

English Language Learners Program Update

December 13, 2018

Teaching and Learning, Educational Services

Presentation Goals

- Overview of English Learner demographics
- Key performance outcomes
- Recent progress in training and professional development
- Next steps for the English Learner program

Local Control Funding Formula (LCFF) Requirements for ELs

ELs access to
CCSS and
ELD
standards

ELs making
progress in
English
language
proficiency

EL
Reclassification
rates

Coherent
research
based EL
programs

Long-term ELs,
newcomers,
teacher PD/
collaboration,
college prep
courses, and
parent
education

Full
implementation
of program
options in
EL master plan

Increase and Improve Services for English Learners (ELs)

Students by the Numbers: Enrollment

School	Enrollment 2018-19	English Learners
BayFarm	612	57 (9%)
Earhart	644	94 (15%)
Edison	473	44 (9%)
Franklin	334	46 (14%)
Haight	549	155 (28%)
Lum/WMS	88	19 (22%)
Maya L	435	47 (11%)
Otis	639	86 (13%)
Paden	400	107 (27%)
Ruby	486	165 (34%)
Jr. Jets	269	34 (13%)
Lincoln	870	60 (7%)
Wood	582	115 (20%)
AHS	1778	123 (7%)
ASTI	188	11 (6%)
EHS	992	108 (11%)
IHS	98	16 (16%)
AUSD	9379	1276 (14%)

- About 14% of our students are English Learners
- 55 languages are spoken by English Learners in AUSD
- When we include Initially Fluent English Proficient (IFEP) and Reclassified Fluent English Proficient (RFEP), 77 languages are spoken in AUSD

New English Learners and Initially Fluent English Proficient Students (IFEPS)

New IFEPS					
School	18-19	17-18	16-17	15-16	14-15
Bay Farm	3		7	6	1
Earhart	6	9	1	5	5
Edison	1	2	3	1	1
Franklin	3		3	2	2
Haight	10	1		5	4
Lum			5	3	1
Maya Lin	6	1		1	1
Otis	4	1	3	1	2
Paden	9	1	1	2	
Ruby B.	8	3	1	1	1
Bay Farn 6-8					
ESJSH 6-8		2	1		
LMS		2	1	3	4
WMS	4	3	6	2	3
AHS	13	6	6	9	9
ASTI				1	1
EJSHS 9-12	8	5	5	7	9
Island					
Total	75	36	43	49	44

New English Learners					
School	18-19	17-18	16-17	15-16	14-15
Bay Farm	8	12	14	11	8
Earhart	23	30	14	19	25
Edison	8	19	7	7	5
Franklin	6	13	11	7	11
Haight	26	50	38	33	31
Lum		5	24	39	46
Maya Lin	8	13	10	10	12
Otis	10	15	12	20	17
Paden	28	26	32	25	22
Ruby B.	34	37	44	51	42
Bay Farn 6-8					
ESJSH 6-8					
LMS	2	10	5	6	
WMS	12	17	25	22	11
AHS	13	35	40	38	29
ASTI	2	2	1		
EJSHS 9-12	9	25	28	37	44
Island	2	4			
Total	191	313	305	325	303

New English Learners and Initially Fluent English Proficient Students (IFEPS)

Elementary TK-5	2015-16	2016-17	2017-18	2018-19
New IFEPS	27	24	18	50
New ELs	222	206	220	151

Secondary 6-12	2015-16	2016-17	2017-18	2018-19 to Date
New IFEPS	22	19	18	25
New ELs	103	99	93	40

Reclassification Rates

School Year	Number of Students	%
2015-2016	162/1,694	9%
2016-2017	210/1,598	11%
2017-2018	162/1,454	11%
Fall 2018	158/1,434	11%

- We have not had a consistent criteria for reclassification due to continuous changes from the state.
- This is the first school year that the ELPAC is fully operational.

Critical Instruction for English Learners

We have a dual obligation to ELs:

- Provide meaningful access to grade-level academic content via appropriate instruction (**Integrated ELD**)
- Develop students' academic English language proficiency (**Designated ELD**)

We have been supporting a system-wide movement to provide ELs with the critical instruction they need.

What Happens When ELs do not Receive Quality Opportunities to Learn?

- They are delegitimized
- Their development is truncated
- Then, we isolate them, label them “Long-term ELs,” and propose “remediation” for them

When, in fact, quite the opposite is needed: engagement, depth, and acceleration.

Critical Data: Long Term English Learners (LTELs)

Definition: 6 or more years in US schools and not reclassified

- 24% (303) of our ELs are Long Term ELs
- At our middle school sites, 154 out of 221 (70%) ELs are LTELs
- At our high school sites, 141 out of 258 (55%) ELs are LTELs

Implications for LTELs

- a-g completion: % of graduating seniors completing UC 'a-g' requirements (District 54%, ELs 12%)
- Reduced access to electives
- Likely placed in remediation in college

Reclassification of Long Term English Learners (LTELs)

Reclassification Point	Number of LTELs	Number Reclassified	%
Fall 2016	378	48	13%
Spring 2017	333	39	12%
Fall 2017 + Moderate to Severe Special Education English Learners	359	44 + 19 (Moderate to Severe)	16%
Fall 2018	303	53	15%

Systemic Change is in Progress



The End Goal:

All English Learners in AUSD will receive quality Tier 1 Integrated and Designated ELD instruction.

We are in year 4 of our implementation plan.

Systemic Change is in Progress 2018-2019



- We have a Newcomer Program at 3 of our secondary sites which includes: Newcomer ELD, Newcomer English, and a Newcomer Science/History course.
- We now have a Newcomer Intake process to determine appropriate placement for secondary students.
- We are in the process of writing our own secondary Newcomer Designated ELD curriculum.
- Through our Special Education Reclassification Committee we have established a reclassification criteria for moderate to severe English Learners .

Systemic Change is in Progress 2018-2019



We have developed and are implementing:

- A high school Designated ELD a-g approved course for Long Term English Learners titled: *Social Justice and Youth Empowerment*.
- An elementary Designated ELD curriculum aligned to the adopted ELA curriculum.

We have provided English 3-D curriculum at our middle schools for Bridging Level students.

We are in the process of writing middle school Designated ELD curriculum for Long Term English Learners through the lens of Ethnic Studies.

Our Literacy/Math/ELD coaches are at the center of the district's efforts to provide support for all aspects of our EL teaching program.

Keeping the Support for Systemic Change is Critical in 2018-2019

The focus for our Literacy/ELD coaches:

➤ **Professional Development:**

- 12 new elementary teachers engaged in an all-day training on effective mathematics instruction.
- 14 elementary teachers engaged in a half-day training on effective mathematics instruction and Eureka math.
- 10 new secondary teachers attended an all-day training on Integrated ELD.
- 8 cohorts of elementary teachers have been trained in English Language Development (more than 135 teachers have now been trained).
- 6 cohorts of secondary teachers have been trained in Integrated English Language Development/Constructing Meaning (more than 160 teachers have now been trained).
- 40 elementary teachers have attended after-school collaboration sessions with coaches.
- 100 secondary teachers have attended after-school collaboration sessions with coaches.

Keeping the Support for Systemic Change is Critical (continued)

➤ Collaboration and Coaching:

- Coaches collaborate with teachers on an on-going basis. So far this year, 48 teachers have engaged in direct collaboration/coaching with coaches.
- Each coach has a “lab” class that will be used for Lesson Study, walkthroughs, and teacher collaboration.
- Coaches collaborate with administrators, counselors, Special Education department, and families to improve teaching and learning. We have facilitated trainings at 11 staff meetings.
- Coaches collaborate with Collaborative Classroom facilitators (English Language Arts curriculum) on training and support.
- Coaches attend all district-wide trainings (Facing History, Restorative Practices, etc.).
- Coaches come together 1-2 times a month to improve their own practice.
- Coaches attend 5 District English Learner Advisory Committee meetings per year.

Keeping the Support for Systemic Change is Critical (continued)

➤ **Creating and Supporting Systems:**

- Developed 15-20 scripted lessons (K-12) on introducing structured academic language discussions to students titled: *Talk Ten*.
- Developed K-5 standards-aligned pacing guides for our English Language Arts curriculum.
- Updating elementary math curriculum guides.
- Updating elementary math benchmark assessments.
- Developing secondary math benchmark maps.
- Developing 2nd and 3rd grade English Language Arts benchmark assessments.
- Developing 10th and 11th grade English benchmark assessments.

2018-19 and Beyond

- Continuing toward full implementation of designated and integrated ELD
- Foundational training of additional cohorts at elementary and secondary levels
- Continue application and implementation of training through lesson study and collaborative sessions in which teachers and coaches plan lessons, units, and assessments
- Data discussions with all stakeholders
- Deepening MTSS practices

Thank You

Q & A