



SRCS Board of Education EL Master Plan Update

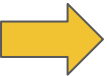
October 11, 2021



GOALS AND FOCUS AREAS

The following reflect the key components of our three-year strategic plan. The content is organized into 16 focus areas within each goal. Unless otherwise noted, initiatives are for both the elementary and secondary districts.

Goal 1: Student Success

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1. Strengthen Student Voice
 2. Support English Learner/Newcomers (Implement EL Master Plan)
 3. Implement Dual Immersion Program (Elementary)
 4. Ensure A-G Requirements for All (Secondary)

Goal 2: Staff Success

5. Hire more Teachers of Color and Bilingual Teachers and Staff
6. Provide Equity Training and Professional Development
7. Pilot Revised Grading Practices (Secondary)
8. Pilot Teacher Evaluation Model (Elementary)
9. Refine Professional Learning Communities (Elementary)

Goal 3: Community Engagement

10. Improve Outreach and Support for Vulnerable Families
11. Deepen Community Partnerships
12. Increase District Promotion and Outreach Efforts

Goal 4: Systems and Structures

13. Analyze/Revise School Enrollment Boundaries (Elementary)
14. Academic Supports: Establish Multi-Tiered System of Support (MTSS)
15. Mental Health Supports: Establish Multi-Tiered System of Support (MTSS)
16. Implement Digital District Plan

Key Actions from EL Master Plan & Together 2024

Support English Learners/Newcomers

Elementary School District

Outcomes for 2023-2024:

- Increase percentage of students reclassifying
- Decrease the gap in performance on academic metrics between English learners and their peers
- Decrease in percentage of students who are Long-Term English Learners
- Begin an elementary Newcomer Language Academy with Spanish-bilingual, credentialed teachers providing specialized EL instruction in self-contained, age-appropriate classroom.

High School District


Outcomes for 2023-2024:

- Improve graduation and reclassification rates for English Learner, Newcomer, and Long-Term English Learner students.
- Decrease the gap in performance on academic metrics between English learners and their peers
- Articulate a clear academic program and process for the Bridge Program
- More clearly articulate the community supports for Newcomers in high school.

Fall 2021 - EL Master Plan Updates



- ELPAC and 2021-22 Reclassification Process
- Newcomer Programs and Services
- Long-term English Learners
- SEAL - 4th-6th grade Launch
- Parent Outreach and Support
- Questions



*“Equity isn’t just a slogan.
It should transform the way we educate kids.”*

“This is the true meaning of equity – acknowledging students’ differences and giving them what they need to be successful. It also means staying focused on outcomes, both academic and developmental.”

~Dr. Pedro Noguera

ELPAC and Reclassification Timeline



ELPAC 2021-2022

- 466 Initial ELPAC completed (386 ESD, 80 HSD)
- Summative ELPAC to begin late-winter (Feb.)
- October 13 DELAC will show parents how to access and read ELPAC score report

ELPAC 2020-2021

- Scores are being uploaded into Aeries
- Expecting many incomplete scores due to COVID protocols and challenges of remote administration
- 2020 Fall Optional Summative
 - Prioritized students closest to reclassification
 - Significant number of K/1 students were not administered summative ELPAC last year
 - Challenges testing HS students (remote v. in-person, “no show”, COVID restrictions)

EL Reclassification

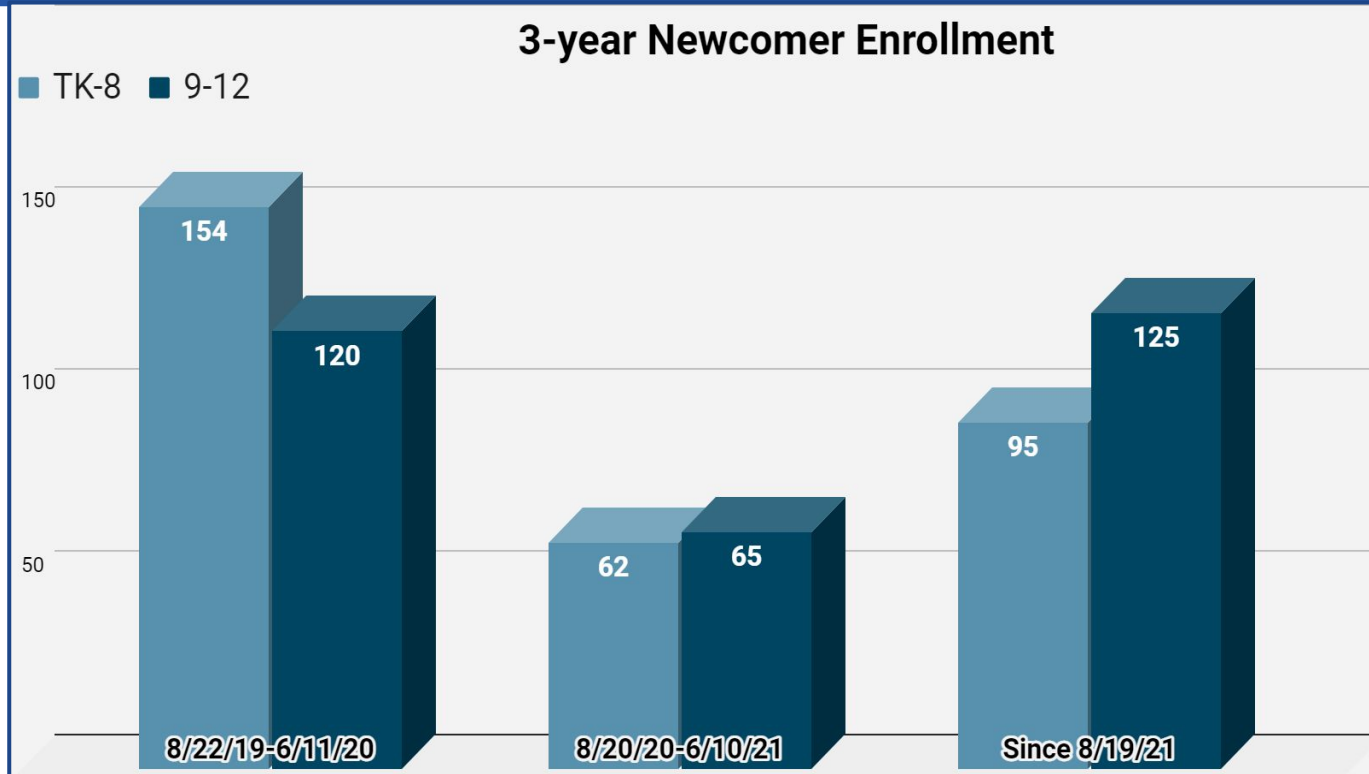


- State has delayed the availability of SBAC data until mid-October (hopefully this week!)
- Ed. Services merges ELPAC and SBAC score reports to generate the pre-populated Reclassification forms for sites
- R-FEP process to initiate in late October.

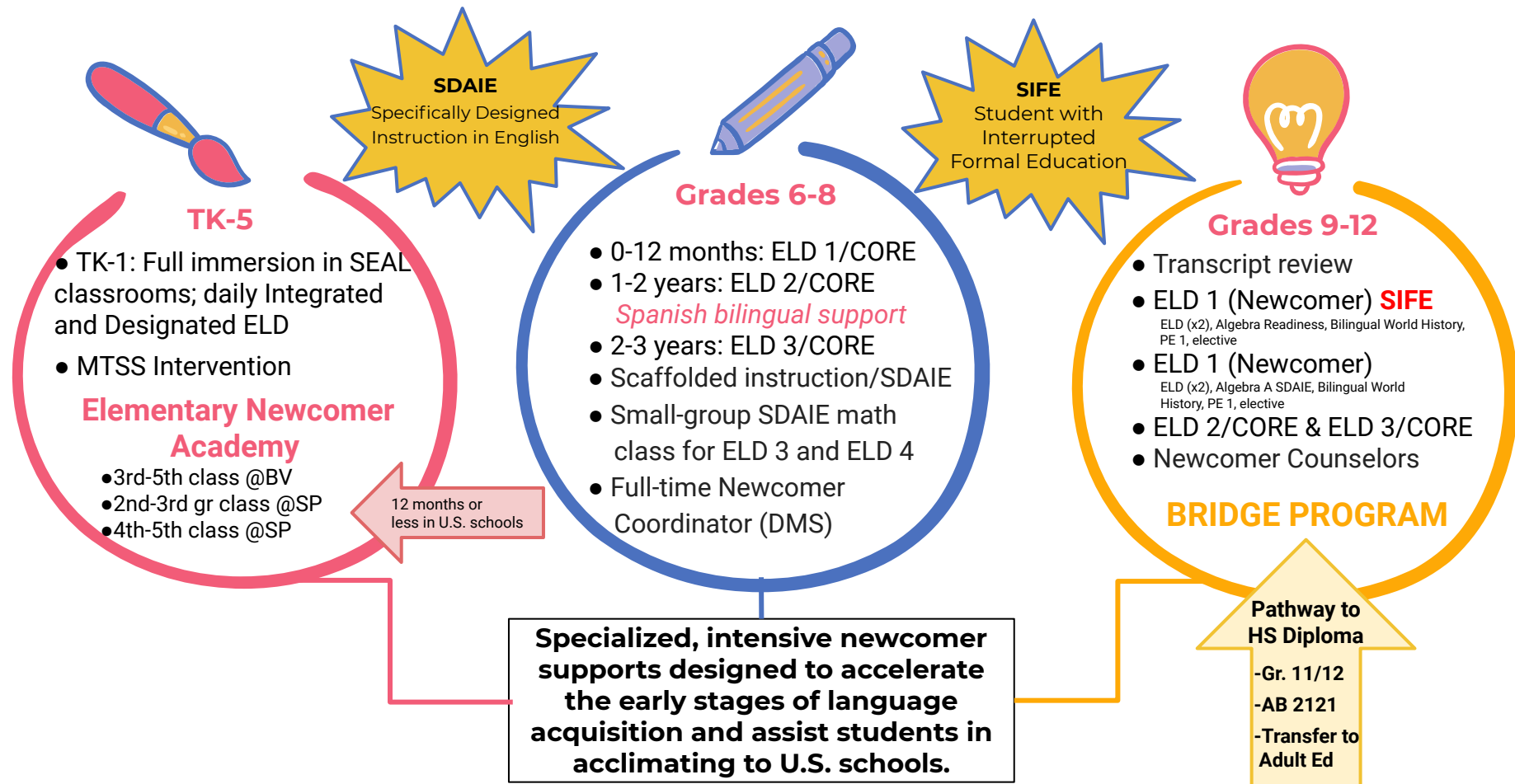
Reclassification Criteria

1. ELPAC: Assessment of English Language Proficiency (Listening, Speaking, Reading and Writing).
2. Student demonstrates proficiency in basic skills as measured by district benchmarks and/or standardized assessments (ex: F&P Reading Benchmark, Reading Inventory, SBAC)
3. Teacher Evaluation of Student's Academic Performance
4. Parent/Guardian Consultation

Welcoming and Supporting Newcomers



Newcomers: Specialized Academic Supports



Newcomers: Specialized SEL & Wraparound Supports



TK-5

- Schoolwide SEL practices
- Community Liaisons
- MCF-funded Family Centers: BV, SP, VV
- Family Case Management
- Community Partnerships
- Wraparound Services



Grades 6-8

- Schoolwide SEL practices
- Community Liaisons
- Newcomer Coordinator
- Family Case Management
- Community Partnerships
- Wraparound Services



Grades 9-12

- Newcomer Counselors
- Community Liaisons
- Newcomer Coordinator
- Student Case Management
- SEL/Wellness Centers
- Community Partnerships
- Wraparound Services

**Maximizing our resources to
increase services and the
number of students served**

Meet our High School Newcomer Counselors

Ana Anguiano Urtiz
San Rafael High

Claire Mazariegos
Terra Linda & SRHS Bridge



- ❖ Background
- ❖ School Site(s)
- ❖ Caseloads
- ❖ Description of Role
- ❖ Trends & Observations
- ❖ Identified Needs
- ❖ Cross-Sector Work

Long Term English Learners: LTELs

Definition of Long-term English Learner

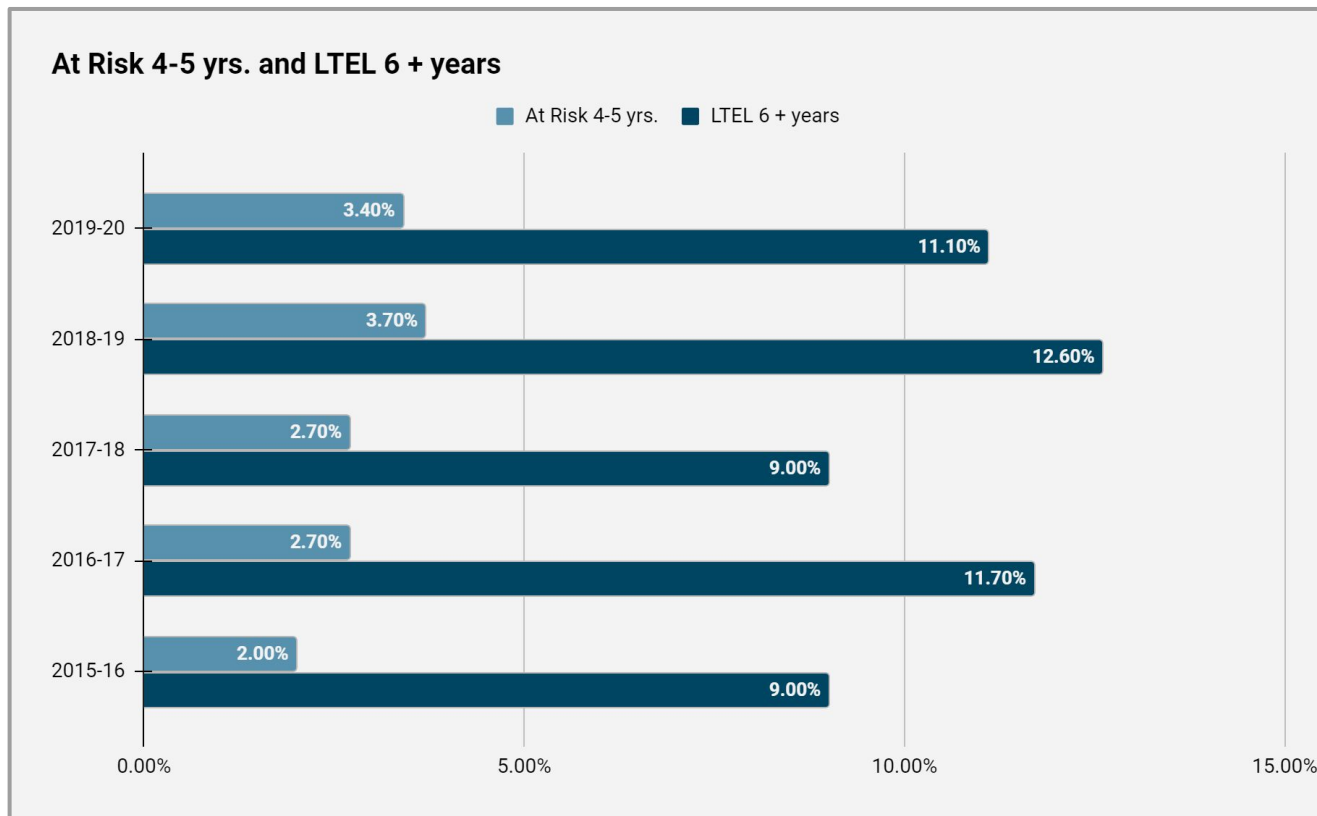
A long-term english learner is an EL student to which all of the following apply:

1. Student is enrolled on Census Day (the first Wednesday in October) in grades **6 to 12**; and.
2. Student has been enrolled in a U.S. school for **six or more years**; and.
3. Student has remained at the same English language proficiency level for **two or more consecutive prior years**, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and.
4. Student (in grades 6 to 9 only), has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.

In addition:

1. Students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL
2. The assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.

2015-2020 At Risk & LTELs | SRCS Grades 9-12



*(Note: The 2018-19 determinations of Long-Term English Learners (LTEL) reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017-18 academic year required for making LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.)

Initial Steps to Addressing Needs of LTELs

1. Progress Monitoring

- a. Early Identification
- b. Building MTSS Systems of Support
- c. Improve our data practices and increase capacity to analyze district and state assessments, and formative student work samples

2. Integrated ELD

- a. Tier 1 Classroom Practices and Strategies
- b. Cross-curricular *“Every teacher is a language teacher.”*
- c. Aligned strategies to ensure English learners have access to curriculum and core content knowledge

INTEGRATED ELD - A Shared Responsibility

Integrated ELD is provided to ELs **throughout the school day** and **across all subjects by all teachers of ELs**. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

“English learners have **meaningful access to a full standards-based and relevant curriculum** and the opportunity to develop proficiency in English and other languages.”



“English learners engage in intellectually rich, **developmentally appropriate learning experiences** that foster high levels of English proficiency.”

“These experiences **integrate language development, literacy, and content learning** as well as provide access for comprehension and participation through native language instruction and scaffolding.”

SEAL 4th-6th Launch

Pk-3: 8+ years

- UDD planning and PD
- Professional Learning Series

Grades 4-6: Began 10/6/21

- 3 years
- Planning and strategies
- Embedded as much as possible

Aligned, culturally responsive practices to support all students, especially our ELs, in language development throughout the day particularly in content areas



Joyful, rigorous language and learning, and dual-language literacy.

PRACTICES

High-leverage, developmentally appropriate pedagogical practices are aligned across the preschool through elementary grades, and address the language demands of increasingly rigorous, grade level standards.

PILLARS

The Model coalesces around four pillars.

Focus on rich, powerful, precise, expressive and academic language throughout the curriculum

Creation of an affirming and enriched environment

Articulation across grades, and alignment of the preschool and elementary systems

Strong partnerships between families & schools

FOUNDATIONS

The Model combines best practices for English Learners with best practices for engaging all students in rigorous, interdisciplinary grade-level academic content.

Research on preventing the creation of long term English Learners

Enacting the research on effective English Learner practices

A thematic approach to meeting the demands of 21st century standards

Parent Outreach, Engagement & Support

Cross-site Collaboration

Monthly meetings with community liaisons and family support teams; exchange ideas and resources; gather input for DELAC; build community and capacity

Parent Education

ELAC, Charlas Familiares, PIQE, Latino Family Literacy Project, Adult ESL, Technology, Leadership



DELAC

Monthly; Meeting structure developed to cover EL topics, elicit feedback, and provide information in response to parents' needs and interests

Growing Community Partnerships

Access to wraparound services and connecting families to community organizations; strengthening school to community relationships and building a network of supports



EL Master Plan Update

Questions?

