
English Learner Board Report

— TUHSD, October 29th, 2019 —
Kim Stiffler and EL Team Members

EL Defined

“An English learner is a student who speaks another language besides English and has yet to demonstrate full proficiency in English on local measures of English proficiency. Students classified as ‘EL’ are as diverse and different from one another as any students in your classroom. ELs come to school with a wide range of home languages, cultures, and proficiency levels in English.”
(Singer, 2017, p. 4).

Federal, State, and Local Requirements for Service of English Learners

State and Federal Requirements

Federal Law and Title III Regulations:

- Identify and assess English Learners
- Provide educationally sound, and high quality language instruction programs
- Teach EL students to speak, listen, read, and write English
- Ensure EL students meet challenging State content standards
- Ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, graduation requirements, specialized and advanced courses and programs
- Avoid unnecessary segregation of EL students
- Provide professional development for staff

State and Federal Requirements

California Goals:

1. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
2. Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.



Tam District Goals

TUHSD 2018-2019 LCAP Goals	
Goal 1: Guarantee students' access to rigorous, relevant, and engaging curriculum in all content areas (Access)	Goal 3: Support each students' emotional and social growth and work towards a community where all students feel safe and valued (Culture)
Goal 2: Ensure all students are demonstrating progress towards and proficiency in identified learning goals (Equity and Achievement)	Goal 4: Improve community relations (Community Relations)

- **Goal 1:** Develop proficiency in English as rapidly and effectively as possible.
- **Goal 2:** Develop Academic Language Proficiency throughout their four-year tenure.
- **Goal 3:** Have access to the District's core curriculum and instruction as rapidly and effectively as possible.
- **Goal 4:** Experience a positive social and emotional adjustment to our complex multicultural society, with a strong self-image as well as identification with both the school and the home cultures.

Recent State Shifts in Testing and Standards

- New ELD standards aligned to Common Core (state adopted in 2012)
- New Standardized Test in 2018 aligned to new standards: English Language Proficiency Assessments for California (**ELPAC**), formerly CELDT

Demographics

Demographic Trends

- The number of EL students have more than doubled over the past 6 years
- EL students are disproportionately low socio-economic status
- ELs have a range of English proficiency levels which need to be addressed
- Our EL students come with a wide range of primary languages

Total #'s

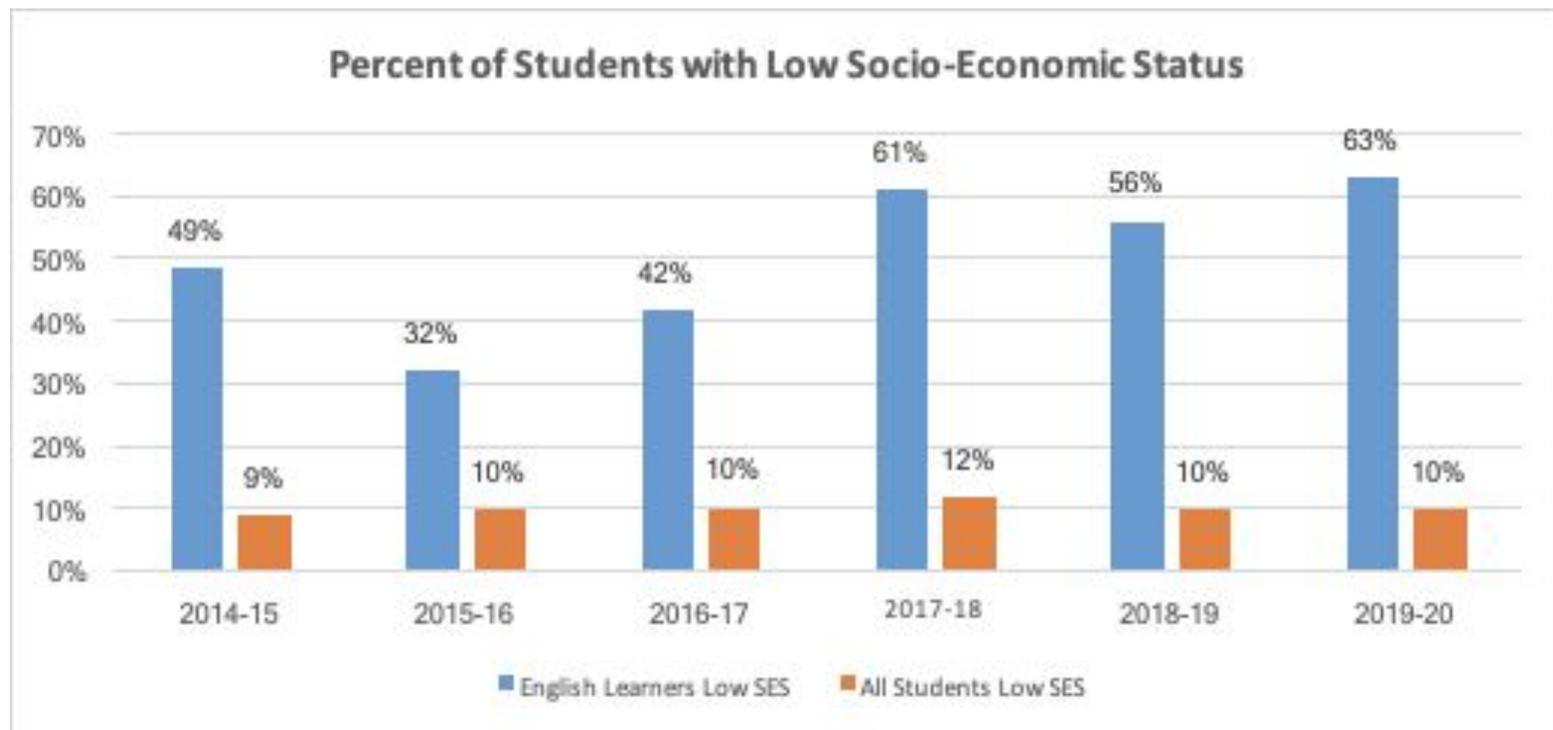
	District		
Year	Total	#EL	District %EL
2013-14	4045	37	0.91%
2014-15	4144	39	0.94%
2015-16	4470	53	1.19%
2016-17	4662	72	1.54%
2017-18	4825	94	1.95%
2018-19	5017	110	2.19%
2019-20	5110	85	1.66%

- Currently, 17 at Drake, 37 at Redwood, 28 at Tam, 2 at San Andreas, 1 at Tamiscal

2019-2020 Primary Language Distribution

Primary Language	# EL Students	# EL & TBD Students
01 - Spanish Count	61	62
04 - Korean Count	1	1
05 - Filipino (Pilipino or Tagalog) Count	1	1
06 - Portuguese Count	3	3
07 - Mandarin (Putonghua) Count	1	1
08 - Japanese Count	1	1
15 - Dutch Count	1	1
17 - French Count	1	2
21 - Hebrew Count	1	1
28 - Punjabi Count	1	1
29 - Russian Count	4	4
32 - Thai Count	1	1
43 - Gujarati Count	2	2
66 - Amharic Count	1	1
70 - Swedish Count	1	3
99 - Other Non-English Language(s) Count	2	2

Socio-Economic Status



Data Summary

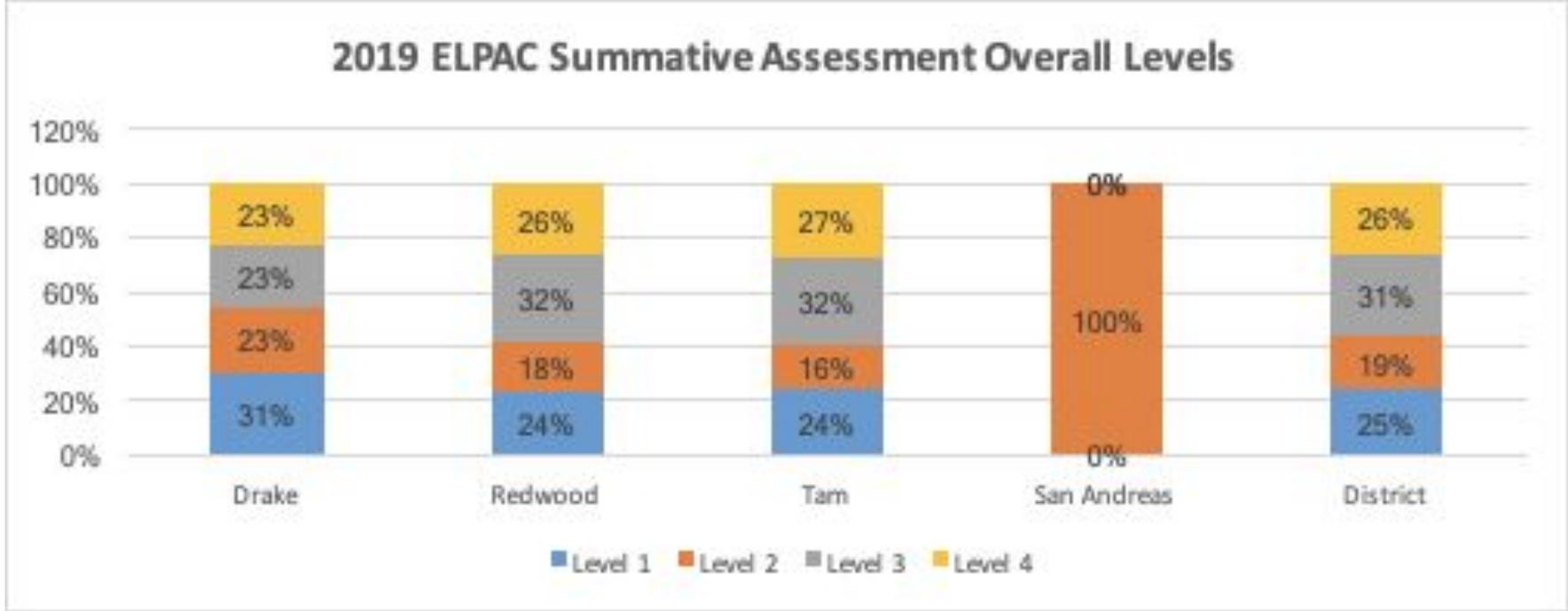
English Proficiency: ELPAC Summative 2019

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

2019 ELPAC Summative Assessment					
School	Total Tested	Level 1	Level 2	Level 3	Level 4
Drake	13	31%	23%	23%	23%
Redwood	34	24%	18%	32%	26%
Tam	37	24%	16%	32%	27%
San Andreas	1	0%	100%	0%	0%
District	85	25%	19%	31%	26%

English Proficiency Levels



English Proficiency Over Time

One way to track progress of EL students over time is to compare annual assessment scores with the previous years assessments. As we only have 2 years of ELPAC scores to report, this data cannot be charted or tracked over time yet.

We can report that **45% of the 47 students who were tested with the ELPAC standardized assessment in both 2018 and 2019 made progress on their ELPAC overall assessment.** This shows students are making progress in their English proficiency.

Academics

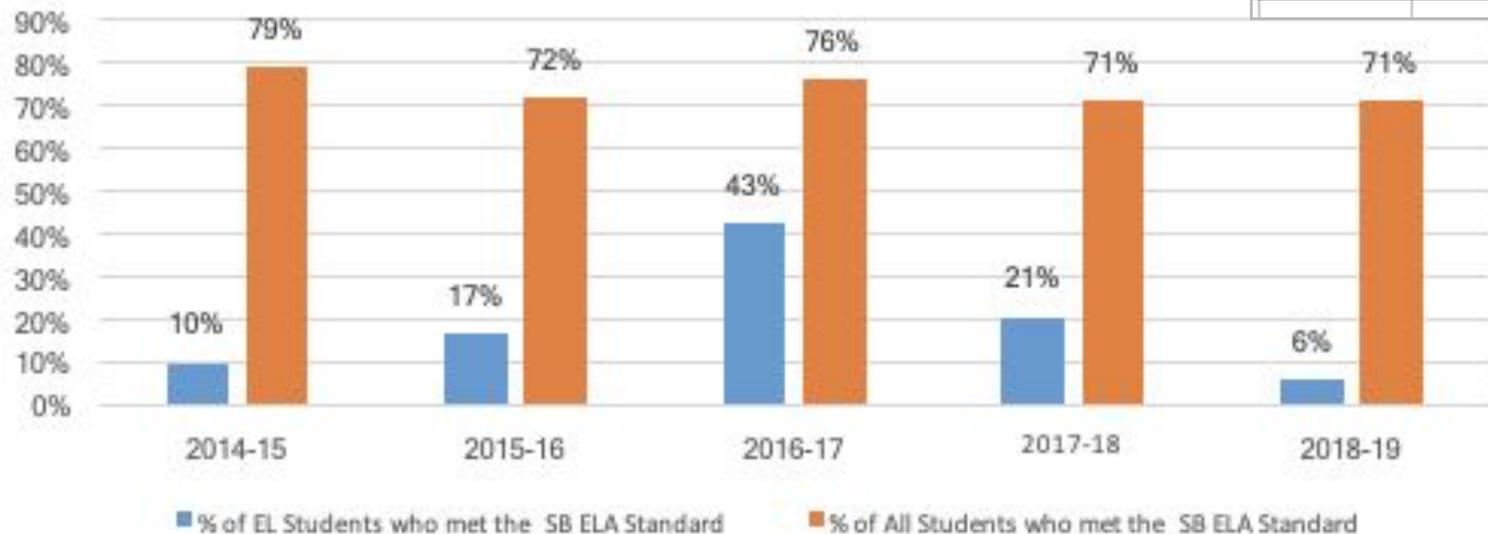
In an analysis of standardized tests, grades, college-readiness, and attendance data, it is evident our EL students are not performing at the same levels as their native English speaking peers in most areas. Compared with their native English speaking peers, EL students...

- Have lower scores on standardized tests
- Have lower GPAs and more D's and F's
- Do not access college at the same rates

SBAC: ELA

Year	EL Took SB ELA	EL Met SB ELA
2014-15	10	1
2015-16	6	1
2016-17	7	3
2017-18	29	6
2018-19	16	1

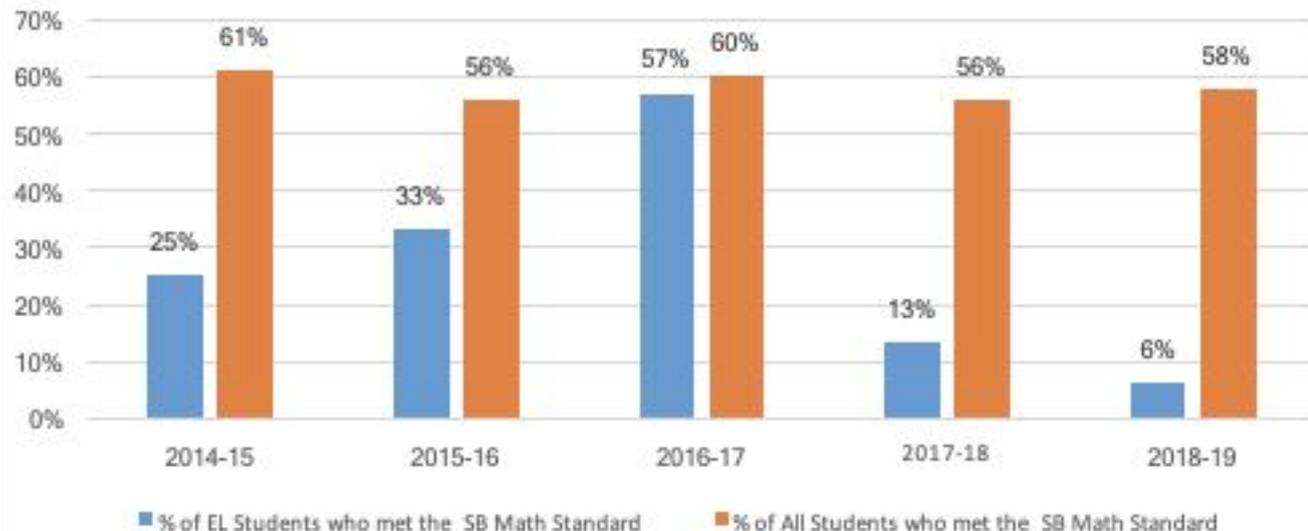
Performance on Smarter Balanced ELA



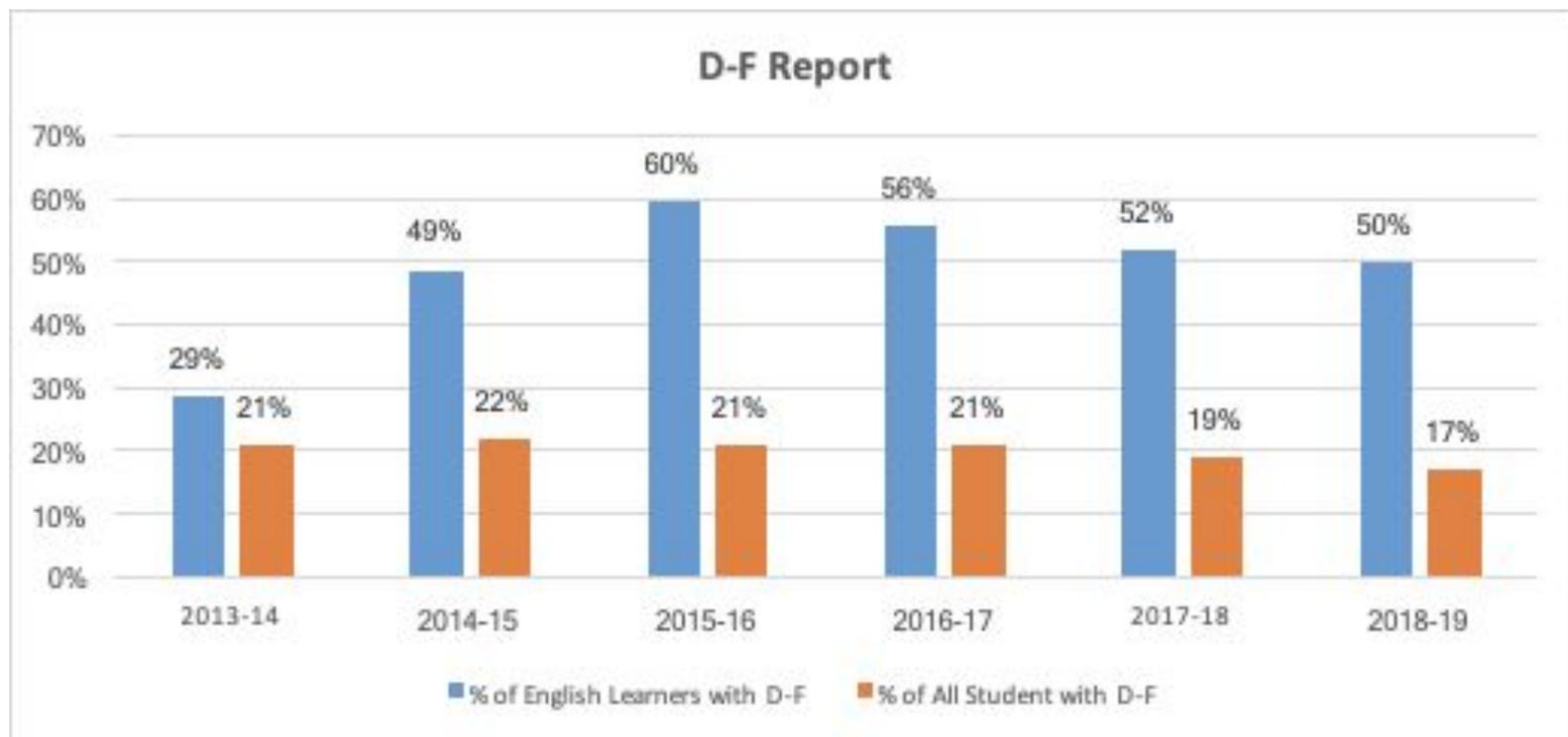
SBAC: Math

Year	EL Took SB Math	EL Met SB Math
2014-15	8	2
2015-16	6	2
2016-17	7	4
2017-18	30	4
2018-19	16	1

Performance on Smarter Balanced Math

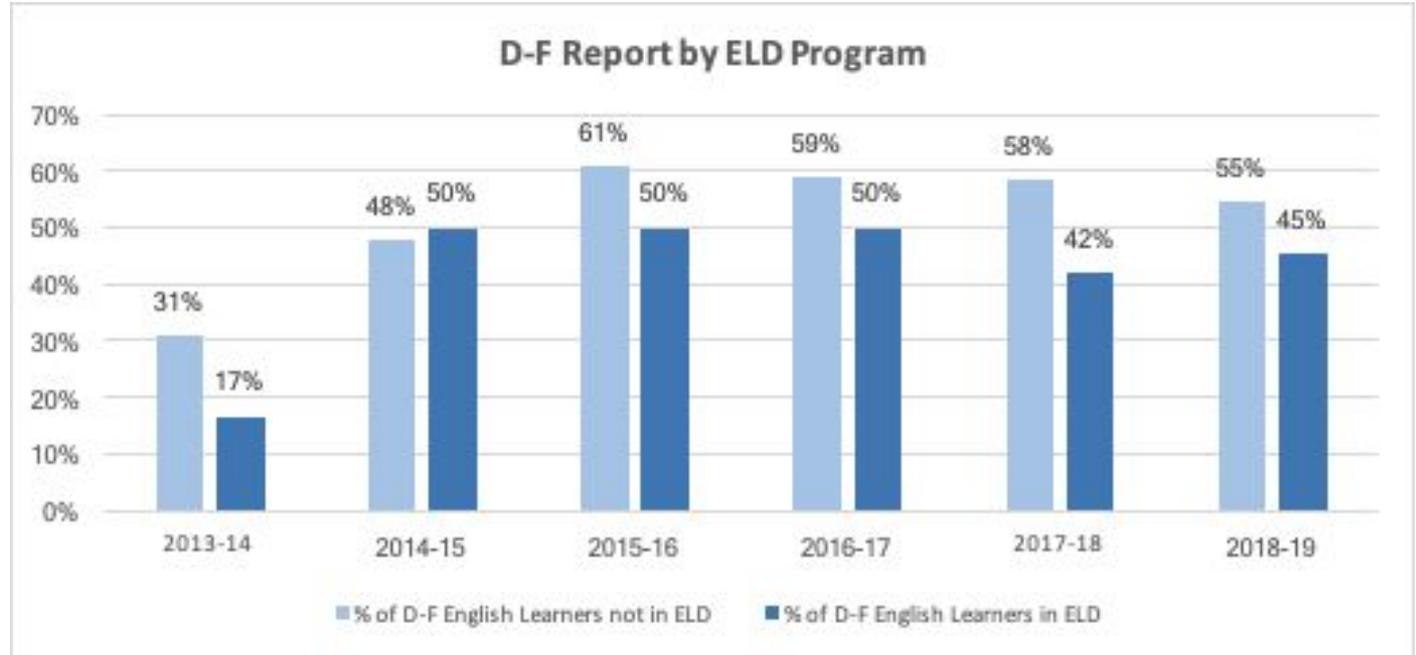


Grades



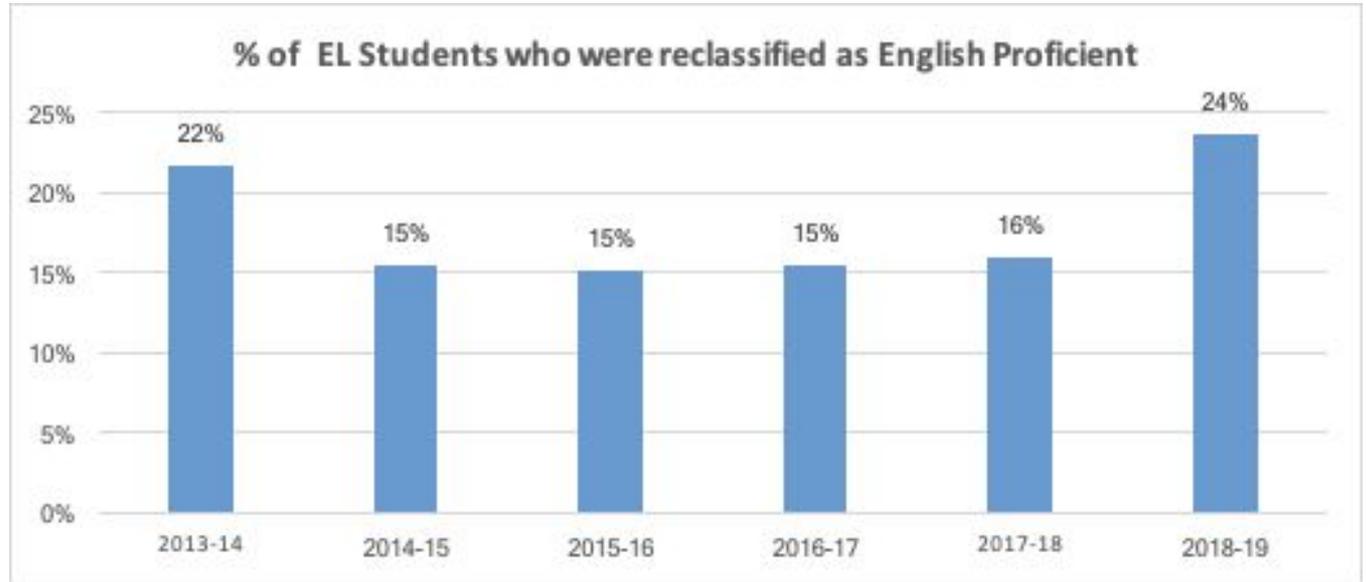
Grades of ELs

- However, ELs who receive support in our ELD program have fewer Ds and Fs than EL students who do not receive support services in ELD



Reclassification

- When students demonstrate proficiency in the English language, they are reclassified as English Proficient



TUHSD

EL Support Program

EL Leadership Teams

- EL Leadership Team (meet 2x/month)
 - EL Coordinators and District Lead
- DELST Leadership Team (meet every 6 weeks as a large team, weekly or bi-weekly in site teams)
 - District Lead, EL Coordinators, EL admin, EL counselors, EL paraeducators, ELD and EL Academic Workshop teachers
- The purpose of these teams is to ensure equal outcomes and equitable opportunities for English Learners at TUHSD.



District-Wide EL Support Team 2019-2020

	Redwood	Tam	Drake
EL Coordinator	Debbie McCrea	Nikki Pelletier	LoRayne Ortega
EL Admin	David Sondheim	J.C. Farr	Liz Seabury
ELD Teacher	Debbie McCrea	Ted Joseph	LoRayne Ortega
EL AW Teacher	Debbie McCrea Mary-Clare Mullin - Math	Nikki Pelletier Angela Hopper - Math	Sue Fox - Science
EL Paraeducator	Xenia Rodriguez	Lorenzo Bynum	Kathleen Brennan
EL Counselor	Candace Gulden	Cheryl Lua	Kyle Kassebaum
District and Alt Ed:	Kim Stiffler and David Luongo		

EL Support Programs

- English Language Development Programs
 - Tam, Drake, Redwood
- EL Academic Workshop
 - Tam, Drake, Redwood
- Staff Qualifications and Support (all schools)
 - S.D.A.I.E. Teaching Strategies
 - Ongoing Professional Development For Teachers
 - Teacher Collaboration



EL Support Programs

- Student Support
 - Individualized Learning Plans
 - Clustering of Students
 - Peer Tutors
 - Translations and Access to Content in Home Language
 - Online Courses and Resources
- Community Building, Student Experiences, and Outreach
 - Community Building
 - Field Trips
 - Positive Climate and Relationships
 - Parent Engagement



Site Leadership Reports and Observations



Redwood High School





Drake High School



Tam High School



Reflection and Recommendations

Reflection and Recommendations

- Reflection:
 - Providing equitable access and equal opportunity to core curriculum and post-graduation plans for EL students is our moral, fiscal, and legal obligation
 - Data shows significant gaps in opportunity and achievement for TUHSD EL students
 - Qualitative feedback from staff is extremely positive!
 - EL students who receive support services have higher grades, and advance in their English proficiency at higher rates than EL students who do not receive these services
- Recommendation:
 - Stay the course!
 - Continue to strengthen site and district ELD teams with designated meeting time, collaboration, and professional development for teachers
 - Continue to provide staff training on engaging ELs and in culturally responsive classrooms

Thank you for your
support!

Questions?