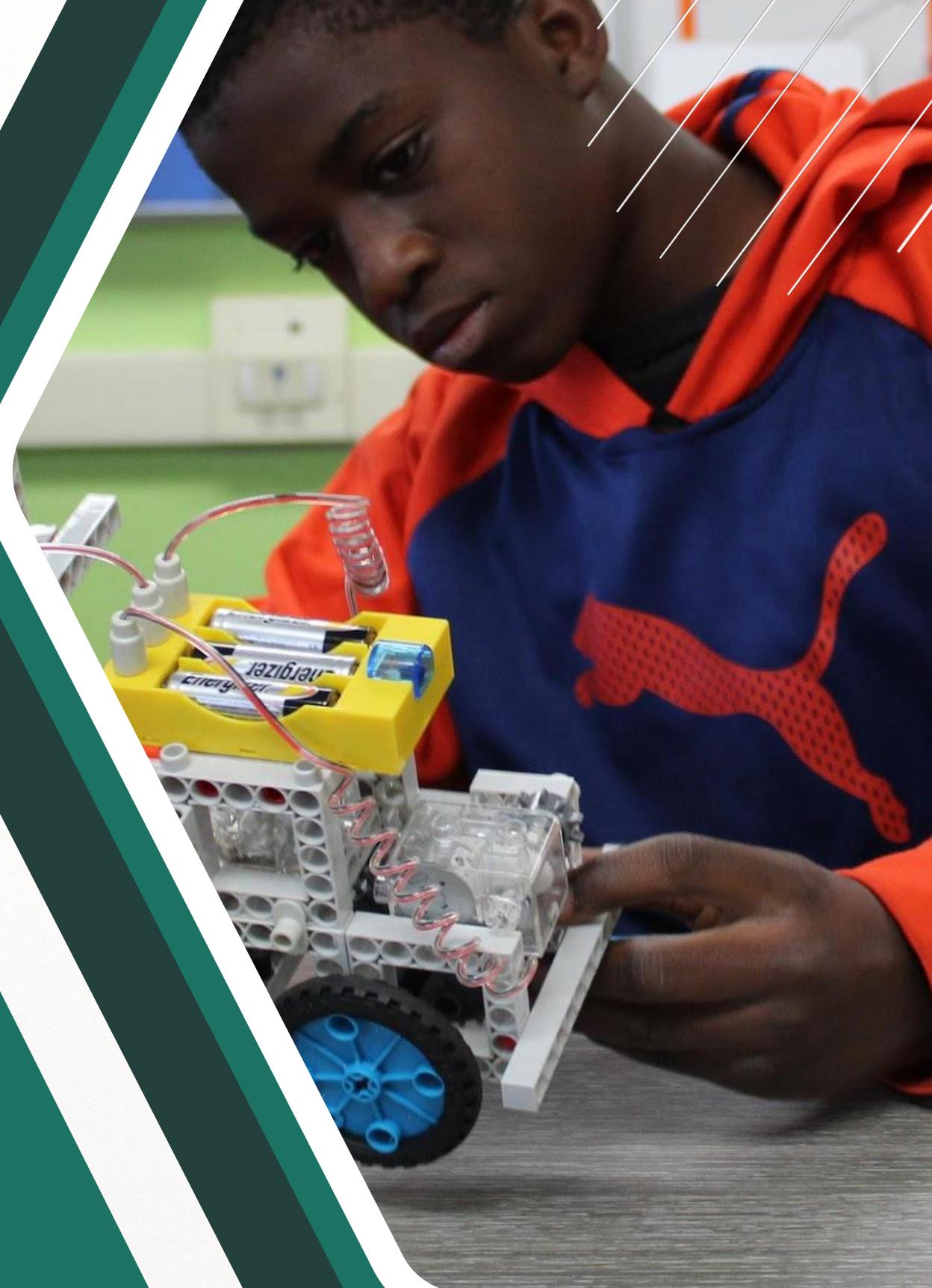


LGSD District English Learner Advisory Committee

January 20, 2026



Community Project / Proyecto Comunitario





Agenda

- CA Dashboard Progress
- Summative ELPAC Update
- MLL Funding Update
- Principal Update



Session Outcomes

- Overview of CA Dashboard Data / Resumen de los Datos del Tablero de California
- MLL Indicator Update - "Green Status" / Actualización del Indicador de MLL - "Estado Verde"
- Introduction to the LTEL Indicator / Introducción al Indicador LTEL
- Summative ELPAC Timelines & Updates / Cronogramas y Actualizaciones del ELPAC Sumativo
- Upcoming Testing & Next Steps / Próximas Evaluaciones y Siguientes Pasos

What is the CA Dashboard? / ¿Qué es el Tablero de California?

- State accountability system showing school performance. / Sistema de responsabilidad estatal que muestra el desempeño escolar.
- Includes multiple measures like academic performance, suspension rates, and MLL progress. / Incluye múltiples medidas como el desempeño académico, tasas de suspensión y progreso de MLL.

Why It Matters: / ¿Por qué es importante?

- Helps us identify areas of strength and growth. / Nos ayuda a identificar áreas de fortaleza y crecimiento.



LEARN MORE

English Learner Progress

All Students

State



Orange

44.5% making progress

Maintained -1.7%

LONG-TERM ENGLISH LEARNER PROGRESS

0
Red

1
Orange

0
Yellow

0
Green

0
Blue





MONTEREY HEIGHTS STEAM ACADEMY

English Learner
Progress jumped from

Red to **Blue**

Suspension rate
improved to **Blue!**

Growth across all academic indicators: ELA and Math both increased from the prior year

Consistent upward movement schoolwide and positive momentum across student groups, with multiple areas showing gains in performance levels.

[LEARN MORE](#)

Suspension Rate



Blue

0.5% suspended at least one day

Declined 0.7%

EQUITY REPORT

Number of Student Groups in Each Color

	Red	Orange	Yellow	Green	Blue
0	Red	Orange	Yellow	Green	Blue

[View More Details →](#)

[LEARN MORE](#)

English Learner Progress



Blue

62.5% making progress

Increased 28.3%

LONG-TERM ENGLISH LEARNER PROGRESS

	Red	Orange	Yellow	Green	Blue
0	Red	Orange	Yellow	Green	Blue

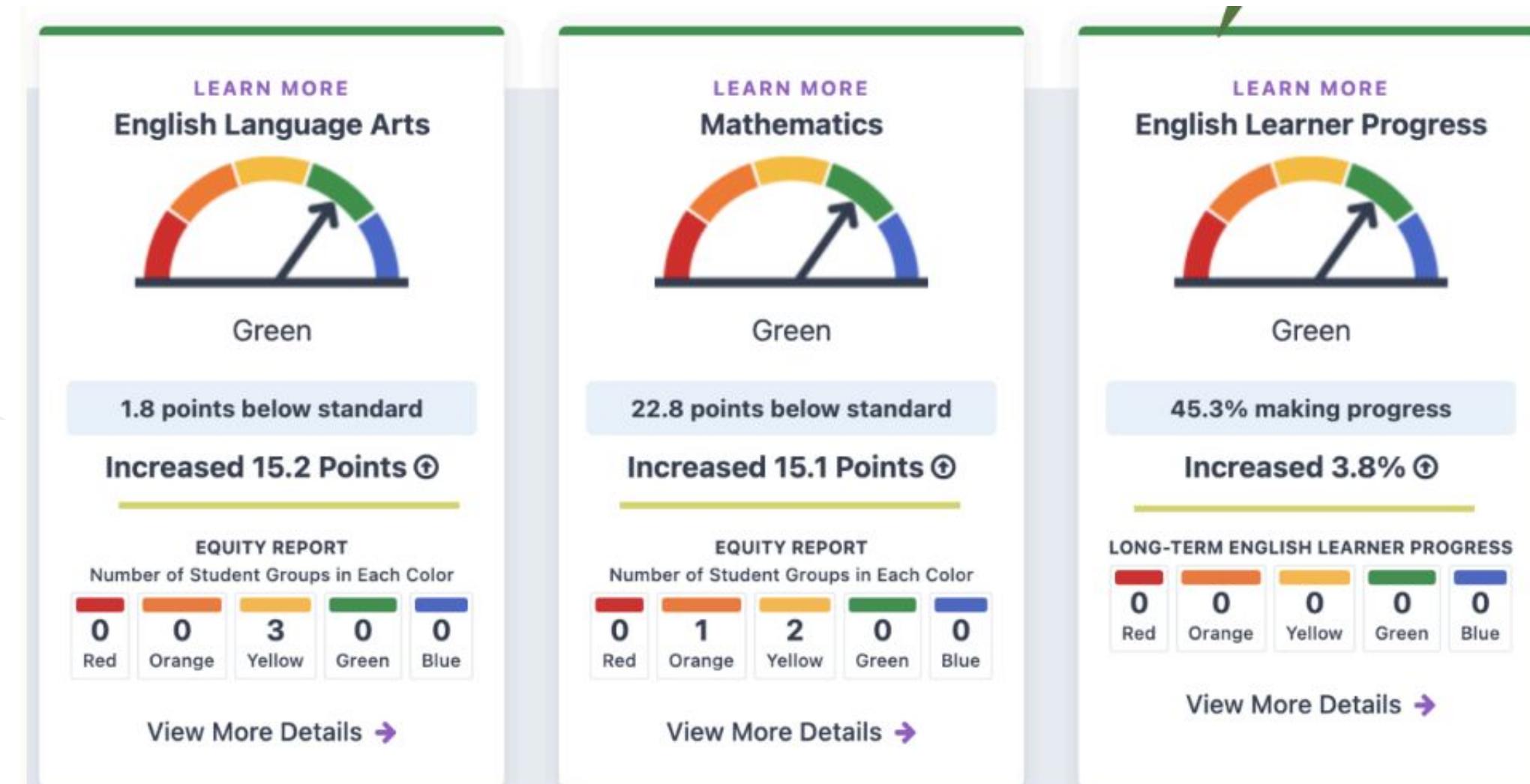
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MT. VERNON
SCHOOL

ELA, Mathematics
and English Learner
Progress jumped to
Green across the
board!

Mount Vernon Dual Immersion School



Growth across all academic indicators: ELA, Math, ELPI increased from the prior year. ELPI increased by 2 levels from Orange to Green

Chronic absenteeism also decreased by 2.7%, continuing a positive downward trend.

What is the LTEL Indicator? / ¿Qué es el Indicador LTEL?

- Tracks the percentage of Long-Term English Learners (LTELs) at each school. / Rastrea el porcentaje de estudiantes de inglés a largo plazo (LTEL) en cada escuela.
- Identifies areas for targeted support. / Identifica áreas para apoyo dirigido.
- Supports our commitment to ensuring all students achieve English proficiency in a timely manner. / Apoya nuestro compromiso de garantizar que todos los estudiantes logren el dominio del inglés de manera oportuna.





Long-Term English Learners

Student Group

State



Red

123.7 points below standard

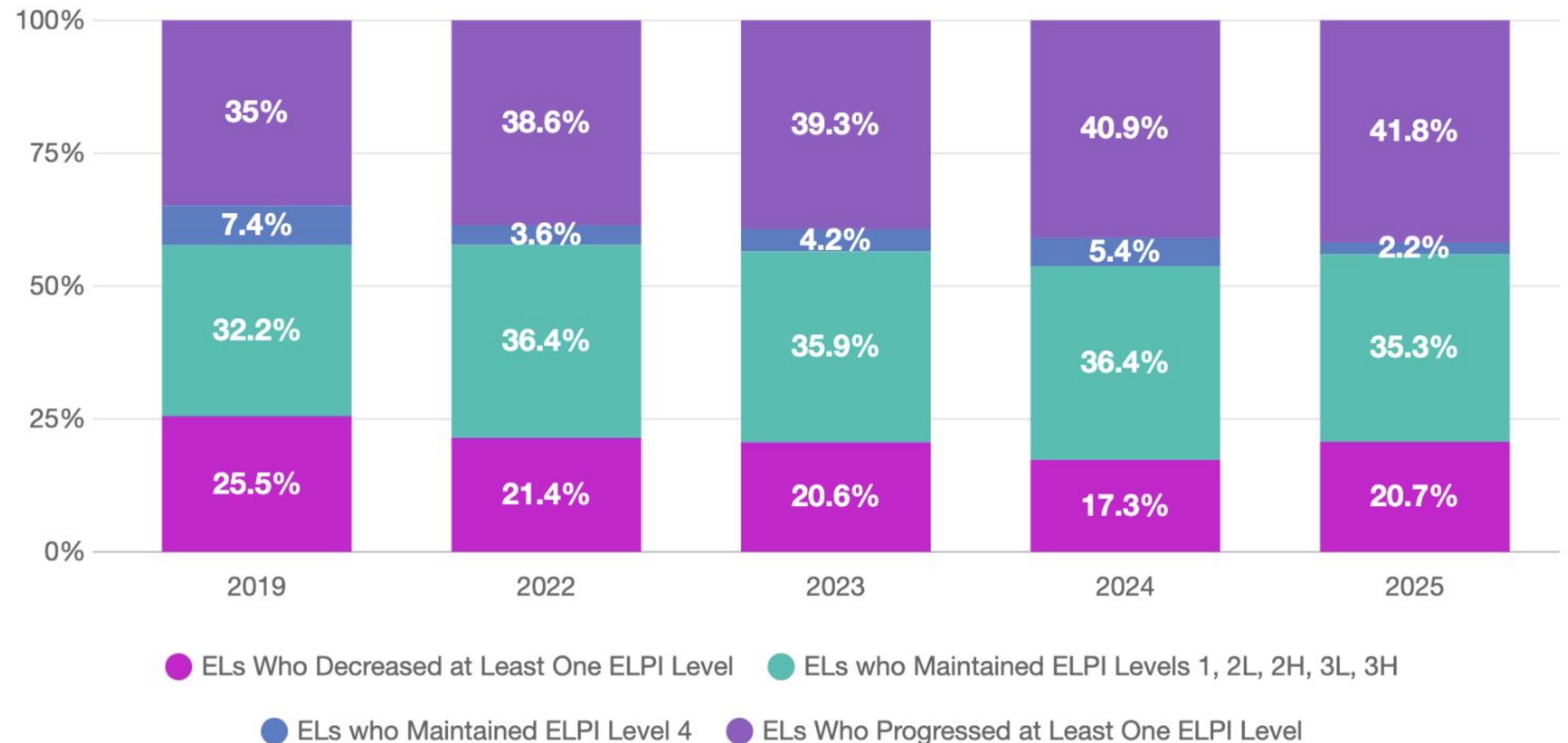
Declined 10.9 Points 

Number of Students: 144

Student English Language Acquisition Results

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.



The ELPAC / El Examen del ELPAC

- Assesses progress in English proficiency for MLL students. / Evalúa el progreso en el dominio del inglés de los estudiantes MLL
- Required for all students identified as MLL. / Requerido para todos los estudiantes identificados como MLL.



Summative ELPAC Timelines / Cronogramas del ELPAC

Timeline: / Cronograma:

- Testing Window: February 2nd-March 27th / Ventana de Evaluación: 2 de febrero-27 de marzo
- Testing schedules may vary by school site and grade level. / Los horarios de evaluación pueden variar según la escuela y el nivel de grado.
- The federal testing window is open until May 31st. / La ventana federal de evaluación está abierta hasta el 31 de mayo.

Upcoming Testing & Next Steps / Próximas Evaluaciones y Siguientes Pasos

Preparing for Testing: / Preparando para la Evaluación:

- Schools review testing rosters and schedules. / Revise las listas y los horarios de evaluación.
- Communicate with families about the importance of ELPAC. / Comuníquese con las familias sobre la importancia del ELPAC. **Support for Students: / Apoyo para los Estudiantes:**
- Address individual needs and accommodations. / Aborde las necesidades individuales y las adaptaciones.

Family Engagement: / Participación Familiar:

- Share testing details and timelines with families. / Comparta los detalles y cronogramas de evaluación en las reuniones de padres.
- Encourage participation and support at home. / Anime la participación y el apoyo en casa.

Multilingual Learner Funding





Supporting Multilingual Learners



Staffing to Support Multilingual Learners

- Multilingual Learners are supported by a **combination of certificated and classified staff**
- This includes:
 - ELD teachers & classroom teachers
 - Bilingual Instructional Assistants (BIAs)
 - Administrators, and support staff
- Staffing decisions are based on:
 - Student enrollment and language needs
 - Program requirements and compliance
 - Available state and federal funding

Multilingual Learner Enrollment Over Time

Our district serves students who speak **many different home languages**

- MLL enrollment:
 - Changes from year to year as families move in and out of the district
 - Includes both newly identified students and long-term multilingual learners
- Enrollment trends help us:
 - Plan staffing and services
 - Allocate resources equitably
 - Advocate for additional support



MLL Staffing

Every student receives Designated ELD by a certificated classroom teacher!

- Elementary: Classroom Teacher
- Middle School: ELA/ELD Teacher

Our MLL funding also allows for us to hire classified staff (Bilingual Instructional Assistants) at each site based on our MLL Enrollment

Site	N of MLLs out of all students	BIA Support
Lemon Grove Academy Elementary	104 of 386	1
Lemon Grove Academy Middle	119 of 505	2
Monterey Heights Elementary	59 of 352	1
Mt. Vernon Elementary	119 of 371	2
San Altos Elementary	50 of 315	1
San Miguel Elementary	124 of 400	2
Vista la Mesa Academy	138 of 499	2

Title III Funding Over Time

Title III is **federal funding** specifically for Multilingual Learners

- Funding is based on:
 - The number of identified Multilingual Learners
 - Federal allocation formulas
- Title III supports:
 - Supplemental instructional materials
 - Professional learning for teachers
 - Family engagement and parent education
- Funding amounts can:
 - Increase or decrease each year
 - Change even if student needs remain high

Current Funding:



Principal Updates



SARC Update LGAE

Veronica Johnson, Principal



Mission and Vision:

The mission of Lemon Grove Academy Elementary is to develop **motivated** learners who **believe** in their **ability** to **succeed** and **grow**.

Highlights

- ❖ Open to **challenges**
- ❖ Temporary barriers can be **overcome** through **self-awareness, perseverance, and a passion for learning**.
- ❖ Committed to cultivating a **supportive, engaging, student-focused** environment that empowers students to realize their **own unique potential**.
- ❖ Core Values: **We take care of ourselves, we take care of each other, and we take care of our community!**
- ❖ District identified Community School provides **resources, support, and connectedness**.

- ❖ CA Dashboard:
 - English Language Progress Indicator shows that **43.6%** of LGAE MLLs are making progress for the 2025 school year demonstrating an **11.7% growth**
 - **42.3%** of LGAE ELL students have progressed **at least one ELPI Level** for the 2025 school year.
 - 2025 Reclassification rate **increased 8.6%**
 - CAASPP **ELA growth** for MLLs achieved a **7.5% increase**

- ❖ Parent Engagement: ELAC members have **strong connections** to the community and are active in school volunteerism. **Coffee with the Principals, PTA, Parent Workshops, and Student assemblies** are well attended.

- ❖ Professional Development and PLC: **Data analysis, focus on foundational reading skills** including phonics and vocabulary.



Recently Reclassified English Learners

53.9 points above standard

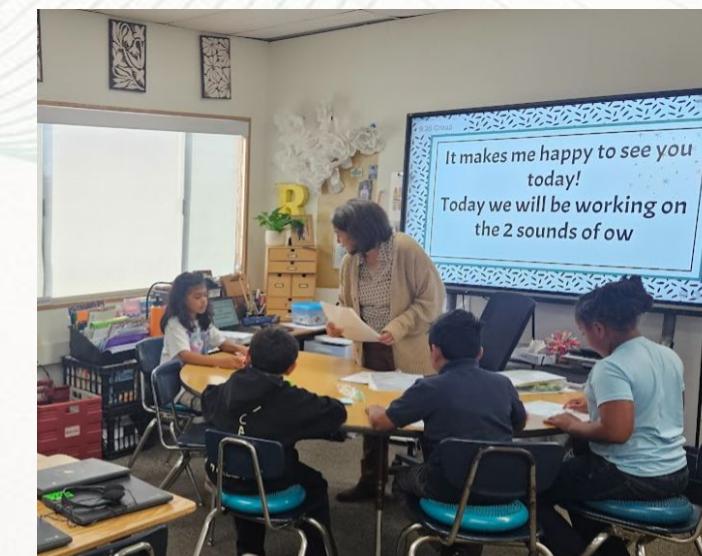
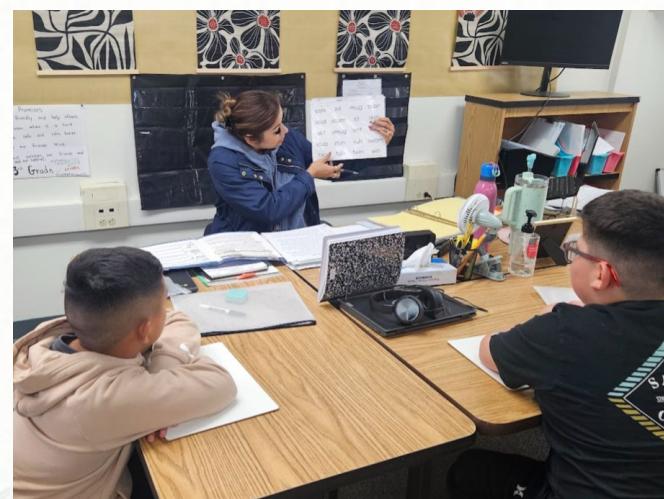
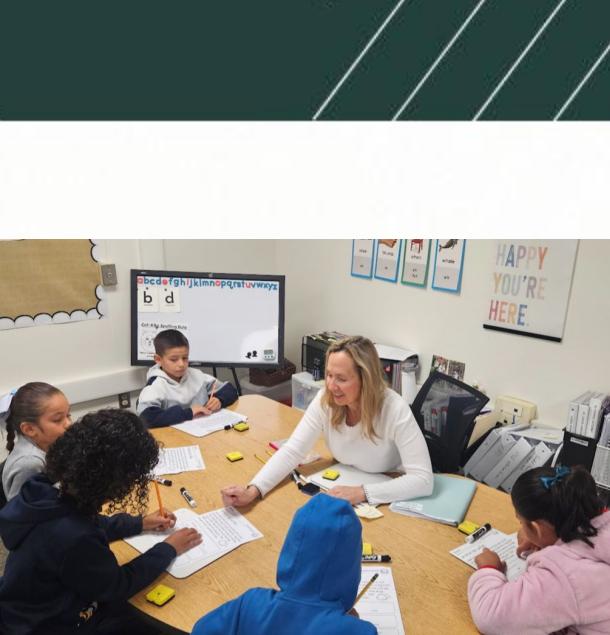
Increased 8.6 Points

Number of Students: 29



Update Intervention Program-LGAE

Veronica Johnson, Principal



Learning Lab

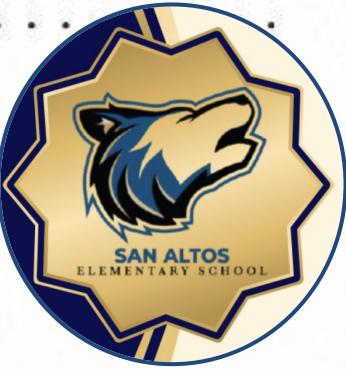
- 1 Part Time Intervention Teacher, K-2nd
- 1 Bilingual Instructional Aide, K-2nd
- 1 Gen Ed Paraprofessional, 3rd-6th
- 1 Full Time Intervention Teacher, 3rd-6th

Support all grade levels through push in/pull out in:

- Vocabulary
- Comprehension
- Decoding
- Fluency
- Math
- Writing
- Language for MLLs

SARC Update San Altos

Hilary Cuevas, Assistant Principal



Mission and Vision:

At San Altos, it is our vision to develop **caring, open-minded** individuals who have the **knowledge** and **confidence** to meaningfully contribute to the **betterment of our society**. Our school's mission is to **lead with love and understanding**.

Highlights

- ❖ School **connectedness** and **inclusion**.
- ❖ Recognizing that there are multifaceted learning strengths that are as unique as every single student.
 - **Coyote Core Values:** Courageous, Principled, Balanced, Caring, Reflective, Critical Thinker and Open Minded. Manhood ABC, FANCY, GOTR,
 - Instruction grounded in **Culturally and Historically Responsive Teaching**.
- ❖ CA Dashboard:
 - **English Language Progress Indicator** shows that **51%** of San Altos MLLs are making progress for the 2025 school year.
 - **46%** of San Altos ELL students have progressed at least one ELPI Level for the 2025 school year.
- ❖ Parent Engagement: **ELAC members** are growing and participation has increased.
Coffee with the Principals, PTA and family workshops
- ❖ Professional Development and PLC: **SEAT (Student Engagement and Attendance Team)**: Student Voice and focus on our MLL students to decrease chronic absenteeism.



San Altos & Intervention

Maria Bringas, Intervention Teacher

Highlights:

Began the year with **55** students in Tier 2 (two grade levels below).

At Middle of Year, that number has **decreased to 35 students in Tier 2.**

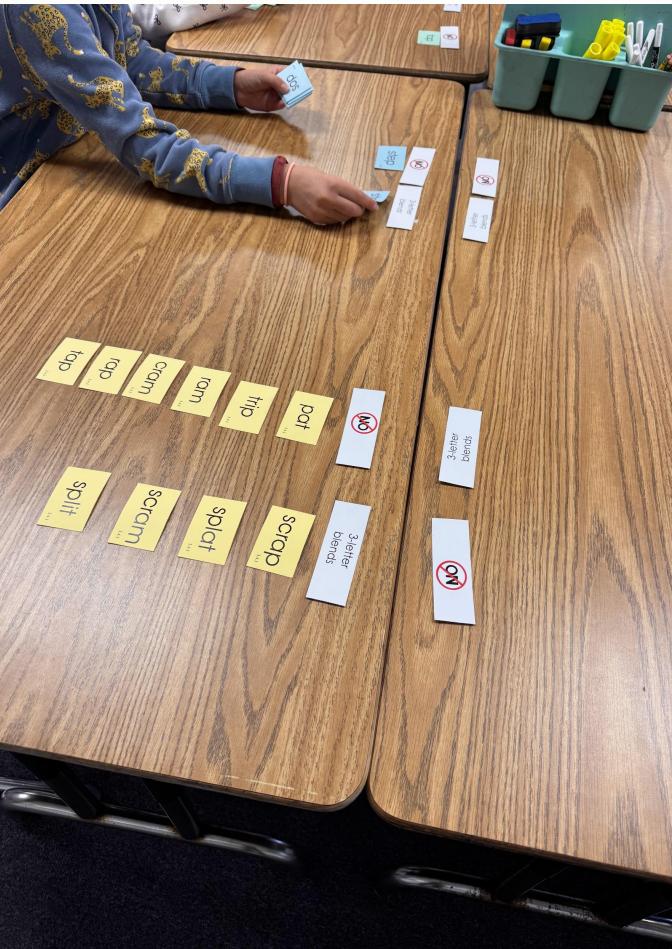
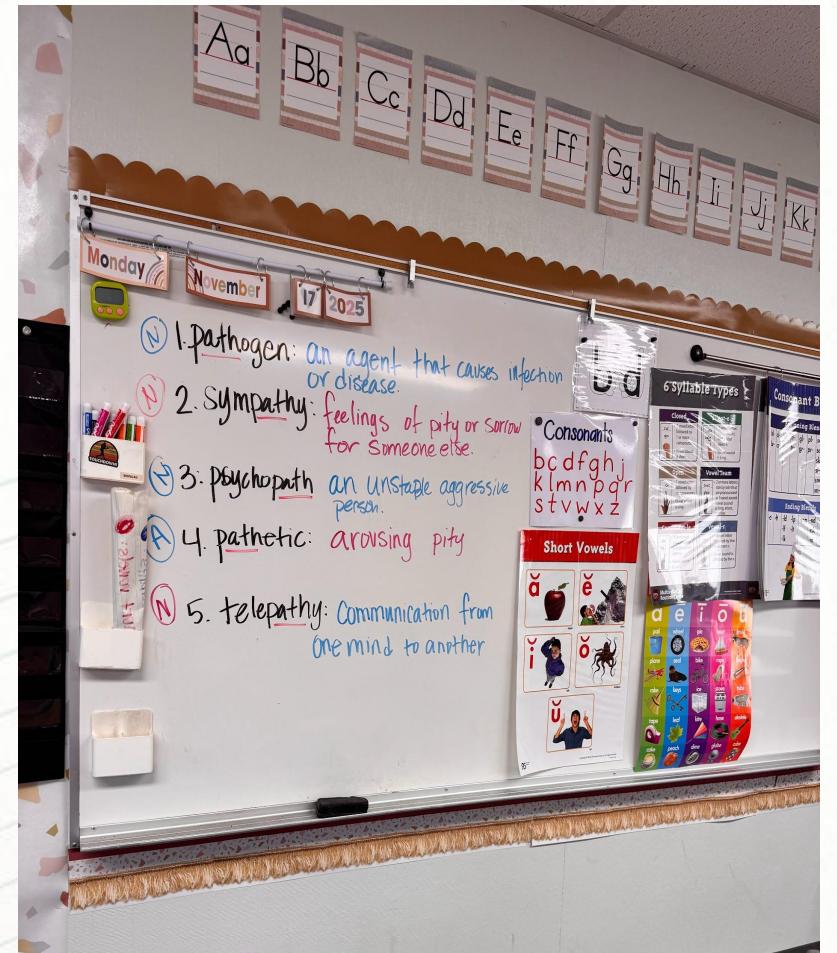
- 20 students demonstrated enough growth to move out of Tier 2.

Among the current Tier 2 students:

- 3 students (not IEP-identified) require Tier 3 intensive intervention.
- 2 groups are Tier 1 and only one grade level below expectations.
- 3rd Grade Group: Showing strong momentum, projected to achieve grade-level growth by EOY.

6th Grade Book Club:

- Novel study model focused on comprehension, inference, and writing
- Students exercise choice & autonomy through book selection and voting
- Discussions indicate higher engagement and ownership of learning



Thank You!

