



# ACHIEVEMENT/OPPORTUNITY GAP PRESENTATION

NOVEMBER 3, 2016



# ACHIEVEMENT GAP REPORT 2007 ELEMENTARY RECOMMENDATIONS



2007	2017
Professional Development	Unconscious Bias and other trainings
MME Experimental Project	EL Staff Training led to 2-Way Bilingual Program
EL Specialist at Patwin	Hired and expanded to all Elem. Schools
Math Specialists Grades 4-6	Funded by Parcel Tax at all ES but Fairfield
3 Days of Collaboration Time	\$6000 budgeted annually at each ES site
Increase Speech Therapist Hours	IEP Driven (previously through a private practice)
Kinder Preparatory Program	No
Reduce Class Size Grades 4-6	Was 29 now 28
Counseling Time - Elementary	0.5 FTE

# ACHIEVEMENT GAP REPORT 2007 JUNIOR HIGH RECOMMENDATIONS



2007	2017
Professional Development for teachers	Ongoing PD
5-Day Leadership Training for Staff	No
Recruit from Underrepresented groups	Mostly the same
Fund AVID classes at each JHS	Yes



# ACHIEVEMENT GAP REPORT 2007 HIGH SCHOOL RECOMMENDATIONS



2007	2017
EL Learning Center	DSHS Academic Center
Broaden Course Options	Yes – i.e. Race and Social Justice course
DaVinci HS to UCD Campus	Moved to Valley Oak 2009
Permanent Site for King HS	Opened in 2007
Additional EL and Sp. Ed. Aides for King	Was 0.45 now fulltime para
Permanent site for DSIS and more FTE's	Still at District Office
Reduce Class Size	Dependent on year and budget
More counseling time	When counseling grants obtained
Tardies and absence	Varies over time
Increase CTE funding	Perkins and other grants

# UNDERSTANDING LONG-TERM ENGLISH LEARNERS



- Who are our Long-Term English Learners?
- Where are they in our district?
- What do we know about them?
- What is their program participation?
- What is their achievement?
- How do we work to better serve them and meet their needs?

# VARIETY OF ENGLISH LEARNERS



- English Learner (EL):
  - Listening, Speaking, Reading, and Writing
- Needs English Language Development (ELD) support
- ELs are a highly heterogeneous group of students
  - Newcomer students,
  - Normatively progressing ELs, and
  - “At-Risk” and Long-Term ELs

# ENGLISH LEARNERS “AT-RISK” OF BECOMING LTELs



- In Grades 3 – 12
- Enrolled at least 4 years
- Intermediate on the CELDT
- At “Standard Not Met”



# LONG-TERM ENGLISH LEARNERS



- In Grades 6 – 12
- Enrolled 6 or more years
- At the same or lower on CELDT Level for 2 or more years
- At “Standard Not Met” Level on CAASPP ELA





# NEEDS OF LONG TERM ENGLISH LEARNERS



- LTELs reach a basic level of oral fluency in English sufficient for informal and social communication.
- However, many educators fail to recognize that LTELs still need further support in developing academic and content specific language.
- Research supports that it takes 5-7 years for a student to develop proficiency in a second language.

# DISTRIBUTION OF LONG TERM ENGLISH LEARNERS



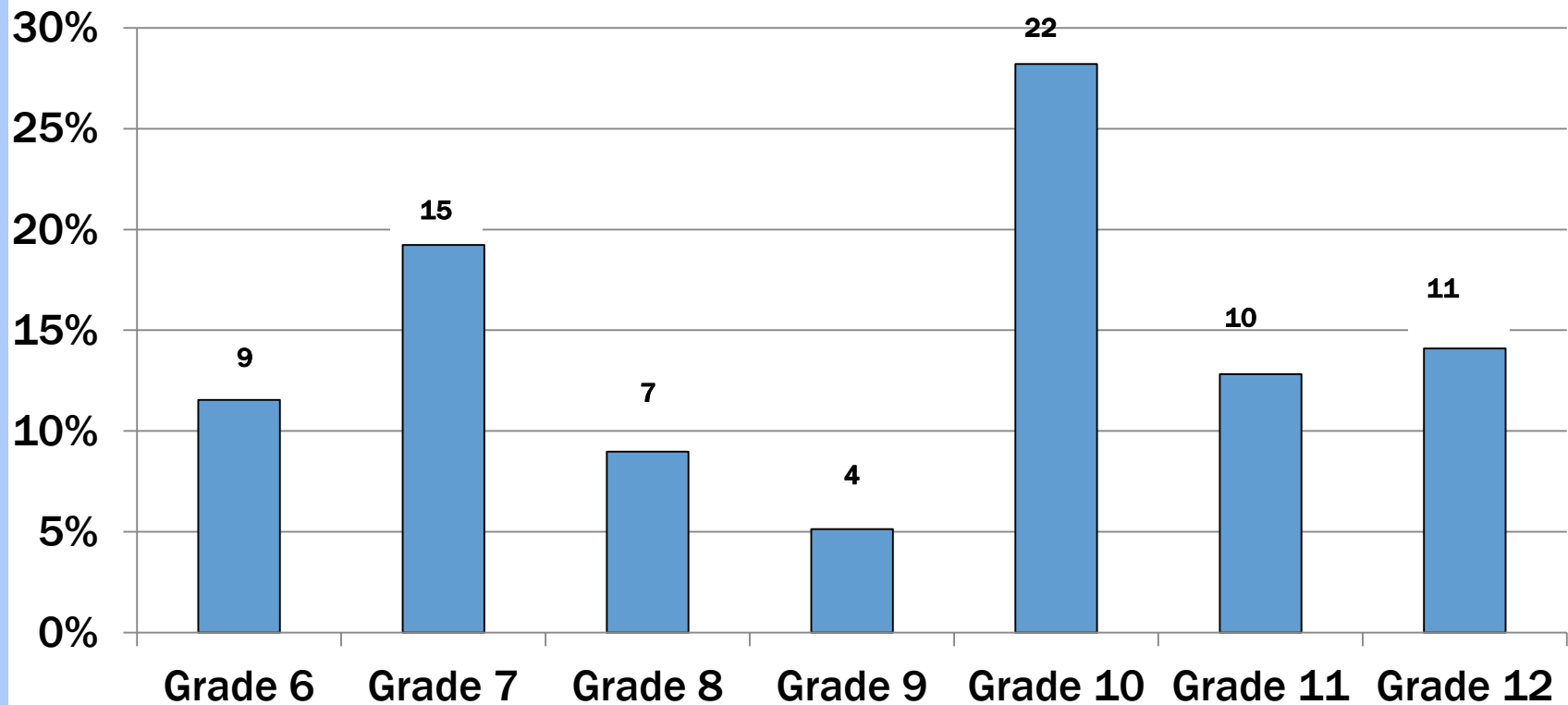
Number of LTEL s in Elementary	Number of LTEL in Junior High	Number of LTELs in High School	Total Number of LTELs at DJUSD
9	26	43	78 students

**In 2015-16, there were  
78 Long Term English Learners in  
Davis Joint Unified School District.**

# GRADE LEVEL



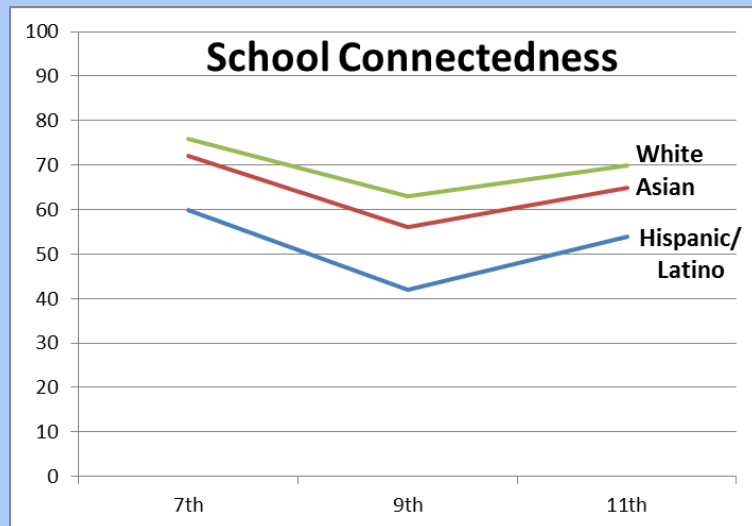
**2015-16 DJUSD Long Term English Learners  
by Grade**



# SOCIAL EMOTIONAL INDICATORS



## California Healthy Kids Survey Spring 2015 - DJUSD



- I feel close to people in this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- The teachers at this school treat students fairly.
- I feel safe in my school.

## Youth Truth Survey October 2015 – Davis Senior High

*I really feel like part of my school's community.*

- Students overall **3.14**
- English Language Learners **3.03**

*I can usually be myself around other students at this school.*

- Students overall **3.63**
- English Language Learners **3.59**

*I enjoy coming to school most of the time.*

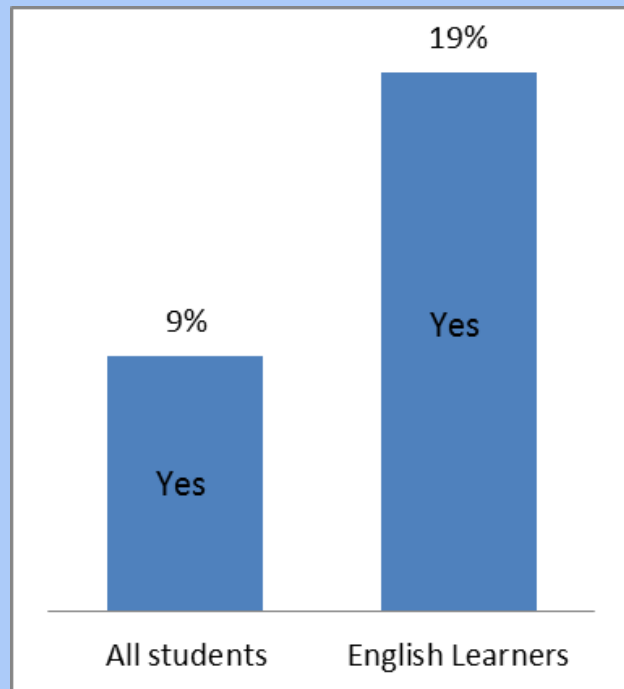
- Students overall **3.10**
- English Language Learners **3.03**

[From Strongly Disagree (1) to Strongly Agree (5)]

# SOCIAL EMOTIONAL INDICATORS



**Have you ever seriously considered dropping out of school?**



**Why did you consider dropping out?**

**Top responses from English Learners**

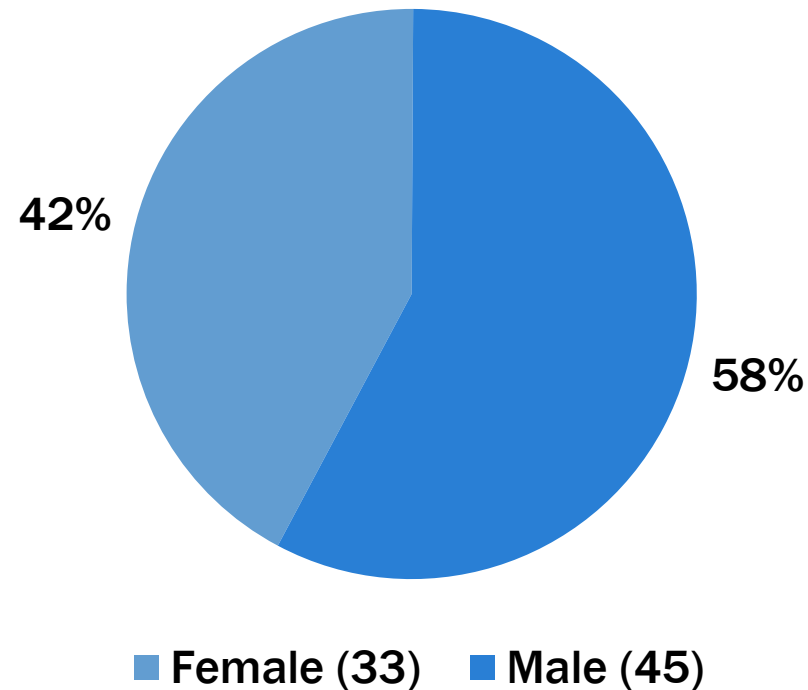
- I had fallen behind and felt like I couldn't catch up. 67%
- I didn't see how the work I was doing would help me in life. 67%

**Youth Truth Survey Oct 2015**

# GENDER



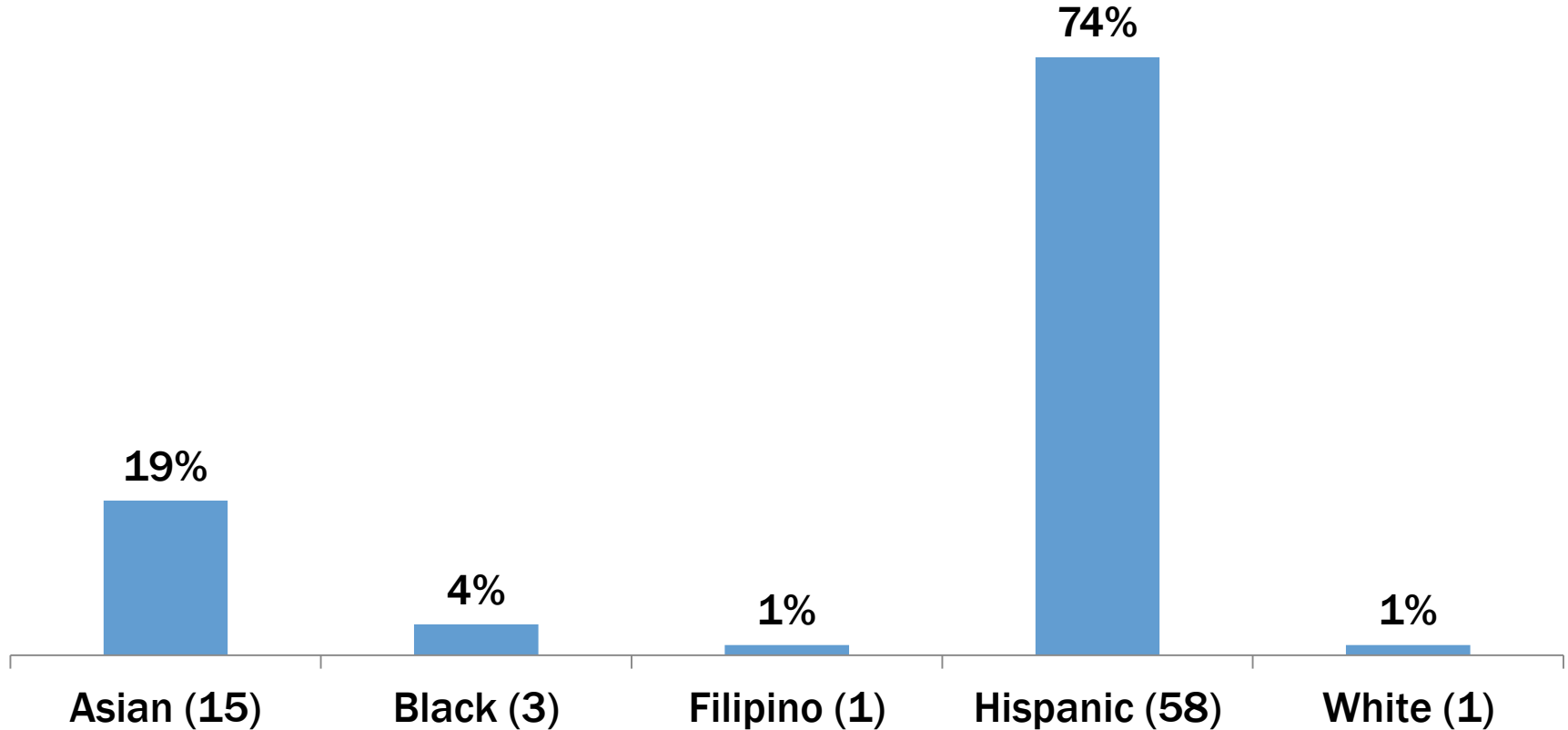
## 2015-16 DJUSD Long Term English Learners by Gender



# ETHNICITY

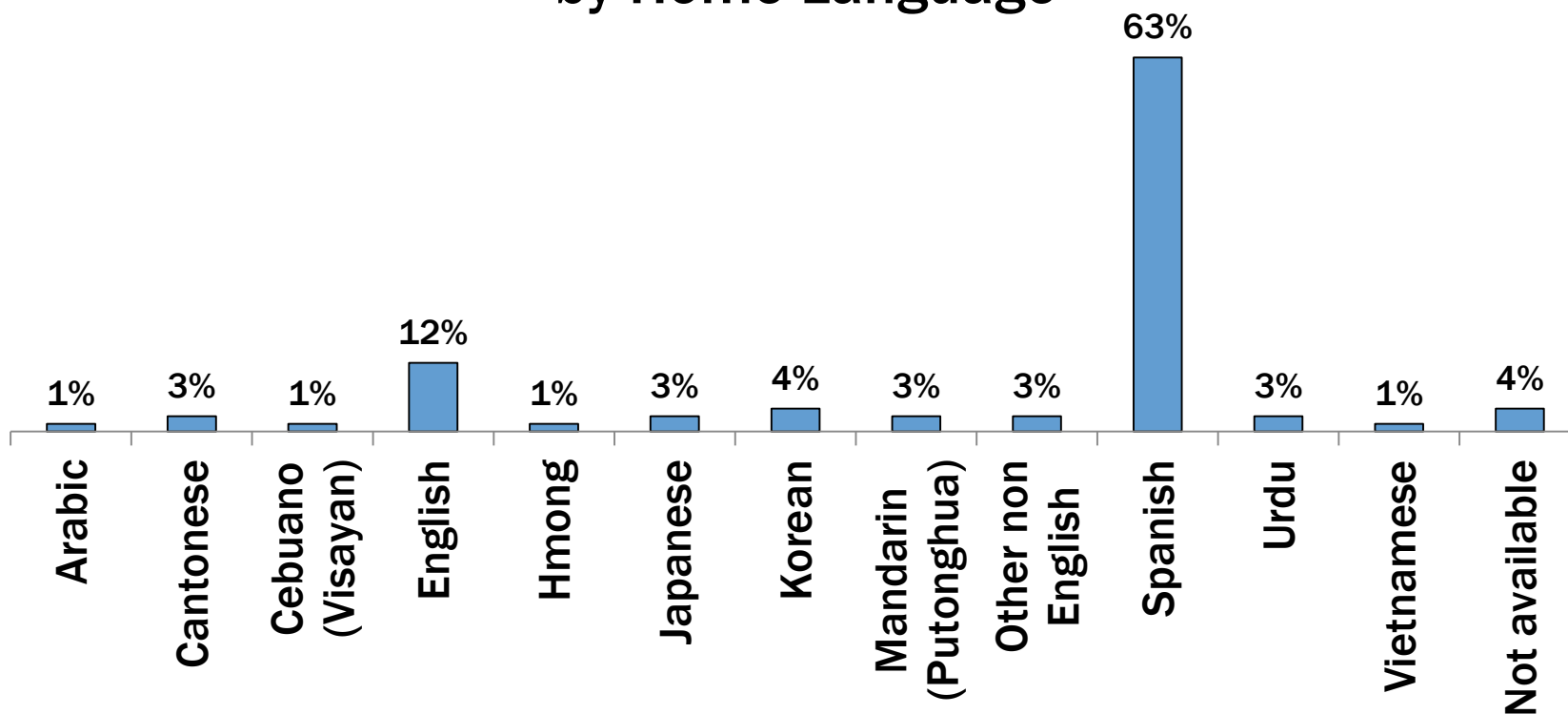


## 2015-16 DJUSD Long Term English Learners by Ethnicity



# HOME LANGUAGE

## 2015-16 DJUSD Long Term English Learners by Home Language

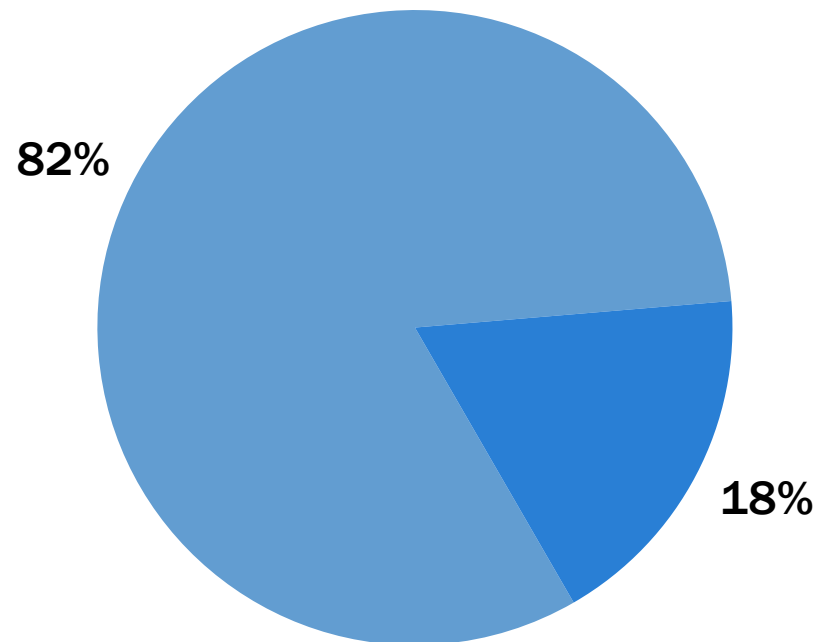




# SOCIOECONOMIC STATUS



## 2015-16 DJUSD Long Term English Learners by Socioeconomic Status

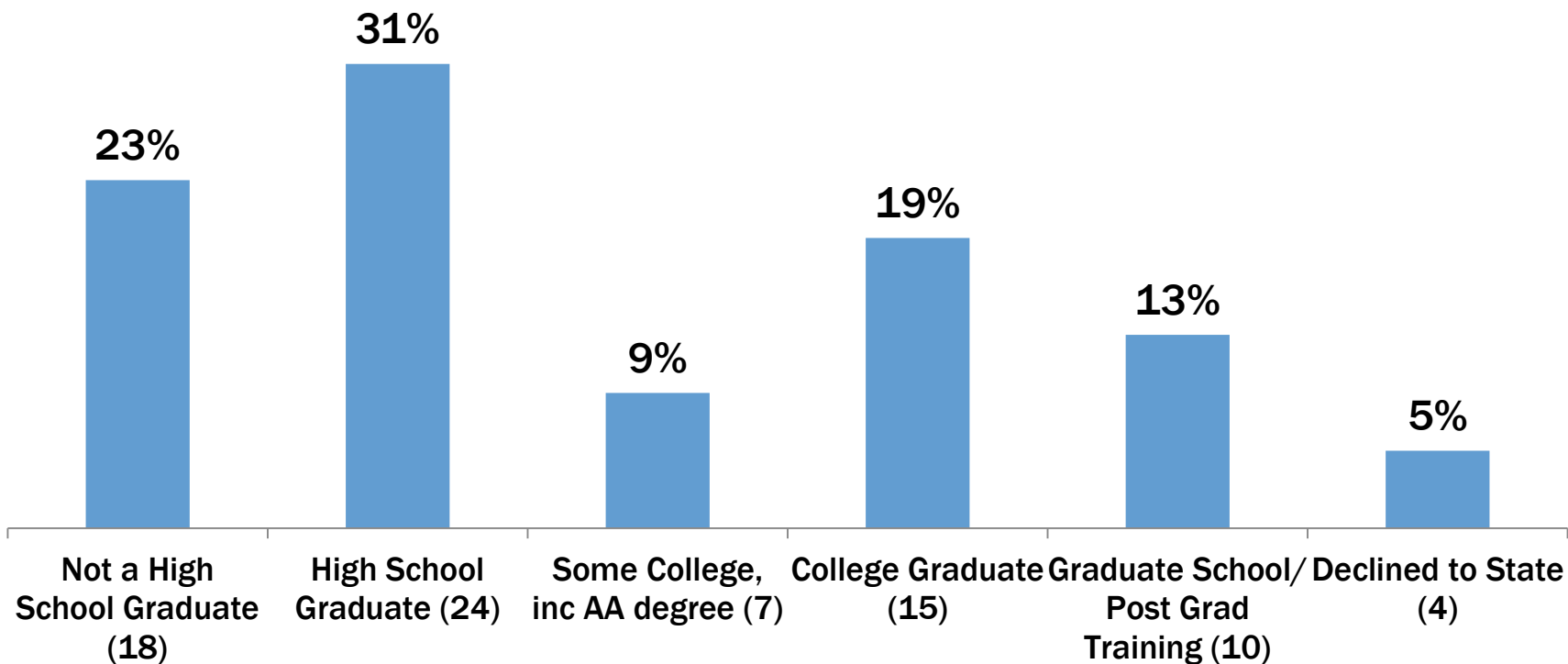


■ Socioeconomically Disadvantaged (63) ■ Not Socioeconomically Disadvantaged (15)

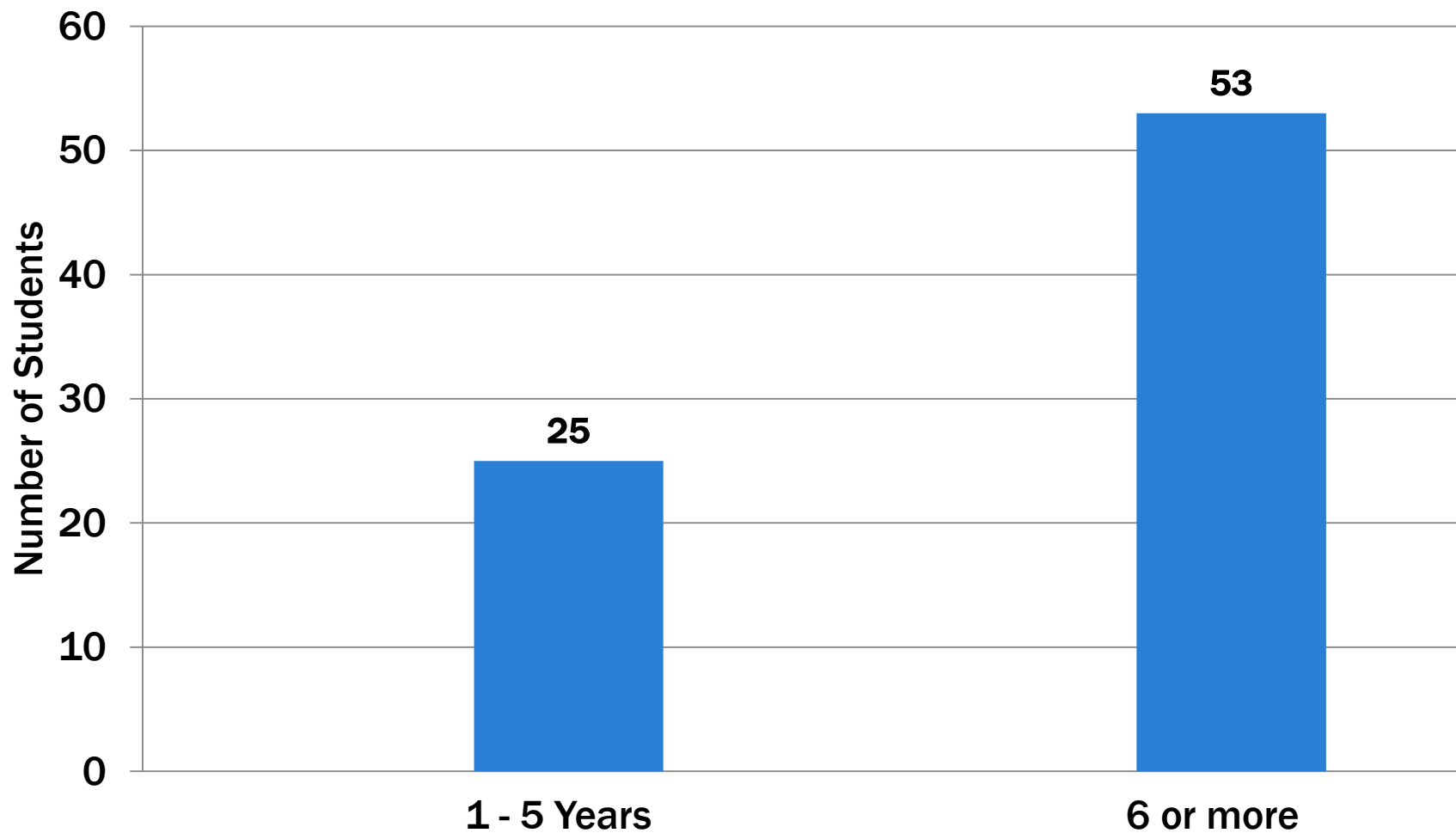
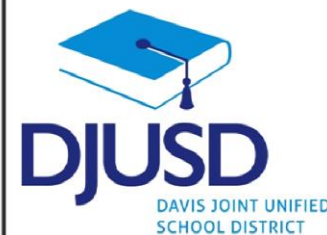
# PARENT EDUCATION LEVEL



## 2015-16 DJUSD Long Term English Learners by Parent Education Level



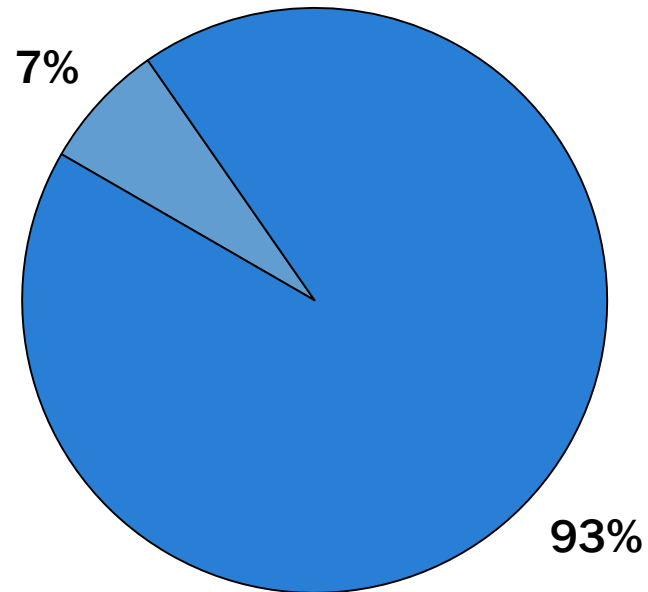
# CONSECUTIVE YEARS IN DJUSD



# MIGRANT STUDENTS



## 2015-16 DJUSD Long Term English Learners by Migrant Education Status

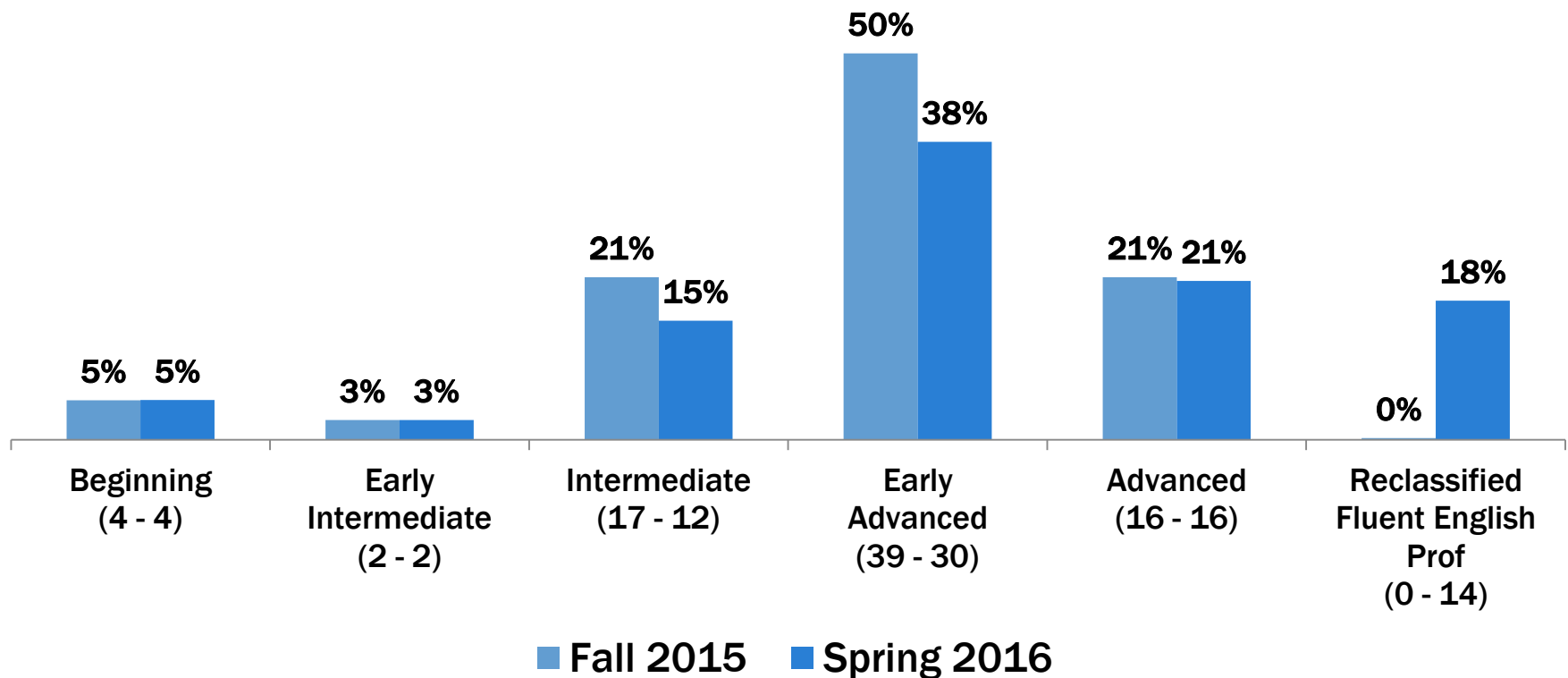


■ Migrant Student (5)    ■ Not Migrant Student (73)

# LANGUAGE PROFICIENCY



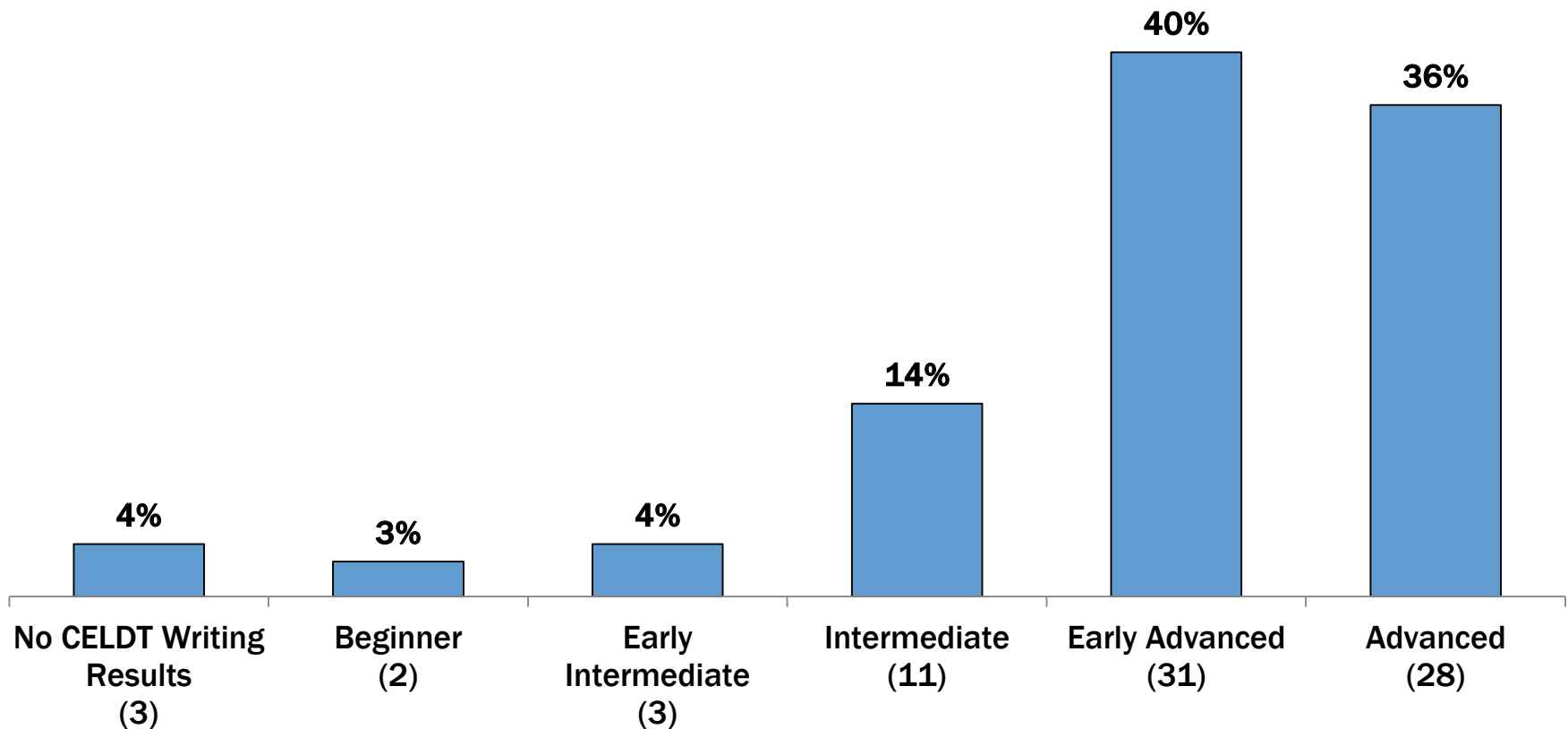
## 2015-16 DJUSD Long Term English Learners by English Language Proficiency



# CELDT WRITING SCORES



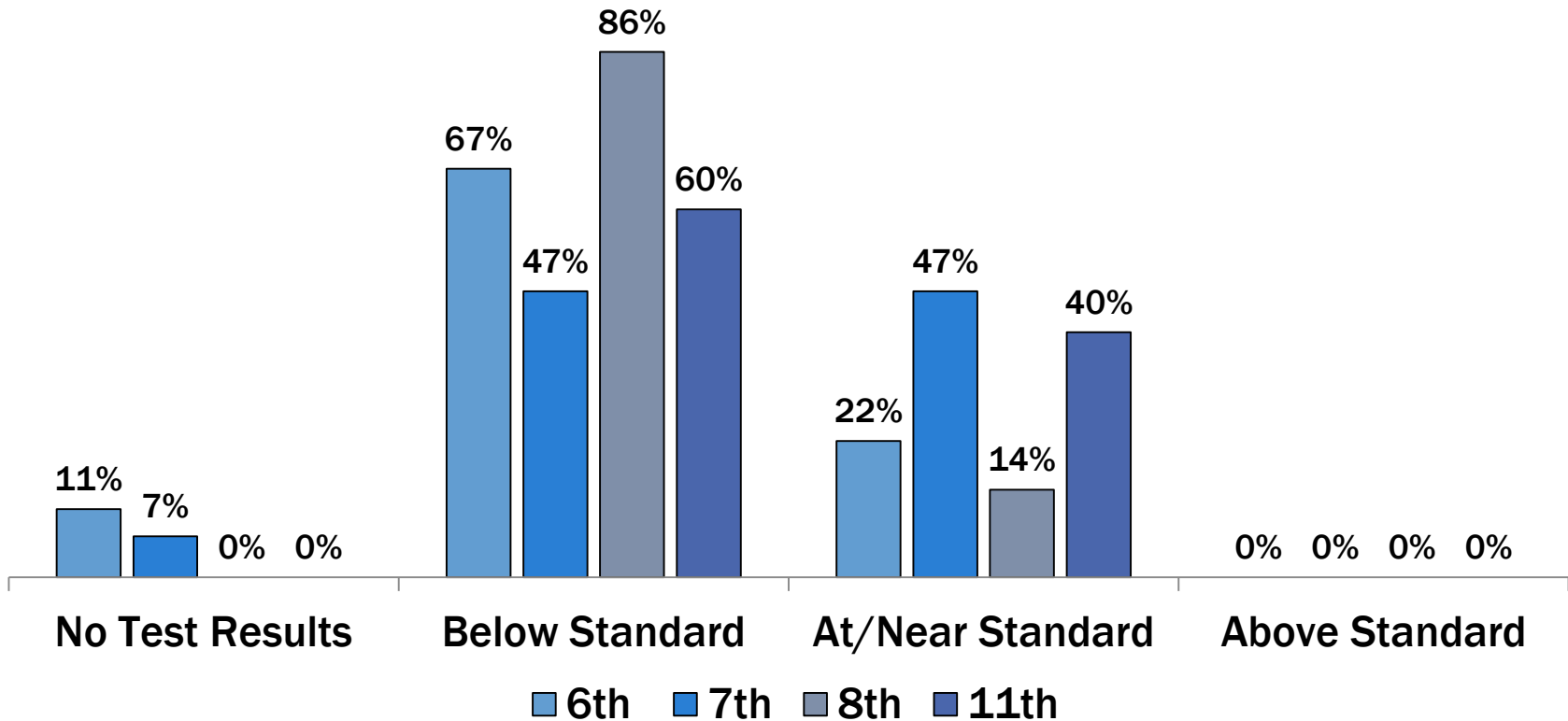
**2015-16 DJUSD Long Term English Learners  
2016 CELDT Writing**



# CAASPP WRITING SCORES



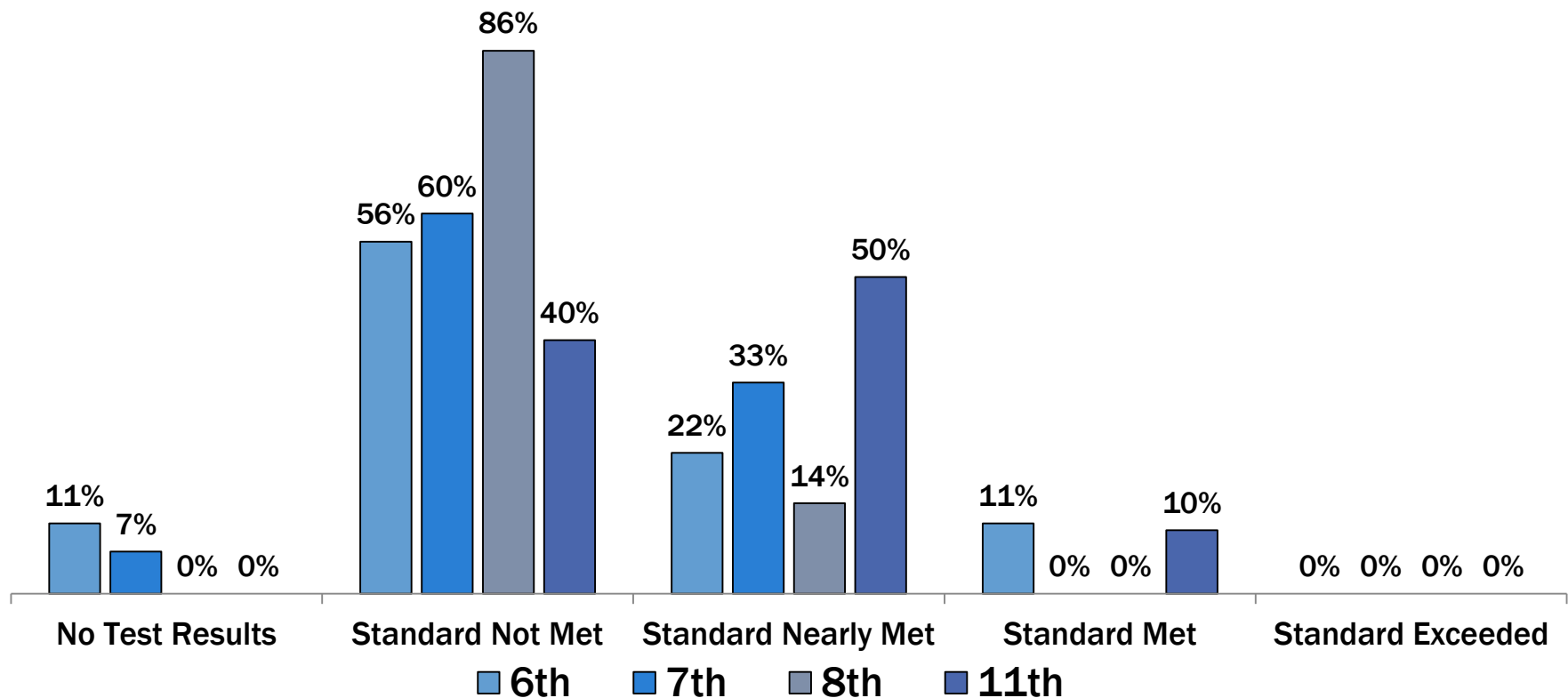
## 2015-16 DJUSD Long Term English Learners 2016 CAASPP English Language Arts - Writing



# CAASPP ENGLISH LANGUAGE ARTS



## 2015-16 DJUSD Long Term English Learners 2016 CAASPP English Language Arts Overall

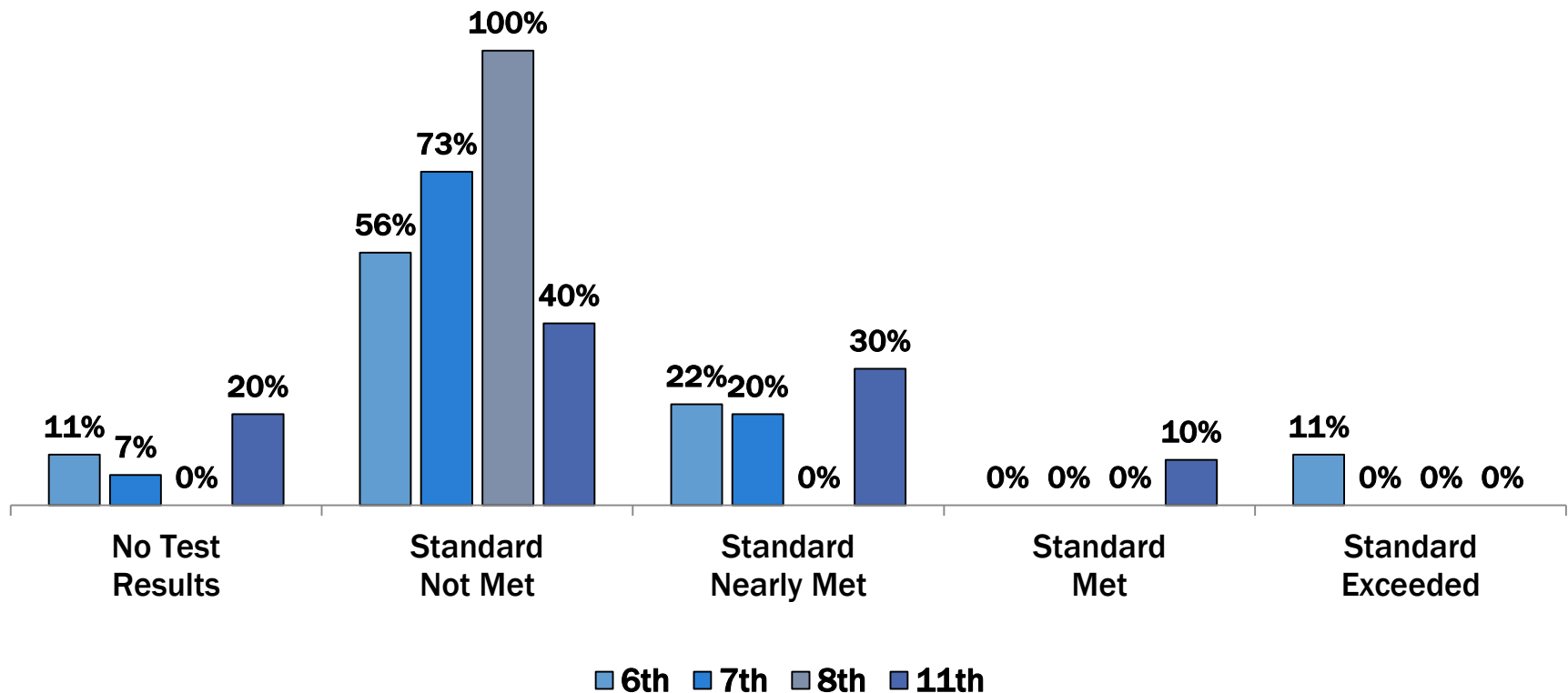




# CAASPP MATH



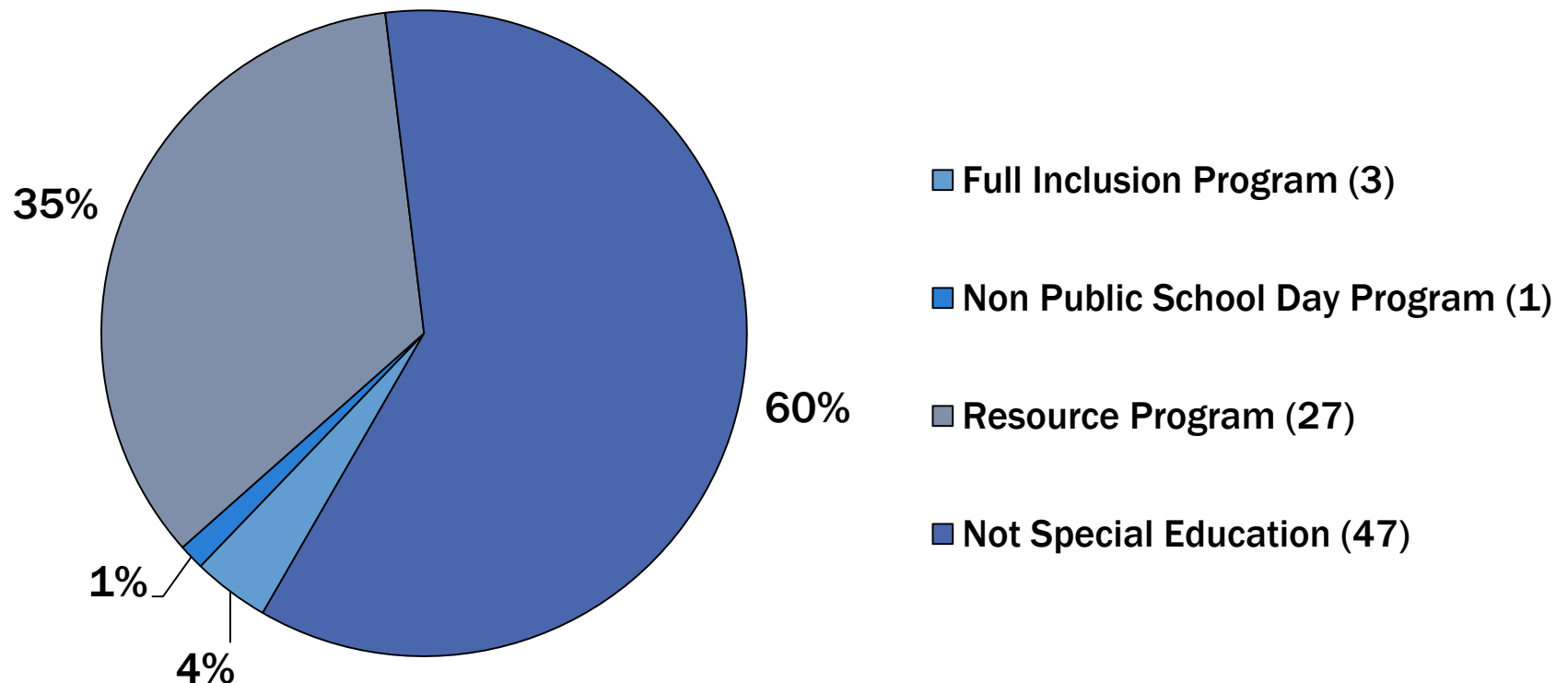
## 2015-16 DJUSD Long Term English Learners 2016 CAASPP Mathematics Overall



# SPECIAL EDUCATION



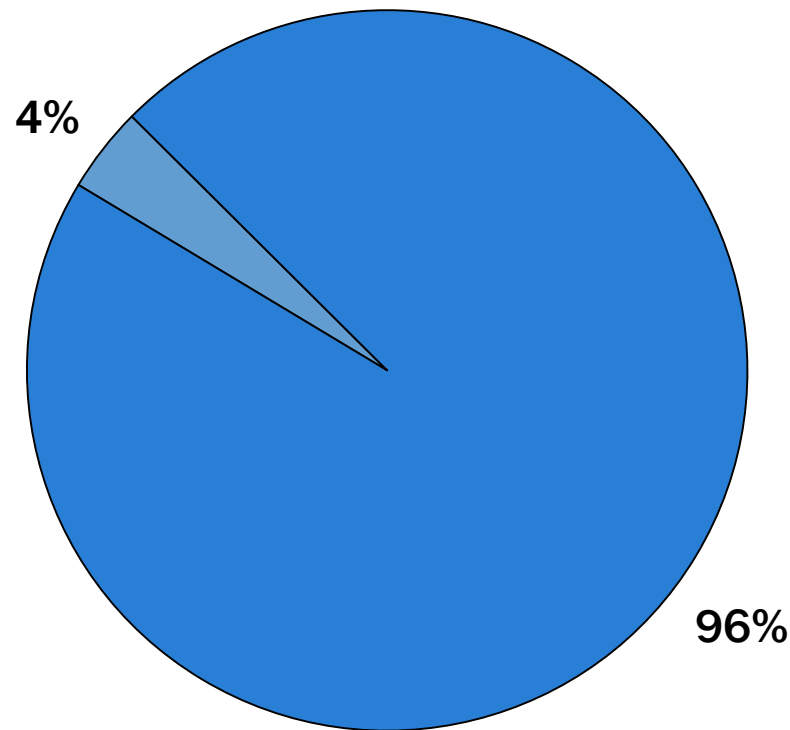
**2015-16 DJUSD Long Term English Learners  
by Special Education Status**



# DISCIPLINE



## 2015-16 DJUSD Long Term English Learners by Suspension Incidents



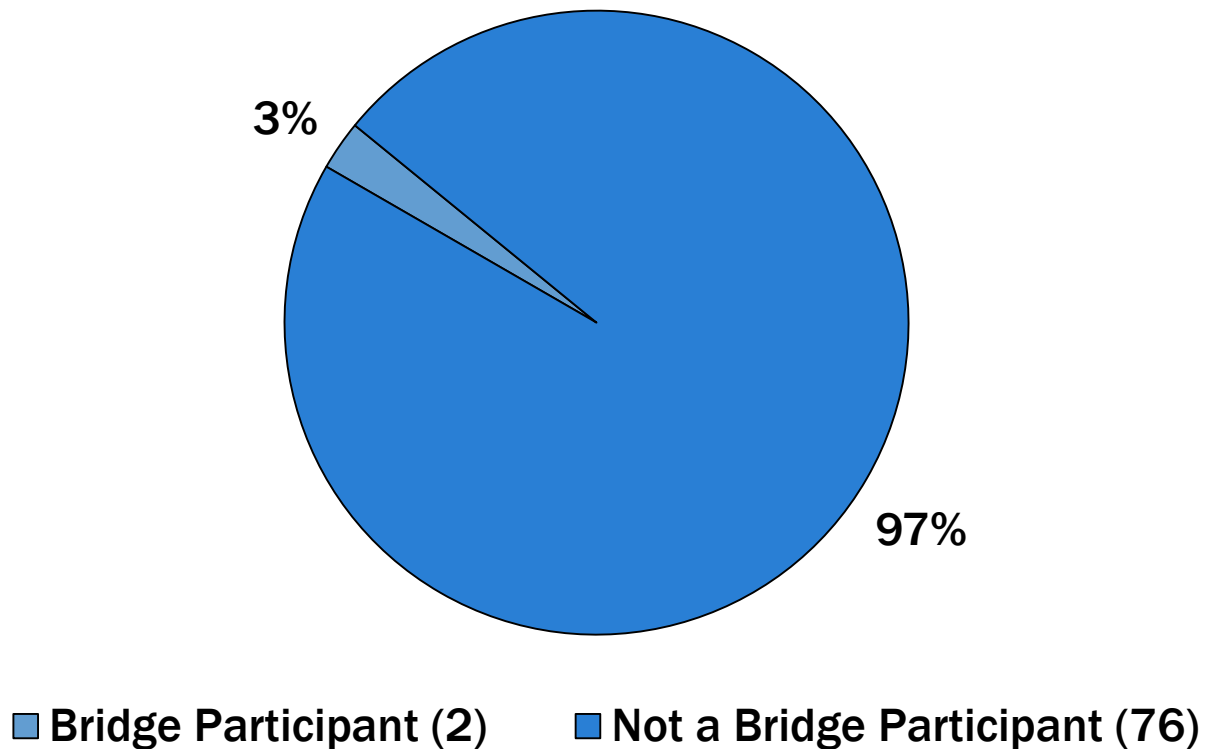
■ Students with Suspension (3)

■ Students with No Suspension (75)

# BRIDGE PROGRAM



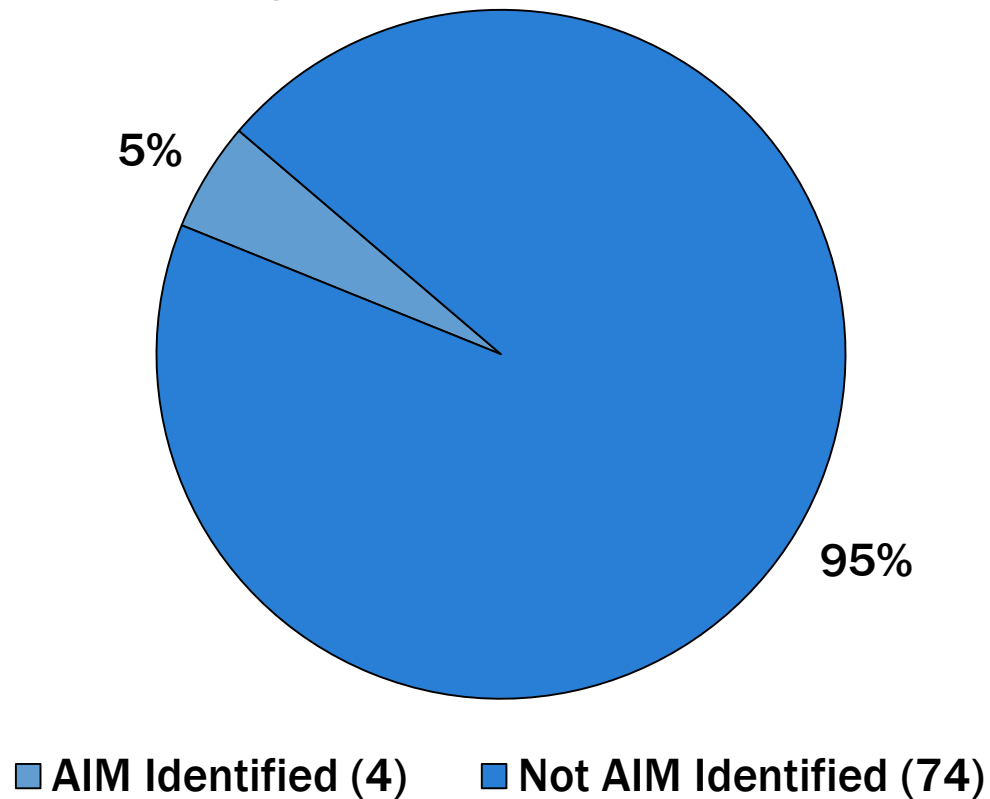
## 2015-16 DJUSD Long Term English Learners By Enrollment in Bridge Course



# AIM IDENTIFIED



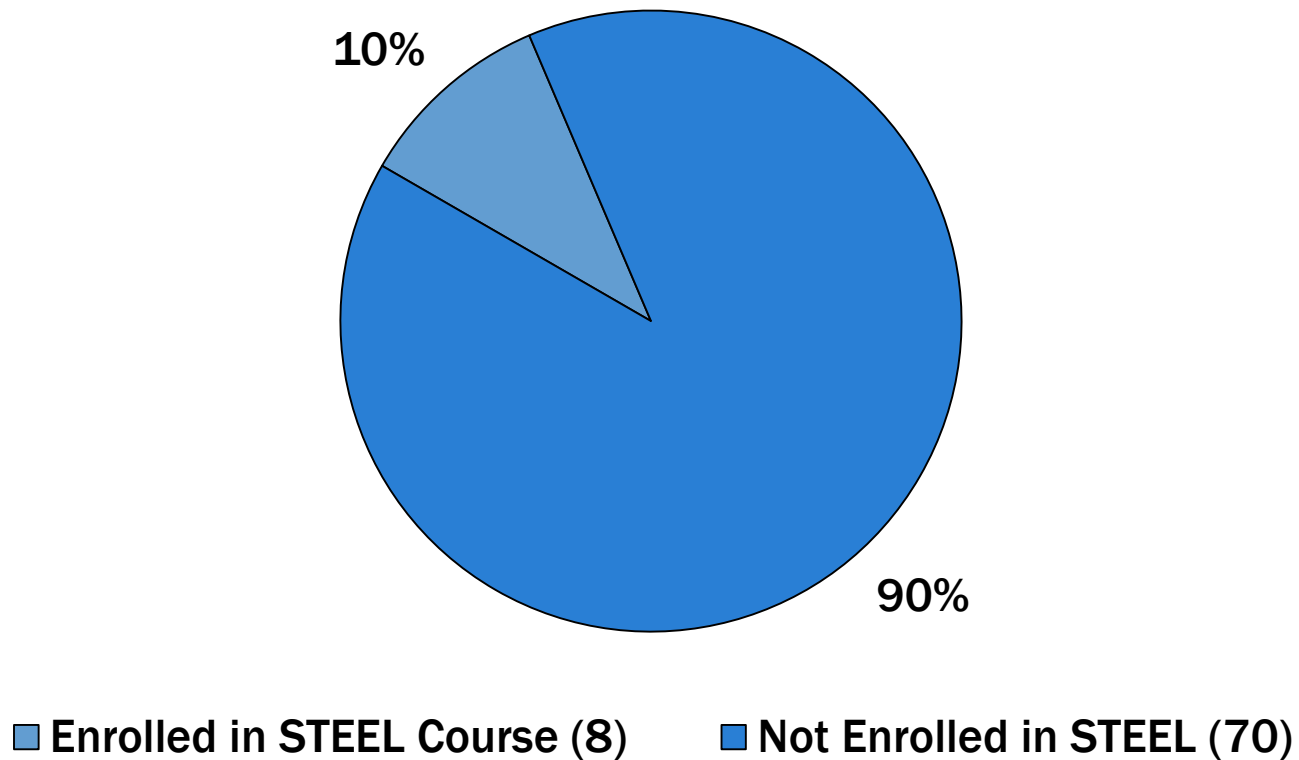
**2015-116 DJUSD Long Term English Learners  
by AIM Identification**



# STEEL ENROLLMENT



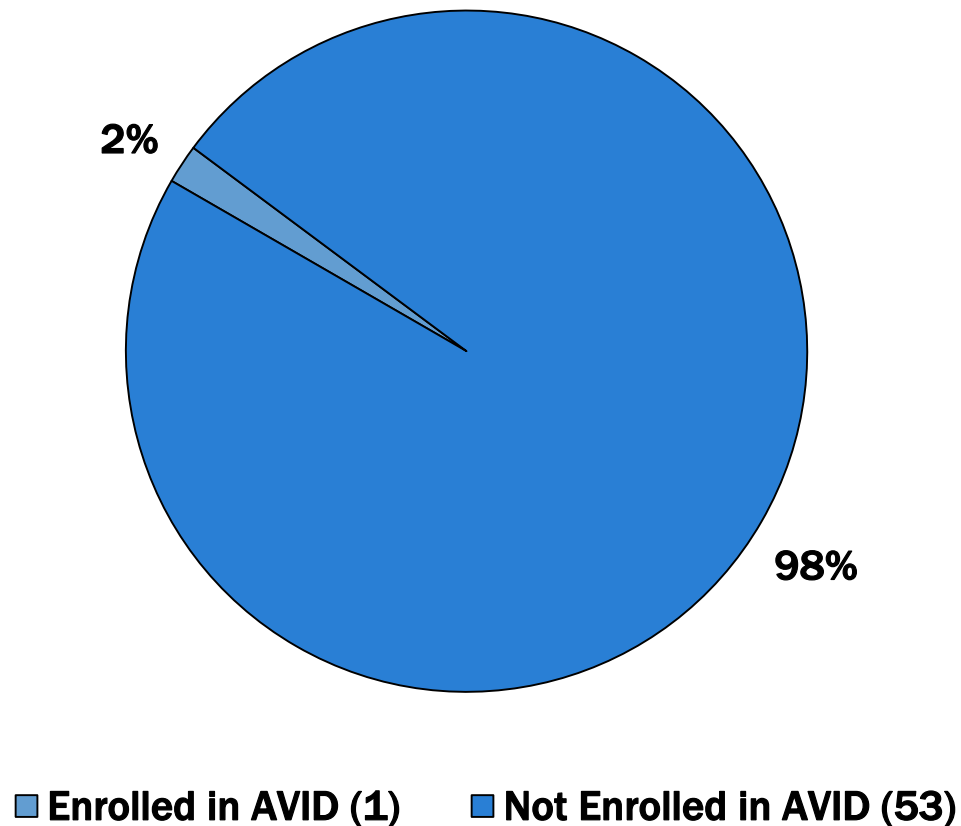
## 2015-16 DJUSD Long Term English Learners by Enrollment in STEEL Course



# AVID ENROLLMENT



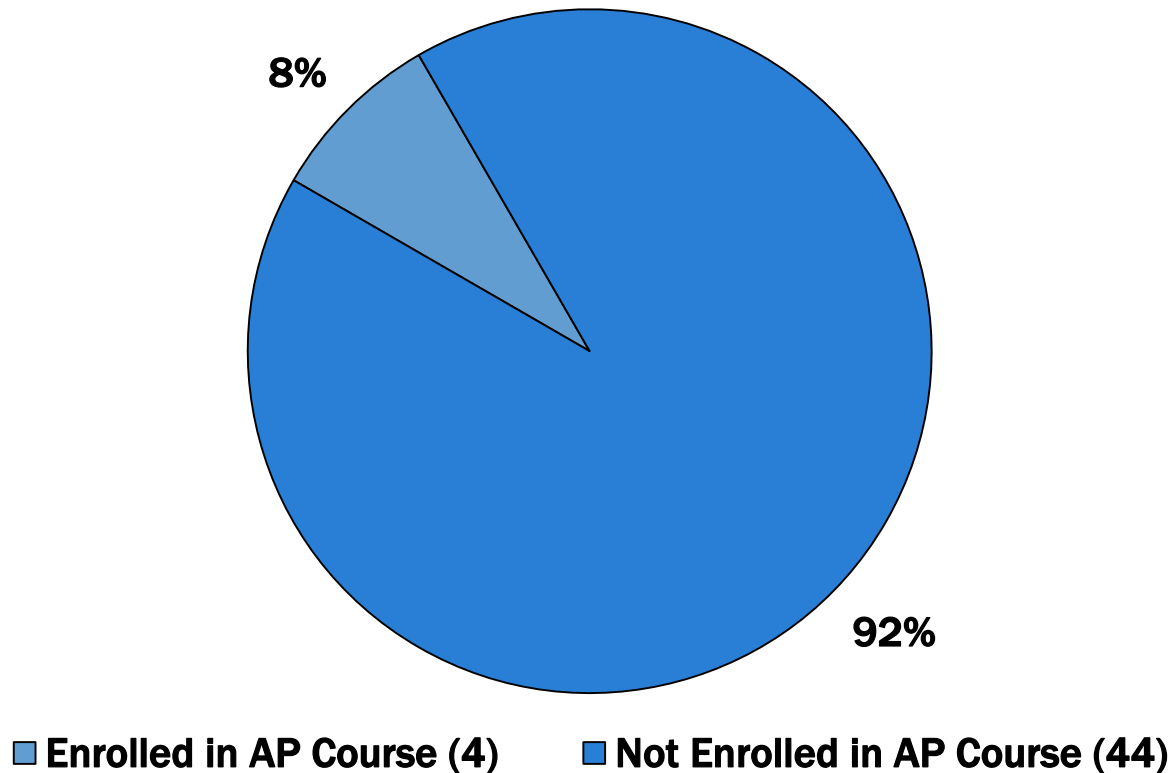
## 2015-16 Long Term English Learners 8th-12th Grade Enrollment in AVID



# AP COURSE ENROLLMENT

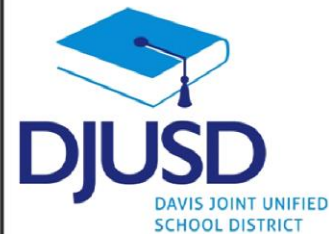


## 2015-16 DJUSD Long Term English Learners 9th, 10th, 11th and 12th Grade Students Enrolled in Advanced Placement Course

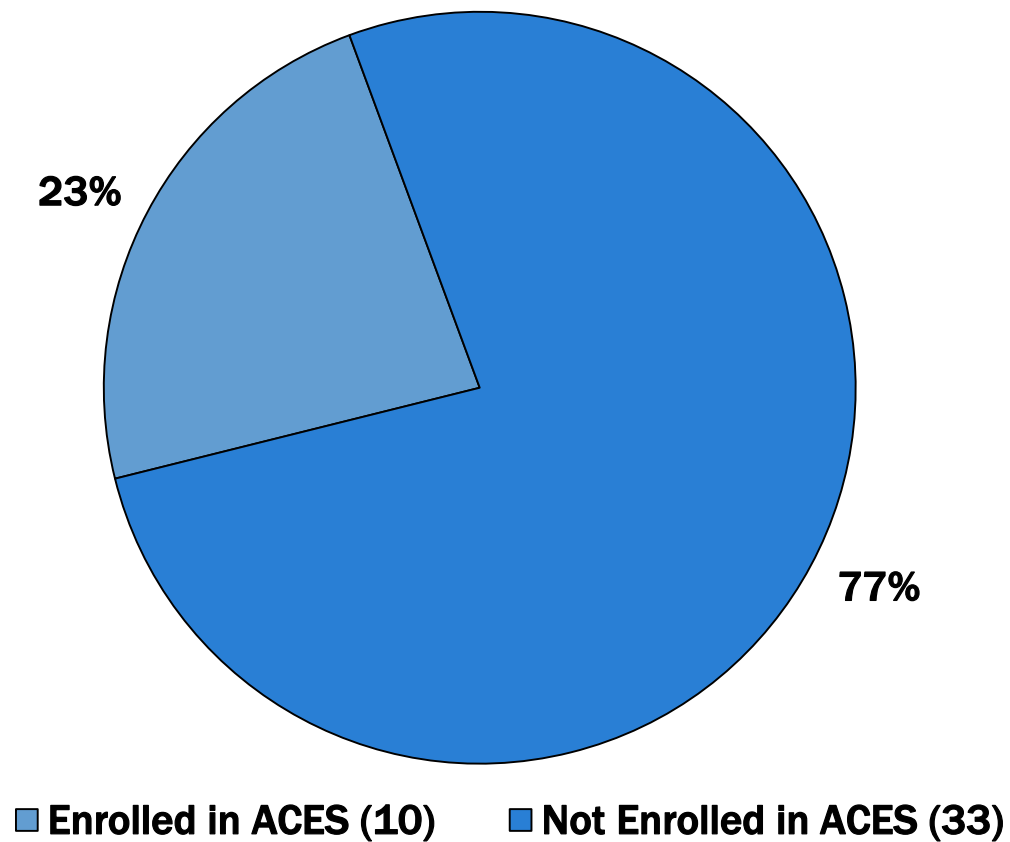




# DSHS ACES CLASS



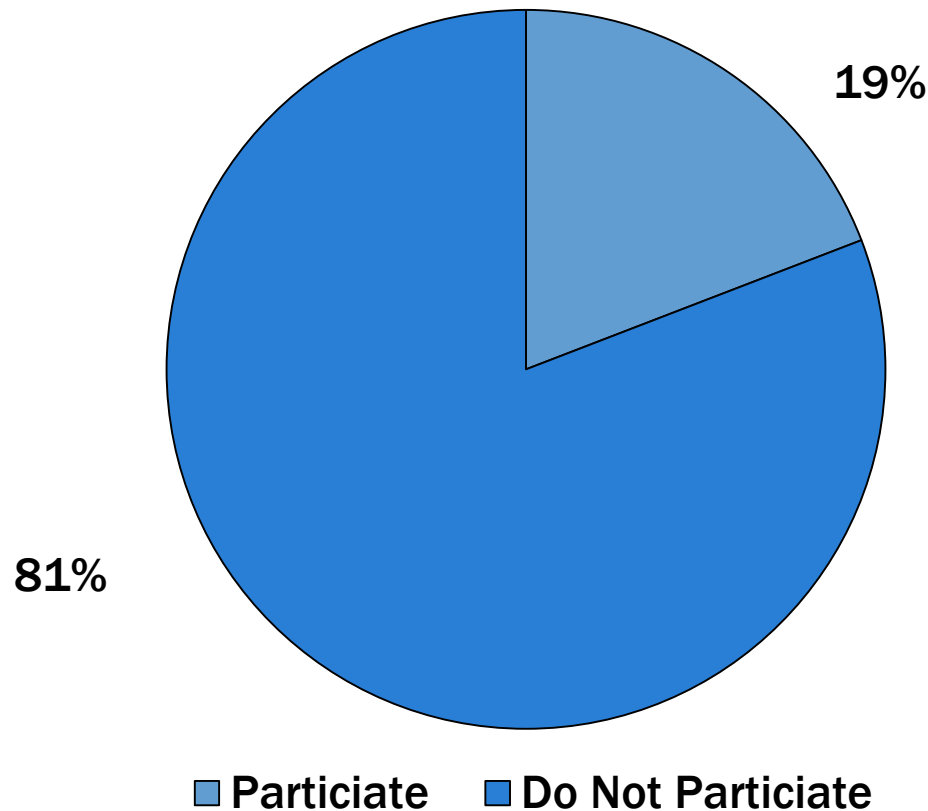
**2015-16 Davis High School LTEL Students  
by Enrollment in DHS ACES Course**



# ATHLETICS



## 2015-16 Athletics - Grades 9-12



# TRANSCRIPT REVIEW

## 2015-16



Transcript	Students	% of LTEL (9-12)
On track for A-G completion	10	21
AP Coursework in Progress	7	15
AP Coursework Complete	4	8
4 Year College Ineligible (A-G not met)	29	60
King High School	2	4

Transcript	Students	% of LTEL (9-12)
Art	21	44
Music and/or Drama	3	6
Foreign Language	20	42
AVID 9	5	10
AVID 10, 11, 12	0	0
Robotics/Programming	1	2
Special Education	12	25

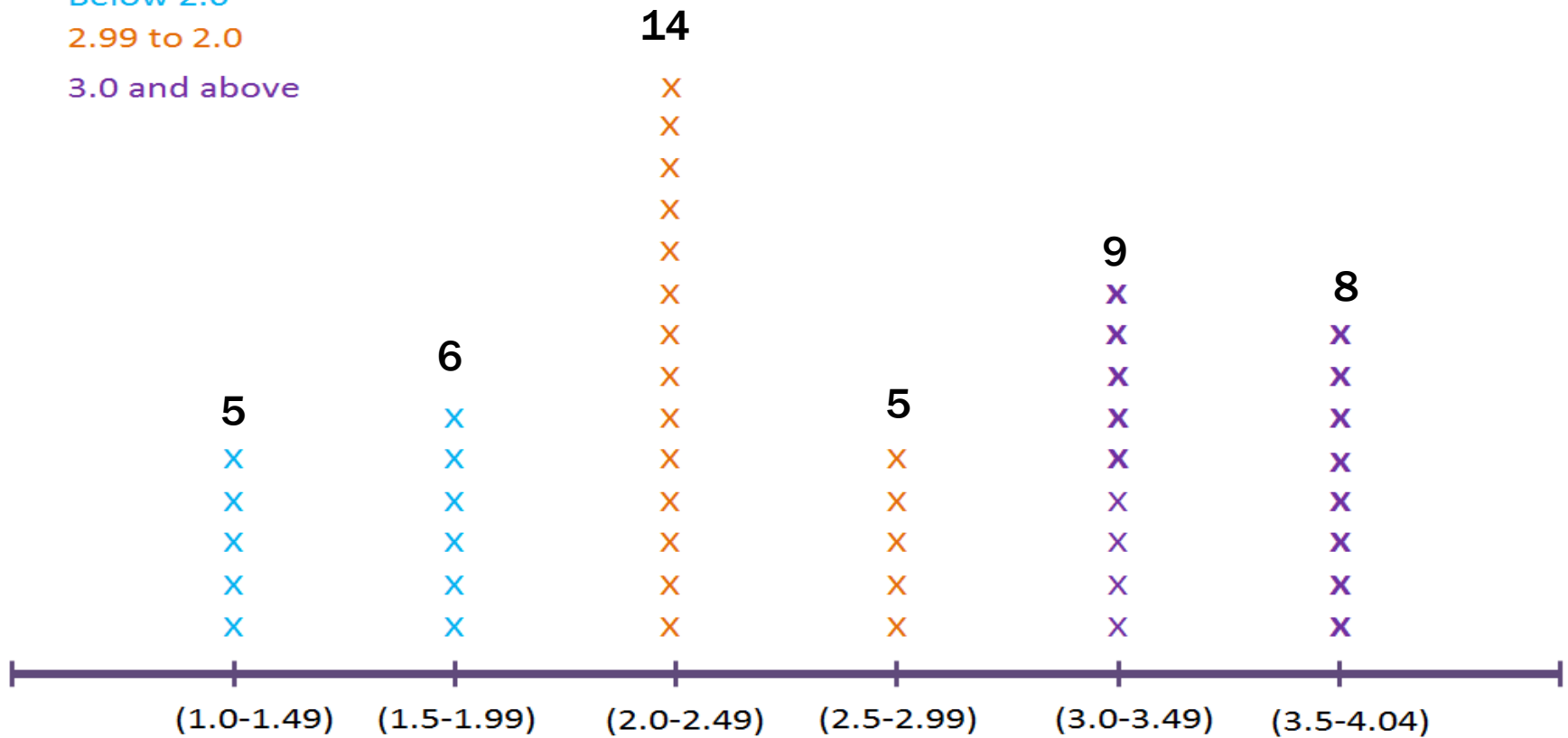
# GPA



Below 2.0

2.99 to 2.0

3.0 and above



**2015-16 Long Term English Learners in 9<sup>th</sup> -12<sup>th</sup> Grade  
Cumulative Grade Point Average (GPA)**

# MEETING THOSE NEEDS



- 1. Data Driven Decision Making**
- 2. English Language Development (ELD) Standards and Best Instructional Practices**
- 3. Capacity Building, Coherence and Focus to reach Reclassification**

# INSIGHTS AND CONCLUSIONS



## **Long Term English Learners persist through our system**

- 1. Heterogeneous population to support – 75% Latino and 20% Asian**
- 2. The vast majority of Long Term English Learners come from lower socioeconomic status.**
- 3. Writing is the most dominant obstacle in reclassification and success.**

# INSIGHTS AND CONCLUSIONS



4. Math proficiency and progression is a prominent obstacle in A-G eligibility beginning in elementary school and widening in secondary.
5. Special Education representation is higher than the total population; this dual identification demands a different support structure.
6. We have designed programs for support, yet participation shows a need for us to revise structures, programming, and outreach.

# Questions

