

# ENGLISH LEARNER REPORT



**BOARD UPDATE  
FEBRUARY 27, 2019**

# Let's Review!

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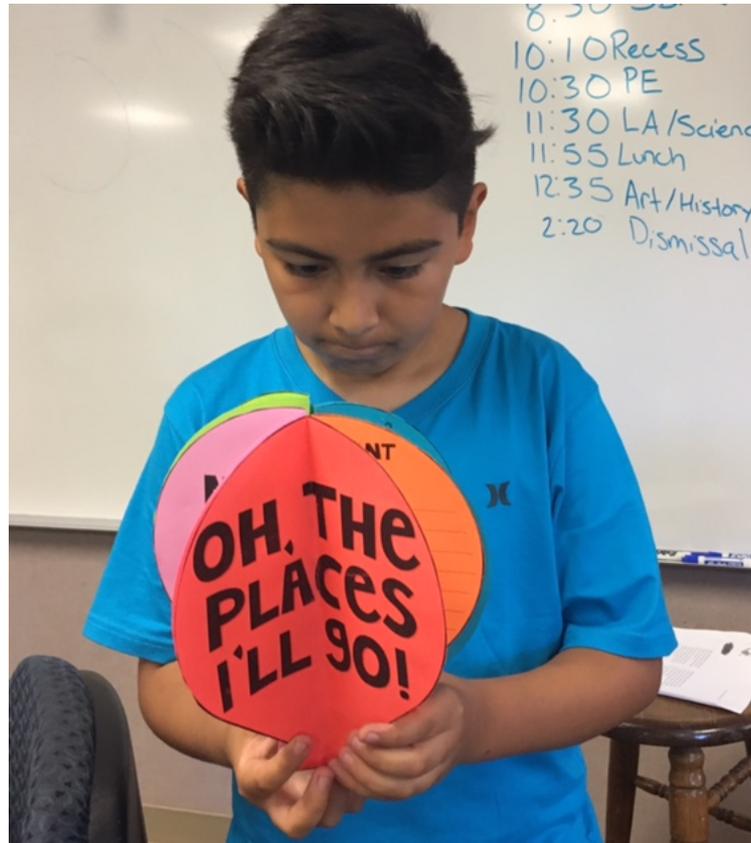
- 15,930 SRCS Enrollment
  - Elementary = 4,826
  - Secondary = 11,104
  
- 3,461 English Learners
  - Elementary = 1952
  - Secondary = 1509



Based on CALPADS 2018-19 Data Report

# 22% English Learners

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# Long Term English Learners

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**827 LTELS**



**23.9% of ELs  
are LTELS**

LTEL: An English Learner enrolled in any grades 6-12, inclusive, has been enrolled in schools in the U.S. for more than 6 years and has not progressed in English acquisition.

# What is the dual obligation educators have to English Learners?

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

# Federal Program Monitoring Review Finding: Access to Core Subject Matter

- **Newcomer students are not provided with grade-level core content instruction**
- **English Learners do not meet the district's content and performance standards for their respective grade levels.**

**“It is crucial to the future of our nation that [English Learners], and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential.”**

-U.S. Department of Education and  
U.S. Department of Justice



## AB 2735

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- Law prohibiting English learner students from being denied enrollment in core curriculum courses, courses required for high school graduation or courses for purposes of recognition for college admission, such as advanced placement or honors courses.
- The law takes effect on January 1, 2019.



## Corrective Actions: Access to the Core

- **New graduation requirements for all students**
- **Professional Development opportunities for all teachers**
- **New courses**
- **Using genuine formative assessments to guide instruction frequently**

# Federal Program Monitoring Review Finding: English Language Development (ELD)

- **Designated ELD does not exist for all English Learners**
- **Materials are not grade-level aligned nor based on the Common Core State Standards for ELD**



# Corrective Actions: English Language Development (ELD)

- **New Course Proposals**
- **Providing daily, high quality ELD instruction without fail**
- **Providing quality ELD materials and training**
- **Using genuine formative assessments to guide instruction frequently**

What are the CA ELD Standards designed to do?

**Amplify critical knowledge about English language skills in the CCSS for ELA/Literacy that English learners need to be successful in school**

Who should be using the CA ELD Standards to support our EL students?

**CA ELD Standards are to be used by all content area teachers as well as ELD teachers to *ensure* support for our EL students.**

## Integrated & Designated ELD

Type of ELD	Timing	Instructional Focus	Standards Used
Integrated ELD	Throughout the school day	Content, with language to support	Content & ELD Standards
Designated ELD	Specific, protected portion of the school day	Language	ELD Standards

# EL Students with IEP's

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- All identified EL students must receive ELD
- How an EL student with disabilities receives ELD is dictated by the IEP team
- EL students with disabilities should receive ELD with their peers in the mainstream wherever possible.
- If an EL student must receive ELD in a self-contained Special Education setting, that teacher is still required to provide designated ELD instruction. Goals for that instruction should be outlined and monitored by the IEP team.

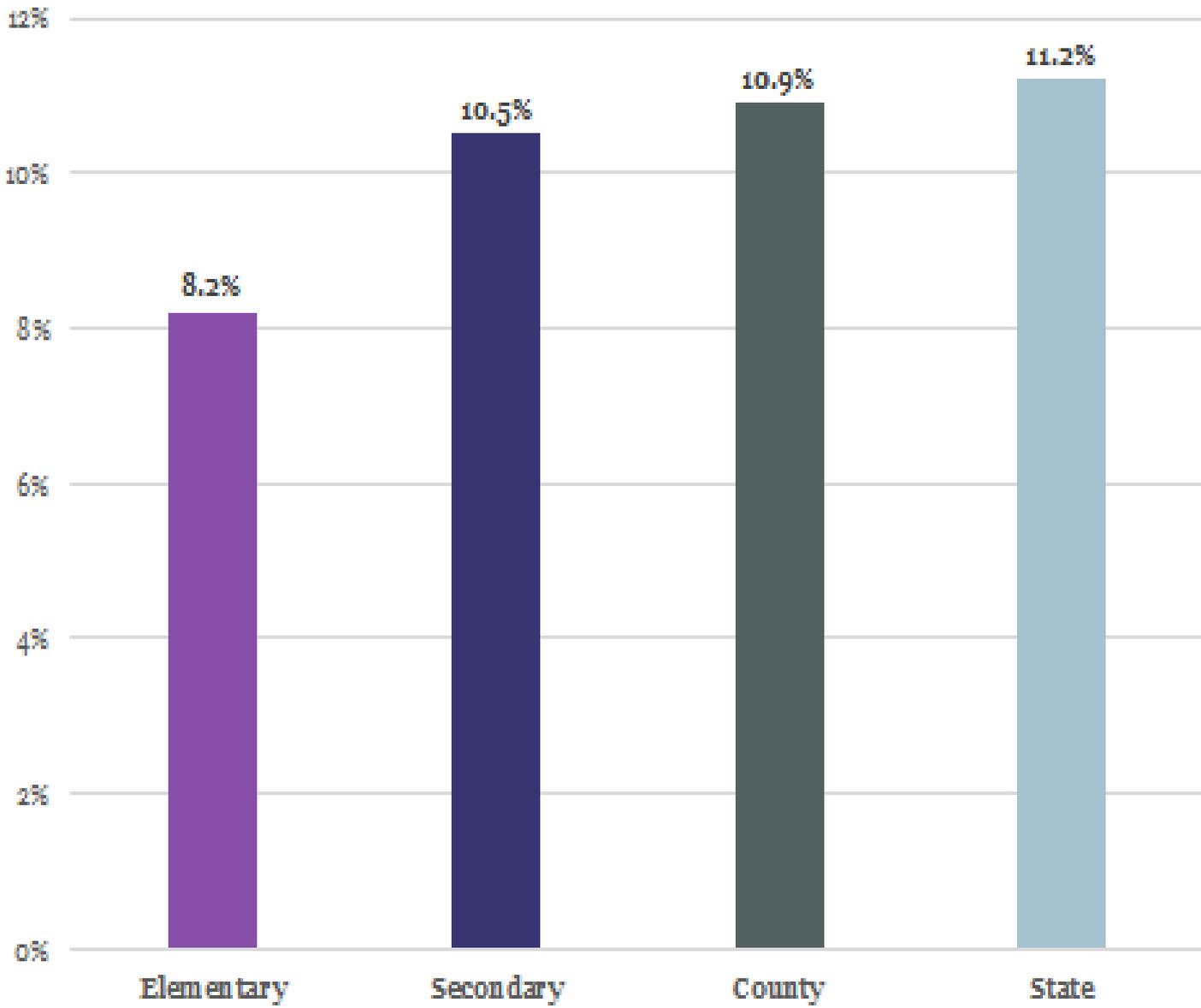
# Reclassification Criteria

<b>English Language Proficiency Assessment for California (ELPAC)</b>	Overall score of (4) Well Developed
<b>Teacher Evaluation</b>	Teacher review of student performance in basic skills assessments
<b>Parent Consultation</b>	Parents must be told about the process of reclassification and their child's status, and have an opportunity to ask questions, etc.
<b>Student Performance in Basic Skills</b>	This requirement establishes that the EL student can perform as well or better than native English grade level peers on statistically normed assessments (i.e., SBAC, Let's Go Learn, Developmental Reading Assessment).

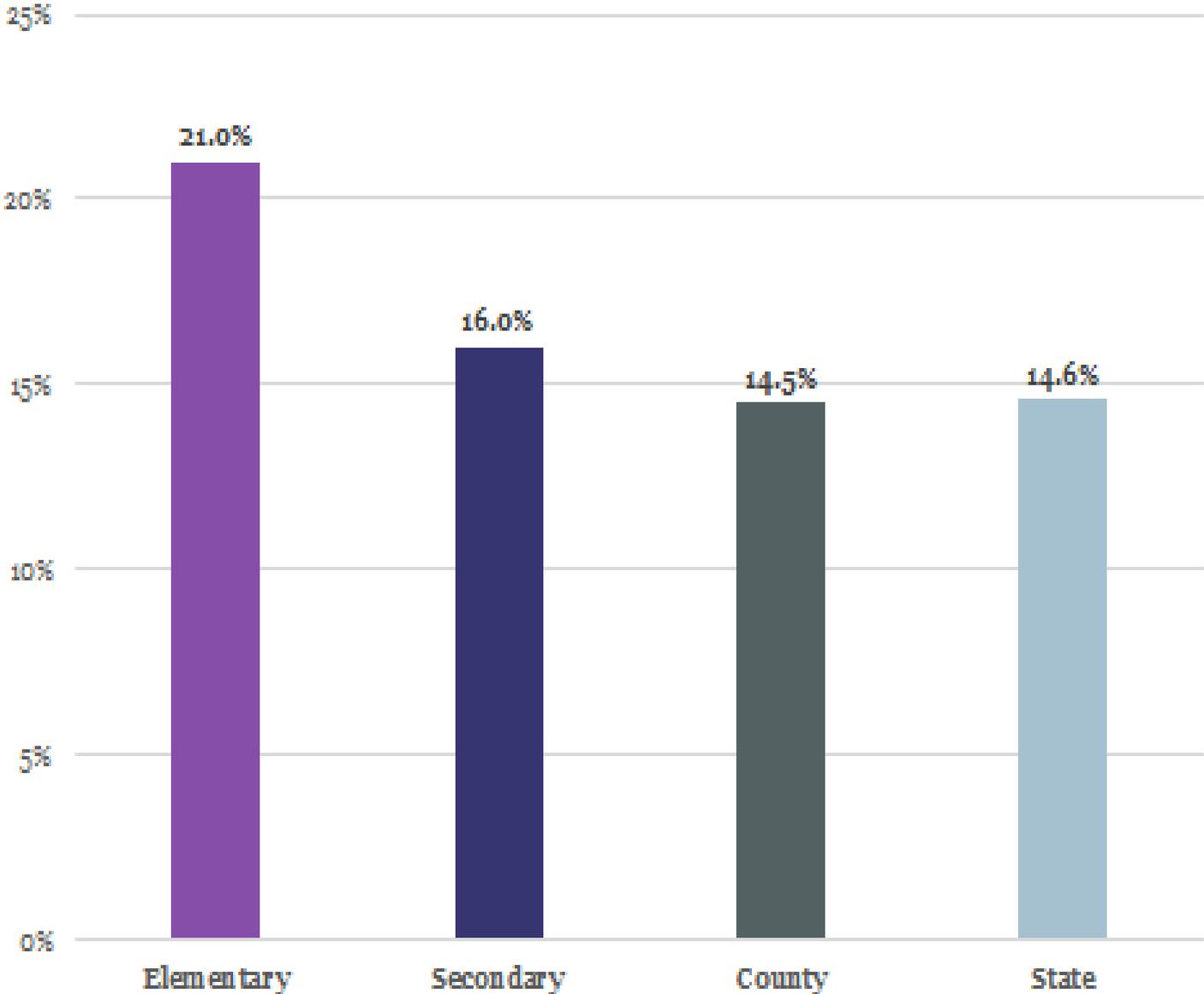
# How are we doing with our Reclassification Process?



# SRCS Reclassification Rates 2015-16



# SRCS Reclassification Rates 2017-18



STRIVE FOR  
*progress.*  
NOT  
*perfection.*

A SADAKI THING

UNKNOWN