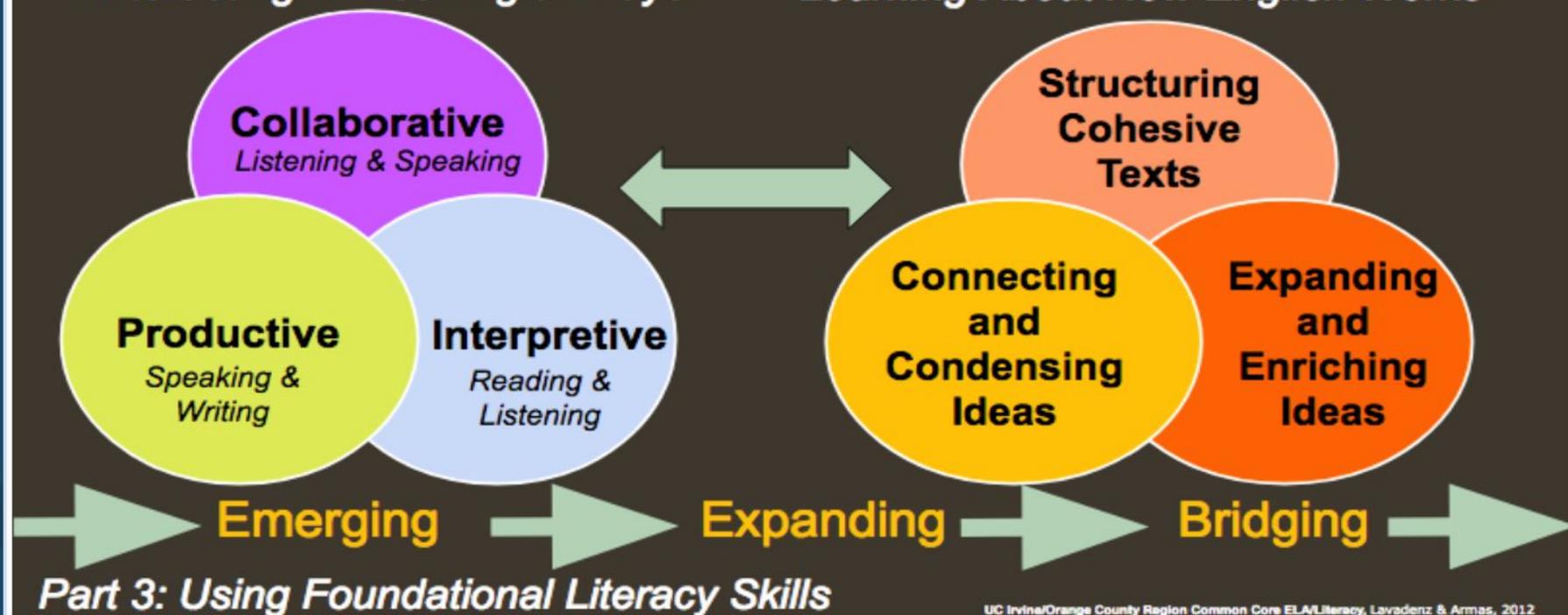# Language is at the Core of all Curriculum

California ELD Standards Focus on Meaning

Part 1:
Interacting in Meaningful Ways

Part 2:
Learning About How English Works

Collaborative
Listening & Speaking

Productive
Speaking & Writing

Interpretive
Reading & Listening

Structuring Cohesive Texts

Connecting and Condensing Ideas

Expanding and Enriching Ideas

Emerging ⟶ Expanding ⟶ Bridging ⟶

Part 3: Using Foundational Literacy Skills

UC Irvine/Orange County Region Common Core ELA/Literacy, Lavadenz & Armas, 2012

Criteria:
1. Overall Summative ELPAC Level 4 (Summative Alternate Level 3(
2. Teacher Evaluation(currently we use grades, moving towards OPTEL
3. Family Consultation
4. Basic Skills Relative to English Proficient Students (currently Iready, moving towards STAR)

What is the OPTEL?
(Observation Protocol for Teachers of Engliash Learners)

The OPTEL is a scientifically validated protocol that CDE developed. It is basically a **rubric or assessment tool** that supports educators in monitoring and evaluating the use of academic language of EL students.

California Department of EDUCATION

The OPTEL design ensures

- Alignment between the tool and the Proficiency Levels (CA ELD Standards) and the Proficiency Level Descriptors (ELPAC)

- Ease of use for all educators at all grade levels, including content area and specialized teachers
    - **All teachers** can use the OPTEL to:
        - assess language practices across performance & proficiency levels
        - evaluate student use of English as they engage in academic content learning and interact with peers in academic settings
        - provide evidence of EL reclassification decisions, including EL students with IEPs

OPTEL Important Points

1. The State Board of Education (SBE) approved the OPTEL to satisfy reclassification Criteria 2 (teacher evaluation) and 3 (parent consultation)

2. **The SBE's approved recommended threshold scores of Level 3 or above on expressive and receptive OPTEL ratings for reclassification.**

3. The OPTEL can be used instead of, not in addition to, what LEAs are currently using for reclassification Criteria 2 and 3.

4. Use of the OPTEL is not required; implementation decisions are locally determined.

Multilingual Education Department
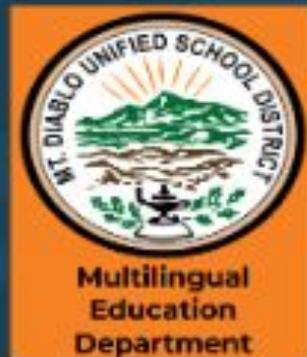
Observational Protocol for Teacher of English Learners (OPTEL- Pilot for MDUSD) .12/02/24

Student name		Grade level		IEP	☐
Teacher name		ELPAC Level		504	☐

Purpose: This completed document fulfills the requirements of statewide reclassification criteria in EC313(f)(2) for the teacher evaluation & EC313(f)(3) for parent consultation. Receptive and expressive Skills at Levels 3 and 4 (either level or a combination of both) meet MPCSD Criteria #2 for reclassification.

Directions: (1) Complete during January--April. (2) Record context & evidence of observation (3) Observe receptive & expressive descriptors, evaluate skills using rubric, document evidence & complete holistic evaluation below. (4) Discuss and get signatures from the student's teacher and, to the extent possible, parent or guardian. Inability to obtain parent signature shall not preclude a student from reclassification.

Receptive Skills	☐ Level 1: Emerging	☐ Level 2: Early-Mid Expanding	☐ Level 3: Late Expanding- Early Bridging	☐ Level 4: Mid-Late Bridging
Expressive Skills	☐ Level 1: Emerging	☐ Level 2: Early-Mid Expanding	☐ Level 3: Late Expanding- Early Bridging	☐ Level 4: Mid-Late Bridging
Summary of Evidence				

LTEL Definitions

Reports Used	LTEL Definition
DataQuest, California Assessment of Student Performance and Progress (CAASPP), and English Language Proficiency Assessment for California (ELPAC)	EL in grades 6-12 who has attended United States schools for six or more years, has remained at the same level of English proficiency for two or more years as determined by the English Language Proficiency Assessment for California (ELPAC) or has regressed to a lower level of English language proficiency, and for students in grades 6-9 inclusive, scores below basic or far below basic on the English language arts standards-based achievement test. *Per Education Code 313.1.*
Dashboard	EL who has not attained English language proficiency within seven years of initial classification. *Per Education Code 52052.*

2024–27 LCAP Requirements

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

SY23-24 CA LTEL Data

California

Of the 446,383 secondary ELs:

- 211,218 are LTELs (47%)
- 23,922 are at-risk of becoming LTELs (5%)

32% of LTELs are dually identified as students with disabilities

In MDUSD, 59% of Secondary ELs are LTELs

Mt Diablo Unified School District Data

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Orange	Green	Orange	Orange	Green
English Learners	Yellow	Yellow	Orange	Yellow	Red	Red	Red
Long-Term English Learners	Yellow	Orange	Red	Green	Red	Orange	Orange
Foster Youth	N/A	Orange	Red	–	Red	Red	–
Homeless	N/A	Orange	Red	Red	Orange	Red	Orange
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Green	Orange	Red	Yellow
Students with Disabilities	N/A	Yellow	Orange	Yellow	Red	Red	Red
African American	N/A	Yellow	Red	Orange	Orange	Orange	Yellow
American Indian or Alaska Native	N/A	–	Green	–	–	–	–
Asian	N/A	Yellow	Yellow	Orange	Green	Green	Yellow
Filipino	N/A	Yellow	Green	Yellow	Green	Green	Green
Hispanic	N/A	Yellow	Orange	Green	Orange	Red	Yellow
Native Hawaiian or Pacific Islander	N/A	Red	Orange	–	Yellow	Orange	–
White	N/A	Yellow	Yellow	Orange	Green	Green	Green
Two or More Races	N/A	Yellow	Orange	Orange	Green	Yellow	Green

ELA SBAC

Long-Term English Learners		All Students	
Red		Orange	
146.5 points below standard		18.3 points below standard	
Maintained -2.2 Points		Maintained -2.1 Points	
Number of Students: 766		Number of Students: 14,621	

LTELs grades 6-12 scores on SBAC ELA

From Ellevation

Achievement Level: SBAC ELA

2 - Standard Nearly Met (336)

1 - Standard Not Met (1210)
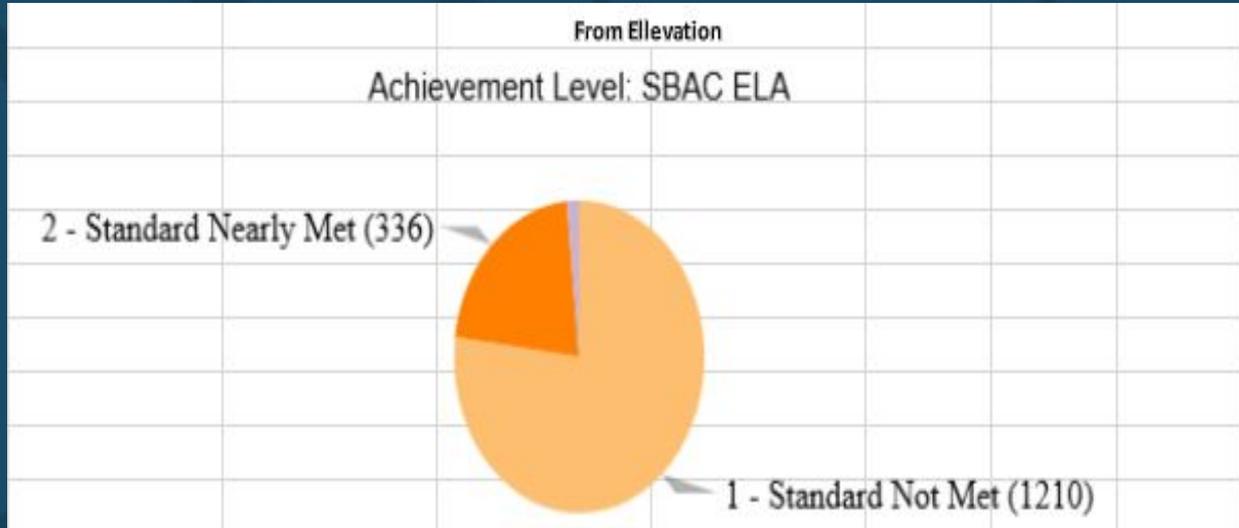
Math SBAC

Long-Term English Learners	All Students
Orange	Orange
201.2 points below standard	45.5 points below standard
Increased 3.2 Points	Maintained 2.1 Points
Number of Students: 761	Number of Students: 14,660

LTELs grades 6-12 scores on SBAC Math

Achievement Level: SBAC Math

2 - Standard Nearly Met (253)

1 - Standard Not Met (1221)
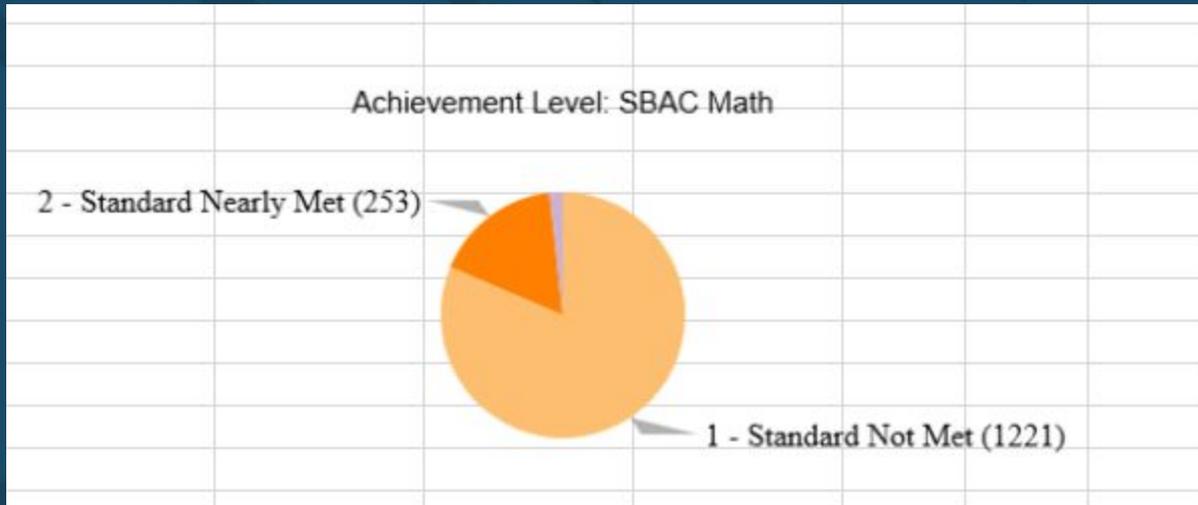
Attendance			
Long-Term English Learners		All Students	

25.6% chronically absent

Declined 2.4%

Number of Students: 601

154 stu chronically absent

18.5% chronically absent

Declined 5.8%

Number of Students: 21,951

Suspension Rate

Long-Term English Learners

Red

14.4% suspended at least one day

Increased 1.8%

Number of Students: 1,605

231 Suspended

All Students

Orange

4.5% suspended at least one day

Increased 0.4%

Number of Students: 30,610

epared Level for College/Career

Long-Term English Learners

All Students

Orange

Prepared 8.3%

Increased 2.4%

Number of Students: 312

Green

Prepared 37.1%

Increased 2.6%

Number of Students: 2,229

'23-'24 ELPAC

ELs who Regressed 1 or More ELPAC Level Ove...	ELs who Increased One or More ELPAC Level O...	ELs with No Growth or Regression on ELPAC Ov...
545	1517	2884

LTELs by Student Groups-Gender

55% of LTES are male/ 45% are female

40% of our LTELs are Dually-Identified (both in the EL program and have an IEP)

MDUSD MLLs 6th-12th Grade

EL Information	RFEP (Monitored)	Dually-Identified	Newcomer	At-Risk of LTEL	LTEL
Grade, Language, Years in US school, IEP, Overall ELPAC, SBAC, iReady, ELA Grades					
2694	1380	668	766	143	1606

RFEP Students 23-24 SY

290

# Predictive Characteristics of LTEL Status

There are many key differences between the demographics of LTEL-considered
students and the broader category of EL-classified students.
Although LTEL-considered students have attended U.S. schools for
more than six years (in our data seven years) – often their entire
academic careers – they tend to struggle in school, perform more
poorly on standardized tests, and
have stalled in their English language acquisition (Clark-Gareca et al., 2019; Shin et al.,
2022; Umansky & Avelar, 2022). Additionally, LTEL-considered students are more
likely to:

● have experienced <u>substandard ELD services</u> and programming (Clark-
Gareca et al., 2019; Nguyen, 2021).
● have started school in the U.S. in kindergarten than on-track
EL-classified students, who are more likely to have entered U.S.
schools in grades 1-3 and whose parents are more likely to be
more recent immigrants
(Sahakyan & Poole, 2022).

- have a higher rate of <u>absenteeism</u> (Cashiola et al., 2021), with the number of days absent in the first grade being a significant predictor of LTEL
  status (Shin, 2020).
- underperform academically with an <u>average grade of 69.2%</u>
((i.e., a D+ average) throughout their schooling (Artigliere, 2019).
- score at lower levels on reading assessments than their peers throughout their years of schooling (Shin, 2020; Shin et al., 2022; Umansky & Porter, 2020).

What are we currently doing in MDUSD to support our LTELs?

- ❏ Our Elem MLL Support teachers have been redirected from only working with Newcomer students, to focus on interventions to support 4th/5th students who are At-Risk for becoming LTELs
- ❏ The MLL Department has strategically focused on 7 sites with the lowest reclassification rates -providing site specific PD, walkthroughs, admin support
- ❏ The MLL Department has partnered with with ELA Tosas to provide Language and Literacy PD to ALL K-5th grade teachers
- ❏ ALL Secondary teachers attend Constructing Meaning trainings to learn best practices around Integrated ELD in their content areas
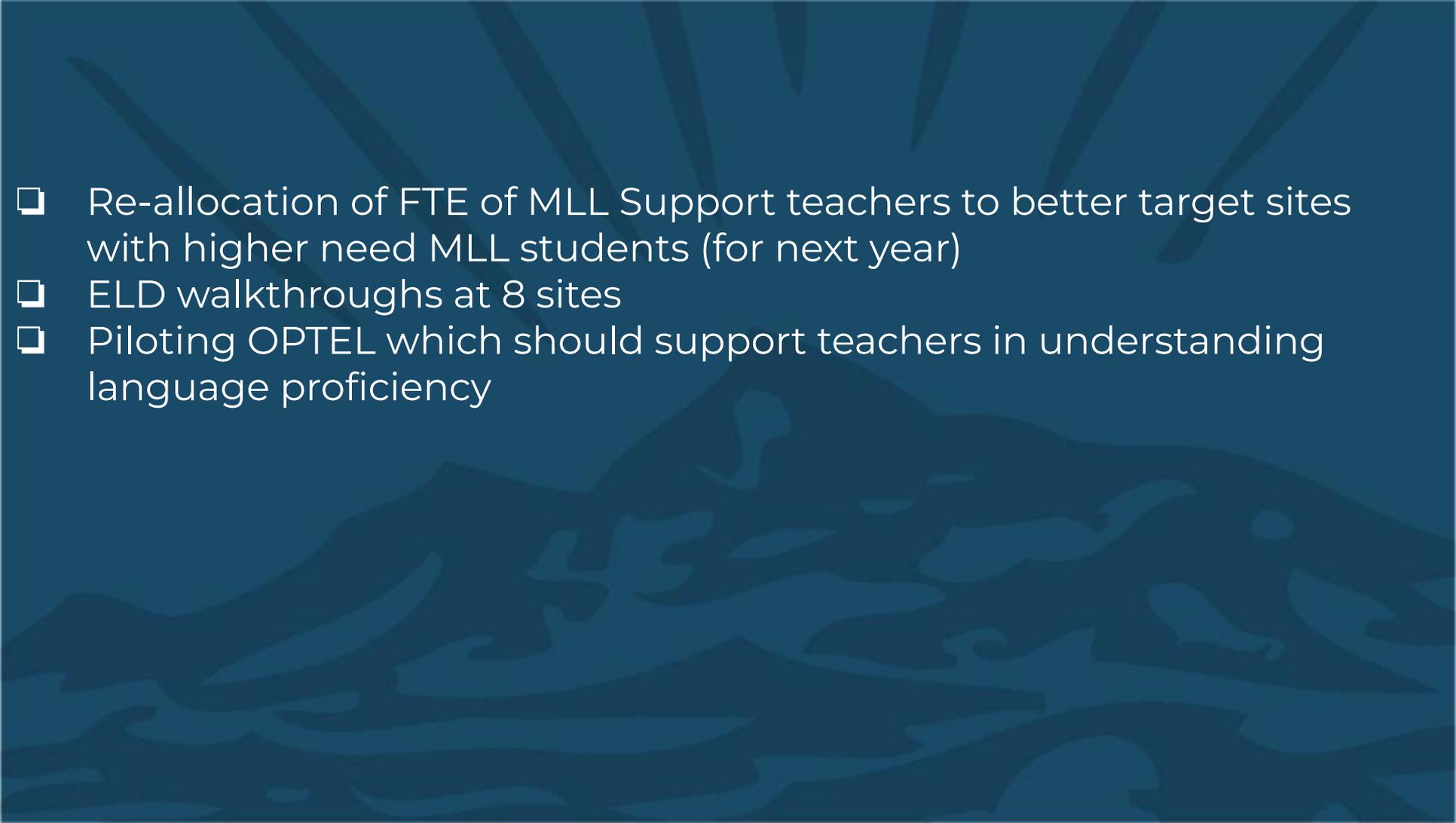
- ❏ Re-allocation of FTE of MLL Support teachers to better target sites with higher need MLL students (for next year)
- ❏ ELD walkthroughs at 8 sites
- ❏ Piloting OPTEL which should support teachers in understanding language proficiency

Next Steps

- ❏ More training for site administrators to know what to look for in ALL classrooms that support MLL's
- ❏ Broaden OPTEL pilot which should support teachers in understanding language proficiency
- ❏ New Reclassification Criteria for Board Approval in late spring (OPTEL/STAR)
- ❏ New way of supporting LTELs at YVHS (having the English teacher also teach a section of ALD with their same English students)
- ❏ Create a walk-through tool that all teachers understand and that site administrators
- ❏ Staffing ELD/ALD classes more appropriately
- ❏ Increase the quality and consistency of elementary ELD via ELD PD and walkthroughs

The MLL Department is here to support our students, families, teachers and administrators
Please

Pati Coronado   Lorena Castillo

Liliana Gutierrez   Vanessa Castillo

Daysi Guerra   Katrina Samoa

Amy Fritz   Anne Winterich

Lourdes Beleche   Chitra Bhardwaj

Maria Andrade   Kathryn Fireman

Thank you

Questions/ Preguntas