Campbell Union Elementary School District
We:
• Have 7,556 total students
• Have 2,179 ELs, 1,275 RFEP Students, & 378 IFEP Students
• Know the importance of the ELA/ELD Framework as guidance to support literacy for all students and language acquisition for ELs
• Need to do better for our ELs because they are not achieving at the rates we expect on multiple measures
• Focus on analyzing student work to guide instruction via PLCs
CAP:
We:
• Have 682 total students and 159 ELs
• Have ELs that are not achieving at a desired rate
MMS:
We:
• Have 870 total students and 187 ELs
• Use the PLC model to collaborate and guide instruction
We understand that:
• The work around the framework needs to continue for many years
• Teachers will need support with the pending ELA/ELD adoption
• ELD Champions and their work will most likely need to continue next year to close the achievement gap
• Feedback is critical in creating ongoing PDs for staffs
CAP:
We understand that:
• Teachers will need support with future adoptions
• Teachers need support with planning and using Integrated ELD across content areas
MMS:
We understand that:
• Content area teachers need time to plan with Designated ELD teachers to provide support for ELS to reach grade level expectations
• Ongoing review of the ELA/ELD Framework is needed to support all teachers
Our Next Steps
We will:
• Continue with the ELD Champion position next year
• Adopt a new ELA/ELD curriculum (it will include Integrated and Designated ELD)
• Go deeper with our PLC work
• Create site plans for systems of supports and interventions for EL students
Capri:
We will:
• Make Integrated ELD part of our planning process
• Use PLCs to analyze student work and plan for instruction
MMS:
We will:
• Schedule specific ELD planning collaboration times
• Provide teachers with a menu of Integrated ELD strategies
• Look at grade level specific ELD classes and schedules