



Cherry Chase

Multilingual Families Committee

ELAC

November 18, 2021

Agenda

01

**Our
Instructional
Foci**

02

**Importance of
School Attendance**

03

**EL Progress
Monitoring**

04

**Tips for
Communicating
with Teachers**

Question of the day

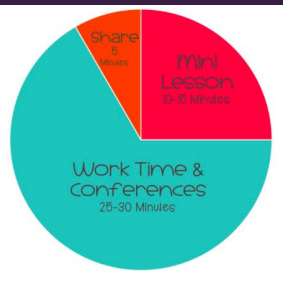


Please share a family holiday tradition.



01

Our Instructional Foci



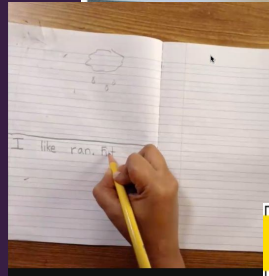
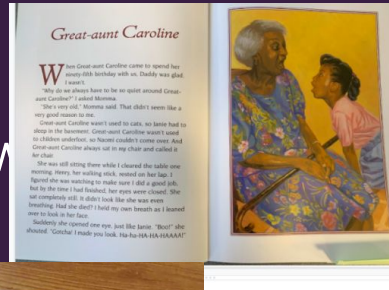
Writer's Workshop in All Grades

Mentor Texts

- Focus on an author's writing craft moves
- Different genres

Teacher Model

- Teaching Point
- Teacher live model of writing craft
- Anchor charts



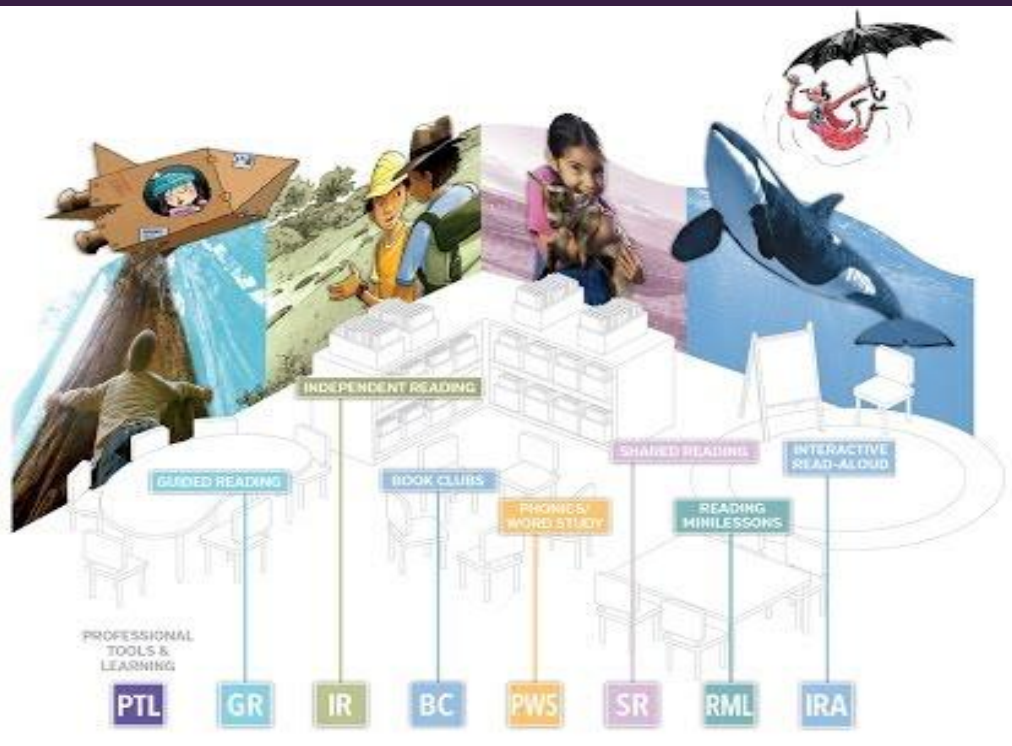
Independent Writing Time

- Student choice
- Try the craft moves

Writing Conferences:

- Teacher checks in 1:1 or with groups of students to give feedback

Fountas & Pinnell Classroom (FPC) in All Grades





Implementation of English Language Development Practices

Emphasis on developing **Academic English** vocabulary and language structures through explicit language instruction

Designated ELD

Daily small group instruction.

Emphasis is on developing **content knowledge** in English through scaffolding abstract ideas and concepts that require organization

Integrated ELD

Done throughout the day during content lessons.

An illustration in the top left corner shows a teacher sitting at a desk with a large letter 'A' on the wall. Several students are gathered around the 'A', some holding books and others looking at the letter. The teacher is pointing at the letter, and the students appear to be engaged in a learning activity.

Instructional Interventions in Reading and Math

Our MTSS team regularly reviews the academic, behavioral, and social-emotional data of all students to identify those who need targeted intervention supports.





02

Importance of School Attendance

School Attendance

Are we hitting our attendance goal? Our goal: 95% daily attendance

Yes! 

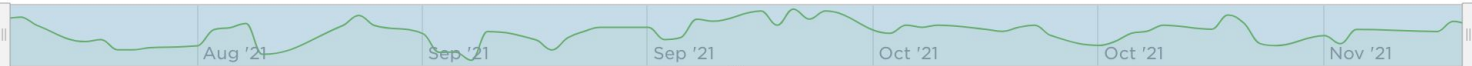
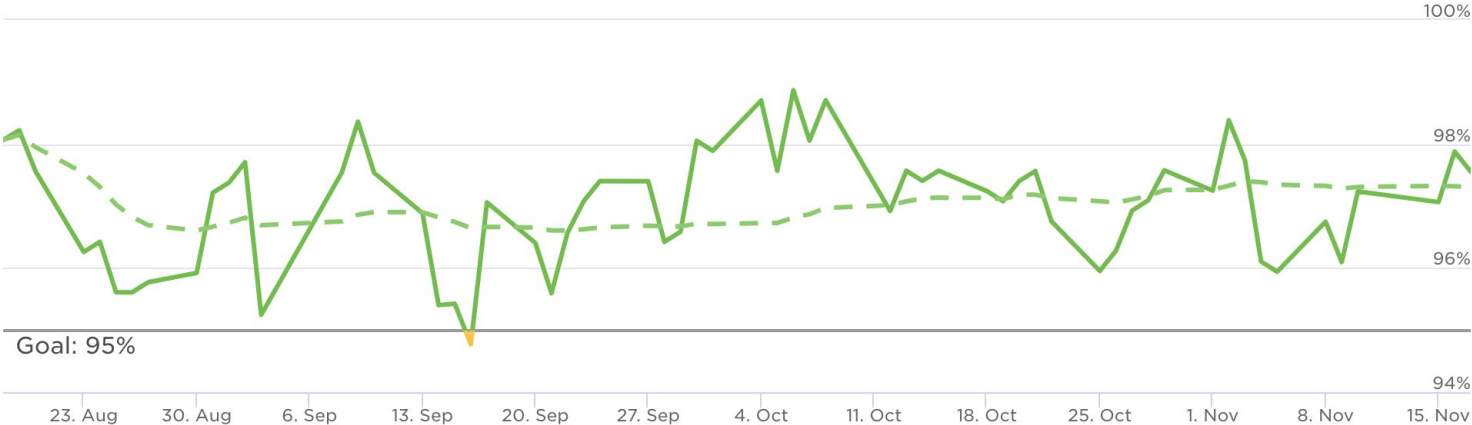
97.5% on Wednesday, November 17th
daily attendance **(41-day streak)**

97.0% year to date
average daily attendance

What is our daily attendance?

1w 1m 3m 6m **YTD**

From Aug 18, 2021 To Nov 17, 2021



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids

in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹



[Attendance in the
Early Grades
Infographic](#)

Build the Habit of Good Attendance Early: **Why it matters**

Who Can Read on Grade Level After 3rd Grade?³



64%

of kids with good attendance in K and 1st
(missed 9 or fewer days both years)



43%

of kids with at-risk attendance
(missed more than 9 days both years)



41%

of kids chronically absent in K or 1st
(missed 18 or more days one year)



17%

of kids chronically absent in K and 1st
(missed 18 or more days both years)

What we can do



Engage Families

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.



Fix Transportation

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.

What we can do



Address Health Needs

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



Track the Right Data

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.



03

EL Progress Monitoring

November 29-December 17

EL Progress Monitoring

1. **Language Review Team Meetings** to review English Learner Progress
2. **Reclassification** to reclassify students who meet the criteria.
3. **Reclassification Monitoring** to monitor progress of students who have been reclassified (required for 4 years)

Reclassification Criteria

- Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English Language Proficiency Assessments for California (ELPAC); and
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- Parent opinion and consultation; and
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

Reclassification Criteria

- ELPAC Overall score of 4
- Report card indicates strand grades of 3 or higher in reading literature, reading informational text and writing.
- Family indicates agreement
- Student data including but not limited to reading scores, NWEA, and/or CAASPP

Reading score (FP BAS or Running Record)

Grade	Winter BAS or Running Record Level	Spring BAS or Running Record Level
TK	N/A	A
K	A	C
1	F	H
2	K	L

NWEA Reading Score

Grade	Winter	Spring
3	>189	>196
4	>198	>204
5	>204	>209
6	>211	>214

04

Tips for Communicating With Teachers



Building Relationships and Communicating with Teachers

"Thank you for..."

"I appreciate..."

"What will they be learning this week?"

"What is the goal of this assignment?"

"How can I include these skills in daily activities we are already doing at home?"

"What are my child's strengths?"

"What specific skills do they need more support in?"

"I've noticed that my child responds well to..."

"It seems as if my child has a harder time doing _____ when _____."

"Something that has worked well at home is..."

"My child's IEP provides for _____. How do you implement that in the classroom?"

"My child's 504 plan provides for _____. What does this look like with distance learning?"

"What types of support will my child receive to help him/her? Who will provide that support?"

"What can I do to help?"

"How can I support with my child's learning?"

"I am concerned about..."

"I noticed..."

"Do you have any suggestions about..."

"Are there resources for..."

"It would be helpful if..."



DELAC

Representatives



Thank you!

Do you have any questions?

Contact:

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