

TAMALPAIS UNION HIGH SCHOOL DISTRICT

*English Language Learner Board Report
October 29, 2019*

State and Federal Requirements for Meeting the Needs of English Learners

“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).

The state of California sets the performance goals that all schools and districts (1) ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English and (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. Meeting these goals can help close achievement gaps between English learners and native English speakers (California Department of Education, www.cde.gov).

In 2015, the Obama administration, the Department of Justice, and the Office of Civil Rights released guidelines for servicing the needs of English Language Learners. School districts are required to identify and assess English learners, and provide educationally sound language assistance programs. Furthermore, schools and districts receiving Title III funds are required to provide high-quality language instruction programs, and professional development for staff, that will enable EL students to speak, listen, read, and write English and meet challenging State standards (Dear Colleague Letter, 2014).

Additionally, school districts must “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; and avoid unnecessary segregation of EL students” (Dear Colleague Letter, 2014, p. 8). In fact, a recent bill passed in California: AB 2735 (Chapter 304, Statutes of 2018) prohibits, commencing in the 2019-20 school year, middle and high school English learner students from being denied enrollment in core curriculum courses and courses required for high school graduation, except for English learners who are newcomers to the United States. With respect to instruction, the law requires that we make our curriculum comprehensible and accessible for EL students are competitive with respect to college admissions upon graduation.

English learners at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence (CA ELA/ELD Framework (2015), Ch. 2. P. 119).

Schools and districts must ensure that all students meet grade-level core curriculum standards within a reasonable amount of time. It is important to note the difference between BICS and CALP. Whereas (BICS) Basic Interpersonal Communication Skills are language skills needed in social situations and can be developed in 6 months to 2 years, CALP (Cognitive Academic Language Proficiency) refers to formal academic learning and is essential for students to succeed in school. CALP includes listening, speaking, reading, and writing about subject area content material, and usually takes from five to seven years. Students need time and support to become proficient in academic areas.

Furthermore, In 2012, California adopted new ELD standards aligned to the Common Core State Standards for English language arts, social studies, mathematics, and science. The ELD standards are designed to supplement the ELA content standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in all content standards (www.cde.ca.gov). The ELD standards provide opportunities for ELs to access, engage with, and achieve in grade-level academic content while they are learning English. In order to evaluate the Tamalpais Union High School District's (TUHSD) English Language Development program, we looked at data in connection with state testing, academic progress, reclassification, among other factors.

TUHSD District and English Learner Goals

TUHSD 2019-2020 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)

In conjunction with the district's mission and our goal of providing high expectations and equitable learning experiences for all students, the following are program goals for the EL program.

- **Goal 1:** English language learners will develop proficiency in English as rapidly and effectively as possible.
- **Goal 2:** Students will develop Academic Language Proficiency throughout their four-year tenure.

- **Goal 3:** English language learners will have access to the District's core curriculum and instruction as rapidly and effectively as possible.
- **Goal 4:** English language learners will 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.

It is of importance to note, the district has a leadership team comprised of teachers, counselors, paraeducators and site and district leaders tasked with supporting our EL student population, called the District English Learner Support Team (DELST). This year, our district-wide leadership team is working on fostering positive student-teacher relationships, elevating the voices of English learner students, improving academic proficiency in mathematics, and providing quality professional development to staff.

DELST Collective Purpose:

The data indicate a need for increased instructional support for English Language Learners at TUHSD through staff development, teacher involvement and collaboration, student case management, newcomer support, targeted instruction, and intervention.

When working with ELs, it is important to understand that each student is unique, and the term EL includes a wide range of students. Teachers who effectively teach EL students view language differences as assets, not deficits, take ownership over the learning of ELs, and believe that all have the capability and potential to learn at high levels. We see the work of the District EL Support Team as directly aligned to, and in service of, all 4 LCAP goals.

TUHSD English Learner Demographics

The district currently has 85 students designated as English Language learners. Presently, Tam has 28 EL students, Redwood has 37, Drake has 17, San Andreas has 2, and Tamiscal has 1 EL students. Current students' primary languages are Spanish, Korean, Filipino, Portuguese, Mandarin, Japanese, Dutch, French, Hebrew, Punjabi, Russian, Thai, Gujarati, Amharic, and Swedish, with the most common being Spanish. These students come with a wide range of educational backgrounds and primary language literacy levels. The English Learner population at TUHSD has grown in size over the past 7 years, with a dip, most significantly at Tam High in 2019-2020 which is likely attributed to reclassification rates. See table 1 and figure 1.

Table 1. English Learners Enrollment by School, 2013-2019

English Learners Enrollment by School 2013-2019																		
	Redwood			Drake			Tamalpais			San Andreas			Tamiscal			District		
Year	Total	#EL	RHS %EL	Total	#EL	DHS %EL	Total	#EL	THS %EL	Total	#EL	SAH %EL	Total	#EL	TIH %EL	Total	#EL	District %EL
2013-14	1603	12	0.75%	978	3	0.31%	1285	22	1.71%	72	0	0.00%	107	0	0.00%	4045	37	0.91%
2014-15	1660	13	0.78%	983	4	0.41%	1322	22	1.66%	58	0	0.00%	121	0	0.00%	4144	39	0.94%
2015-16	1776	16	0.90%	1078	10	0.93%	1418	27	1.90%	80	0	0.00%	118	0	0.00%	4470	53	1.19%
2016-17	1799	33	1.83%	1142	12	1.05%	1528	27	1.77%	85	0	0.00%	108	0	0.00%	4662	72	1.54%
2017-18	1851	41	2.22%	1205	17	1.41%	1586	34	2.14%	73	2	2.74%	110	0	0.00%	4825	94	1.95%
2018-19	1928	42	2.18%	1304	20	1.53%	1590	45	2.83%	71	3	4.23%	124	0	0.00%	5017	110	2.19%
2019-20	1955	37	1.89%	1344	17	1.26%	1594	28	1.76%	70	2	2.86%	147	1	0.68%	5110	85	1.66%

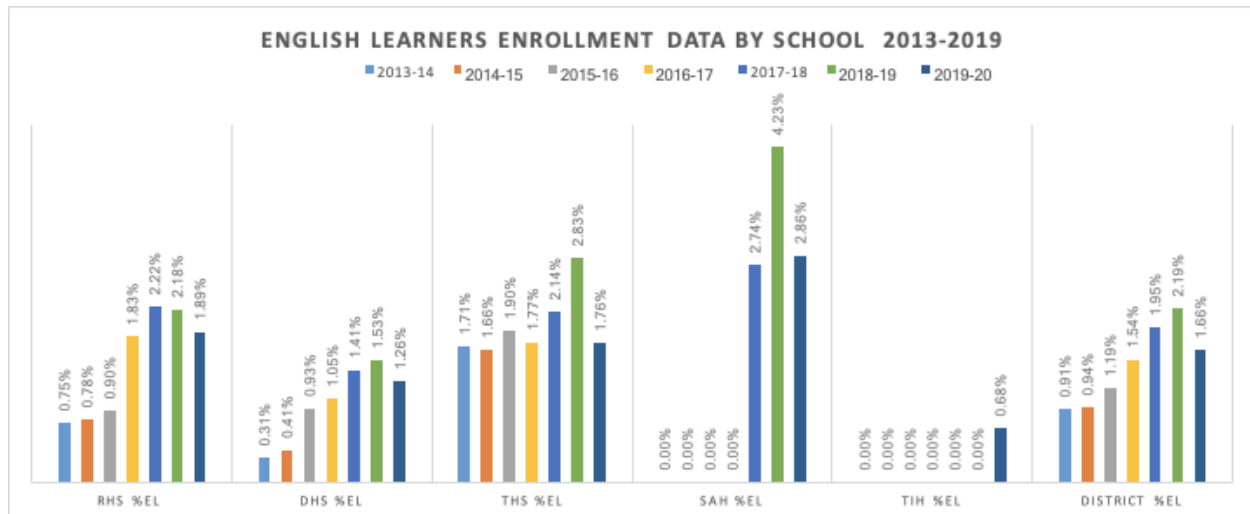


Figure 1. English Learners Enrollment by School 2013-2019

The district's population of EL students are disproportionately socioeconomically disadvantaged, as compared with the overall population, measured by students on free and reduced lunch. See figure 2 and table 2.

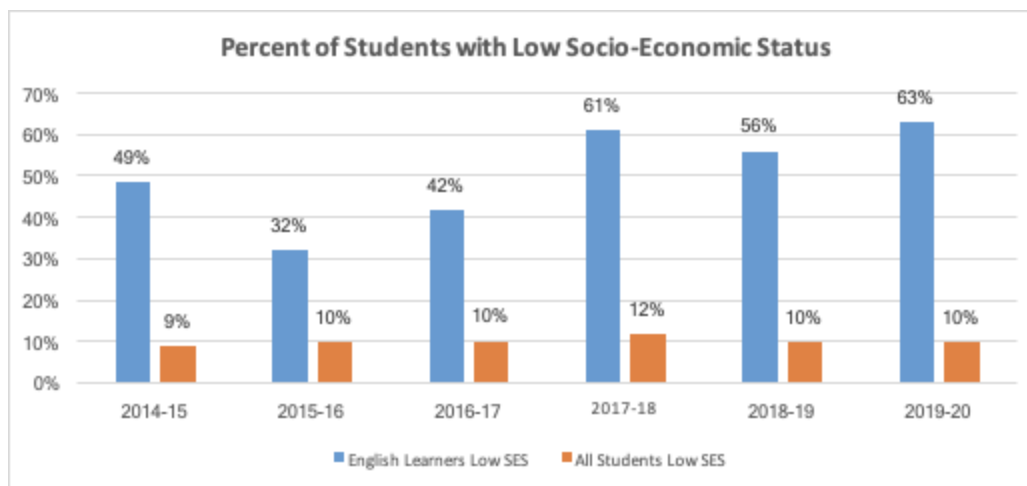


Figure 2. Percent of TUHSD Students With Low Socioeconomic Status

Year	Total	English Learners Low SES	All Students Low SES
2014-15	39	49%	9%
2015-16	53	32%	10%
2016-17	71	42%	10%
2017-18	94	61%	12%
2018-19	110	56%	10%
2019-20	85	63%	10%

Table 2. Percent of TUHSD Students With Low Socioeconomic Status

English Language Proficiency Exam for ELs (ELPAC)

Federal law (Title III of the Elementary and Secondary Education Act [ESEA]) and state law (Education Code [EC] sections 313 and 60810 through 60812) require a statewide English language proficiency test that local educational agencies (LEAs) must administer to students in kindergarten through grade twelve, whose primary language is not English and to students previously identified as English learners (ELs) who have not been reclassified as fluent English proficient (RFEP).

Prior to 2017-2018, the state-mandated test for ELs was the California English Language Development Test (CELDT). The California Department of Education transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) as the state ELP assessment in 2018. See table 3.

Table 3: Changes to State Testing for EL Students

School Year	CELDT	ELPAC
2016-2017	Within 30 days of enrollment for new students and 60 days for returning students	None
2017-2018	Within 30 days of enrollment for new students	All ELs take ELPAC summative assessment in the spring (baseline)
2018-2019	None	New students who meet the criteria for testing take the ELPAC initial assessment within 30 days of enrollment All ELs take ELPAC summative assessment in the spring
2019-2020	None	Year 3 for summative ELPAC

Site-based English Learner Coordinators administer the ELPAC assessments to all new and returning EL students on an annual basis. Assessments allow us to identify students with limited English proficiency, determine the level of English language proficiency of those students, and assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English. The ELPAC scores students levels of English proficiency using 4 levels. Students scoring at level 4 are considered to be proficient in the English language. This data point is very useful in determining when an EL student should be reclassified as RFEP (reclassified fluent English proficient), meaning they are no longer categorized an “English Learner” per definition by the state.

Table 4: ELPAC Performance Level Descriptors

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

According to the ELPAC summative assessment administered in spring 2019 (table 5 and figure 3), 57% of TUHSD students scored at a level 3 or level 4, meaning 43% were considered to be at the emerging or expanding levels of English proficiency at that time. Proficiency levels were relatively consistent across schools. Tables 6 and 7 also show oral and written language levels by school for 2019.

Table 5: 2019 TUHSD EL Students by ELPAC Proficiency Level

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%

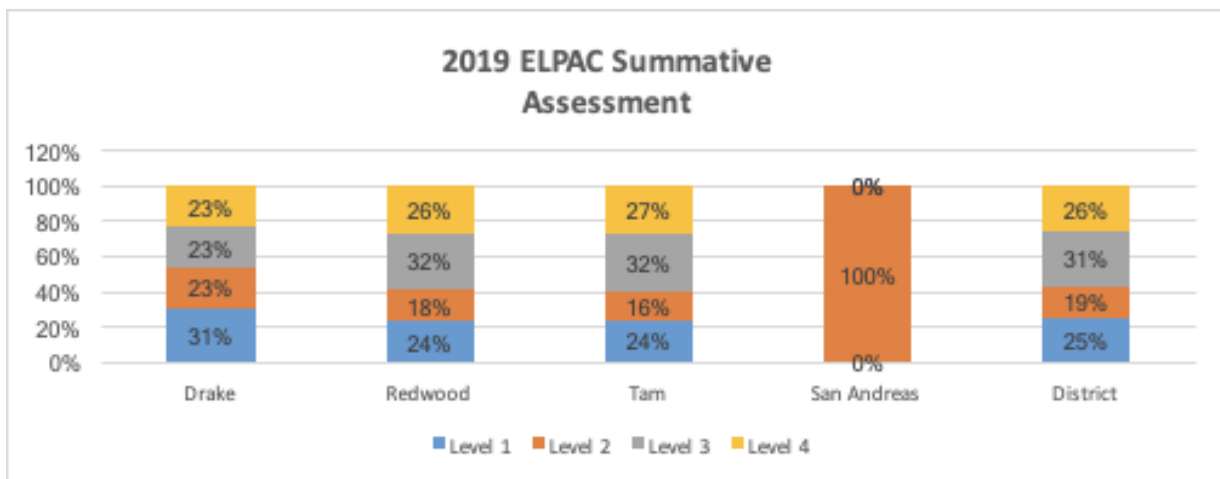


Figure 3. 2019 TUHSD EL Students by ELPAC Proficiency Level

Table 6. Written Language Level by School - ELPAC 2019

Written Language Level By School									
School	Total Tested	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Drake	13	54%	38%	0%	8%	7	5	0	1
Redwood	34	24%	32%	35%	9%	8	11	12	3
Tam	37	35%	32%	27%	5%	13	12	10	2
San Andreas	1	100%	0%	0%	0%	1	0	0	0
District	85	34%	33%	26%	7%	29	28	22	6

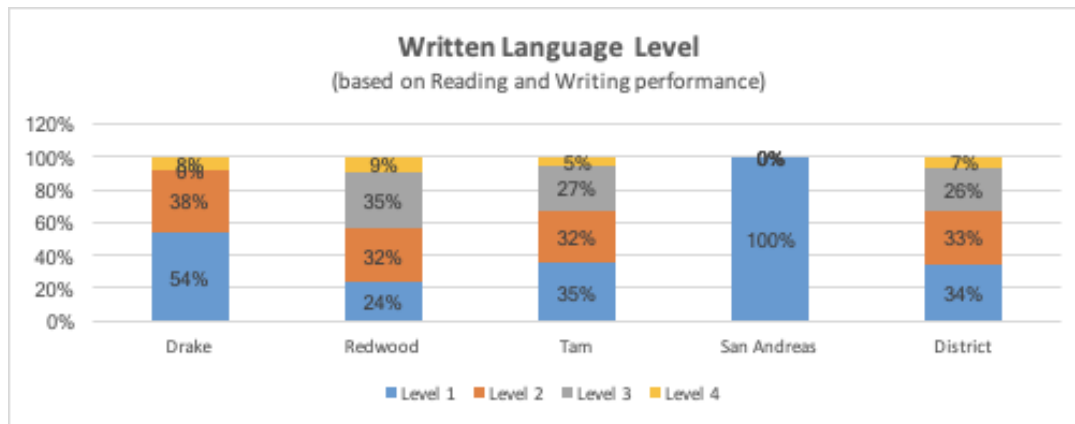


Figure 4. 2019 TUHSD EL Students Written Language Level

Table 7. Oral Language Level by School - ELPAC 2019

Oral Language Level By School									
School	Total Tested	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Drake	13	15%	15%	31%	38%	2	2	4	5
Redwood	34	29%	9%	26%	35%	10	3	9	12
Tam	37	22%	11%	19%	49%	8	4	7	18
San Andreas	1	0%	100%	0%	0%	0	1	0	0
District	85	24%	12%	24%	41%	20	10	20	35

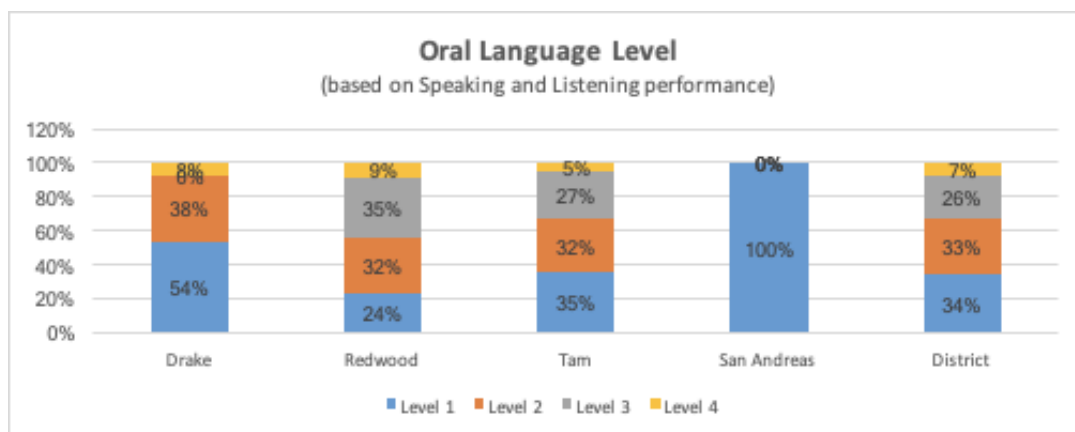


Figure 5. 2019 TUHSD EL Students Oral Language Level

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.

Additionally, we can track English proficiency over time by comparing English proficiency levels on an annual basis. Currently, we only have 2 years of ELPAC data to consider. Figures 6-8 show proficiency levels of EL students in 2018 and 2019, and it is difficult to draw clear trends and conclusions from this data at this juncture.

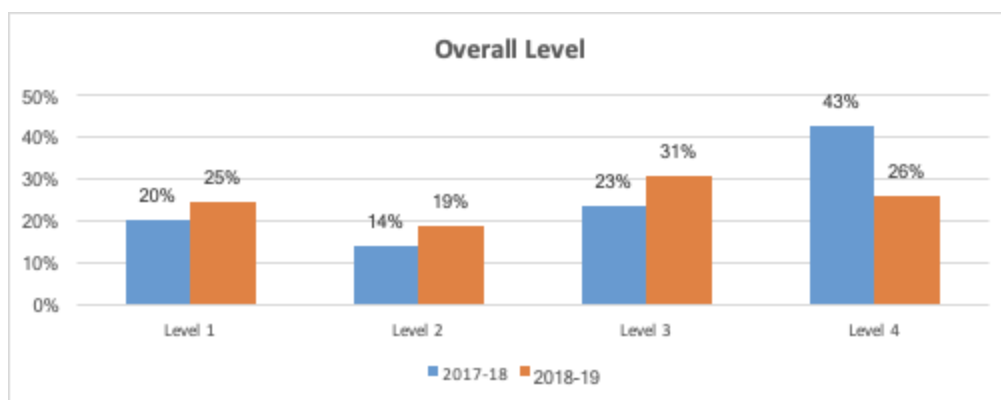


Figure 6: ELPAC Overall Scores Annual Comparison 2018-2019

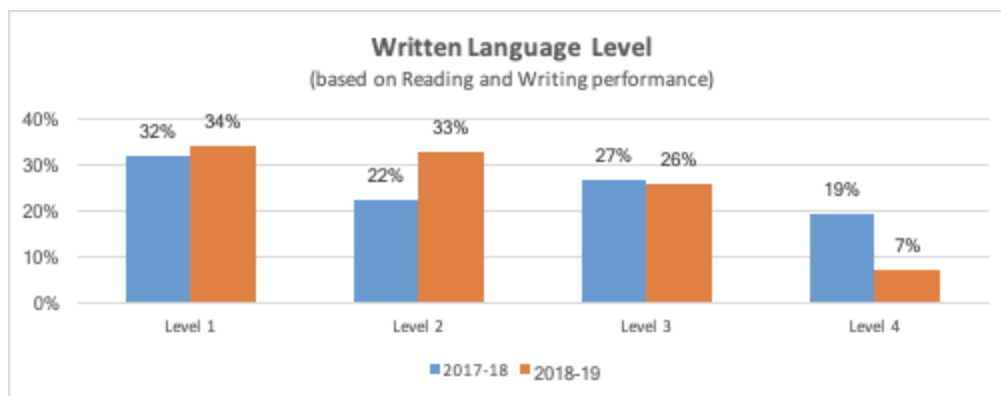


Figure 7: ELPAC Written Language Scores Annual Comparison 2018-2019

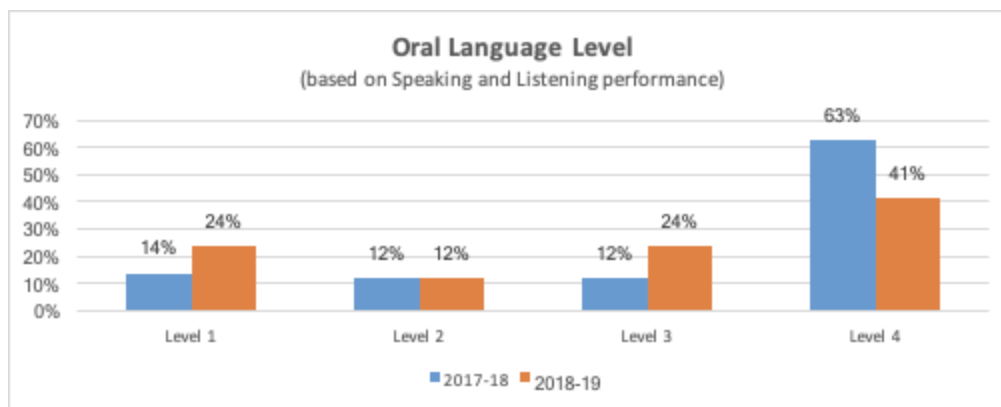


Figure 8: ELPAC Oral Language Scores Annual Comparison 2018-2019

Smarter Balanced Assessment and ELs

English Learners take the Smarter Balanced (SBAC) assessment like all other students as 11th graders (see figures 9 and 10; tables 8 and 9). Our EL students typically perform below their native English speaking peers on these assessments. Low numbers of students (n-values) make interpretation difficult because a slight change in a couple students can drastically skew averages in one direction or another.

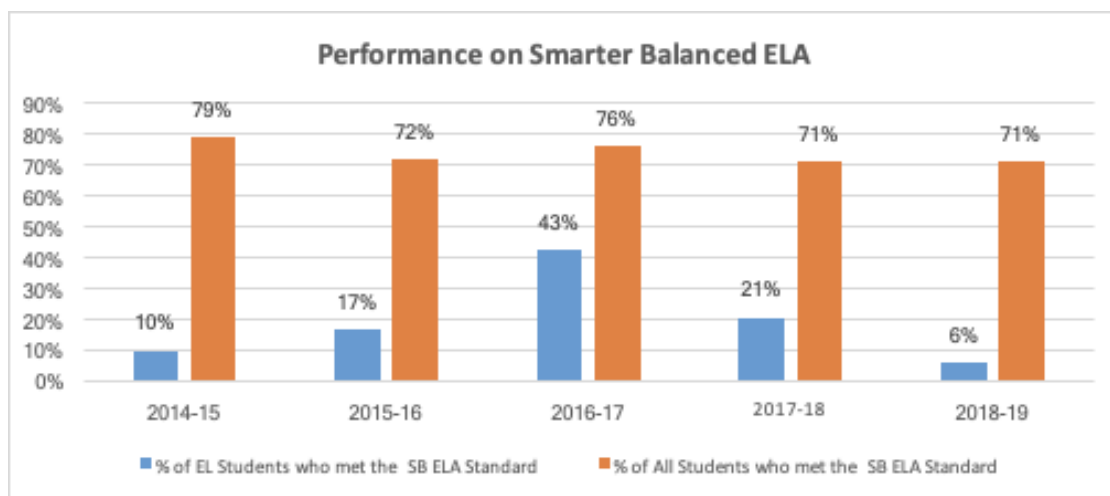


Figure 9. TUHSD EL Performance on Smarter Balanced ELA

Table 8. TUHSD EL Students Smarter Balanced ELA

Year	EL Took SB ELA	EL Met SB ELA	% of EL Students who met the SB ELA Standard	% of All Students who met the SB ELA Standard
2014-15	10	1	10%	79%
2015-16	6	1	17%	72%
2016-17	7	3	43%	76%
2017-18	29	6	21%	71%
2018-19	16	1	6%	71%

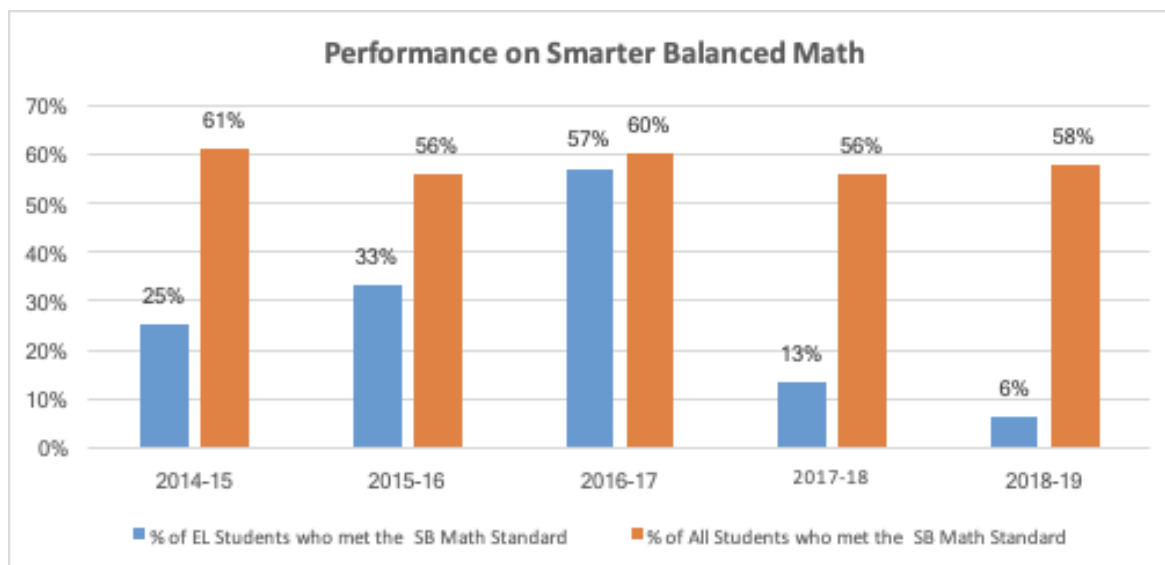


Figure 10. TUHSD EL Performance on Smarter Balanced Math

Table 9. TUHSD EL Students Smarter Balanced Math

Year	EL Took SB Math	EL Met SB Math	% of EL Students who met the SB Math Standard	% of All Students who met the SB Math Standard
2014-15	8	2	25%	61%
2015-16	6	2	33%	56%
2016-17	7	4	57%	60%
2017-18	30	4	13%	56%
2018-19	16	1	6%	58%

Grades

Unfortunately, EL students typically earn lower grade point averages, and more D's and F's than their native English speaking peers, and this is a growth area for TUHSD (figures 11-12). That said, English Learners who receive support in our ELD program have fewer Ds and Fs than EL students who do not receive support services in ELD (figure 13).

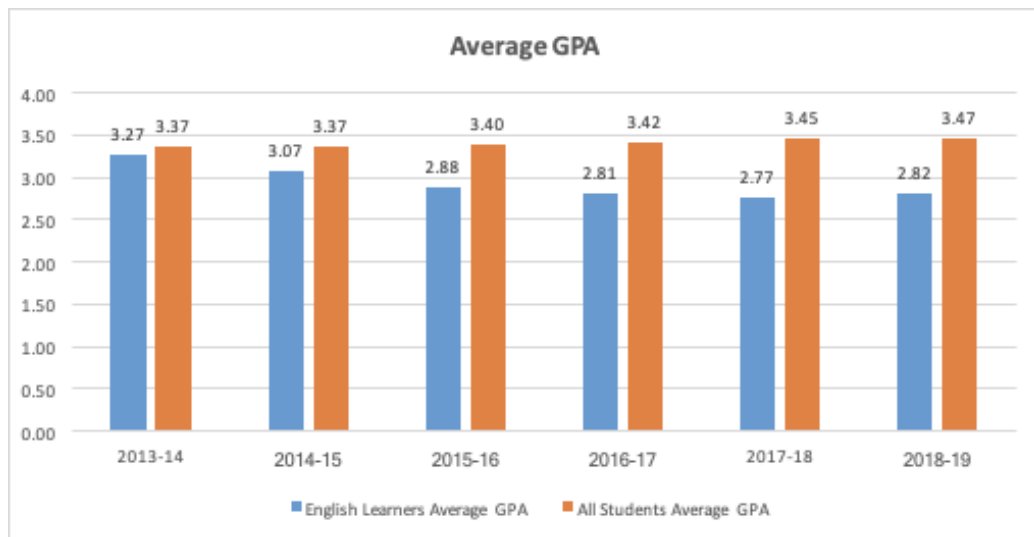


Figure 11. Average GPA for EL vs All Students at TUHSD

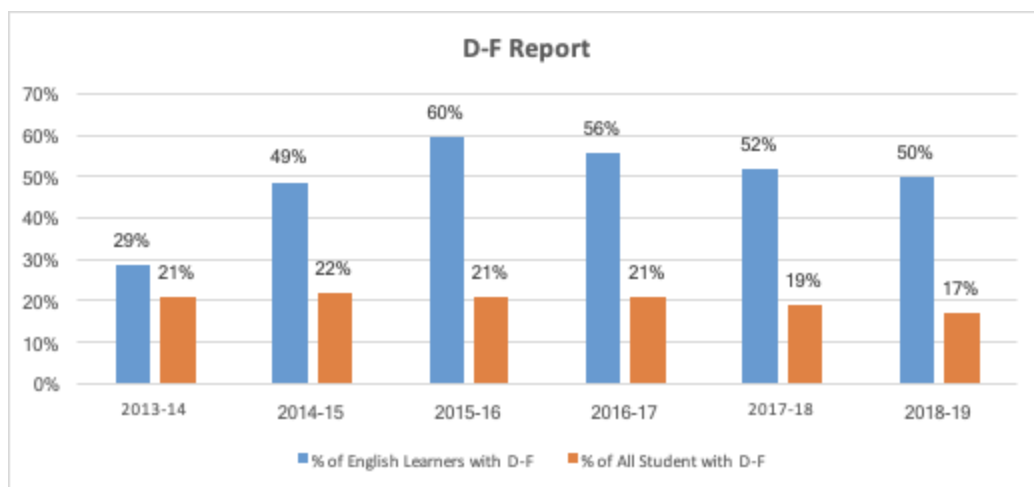


Figure 12. Percentage of TUHSD students with at least 1 D or F

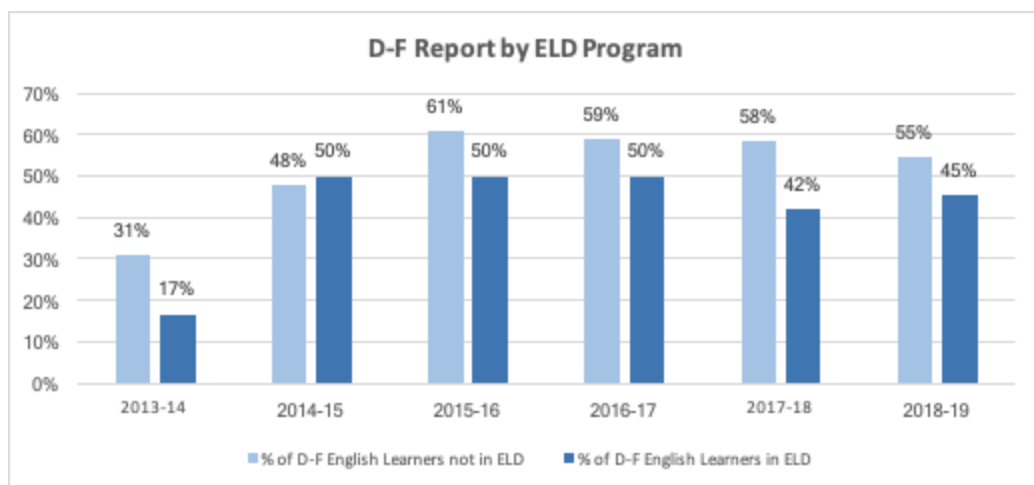


Figure 13. Percentage of EL students with at least 1 D or F based on Program

UC/CSU Eligibility

Additionally, EL students do not access college at the same rates of their native English speaking peers (figure 14).

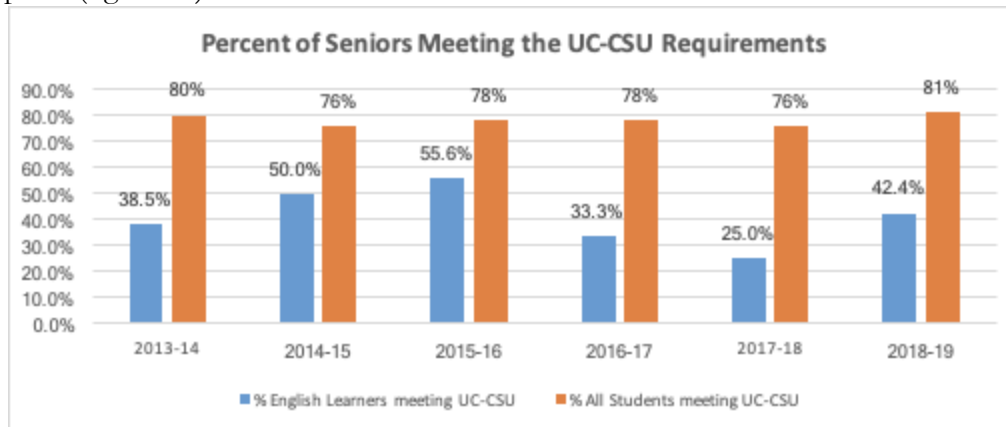


Figure 14. % of Seniors Meeting UC/CSU Requirements

Attendance

EL students are also absent from school at higher rates (see figure 15).

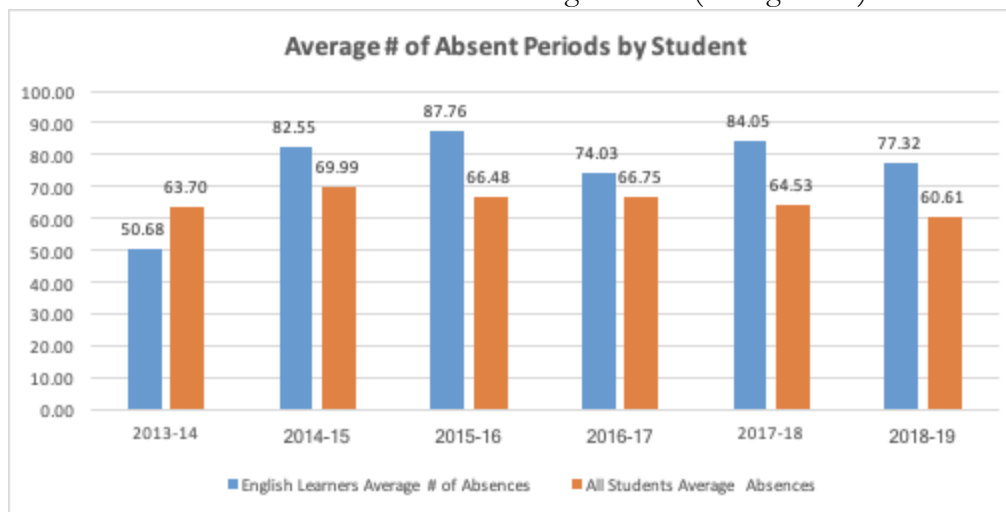


Figure 15. Average # of Absent Periods by Student

Reclassification of English Learners as Proficient

When students demonstrate proficiency in the English Language, they can be categorized as English Proficient, called Reclassified Fluent English Proficient (RFEP). These reclassification criteria will be considered holistically when making a reclassification determination.

- Score of 4 on the Summative ELPAC
- Grades of "C" or better in social studies, English, science, and mathematics
- Scores of proficient or higher on the ELA Smarter Balanced exam (for 11th-12th grade students)
- Teacher input
- Parent input and notification of recommendation to reclassify

The percent of students reclassified annually has been relatively stable over the past six years (see table 10 and figure 16). Reclassifying students as English proficient (RFEP) is a solid indicator of the success of our EL program, as shows marked improvements and achievement in proficiency levels in reading, writing, speaking, and listening skills in the English Language, such that they are now considered to be proficient. Additionally, the numbers of EL students reclassified has increased significantly over time.

Year	Total_EL	RFEP	% Reclassified
2013-14	37	8	22%
2014-15	39	6	15%
2015-16	53	8	15%
2016-17	71	11	15%
2017-18	94	15	16%
2018-19	110	26	24%

Table 10: Reclassification Rates of EL Students Over Time

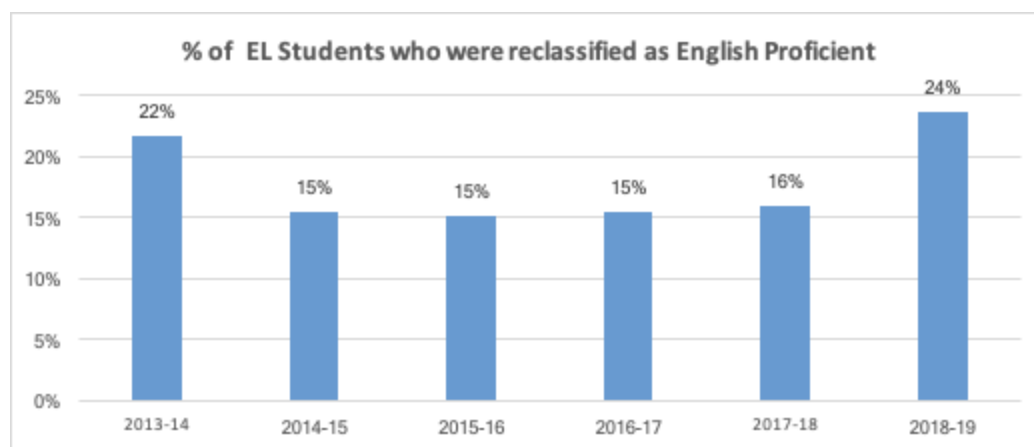


Figure 16. % of TUHSD EL Students Reclassified

Summary of Quantitative Data

In summary, the district currently has 85 English Learner students and that number has both grown and fluctuated over time. Redwood has 37 ELs (as compared with 42 last year); Tam has 28 (as compared with 45 last year); Drake has 17 (as compared with 20 last year); San Andreas has 2 (as compared with 3 last year); and Tamiscal has 1 (as compared with 0 over the past 7 years). These students come to TUHSD with a wide range of educational backgrounds, primary languages and English proficiency levels.

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. That said, our EL students who receive EL support through site-based classes (e.g. ELD and/or EL academic workshop) have higher grades than the EL students who do not receive these supports, and improve in their English proficiency at greater rates.

Presently the district is not meeting our goal of EL students accessing the district’s core curriculum and instruction as rapidly and effectively as possible, nor are we meeting California state goals for English Learners. That said, qualitative and anecdotal reports from site teachers and leaders paint a much more positive picture. Our EL support program has evolved and expanded over the past few years (see tables 11 and X), and we have a team of people in place who are dedicated to improving this data, and providing more opportunities and fewer gaps in achievement for our EL students.

Supports Provided to English Learners at TUHSD

Table 11. Supports Provided to English Learners at TUHSD in 2019-2020

	EL Coordinator	EL Para-Educator	ELD Class	EL Academic Workshop	EL Designated Counselor	EL Designated Admin
Redwood	x	x	x	x	x	x
Tamalpais	x	x	x	x	x	x
Drake	x	x	x	x*	x	x
Alt Schools	San Andreas and Tamiscal have very few EL students. In these cases, support is provided by site admin and Redwood’s lead EL coordinator.					
Leadership Teams	Additionally, all schools are supported by the TUHSD EL Leadership Team, comprised of the Senior Director of Curriculum and Instruction, and Site-Based EL Coordinators; and the District English Learner Support Team (DELST), comprised of teachers, counselors, paraeducators, and district and site leaders from across the district, along with leadership in Adult Education.					

**AW at Drake added in 2019-2020 school year.*

This support model has evolved over time, with the district adding additional layers of support in an effort to better meet the needs of our English Learners. In the 2018-2019 school year we saw a further expansion of services at Redwood and Drake due to increased numbers of EL students, along with a more systematic approach to leadership collaboration. In 2019-2020 we have the addition of an EL academic workshop (AW) section at Drake High School. Additionally, all schools have math and/or science support as an added component to their EL AW program. Also new in 2019-2020 is the district supporting EL students in original credit and remediation via an online learning platform called Acellus. See Appendix called Evolution of TUHSD EL Support Programs (table 8).

EL Coordinators provide leadership to all staff regarding the ELD program, and collaborate with site and district leadership to support EL students. The EL Coordinators at each comprehensive school collaborate monthly as a district lead team with the Senior Director of Curriculum and Instruction to align, learn, and share best practices. They also provide site leadership by coordinating site team meetings. Coordinators are responsible for assessing student’s language abilities, reclassifying students as needed, and are strong advocates for this student population. Specifically, they provide professional development support, ideas, and feedback to general

education teachers on how to best provide opportunities for EL students to access the curriculum in the same ways as their native English speaking peers. They are also pivotal in creating positive, supportive classroom and school environments for students, and provide outreach opportunities to parents to increase involvement.

In addition to EL coordinators, ELD classes, EL Academic Workshops, and designated administrators, paraeducators, and counselors to support EL students, the following supports are provided at some or all of our comprehensive schools:

Staff Qualifications and Support:

- *S.D.A.I.E. Teaching Strategies:* All of our teachers of EL students are CLAD certified or SDAIE trained to provide Specialized Designed Academic Instruction in English, in mainstream content classes.
- *Ongoing Professional Development For Teachers:* EL Coordinators provided teachers strategies to help students access core content and curriculum in the student's native language and offer assistance that supports EL student learning in the classroom (e.g. the use of visuals, graphic organizers, additional time, pairing EL students with another student that speaks his or her language, and pre-teaching essential vocabulary).
- *Teacher Collaboration:* EL coordinators meet with general education teachers to customize support and strategies for individual students, and are provided designated time during the work day to have these conversations.

Student Support:

- *District EL Leadership Teams:* These teams meet bi-weekly to collaborate and align services for EL students.
- *EL Support Team Meetings:* Site-Based EL coordinators, meet with designated EL admin, paraeducator, ELD teacher, and counselor 1-2x/month to provide individualized student support.
- *Individualized Learning Plans:* Formal, individualized academic support plans for EL students are created, implemented, and shared with teachers and families.
- *Clustering of Students:* EL students are intentionally clustered into mainstream content classes to provide ELs access to other EL students, and to streamline contact and collaboration among staff. EL students are also clustered into tutorials to help with targeted intervention.
- *Peer Tutors:* Peer tutors push in to ELD and EL Academic Workshop classes to provide additional academic support through peer coaching. This also helps to foster peer relationships and a positive community.
- *Translations and Access to Content in Native Languages:* Translation services provide access to instructional materials in students' native languages. We also try our best to purchase instructional materials in students' native languages when the items can be found.
- *Technology Support and Online Classes:* EL students have access to Rosetta Stone to reinforce language acquisition and rounding out the language-rich environment with technology. Students have access to Newsella to differentiate reading assignments for levels of reading proficiency so students can access core content while they are progressing in learning English. Additionally, the district recently adopted Acellus online A-G courses which provides students opportunities to both remediate and take online classes for original credit in a smaller classroom setting and in a manner they can access from home.

Community Building, Student Experiences and Outreach:

- *Community Building:* EL coordinators conduct parent outreach and provide personal invitations to Back To School Night and Open House events to further engage parents.
- *Field Trips:* Field trips and experiential learning opportunities are provided for students at least 2x/year (e.g. Academy of Science, Giants Baseball, Angel Island).
- *Positive Climate and Relationships:* Team-building and community building strategies create a welcoming environment for EL students in ELD classes, and our support structure fosters close staff-student relationships.

Additionally, at Redwood:

- Greater progress, participation, and engagements both academically and socially, especially on the part of returning newcomers.
- In 2019, we made one of the two ELD AW classes with a math focus, taught by the same teacher who teaches the EL cluster in Math Foundations. This is taught at the same time as the other ELD AW class, to allow for greater flexibility and targeted support.
- We hold community celebrations, such as end of semester and graduation, which include families.
- Recent Field Trips: Muir Woods and Muir beach (10-19) and College of Marin, Marine Mammal Center and Rodeo Beach (4-19), and Academy of Science (10-18)
- The RHS ELD Alumni as ELD ParaEducator
- ELs involved in Leadership Class, EL Homeroom Representative in Smart Period, some ELs transitioning into AVID
- Many ELD upperclassmen attended prom in Spring, '19
- All Freshmen in Social Issues completed Community Service requirement in 2019

Additionally, at Tamalpais:

- We continue to partner with CBOs such as 10,000 Degrees and MV Public Library for additional support both in and out of the ELD classroom as well as creating PD for faculty around the immigrant and language acquisition experience
- Some EL students are enrolled in AVID, a 4 year college readiness program.
- Expansion of EL Academic Workshop to two sections to better support the students, one with an emphasis on Math support
- Our ELD class and EL Academic Workshops scheduled on alternating days on Master Schedule to provide EL support 5 days a week
- Strong staffing support from SPED and World Languages Dept- specialists in language acquisition
- Annual community building field trips supported by a grant from the Tam High Foundation

Additionally, at Drake:

- EL students are invited into AVID and 10,000 Degrees, especially after transitioning out of ELD.
- There is a strong community for our broader Latinx community, and especially our EL students, in "Spanish-for-Spanish-Speakers" class because it helps students meet new peers and bond with another supportive teacher on campus.
- ELD students were helped with homecoming dance tickets and logistics.

- The new EL AW is a necessary and concentrated science and math support for ELD and a few EL students.
- ELD students take 2-3 community-building field trips that expose students to aspects of American culture, as well as participate in celebratory get-togethers that invite in families to honor school accomplishments.
- EL representation in 3 leadership programs--AVID, SOAR, and ASB--as well as a variety of sports and clubs.

Reflection and Recommendations:

Providing equitable access and equal opportunity to core curriculum and post-graduation plans for EL students is our moral, fiscal, and legal obligation. While quantitative data shows significant gaps in opportunity and achievement for TUHSD EL students, our EL support model is still evolving, and is still too new to draw clear conclusions from longitudinal data. Qualitative feedback from staff is extremely positive, and data shows 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. Our recommendation is to stay the course with our existing EL support model, and to continue to strengthen site and district ELD teams with designated meeting time, collaboration, and professional development for teachers.

APPENDIX

Evolution of TUHSD EL Support Programs

Over time, the district has changed its philosophy and structure for how to provide curricular and instructional support for English Language Learners, mainly in response to growing numbers, moral obligations, and changes in federal legislation limiting segregation of EL students. Of most significance, prior to 2015, the majority of EL students were served at Tamalpais High School, and many EL students were transferred to Tam High where our district's sheltered program was housed. At that time, there was a single EL coordinator overseeing that program. In 2015, the sheltered program was dissolved, and more site-based support teams were formed. This provides EL students the opportunity to more effectively learn in their school of residence, and reduced segregation of EL students into separate classes.

The following table (table 12) details this evolution over time. Changes are in **bold print**, most of which represent additional measures of support for EL students and an expansion of services across all 3 big schools. All modifications were developed by the district EL support team, inclusive of teacher, counselor, and admin input.

Table 12: Changes in structure of TUHSD English Language Learner Program

<u>Year</u>	<u>TUHSD</u>	<u>Tamalpais</u>	<u>Redwood</u>	<u>Sir Francis Drake</u>
2014-2015 <u>and many</u> <u>years prior</u> n=39	1 District EL Coordinator serving all district schools.	<ul style="list-style-type: none"> • ELD course • Sheltered Program Classes in English, Math, Social Studies, Science • Part time paraeducator • Dedicated EL Counselor • *Dissolution of sheltered program at Tam 	<ul style="list-style-type: none"> • ELD course 	<ul style="list-style-type: none"> • No additional supports
2015-2016 n=53	1 District EL Coordinator serving all district schools.	<ul style="list-style-type: none"> • ELD Course • Some Sheltered Classes still running at Tam • Dedicated EL Counselor • Part time paraeducator • *Creation of new EL support plan 	<ul style="list-style-type: none"> • ELD course • Dedicated EL Counselor 	<ul style="list-style-type: none"> • No additional supports
2016-2017 n=72	3 EL Coordinator Positions, 1 at each big school	<ul style="list-style-type: none"> • ELD Course • ELD Coordinator release period • EL Academic Workshop • Dedicated EL Counselor • Part time paraeducator 	<ul style="list-style-type: none"> • ELD Course • ELD Coordinator release period • EL Academic Workshop • Full time paraeducator 	<ul style="list-style-type: none"> • ELD Course • ELD Coordinator stipend • Part time paraeducator • Dedicated EL

		<ul style="list-style-type: none"> ● Dedicated EL admin 	<ul style="list-style-type: none"> ● Dedicated EL Counselor ● Dedicated EL admin 	<ul style="list-style-type: none"> ● Counselor ● Dedicated EL admin
2017-2018 n=94	3 EL Coordinator Positions, 1 at each big school	<ul style="list-style-type: none"> ● ELD Course ● EL Academic Workshop ● EL Coordinator release period ● Dedicated EL Counselor ● Full time paraeducator ● Dedicated EL admin 	<ul style="list-style-type: none"> ● ELD Course ● EL Academic Workshop ● EL Coordinator release period ● Dedicated EL Counselor ● Full time paraeducator ● Dedicated EL admin 	<ul style="list-style-type: none"> ● ELD Course ● EL Coordinator stipend ● Dedicated EL Counselor ● Full time paraeducator ● Dedicated EL admin
2018-2019 n=110	3 EL Coordinator Positions, 1 at each big school	<ul style="list-style-type: none"> ● ELD Course ● EL Academic Workshop ● EL Coordinator release period ● Dedicated EL Counselor ● Full time paraeducator ● Dedicated EL admin 	<ul style="list-style-type: none"> ● ELD Course ● EL Academic Workshop ● EL Coordinator release period ● Full time paraeducator ● Dedicated EL Counselor ● Dedicated EL admin 	<ul style="list-style-type: none"> ● ELD Course ● EL Coordinator release period ● Full time paraeducator ● Dedicated EL Counselor ● Dedicated EL admin
2019-2020 n=85	3 EL Coordinator Positions, 1 at each big school	<ul style="list-style-type: none"> ● ELD Course ● EL Academic Workshop (+math) ● EL Coordinator release period ● Dedicated EL Counselor ● Full time paraeducator ● Dedicated EL admin ● Acellus online A-G courses 	<ul style="list-style-type: none"> ● ELD Course ● EL Academic Workshop (+math) ● EL Coordinator release period ● Full time paraeducator ● Dedicated EL Counselor ● Dedicated EL admin ● Acellus online A-G courses 	<ul style="list-style-type: none"> ● ELD Course ● EL Academic Workshop (+science) ● EL Coordinator release period ● Full time paraeducator ● Dedicated EL Counselor ● Dedicated EL admin ● Acellus online A-G courses

Key Terms:

California English Language Development Test (CELDT): The CDE states, the CELDT is an examination that assesses the four domains of listening, speaking, reading, and writing in English and is aligned to the English-language development (ELD) standards adopted by the State Board of Education (SBE). Federal law requires a statewide English language proficiency test that local educational agencies (LEAs) must administer to students in kindergarten through grade twelve whose primary language is not English and to students previously identified as English learners (ELs) who have not been reclassified as fluent English proficient (RFEP).

English Learner (EL):“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).

English Language Proficiency Assessments for California (ELPAC): The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The California Department of Education (CDE) expects to be fully transitioned from the CELDT to the ELPAC as the state's assessment of ELP by 2018–19.

English Language Development (ELD): The California Department of Education states English-Language development is a specialized program of English language instruction appropriate for the English learner (EL) student's (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.

Newcomer: “An EL new to the U.S. schooling with emerging English proficiency” (Singer, 2017, p. 4).

Reclassified Fluent-English-Proficient (RFEP): “An EL student who was reclassified to fluent based on local criteria including multiple measures such as English proficiency exam, writing samples, standardized tests and/or teacher discretion” (Singer, 2017, p. 4).

Specially Designated Academic Instruction in English (SDAIE): The CDE states, SDAIE is an approach to teach academic courses to English learner (EL) students (formerly LEP students) in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP and English-only students in the district. Students reported in this category receive a program of ELD and, at a minimum, two academic subjects required for grade promotion or graduation taught through (SDAIE).

References:

Singer, T. W. (2017). *El Excellence Every Day: The Flip-to Guide for Differentiating Academic Literacy*. Corwin Press.

Dear Colleague Letter, 2014, US Department of Justice, US Department of Education, Office of Civil Rights

California Department of Education