English Learner Program

Davis Joint Unified School District

EL Coordinator, Mary Khan

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Master Plan: Goals

- Provide English language development instruction

- Provide access to core curriculum

- Provide high quality differentiated instruction

- Provide support so students reach proficiency on content standards and academic assessments

English Learner Identification Process

- Home Language Survey indicates a language other than English

- California English Language Development Test (CELDT) given within 30 day window

- CELDT Result is used to Identify Student:

  - **English Learners**-Beginning, Early Intermediate, Intermediate, & Early Advanced with one sub-skill score at lower level

  - **Fluent English Proficient**-Early Advanced in all sub-skills

- Primary Language Assessment (within 90 days)

English Learners by Proficiency Level

Number of English Learner Students by Grade Level
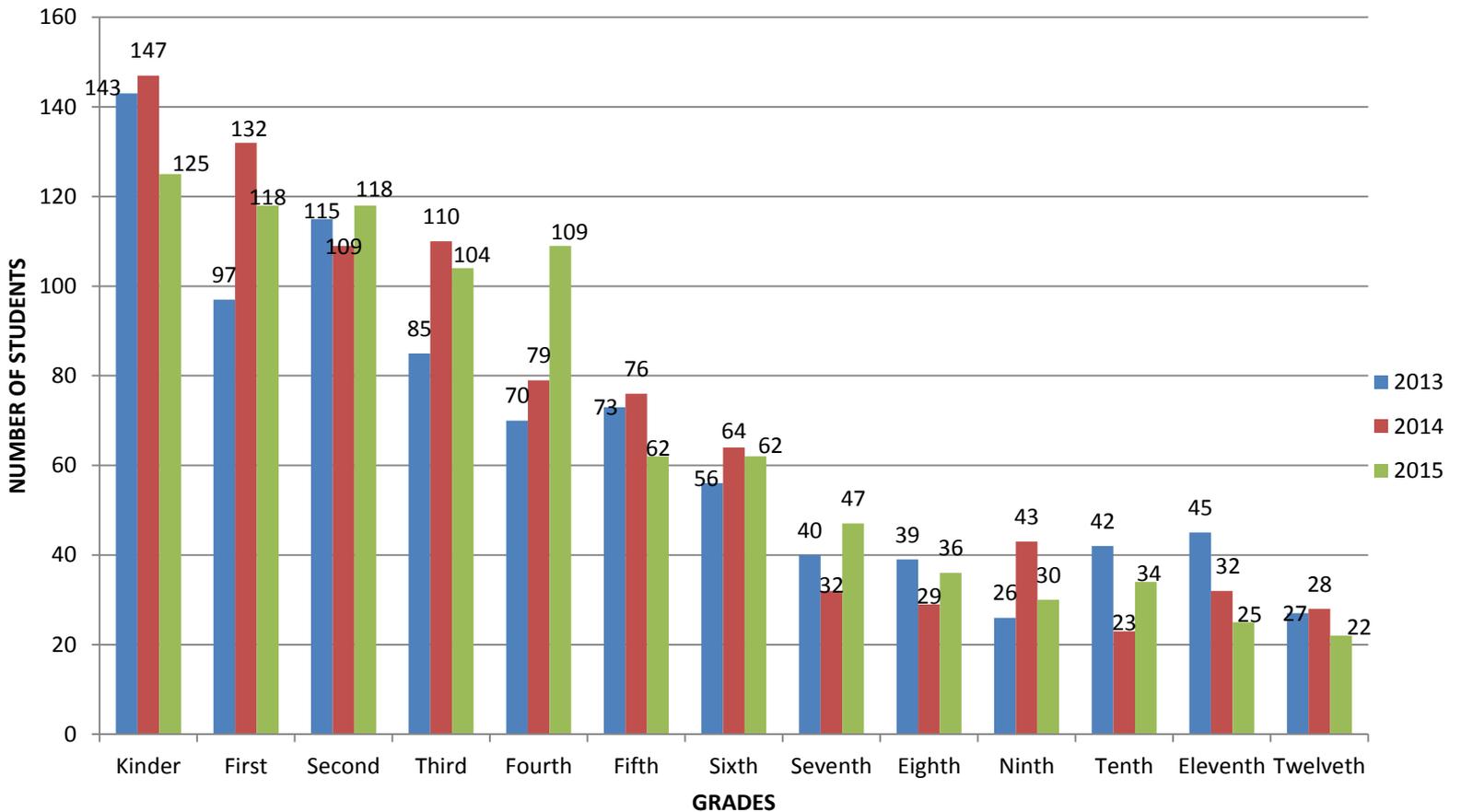
Instructional Program Models for English Learners

- Using the native language for instruction

- Using the native language for support

- Using English Language Development (ELD)

- Specially Designed Academic Instruction In English (SDAIE)/Sheltered Instruction Method

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Placement: Structured English Immersion (SEI)

CELDT results of Beginner, Early Intermediate & Intermediate indicate less than reasonably fluent

- Instruction is with an appropriately credentialed teacher

- Instruction is mainly in English

- Systematic English Language Development and Sheltered Instruction

- At least 30 minutes of English Language Development in addition to core subjects

Placement: English Language Mainstream

CELDT results of Early Advanced or Advanced indicate reasonable fluency for Mainstream Classroom Instruction:

- Instruction is in English

- English Language Development and Specially Designed Academic Instruction are provided by the classroom teacher as needed

- Small group English Language Development may still be provided

Placement: Alternative Program

Placement is designated by parent request and students must have an approved waiver

- Spanish Immersion Programs at Montgomery, Chavez and Emerson schools
- Dual Immersion Program at Montgomery
- Teachers must have a bilingual credential
- English Learners receive English Language Development

Annual Measurable Achievement Objectives (AMAO)

AMAO 1 - PERCENTAGE OF EL's MAKING ANNUAL PROGRESS IN LEARNING ENGLISH

Percent of Students Meeting Annual Growth Targets

|	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
TARGETS	51.00	51.50	52.00	48.70	50.10	51.60	53.10	54.60	56.00	57.50	59.00	60.50	62.00
DJUSD	66.5	77.5	73.1	67.5	72.6	70.4	69.8	64.3	71.6	65	67.1	67.2	

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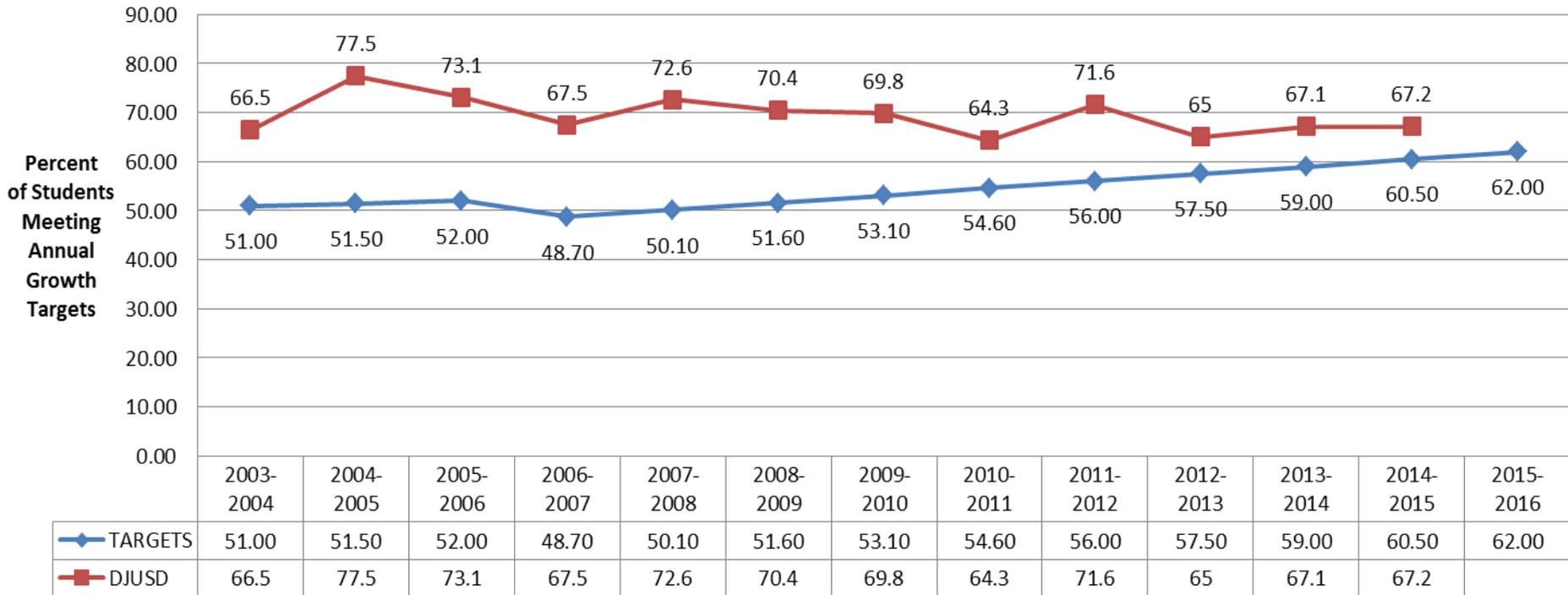
Annual Measurable Achievement Objectives (AMAO)

AMAO 2 – Percentage of EL's Attaining English Proficiency Level on CELDT
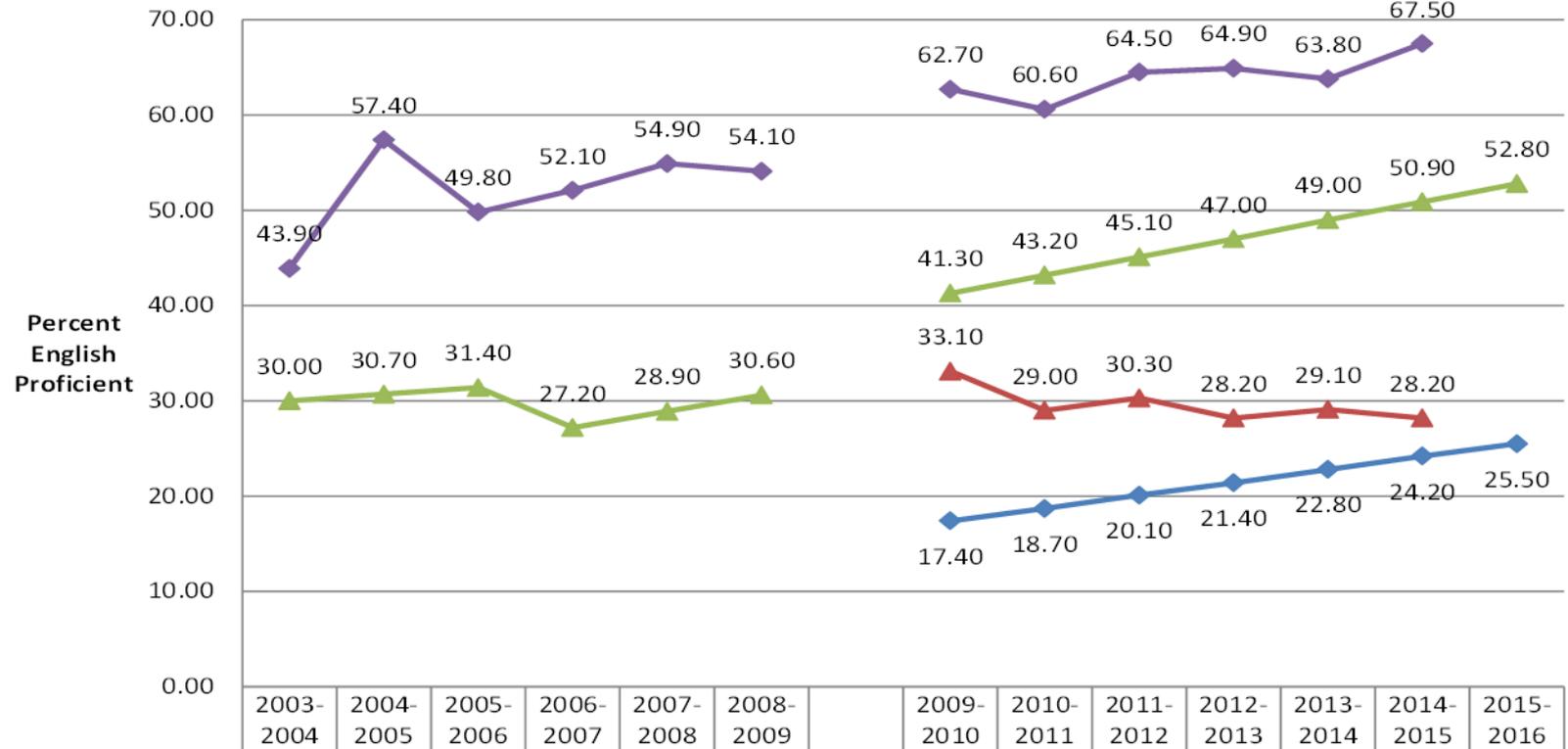
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
≥5 Yr State Target	30.00	30.70	31.40	27.20	28.90	30.60		41.30	43.20	45.10	47.00	49.00	50.90	52.80
≥5 Years DJUSD	43.90	57.40	49.80	52.10	54.90	54.10		62.70	60.60	64.50	64.90	63.80	67.50	
<5 Yr State Target								17.40	18.70	20.10	21.40	22.80	24.20	25.50
<5 Yr DJUSD								33.10	29.00	30.30	28.20	29.10	28.20	

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2015 CAASPP English Language Arts Overall Proficiency by English Language Fluency
Standard Exceeded + Standard Met

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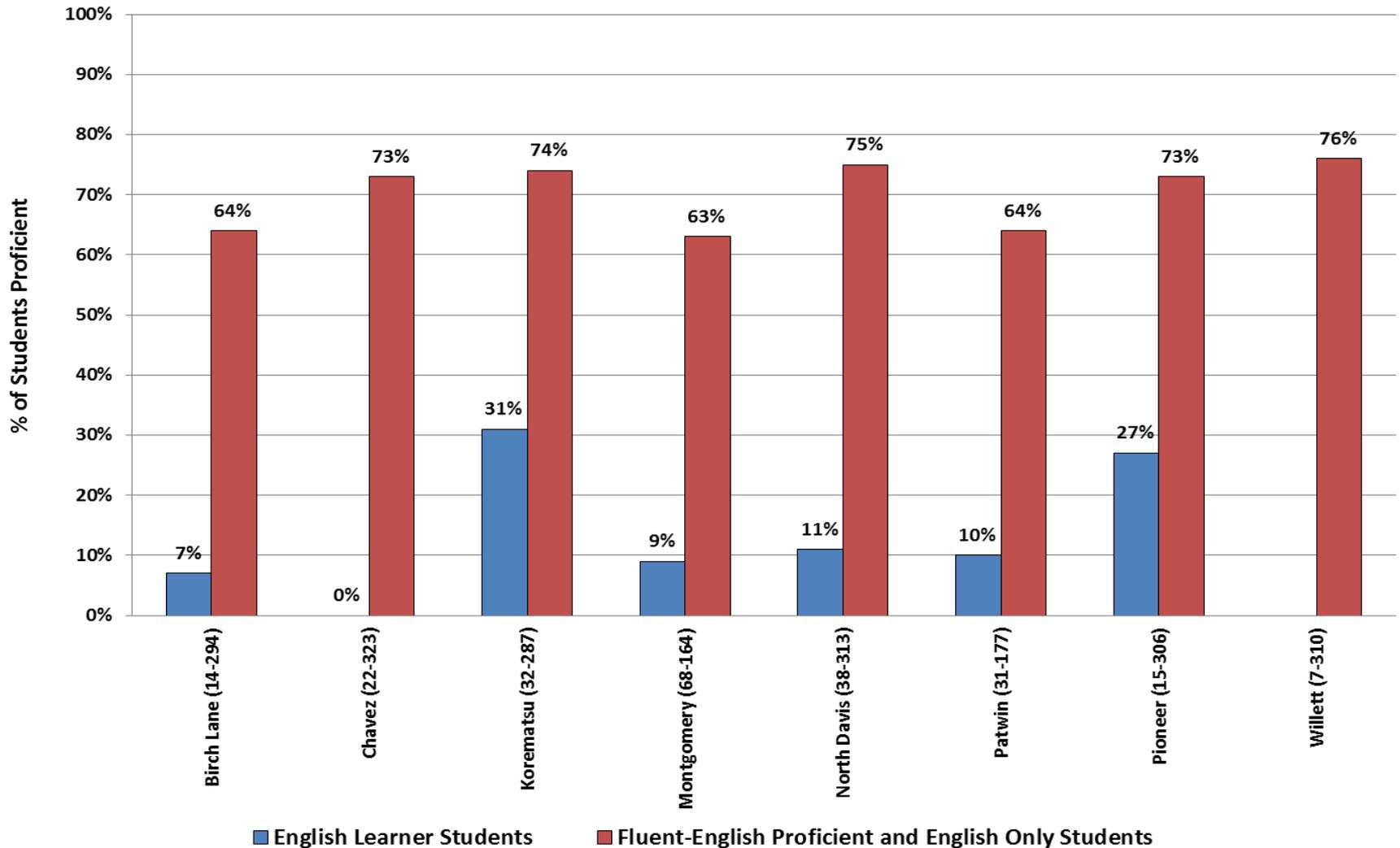
2015 CAASPP Math Overall Proficiency by English Language Fluency
Standard Exceeded + Standard Met
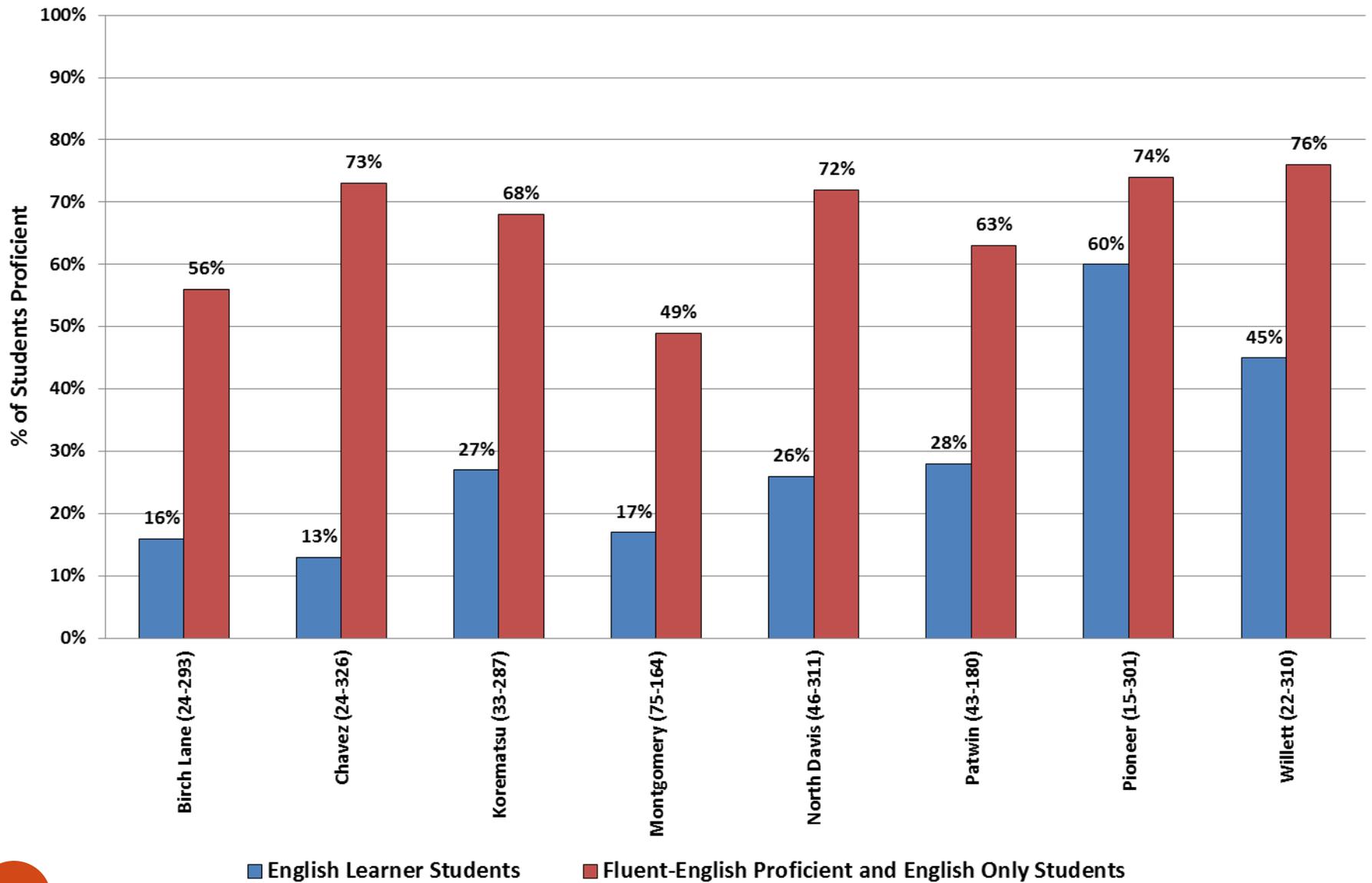
Interim Criteria for Reclassification

- CELDT: Early Advanced & Advanced

- Parent Opinion and Consultation

- Teacher Evaluation

- Basic Skills:
  - District Assessments at Grade Level/Pass CAHSEE 2014-15
  - Smarter Balanced Assessment Consortium (SBAC) 2015-16

- Other District Measures: Student performance at C or better in Math, Social Studies and Science

Smarter Balanced Assessment Results

2015 ELA Overall	% Standards Exceeded + Met							
DJUSD	**3**	**4**	**5**	**6**	**7**	**8**	**11**	**All**
All Students	57%	65%	71%	70%	70%	68%	80%	69%
Fluent-English Prof & English Only	64%	69%	76%	75%	73%	70%	84%	73%
Reclassified-Fluent English Prof	**86%**	**80%**	**79%**	**64%**	**54%**	**62%**	**70%**	**69%**
English Learner	9%	25%	12%	9%	4%	21%	16%	12%
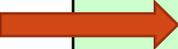
2015 MATHEMATICS Overall	% Standards Exceeded + Met							
DJUSD	**3**	**4**	**5**	**6**	**7**	**8**	**11**	**All**
All Students	64%	64%	60%	64%	68%	65%	67%	65%
Fluent-English Prof & English Only	71%	67%	64%	69%	69%	67%	69%	68%
Reclassified-Fluent English Prof	**85%**	**84%**	**60%**	**59%**	**54%**	**62%**	**54%**	**62%**
English Learner	25%	36%	24%	14%	25%	33%	19%	25%
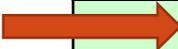
California ELD Standards

The CA ELD Standards **AMPLIFY** the CA CCSS for ELA/Literacy.

CA ELD Standards

Using English Purposefully:
Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

The Why: Purposes

Meaningful Interaction:
- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

The How: Processes

Knowledge of Language:
- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

**The What: Resources**
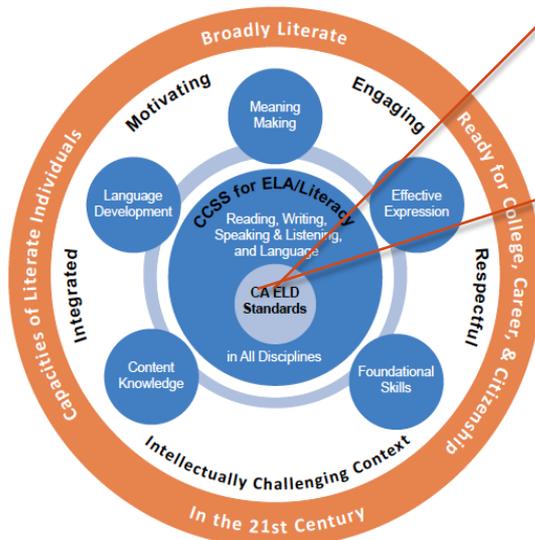
New Standards Implications

- Provides opportunities to re-conceptualize what literacy and language development means for English learners
- Affirms that English learners are capable of engaging in complex thinking, reading, writing and comprehension

English Language Development
Integrated & Designated:
Working in Tandem

Integrated ELD:

All teachers with ELs in their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards.
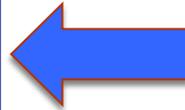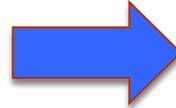
Designated ELD:

A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction.

Research-Based Approaches

Effective programs for English learners include:

- Educational personal belief that all children can learn (Lindholm-Leary and Borsato)

- School climate is orderly and safe (Lindholm-Leary and Borsato)

- Warm and caring community (Lindholm-Leary and Borsato)

- Curriculum is academically challenging (Lindholm-Leary and Borsato)

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Researched-Based Approaches continued

- Providing ELD instruction is better than not providing it (Norris and Ortega)

- Literacy instruction (August and Shannahan)

- Sheltered content area instruction (Echevarria and Short)

- If possible, provide primary language support or instruction (Genesee and Lindholm-Leary)

- Explicit ELD Instruction (Snow, Katz, Dutro, and Kinsella)

Next Steps:

1. Simultaneously implement Common Core and ELD standards:

   -Provide training and support to all educational staff in the English Language Development Standards and how they are aligned to the CCSS for ELA/Literacy

   -Provide the opportunity for Educational staff to refine their understanding of integrated and designated ELD

   -Implement CCSS ELA & ELD Aligned Resources

   -Establish a PD system that includes follow-up, peer observation and collaboration

2. Continue to support sites:

   -Provide adequate FTE for EL Specialist (Elementary)

   -Provide adequate FTE for EL Site Coordinators (Secondary)

Next Steps: continued

3. Visit Sobrato Early Academic Language Model a comprehensive model of intensive enriched language and literacy education

4. Increase opportunities during the summer for English Language Development instruction

5. Increase parent participation and outreach.

Thank You