

# ENGLISH LEARNER PROGRAM BOARD UPDATE

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Educational Services  
November 18, 2021



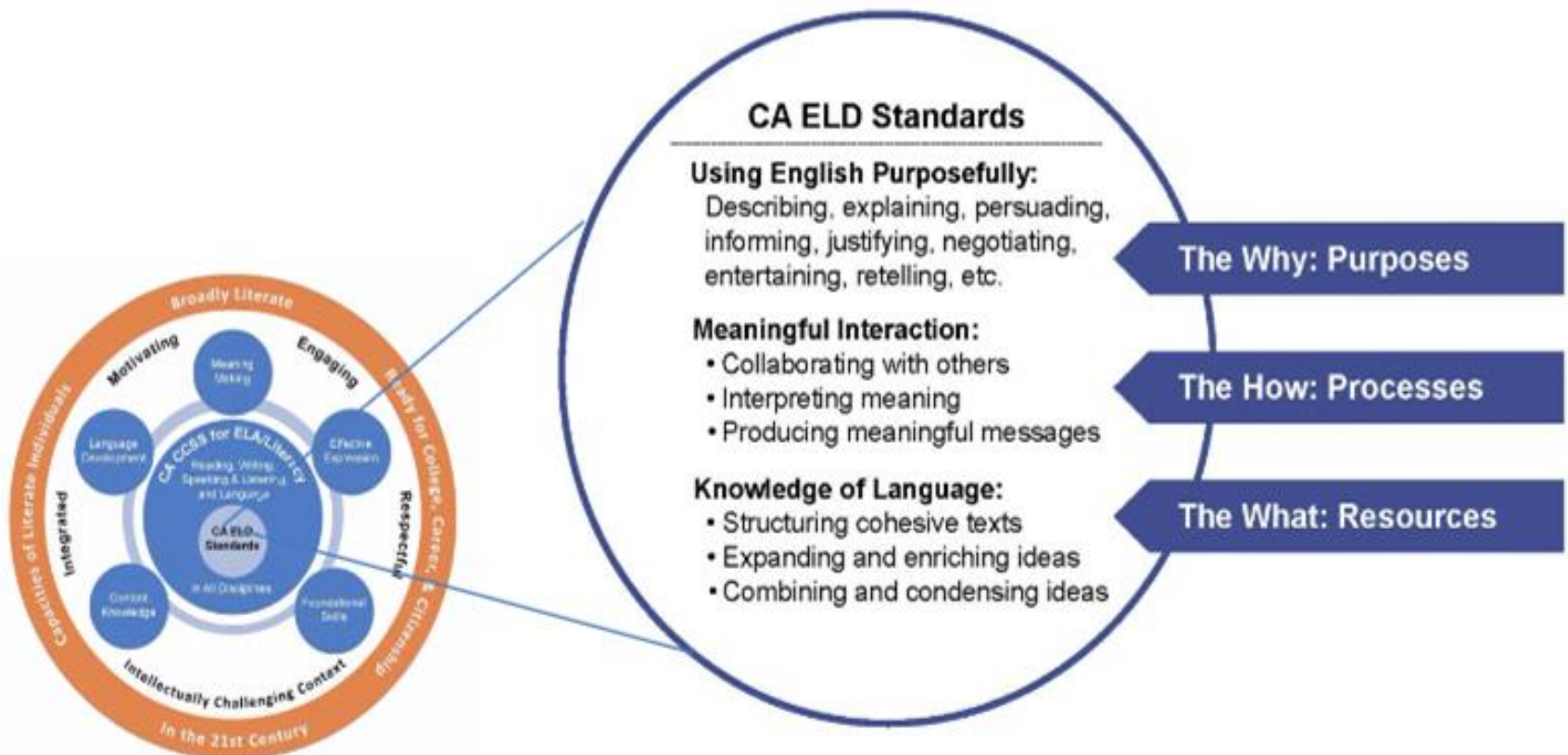


## CSD English Learner Program Goals

Goal #1	Goal #2
Learn English as quickly as possible	Reach the same academic standards as all students

# ELD Standards

## California adopted English Language Development (ELD) Standards 2012





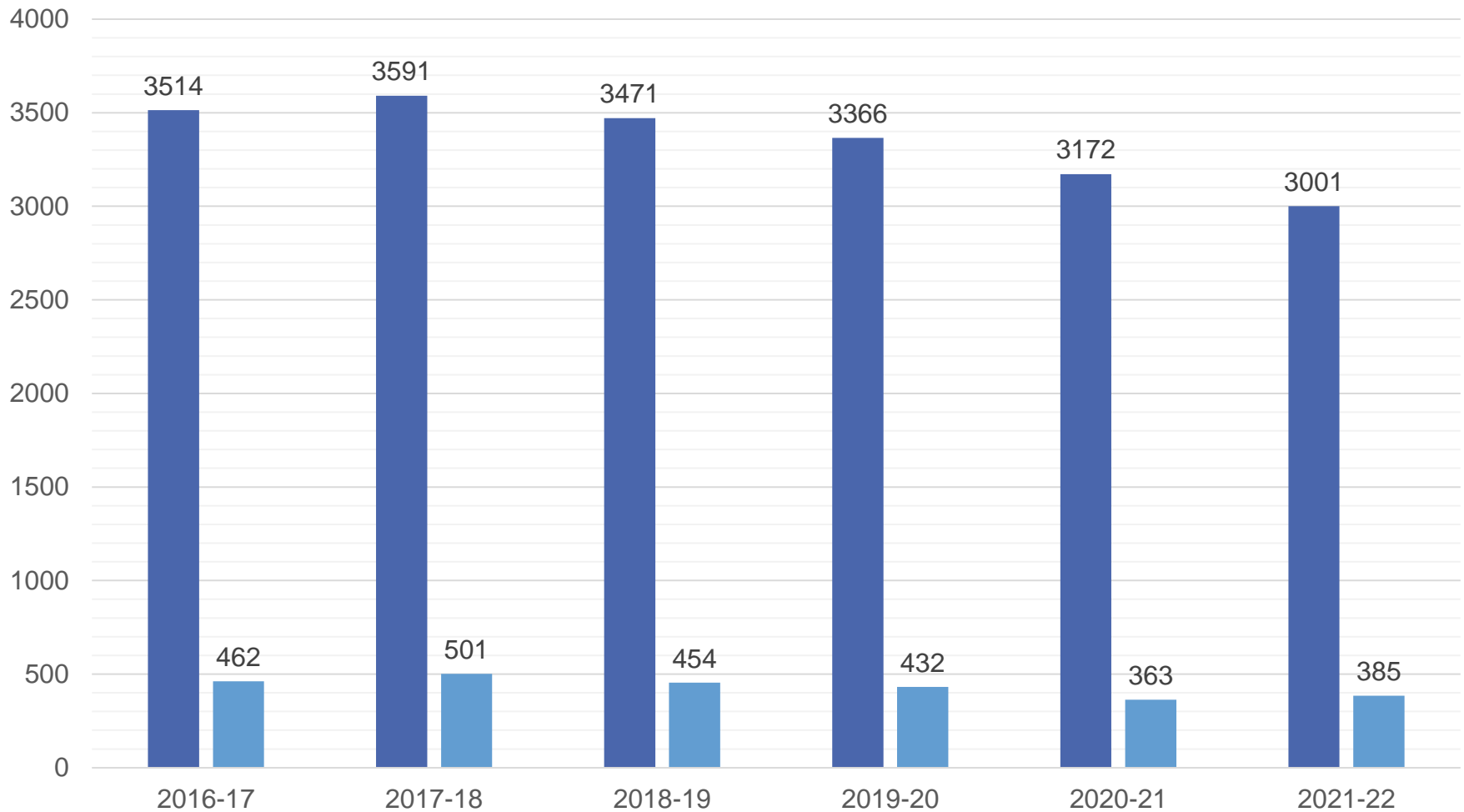
California adopted a framework in 2014 that integrates the English Language Arts (reading, writing, speaking and listening) and ELD standards.

- ❑ Language and culture are seen as **valued assets**
- ❑ **Same high expectations** for English Learners
- ❑ Focused on building both **content knowledge** and **language** in all disciplines
- ❑ **Integrating types of communication** (speaking, listening, reading, writing)
- ❑ **Shared responsibility** among all staff members

# CSD English Learner Enrollment



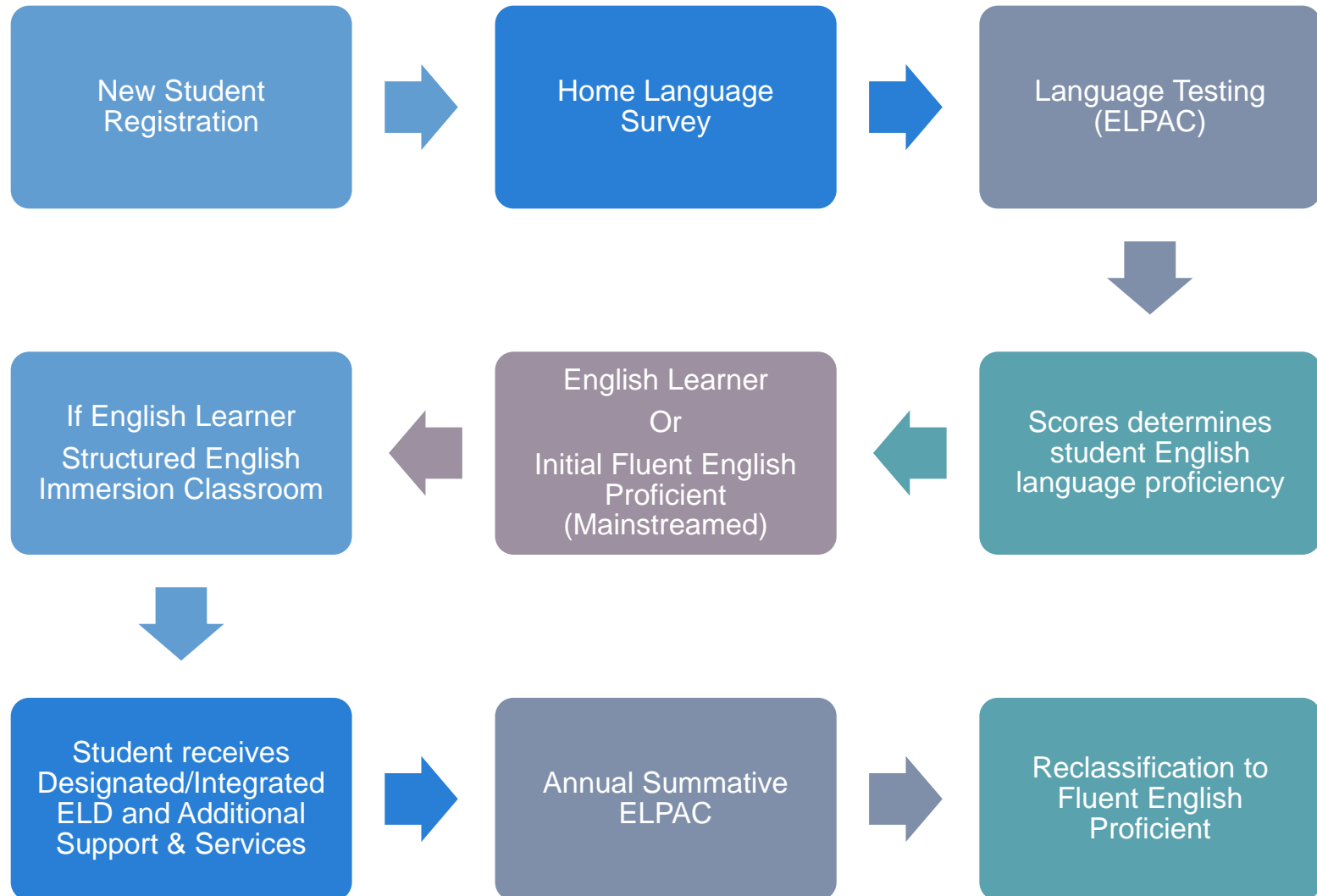
■ Total Enrollment   ■ English Learner Enrollment



# English Learner by Language Groups

Language	Number of English Learners & Fluent English Proficient Students	Percent of Total Enrollment
1. Spanish	284	8.95%
2. Mandarin	108	3.40%
3. Japanese	66	2.08%
4. Russian	64	2.02%
5. Korean	63	1.99%
6. Vietnamese	61	1.92%
7. Hebrew	28	0.88%
35 Other Primary Languages	237	7.48%

# English Learner Identification Process



# English Language Development



	Integrated ELD Learning Content with Language Support	Designated ELD Learning English
Who	Teachers with English Learners in their classrooms	
What	<b>Focus is on the CA Common Core or other subject area content standards.</b> ELD Standards are used in tandem to focus language instruction.	<b>Focus is on the CA ELD Standards</b> in order to develop critical language Els need for content learning in English.
When	Throughout the day across the disciplines	Protected time during the regular school day
Where	All classrooms with Els	All classrooms with Els; small group instruction



# EL Programs & Services



## All CSD Classroom Teachers

- English Learner authorization or Crosscultural Language and Academic Development (CLAD) Certificate
- Guided Language Acquisition Design (GLAD) Trained
- Support ELs in all classes to ensure they continue to strengthen their English language skills as they learn core academic content
- Designated and Integrated ELD
- ELA/ELD Core Curriculum
- Elementary - Benchmark Advance
- Middle School – HM Collection
- Additional Supplemental Programs
- Imagine Learning for Language & Literacy

## Teachers on Special Assignment

- Provide instructional coaching and support to classroom teachers and support on Integrated & Designated English Language Development to help students develop the English language skills they need to learn content in English
- Modeled instructional strategies and curriculum
- Provide professional development opportunities
- Coordinate additional and supplemental support and services for students who need extended learning opportunities

# Classroom Instruction & Additional Support

English Language Development within the classroom throughout the school day using a variety of teaching opportunities to supports all students' English Language Development.

- Designated/Integrated English Language Development
- Guided Language Acquisition by Design (GLAD) instructional model
- Opportunities for oral language development through stories, songs, and poetry
- Explicit Direct Instruction
- Small Group Instruction
- Science of Reading
- Foundational Skills – Phonemic Awareness & Phonics
- Fluency
- Vocabulary Development & Comprehension
- Guided Reading – Small Group explicit targeted differentiated reading instruction
- Writer's Workshop
- Tier I Core Interventions as needed
- Imagine Learning for Language & Literacy (Tier I & Tier II)
- Multi-tiered System of Support (MTSS)
- Tier II Intervention (Leveled Literacy Intervention)
- Intensive Tier III Intervention (Sonday System)
- Ongoing Progress Monitoring

# ENGLISH LEARNER PROGRAM ACHIEVEMENT

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# Overall Results SBAC

## Grades 3-8 English Language Arts

### Percent of Students Met or Exceeded Standard

	2016	2017	2018	2019
All Students	67%	66%	67%	67%
Initially Fluent English Proficient	86%	88%	92%	89%
Reclassified Fluent English Proficient	82%	78%	82%	80%
English Learners	26%	23%	17%	17%
English Only	69%	68%	68%	68%
Ever ELs (RFEP+EL)	54%	56%	59%	57%

# Overall Results SBAC

## Grade 3-8 Mathematics

### Percent of Students Met or Exceeded Standard

	2016	2017	2018	2019
<b>All Students</b>	52%	56%	63%	64%
<b>Initially Fluent English Proficient</b>	76%	81%	89%	86%
<b>Reclassified Fluent English Proficient</b>	63%	66%	75%	77%
<b>English Learners</b>	27%	27%	26%	21%
<b>English Only</b>	53%	56%	62%	64%
<b>Ever ELs (RFEP+EL)</b>	44%	50%	58%	56%

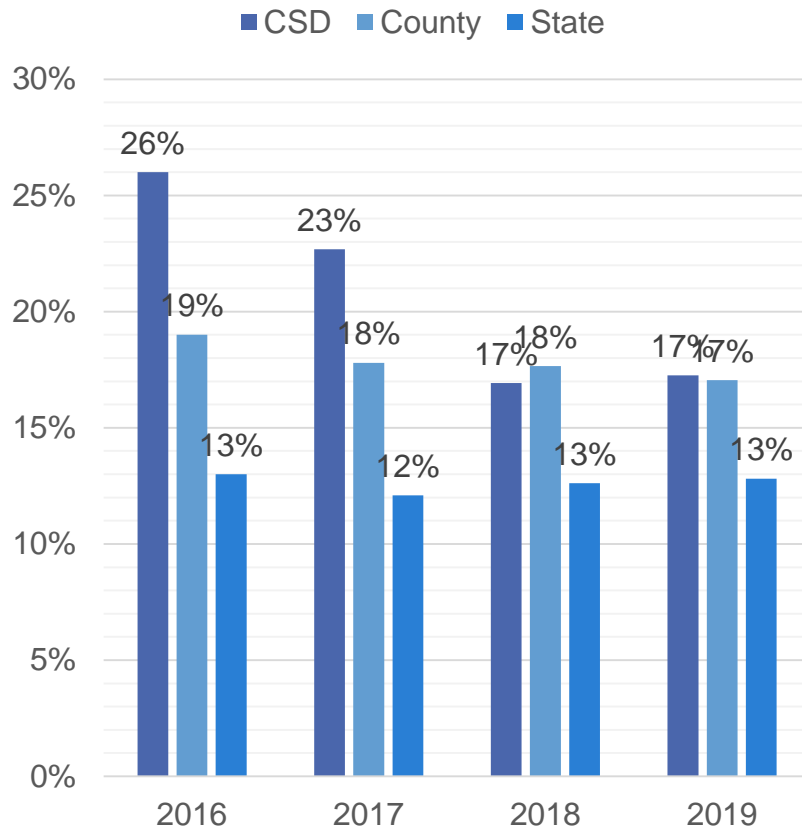
# SBAC Overall Results

## English Learners Grades 3-8

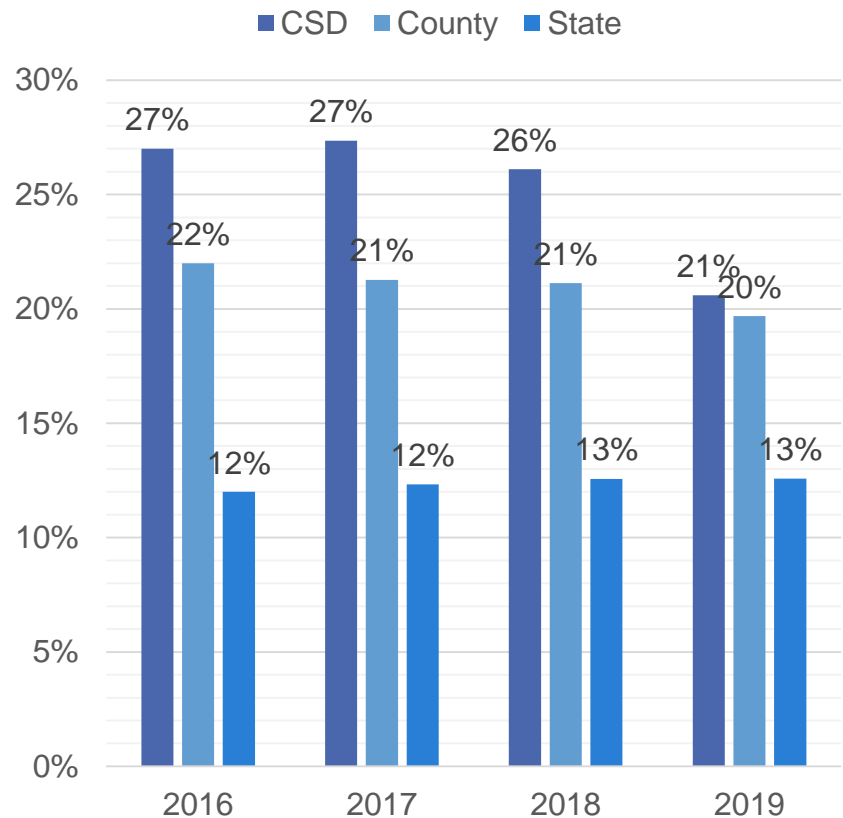
### Percent of Students Met or Exceeded Standard

#### District, County and State Comparison

#### English Language Arts



#### Mathematics

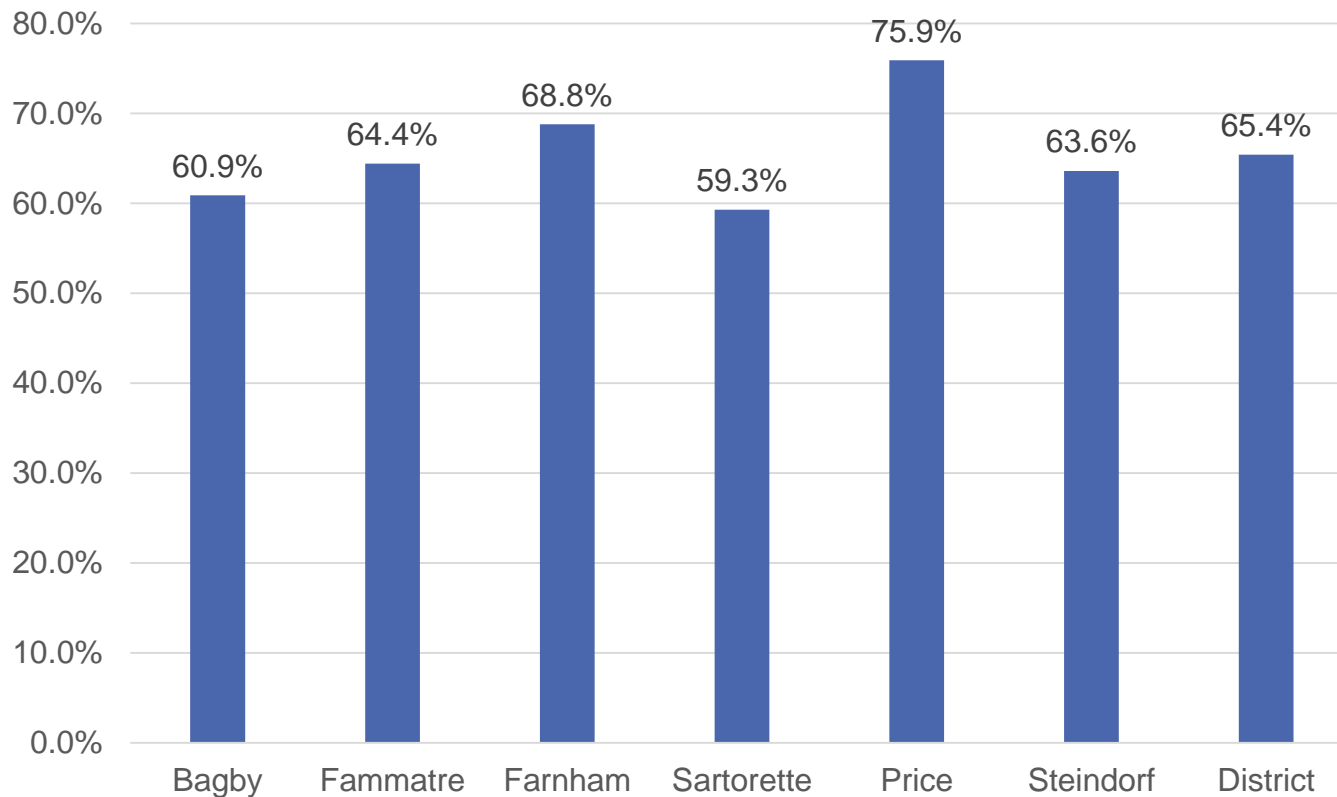


# CA School Dashboard 2019

## English Learner Progress Indicator (ELPI)



Percent of students making progress towards  
English language proficiency



### ELPI Progress Levels

**\*Very High**  
**65% or higher**

**\*High**  
**55% to less than 65%**

Medium  
45% to less than 55%

Low  
35% to less than 45%

Very Low  
Less than 35%

# Summative ELPAC Results Spring 2021

## Number of Students at Each Performance Level by Grade

**Level 4** - 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.

**Level 3** - 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.

**Level 2** - 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.

**Level 1** - 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.

ELPAC Performance Level	K	1	2	3	4	5	6	7	8	All	%
4	30	11	9	13	6	6	12	7	8	102	<b>28.1</b>
3	15	14	13	10	11	18	14	12	12	119	<b>32.8</b>
2	15	7	2	10	13	18	10	11	4	90	<b>24.8</b>
1	7	12	7	8	6	3	4	3	2	52	<b>14.3</b>

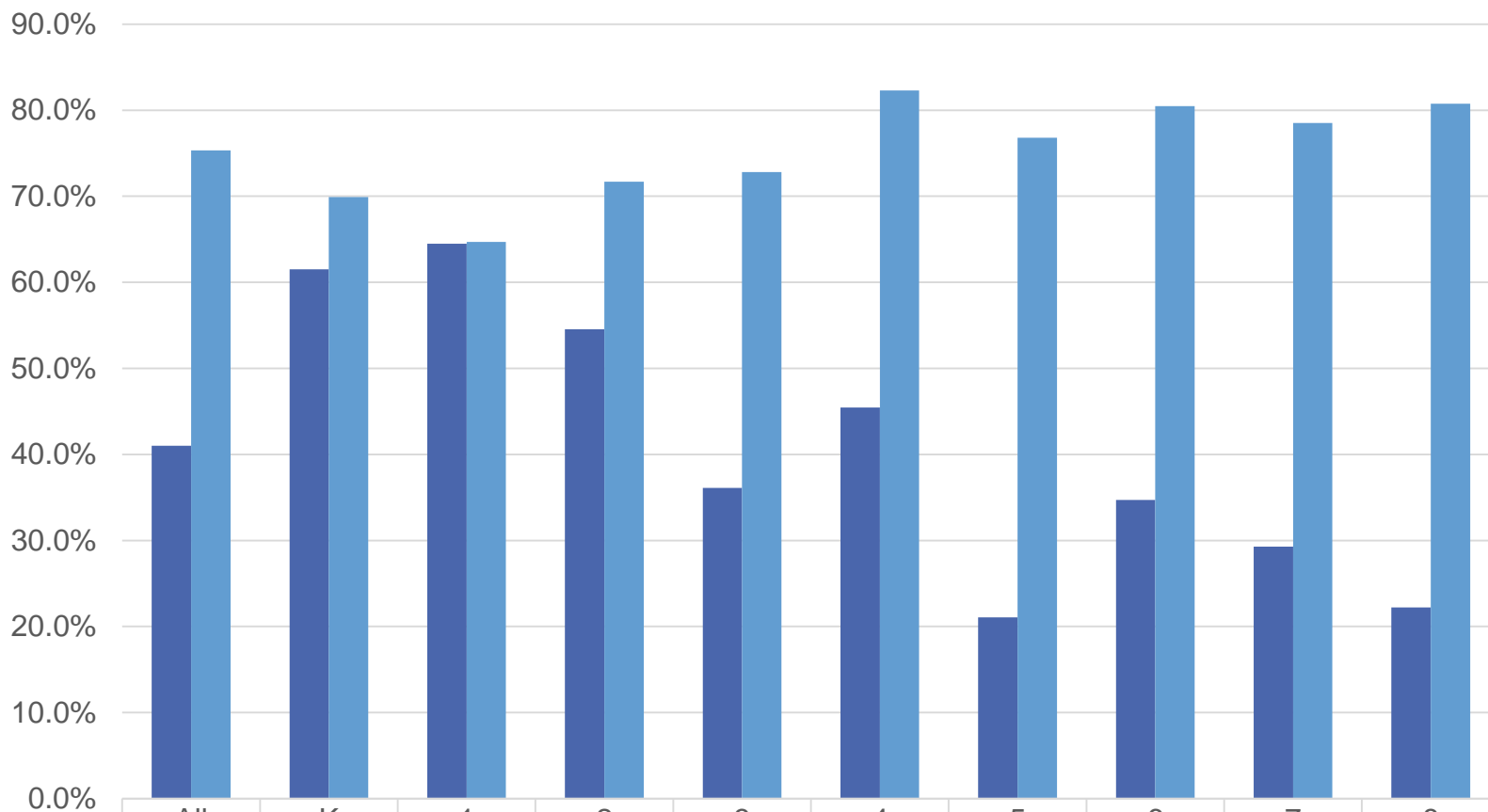


# Reclassification Rate by School Year

Reclassification is the process through which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classroom.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	3358	3514	3591	3471	3366	3172	3001
English Learners (% of Enrollment)	495 (15%)	462 (13%)	501 (14%)	454 (13%)	432 (13%)	363 (11%)	385 (13%)
Number of ELs Reclassified FEP	85	142	64	86	64	82	TBD
<b>Percent of ELs Reclassified FEP</b>	<b>17%</b>	<b>29%</b>	<b>14%</b>	<b>17%</b>	<b>14%</b>	<b>19%</b>	<b>TBD</b>

# Overall Results FastBridge Local Assessment Grades K-8 Reading Fall 2021 Percent of Students Who are "On Track"

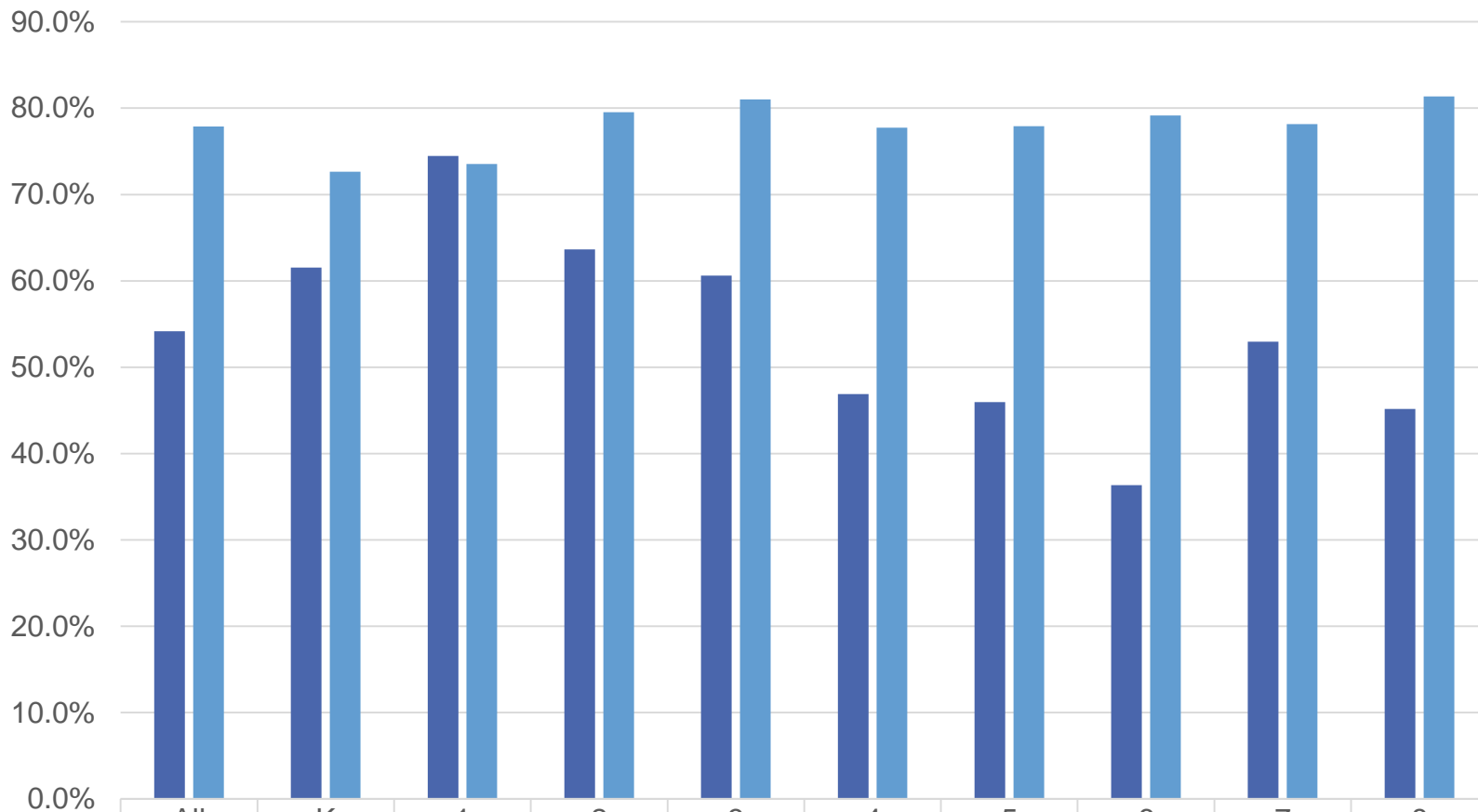


English Learners	41.0%	61.5%	64.5%	54.5%	36.1%	45.5%	21.1%	34.7%	29.3%	22.2%
District	75.3%	69.9%	64.7%	71.7%	72.8%	82.3%	76.8%	80.5%	78.5%	80.8%

# Overall Results FastBridge Local Assessment

## Grades K-8 Math Fall 2021

### Percent of Students Who are "On Track"



English Learners	54.2%	61.5%	74.5%	63.6%	60.6%	46.9%	46.0%	36.4%	52.9%	45.2%
District	77.9%	72.6%	73.5%	79.5%	81.0%	77.7%	77.9%	79.1%	78.2%	81.4%

# Long-Term English Learners (LTELs)

**Long-term English learners** (or LTEL) are students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills.

## CHARACTERISTICS OF LONG-TERM ENGLISH LANGUAGE LEARNERS


- Have lived most or all of their lives in the United States
- Are often orally bilingual and sound like native English speakers, but they haven't developed strong academic literacy skills in English
- Often have developed habits of non-engagement, learned passivity, and invisibility in school
- Perform below grade level in reading and writing and, as a result, struggle in all content areas

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
At-Risk	6	24	24	3	1	58
LTELs	-	-	-	27	24	51

## How do we address the needs of students who are LTELs and who are at-risk of becoming LTELs?

- LTEL students need opportunities to develop high-level reading, speaking, and writing skills.
- Literacy is key to language acquisition. To master a language, students must be able to engage in conversation with their peers; they must also be able to comprehend complex texts and effectively express their ideas through writing.

# Monitoring English Learner Student Progress



**RFEP Progress Monitoring Form**  
To be completed by February 14, 2020

Student Name:		Grade:	Reclassification Date:
Teacher Name:		School:	
Time Since Reclassification: <input type="checkbox"/> Year One <input type="checkbox"/> Year Two <input type="checkbox"/> Year Three <input type="checkbox"/> Year Four			

Teacher Report		Yes	No
Teacher Observation	Using the <a href="#">Student Oral Language Observation Matrix (SOLOM)</a> as a guide, does the student demonstrate adequate oral language skills? (Attach completed SOLOM form)	<input type="checkbox"/>	<input type="checkbox"/>
Academic Skills and General School Success	Are the student's academic skills improving regularly?	<input type="checkbox"/>	<input type="checkbox"/>
	Has the placement adjustment been relatively smooth for the student?	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student generally been able to correctly complete assignments on time?	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student met the proficient performance level on the SBAC - ELA?	<input type="checkbox"/>	<input type="checkbox"/>
Written English	Does the student demonstrate satisfactory English writing skills comparable to those of native speakers of English?	<input type="checkbox"/>	<input type="checkbox"/>
General Student Attitude	Using teacher observation as a guide, does the student overall seem comfortable with the program placement?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Recommendations (Check One)</b>			
<input type="checkbox"/>	Student language classification and program placement are appropriate to meet the student's present needs.	<input type="checkbox"/>	
<input type="checkbox"/>	Present classroom placement is appropriate, however, the student might benefit from additional support (i.e., classroom intervention, Tier II support, etc.). Student Study Team (SST) is recommended for further review and recommendation.		
<input type="checkbox"/>	The student is making inadequate progress. Modifications and additional support are strongly encouraged. An SST will be scheduled for the student for further review and recommendations.		
Teacher Comments:			

Teacher Signature:	Date:
(Note: After completing the RFEP Progress Monitoring Form, please submit to Principal for Review & Signature)	
Principal Signature:	Date:

NOTE: Place Completed Original Form in Student Cum EL Folder; Send Copy to Educational Services

- As required by Title III and the California Education Code, students reclassified as Fluent English proficient (RFEP) must be monitored for a minimum of four (4) years after reclassification or until they reach and maintain grade-level proficiency.
- In CSD, a RFEP Progress Monitoring form is completed at the beginning of the second trimester each of the four years by the classroom teacher.
- If a reclassified student is not making appropriate academic progress, additional support must be provided.
- A reclassified student who is struggling academically may NOT be reassigned to English Learner status

# Parent Engagement & Involvement



- Language Line Over - the Phone Interpreting Services for primary language support for meetings and translation services.
- Parent Information Events & Workshops
- Annual EL Parent Information Night
- District English Learner Advisory Committee
- Site Level English Learner Advisory Committees
- English Learner Parent Needs Assessment Survey
- **English Learner Parent Connection Newsletter - New**
- **CSD Primary Language Parent Network - New**

# Next Steps

- **Provide staff professional learning opportunities**
  - Equity, Science of Reading, Integrated/Designated English Language Development, Guided language Acquisition by Design (GLAD), Differentiated and Personalized Instruction
  - Provide structured time for data review, problem solving, and collaboration through the PLCs model
- **Equitable access and learning opportunities for EL students**
  - Core Instruction using district adopted core ELA/ELD & Math curriculum
  - Differentiated instruction
    - Designated/Integrated ELD
    - Core Tier I Interventions
  - Supplemental instruction
    - Tier II & III Interventions
    - Extended/Enrichment learning opportunities
  - Ongoing Progress Monitoring
- **Opportunities for Parent Engagement**
  - Parent Workshops and Information Events
  - Parent Connection Newsletter
  - Parent Primary Language Network





# QUESTIONS

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# Resources

- [CSD English Learners Website](#)
- [CDE English Learner Website](#)
- [ELD Standards](#)
- [Parents Overview of the ELD Standards](#)
- [A Parent Guide to Understand ELPAC](#) has been translated into seven languages. To access these resources, click [here](#).