SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

English Learner (EL) Services, Goals, and Objectives

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Agenda

- Program Offerings

- Supplemental Supports

- Goals and Objectives

- Long Term English Learners

- Reclassification Update
  - Multi-Year Reclassification Numbers
  - Reclassification Criteria Update and Feedback

Programs Offerings

Program Offerings

Structured English Language Immersion

- A classroom setting for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English. At minimum, English learners will be provided a program of Structured English Immersion. [*EC* sections 305(a)(2) and 306(c)(3)].

SMMUSD Elementary Offering

Structured English Immersion

- Language learning and academic instruction in English

- Goals of high academic achievement and mastery of California Content Standards

- Designated ELD protected instructional block provided daily

- Integrated ELD provided across content areas to support understanding on concepts

- Available at 9 out of the 10 elementary schools and all secondary schools

Program Offering

Dual Language Immersion

- A classroom setting that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding [*Education Code (EC)* Section 306(c)(1)].

SMMUSD TK-12 Offering

Dual Language Immersion-Spanish

- Language learning and academic instruction in Spanish

- Goals of high academic achievement, bilingualism, biliteracy, and cross-cultural understanding

- Designated ELD provided during the instructional day

- Integrated ELD provided across content areas to support understanding on concepts presented in English

- Offered at Edison (PK-5), JAMS (6-8), and Samohi (9-12)

English Language Development (ELD)

Grade Levels	English Language Development
Elementary (PK – Grade 5)	• Designated ELD is a protected daily block of time scheduled during the instructional • Integrated ELD taught by the classroom teacher throughout the instructional day and all across content areas
Middle (Grades 6-8) High (Grades 9-12)	• Newcomer Class Block: For students who have been in the USA for 12 months or less; Instructional block consists of ELA and ELD • Designated ELD Support Class: One period class focused on ELD and academic language development • Students are grouped in cohorts to facilitate greater differentiation and support

Supplemental Support for EL

Supplemental Support at Elementary Schools

- English learners in Grades 4 and 5 who are at risk for becoming Long-Term English learners (LTELS) may receive additional, supplemental language intervention support to accelerate their language and literacy achievement

- Instruction is provided by site-based Literacy & Language Interventionists, certificated teachers with content expertise in language and literacy

- Before or after school supplemental support is provided to ELs through the implementation of the Academic Toolkit

Supplemental Support at Secondary Schools

- Secondary English learners who require ELD intervention participate in ELD classes that focus on using core ELA content to teach ELD standards.

- Supplemental ELD intervention classes, provide students with direct instruction from certificated teachers with training in ELD content standards and instructional strategies.

- Focuses on building academic language through listening, speaking, reading and writing tasks. The progress of English learners in the ELD intervention classes is closely monitored and reviewed to determine readiness to exit the intervention class and/or continue with language support.

Questions or Comments

Goals and Objectives

Goals and Objectives

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Research to Practice

Key highlights from current research on English learners are listed below:

- English language proficiency development:
  - is a process that takes four to seven years for those entering with emerging English,
  - benefits from coherent and aligned instruction across that time period, and
  - can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.

- Bilingualism provides benefits to communicate in more than one language, may enhance cognitive skills, and may improve academic outcomes.

- The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, accelerated students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.

- Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive social and language development. There is a great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

Percentage of EL making Progress in English Proficiency

English Language Performance Indicator

- 46.1% progressed at least 1 level
- 19.6% maintained ELPI Level 4
- 18.1% maintained ELPI Level 1, 2L, 2H, 3L, 3H
- 16.1% decreased ELPI Level

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels
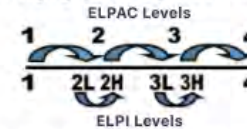
ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

English Learner Progress

All Students | State

65.8% making progress towards English language proficiency

Number of EL Students: 657

Performance Level: Low

English Learner Progress

All Students | State

48.3% making progress towards English language proficiency

Number of EL Students: 844,257

Performance Level: Medium

Student English Language Acquisition Results
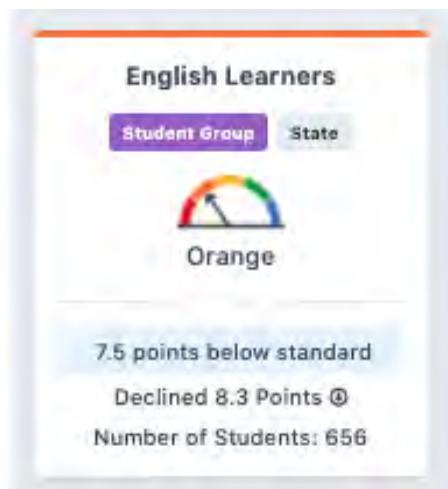
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

- ELs Who Decreased at Least One ELPI Level
- ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- ELs who Maintained ELPI Level 4
- ELs Who Progressed at Least One ELPI Level

Progress of ELs in English Language Arts

English Learners

| Student Group | State |

Orange

7.5 points below standard

Declined 8.3 Points

Number of Students: 656

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
49.8 points below standard	49 points above standard	66.2 points above standard
Declined 14.1 Points	Declined 6.1 Points	Maintained 1.7 Points
Number of Students: 375	Number of Students: 281	Number of Students: 3,953

English Learners

| Student Group | State |

Yellow

45.1 points below standard

Increased 3.1 Points

Number of Students: 968,077

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.
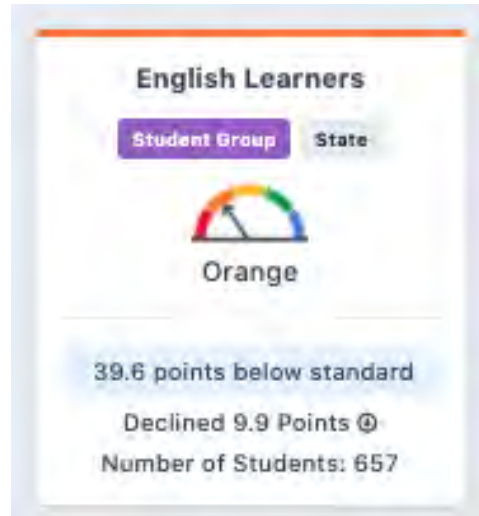
Current English Learners	Reclassified English Learners	English Only
90.6 points below standard	4 points above standard	9.4 points above standard
Maintained 2 Points	Maintained 2.8 Points	Increased 3.2 Points
Number of Students: 502,424	Number of Students: 465,653	Number of Students: 1,818,185

Progress of ELs in Mathematics

English Learners

Student Group | State

Orange

39.6 points below standard

Declined 9.9 Points

Number of Students: 657

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.
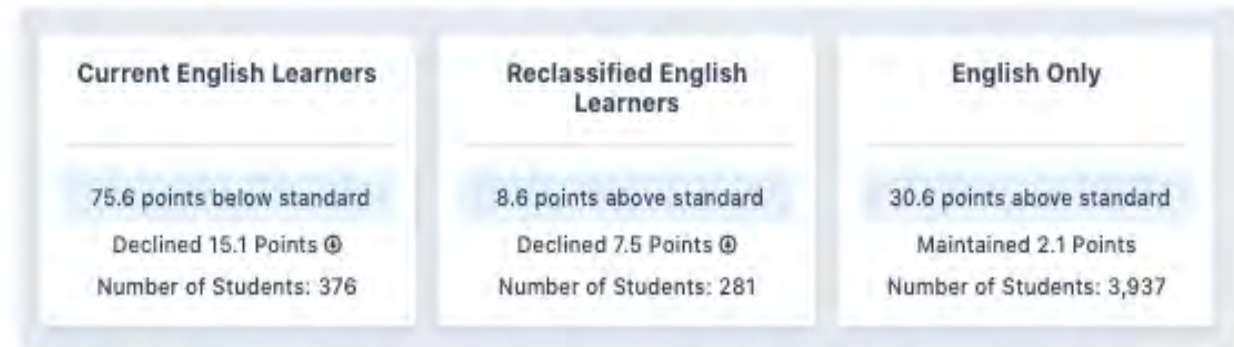
Current English Learners	Reclassified English Learners	English Only
75.6 points below standard	8.6 points above standard	30.6 points above standard
Declined 15.1 Points	Declined 7.5 Points	Maintained 2.1 Points
Number of Students: 376	Number of Students: 281	Number of Students: 3,937

English Learners

Student Group | **State**

Orange

68.6 points below standard

Maintained 2.2 Points

Number of Students: 967,152

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
106.7 points below standard	27.3 points below standard	22.7 points below standard
Maintained 0.2 Points	Increased 3.2 Points	Maintained 2.7 Points
Number of Students: 502,095	Number of Students: 465,057	Number of Students: 1,813,063

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Important Information to Keep in Mind when Reviewing California Performance Trends Reports for English Only vs ELs

- **Performance trend reports are not appropriate for** judging whether the achievement of the EL subgroup is changing over time. Each year, new students enter the EL subgroup who are just beginning to learn English.

- Also each year, students with very high levels of English proficiency are reclassified out of the group. Because of this constant cycling, the average achievement of the EL subgroup tends to stay the same over time.

- In fact, the more students are reclassified (a potentially positive outcome), the lower the average achievement score will be for the students who remain.

- As a result, these graphics should not be used to draw conclusions about trends in EL achievement over time.

"Understanding English Learner Achievement in California"

Important Information to Keep in Mind when Reviewing California Performance Trends Reports for English Only vs ELs

- **Performance trend reports may be useful for** determining whether ELs are being prepared to meet grade-level achievement standards.

- However, it is important to keep in mind that gaps between current ELs and EOs reflect both the composition of the current EL population—which changes from year to year—and the rigor and quality of the instruction that EL and EO students receive.

- It can be difficult to disentangle these factors to interpret achievement, particularly when looking across time.

- For this reason, it is strongly recommended that this performance trend not be used as the sole basis for drawing conclusions about EL achievement within the state.

"Understanding English Learner Achievement in California"

Questions or Comments

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Long Term English Learners

Long Term English Learners (LTEL)

- "Long-term English learner" means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Assembly Bill No. 2193

English Learner at Risk of becoming a Long Term English Learner (LTEL)

- "English learner at risk of becoming a long-term English learner" means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Assembly Bill No. 2193

Long Term English Learners (LTELs)

Name	EL 0-3	At-Risk 4-5	LTEL 6+	EL 4+ Not at Risk or LTEL	Total EL
Edison	102	9	0	33	144
Franklin	33	0	0	7	40
Grant	37	8	0	11	56
Muir	33	5	0	12	50
Malibu ES	21	1	0	9	31
McKinley	46	3	0	0	62
Roosevelt	66	3	0	6	75
SMASH	*	2	0	*	6
Webster	14	4	0	3	21
Rogers	28	5	0	10	43

CDE DataQuest

2019-20 Long Term English Learners (LTELs)

Name	EL 0-3	At-Risk 4-5	LTEL 6+	EL 4+ Not at Risk or LTEL	Total EL
JAMS	8	1	25	50	84
Lincoln	25	1	11	40	77
Malibu MS	2	1	9	9	21
Malibu HS	3	0	4	5	12
Samohi	33	8	85	39	165
Olympic	0	0	*	*	2

Name	EL 0-3	At-Risk 4-5	LTEL 6+	EL 4+ Not at Risk or LTEL	Total EL
SMMUSD	454 (29%)	51 (3.3%)	136 (8.7%)	248 (15.8%)	889
LA County	138,346	29,912	44,311	46,206	258,775
State	576,805	130,783	204,042	236,394	1,148,024

CDE DataQuest

Questions or Comments

Reclassification Update

Reclassification Numbers and Rates

RECLASSIFICATION NUMBERS					
*	2016-17	2017-18	2018-19	2019-20	2020-21*
ALL	69	162	60	97	33
NON-SPED	66	159	55	92	33
SPED	3	3	5	5	TBD

RECLASSIFICATION RATES					
*	2016-17	2017-18	2018-19	2019-20	2020-21*
ALL	5.04	4.99	5.66	5.27	5.34
NON-SPED	5.02	4.97	5.63	5.33	5.34
SPED	5.62	5.86	6.06	4.13	TBD

Santa Monica-Malibu Unified School District
Educational Services Department
Updated COVID-19 Interim Reclassification Criteria Chart

Criteria	1st – 2nd Grade	3rd – 5th Grade	6th – 9th Grade	10th – 12th Grade
ELPAC[1] English Language Proficiency Assessment of California	Overall ELPAC Performance Level 4 Use most current score	Overall ELPAC Performance Level 4 Use most current score	Overall ELPAC Performance Level 4 Use most current score	Overall ELPAC Performance Level 4 Use most current score
Basic Skills Assessment[1]	**Grades 1:** Score 75%ile on two most recent Fastbridge Early Reading Assessments **Grade 2:** Score 75%ile on two most recent Fastbridge aReading Assessments	**Grade 3:** Score 75%ile on two most recent Fastbridge aReading Assessments **Grade 4:** Score 75%ile on two most recent Fastbridge aReading Assessments (4th grade does not have an ELA CAASPP score) **Grade 5:** Score of 3 or 4 on the 2018-19 English Language Arts CAASPP or Score of 75%ile on two most recent Fastbridge aReading Assessments	Score of 3 or 4 on the 2018-19 English Language Arts CAASPP. or **Grades 6 - 9** Renaissance Learning: Star Reading	**Grade 10:** Score of 410 on PSAT **Grade 11:** Score of 430 on PSAT or **Grades 10 - 12** Renaissance Learning Star Reading
Teacher Evaluation	Teachers evaluate students on speaking, listening, reading and writing tasks in class. Teachers measure how well student's express ideas clearly and communicate using academic language. Teachers also evaluate students' performance on classwork to ensure students are "on par" with English only peers.			
Parent Opinion and Consultation	Parents and/or guardians meet with school administrators and staff to review student data and provide input. Secondary students are encouraged to attend reclassification meetings whenever possible. If parents are opposed to reclassification due to COVID-19 please record this on the Reclassification form and a follow up meeting will be scheduled with parents by Ed. Services.			

[1] testing accommodations should be considered and provided as needed for ELs with IEPs, including use of alternate assessment.

ELs with IEPs: If the IEP team determines that an EL with an IEP would benefit from EL reclassification, but the student's disability prevents him/her from meeting the above criteria, the Individualized Reclassification Protocol may be appropriate. Contact SPED for additional guidance.

Santa Monica-Malibu Unified School District
Educational Services Department

Updated COVID-19 Interim <u>Alternate</u> Reclassification Criteria for Students with IEPs

(EL Form 2)

Criteria	1ˢᵗ – 2ⁿᵈ Grade	3ᵗʰ - 5ᵗʰ Grade	6ᵗʰ – 9ᵗʰ Grade	10ᵗʰ - 12th Grade
ELPAC[1] English Language Proficiency Assessment of California	The student demonstrated English Proficiency on Summative ELPAC or Alternate Assessment by achieving: **Grades 1-12:** ELPAC: Student has demonstrated progress on the subtests of the ELPAC that are NOT associated with the students qualifying disability VCCALP: Overall Level of English Proficiency – Early Advanced (69-88) or Advanced (89-100) with subscores of Intermediate or higher (13-25) (alternate assessment) Use most current score			
Basic Skills Assessment[1]	**Grades 1**: Score 75%ile on two most recent Fastbridge Early Reading Assessments **Grade 2:** Score 75%ile on two most recent Fastbridge aReading Assessments	**Grade 3:** Score 75%ile on two most recent Fastbridge aReading Assessments **Grade 4:** Score 75%ile on two most recent Fastbridge aReading Assessments (4th grade does not have an ELA CAASPP score) **Grade 5:** Score of 3 or 4 on the 2018-19 ELA CAASPP or Score of 75%ile on two or more Fastbridge aReading Assessments	Score of 3 or 4 on the 2018-19 English Language Arts (ELA) CAASPP. or 2018-19 California Alternate Assessment (CAA) English Language Arts or Renaissance Star Reading	**Grade 10**: Score of 410 on PSAT **Grade 11**: Score of 430 on PSAT or **Grades 10 - 12** Renaissance Star Reading
Teacher Evaluation	Teachers evaluate students on speaking, listening, reading and writing tasks in class. Teachers measure how well student's express ideas clearly and communicate using academic language. Teachers also evaluate students' performance on classwork to ensure students are "on par" with English only peers.			
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Renaissance Star Reading Assessment (ELA)

- Comprehensive assessment to guide literacy growth for struggling readers and high achievers

- Provides actionable data and tools for teachers to group students and differentiate instruction

  - Provides information via scale scores, Lexile levels and specific skills

- Assesses broad range of reading skills at each grade level in the following areas:

  - 1) Word Knowledge and Skill; 2) Comprehension Strategies, and Constructing Meaning; 3) Analyzing Literary Text; 4) Understanding Author's Craft; and 5) Analyzing Argument and Evaluating Text

- Demonstrated psychometric validity and reliability in a large body of empirical research

- Alignment to College and Career Readiness benchmarks as outlined by ACT and College Board

- Predictability to students performance on SBAC/CAASPP summative measures

- 20-30 minute computer adaptive assessment that can be administered remotely or in person

- Reports available for parents in Spanish and English

Parent Star Reading Assessment FAQ

Renaissance Star Reading Assessments (ELA)

- Middle school team reviewed this assessment tool with Drs. Gonzalez-Castillo and Teplin and were ready to pilot a year ago
  - Staffing changes and physical closures impacted moving forward
- Pick up where our MS team left off and move forward with 6-12 implementation
- Provide a coherent screener and progress monitoring tool to provide teachers with actionable data to address student ELA needs
- Provide comparison of EL performance in basic skills to an empirically established range of performance in basic skills of English proficient pupils of the same age for reclassification purposes

Timeline and Next Steps

- Meeting with Principals
- Meeting with ELD Leads
- Meeting with ELA Department Chairs, ELD Leads, Instructional Coaches, and Administrator Designees
- Meeting with Renaissance Learning to Provide Demonstration to ELA and ELD Team
- Met with DELAC to provide update on Reclassification Criteria
- Submit for Board Approval
  - March 4, 2021
- Provide training on RL Star Reading Administration 6-12
- Administer Star Reading in Mar/April
- Secondary Reclassification Cycle in May

Questions or Comments