The Language of Reform: English Learners in California’s Shifting Education Landscape

Webinar Facilitators: Leni Wolf, Amber Banks
Report Authors: Carrie Hahnel, Leni Wolf, Amber Banks, & Jeannette LaFors
Ed Trust-West: 510-465-6444
Agenda

- ETW Presentation on English learner report
- Panelist Presentations (Q & A to follow each presentation)
  - West Covina Unified School District
  - Palo Alto Unified School District
  - Live Oak Unified School District
ETW Mission

The Education Trust-West works for the high achievement of all students at all levels, pre-K through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.
Purpose of our report

• Create public awareness of the challenges facing English learners in California schools
• Propose methods for understanding EL achievement and reclassification outcomes
• Highlight districts serving English learners particularly well and share effective school and district-level practices for serving English learners that may serve as examples for other districts
• Provide policy recommendations for district and state leaders to ensure every student has access to the highest quality educational opportunities
We analyzed district outcomes across four metrics:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST ELA “Ever-EL” Proficiency</td>
<td>The CST ELA “Ever-EL” indicator tells us how well a district’s 3rd, 8th, and 11th grade English learners and reclassified (RFEP) students scored on the state English language arts test in 2012-13. Combining the results of these subgroups allows us to study the performance of a consistent group of students rather than shifting groups defined by their performance.</td>
</tr>
<tr>
<td>CELDT Advancement</td>
<td>The CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT) indicator tells us what percentage of a district’s English learners were making annual progress in learning English in 2012-13.</td>
</tr>
<tr>
<td>Long-Term English Learner Rate</td>
<td>The LONG-TERM ENGLISH LEARNER indicator tells us what percentage of a district’s students had been English learners for 5 years or more (per the federal definition) as of 2012-13.</td>
</tr>
<tr>
<td>Reclassification Rate</td>
<td>The RECLASSIFICATION indicator tells us the average percentage of a district’s elementary, middle, and high school students that were reclassified across 3 years (2010-11, 2011-12, 2012-13).</td>
</tr>
</tbody>
</table>
For each measure and peer grouping, we show the top ~10% of districts.

This figure provides an example of one such top-district display in the report:
## Top Districts

Our methodology surfaces 11 districts that are at the top for at least 3 out of 4 indicators.

### Figure 9: Top districts across 3 or more indicators

(Enrollment / % Free or Reduced-Price Meals / % English Learners / Primary Languages in Other/Multilingual districts)

<table>
<thead>
<tr>
<th>District</th>
<th>Enrollment</th>
<th>% Free or Reduced-Price Meals</th>
<th>% English Learners</th>
<th>Primary Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hacienda La Puente USD</td>
<td>20,358</td>
<td>74%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Live Oak Unified</td>
<td>1,740</td>
<td>80%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Riverdale Joint Unified</td>
<td>1,568</td>
<td>85%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>West Covina Unified</td>
<td>14,460</td>
<td>65%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Claremont Unified</td>
<td>7,018</td>
<td>39%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Los Alamitos Unified</td>
<td>9,912</td>
<td>13%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Redondo Beach Unified</td>
<td>8,967</td>
<td>20%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Arcadia Unified</td>
<td>9,667</td>
<td>18%</td>
<td>12%</td>
<td>Mandarin, Cantonese, Spanish</td>
</tr>
<tr>
<td>La Cañada Unified</td>
<td>4,119</td>
<td>1%</td>
<td>5%</td>
<td>Korean, Spanish, Armenian</td>
</tr>
<tr>
<td>Palo Alto Unified</td>
<td>12,357</td>
<td>8%</td>
<td>10%</td>
<td>Spanish, Mandarin, Korean</td>
</tr>
<tr>
<td>San Marino Unified</td>
<td>3,146</td>
<td>3%</td>
<td>6%</td>
<td>Mandarin</td>
</tr>
</tbody>
</table>

Higher Poverty, Predominantly Spanish-Speaking Districts  

Lower Poverty, Predominantly Spanish-Speaking Districts  

Other/Multilingual Districts
Effective Practices

What are high-flying districts doing to close achievement gaps between English learners and native English speakers?

- A **system wide belief in English learners’ ability** to achieve at high levels
- Ensuring English learners are taught by **highly skilled teachers**
- **Professional development** opportunities that emphasize the instructional shifts in the CCSS and ELD standards
- Access to a full **Common Core-aligned curriculum**, including college-preparatory courses
- **Differentiated instructional strategies** (e.g. previewing content, using language objectives, emphasizing reading/writing/speaking)
- Monitoring EL student progress and achievement
- **Engaging parents** to forge strong home-school connections
Recommendations

For county offices of education, districts, and schools:

- Ensure ELs have full **access to content** and **college-preparatory coursework** aligned with rigorous standards
- **Train teachers** to support language development within the core curriculum, not just in ELD classes
- **Monitor implementation of new assessments** to understand impact on ELs
- **Disaggregate results** for LTELs
- Report **student growth**, not just overall proficiency
- Address the needs of ELs, along with targeted investments, in **LCAPs** (district plans and budgets)

For state leaders and policymakers:

- Create **clearer, more uniform state reclassification guidelines**
- **Modify the Local Control Funding Formula** to allow **reclassified ELs to generate supplemental funds**
- **Support & offer biliteracy programs**

© 2014 THE EDUCATION TRUST—WEST
West Covina Unified School District

Location: Los Angeles County
Enrollment: 14,460
English learners: 7%

Among higher poverty, predominately Spanish-speaking districts, West Covina was a top performer on the following metrics:

<table>
<thead>
<tr>
<th>CST ELA</th>
<th>Ever-EL Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Grade 8</td>
</tr>
<tr>
<td>65%</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CELDT Advancement</th>
<th>3-Year Avg. Reclassification Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>69%</td>
<td>Elem. 20%</td>
</tr>
</tbody>
</table>

Webinar Panelists
- Debra Kaplan, Superintendent
- Cheryl Lesikar, Director of K-12 Instructional Programs

High-leverage Strategies:
- Individual Learning Plans (ILPs)
- Thinking Maps
Individual Learning Plans

Individualized Learning Plan K-12

Student Demographics
- Report Card by trimester
- Known Information

Assessment Measures

Student Information
- CELDT Scores
- Multiple Measures
- ELD
- Core subjects
- Strengths
- Areas of Need

Previous ILP?
- Met previous Goals
- At-Risk of Retention?

Actions
- Interventions/Accommodations
- Measure Progress
- Timeline
- Responsible Party
Thinking Maps (TM): A Language for Learning
- Circle Map
- Bubble Map
- Double Bubble Map
- Tree Map
- Brace Map
- Flow Map
- Multi-flow Map
- Bridge Map

Thinking Maps: Write from the Beginning and Beyond
- A developmental, vertically aligned writing program for students K-8
- Provides both students and teachers the knowledge & skills necessary for age appropriate writing instruction and achievement

Path to Proficiency for English Learners
- Differentiates the quality of instruction by knowing the applications and extensions of Thinking Maps
- Targets each level of language proficiency
- Addresses specific English Language Development standards

2010-11
Trained 2 teachers from every school to act as Trainer of Trainers (TOTs)

2011-13
TOTs provided PD to all teachers with a commitment to implement TMs at a Level 3

2012-13
Trained 2 teachers from every K-8 grade to implement WFBB and to act as TOTs

2013-15
TOTs provided PD to all teachers at the district/site level for all grade & content levels

2013-14
Train one teacher from every K-12 school to implement & act as TOTs

2014-15
TOTs provide PD to all teachers to apply ELL adaptations and extensions to TMs
Palo Alto Unified School District

Location: Santa Clara County  Enrollment: 12,357  English learners: 10%

Among other language, multi-lingual districts Palo Alto was a top performer on the following metrics:

<table>
<thead>
<tr>
<th>CST ELA Ever-EL Proficiency</th>
<th>Long-Term English Learners</th>
<th>3-Year Avg. Reclassification Rate Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>Grade 11</td>
<td>Middle</td>
</tr>
<tr>
<td>81%</td>
<td>67%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34%</td>
</tr>
</tbody>
</table>

Webinar Panelists

• Judy Argumedo, Coordinator, Educational Services
• Claudia Quiroga, DELAC Parent Representative

High-leverage Strategies:

• Primary language tutors
• Parent engagement
Primary Language Tutors

• Primary language tutors are assigned to students with CELDT levels of 1 and 2
• Tutors are provided for 17 different languages
• Elementary students receive 32 hours of in-class support
• Middle school students receive one semester of tutoring in math and science courses
• High School students attend Tuesday and Thursday tutorials
• More support may be given on a case by case basis
• Primary language tutors are funded by Title III and LCFF funds
Parent Engagement

• Highly involved District English Language Acquisition Committee
• District initiatives explained and discussed for understanding of impact on English Learners
• DELAC was part of LCAP planning community group
• Recruitment of over 17 languages for translation
• Parents asked for:
  – more primary language support
  – summer programs
  – increased English Specialist teacher time at site
Live Oak Unified School District

Location: Sutter County  Enrollment: 1,740  English learners: 19%

Among higher poverty, predominately Spanish-speaking districts, Live Oak was a top performer on the following metrics:

<table>
<thead>
<tr>
<th>CST ELA Ever-EL Proficiency Grade 8</th>
<th>Long-Term English Learners</th>
<th>3-Year Avg. Reclassification Rate Elem.</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>57%</td>
<td>18%</td>
<td>22%</td>
<td>41%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Webinar Panelist

• Sarah Graham, Curriculum/Instruction/Assessment Coordinator

High-leverage Strategies:

• Aligning language instruction to the new ELD standards
• Aligning language instruction the Common Core
Aligning Language Instruction to the New ELD Standards

• Implemented 5 Key Instructional Principles
  1. Lesson objective drives instruction and assessment
  2. Students speak and/or lead instruction at least 50% of the time
  3. Students speak in complete sentences
  4. Teachers correct student errors directly after they are made
  5. Teachers push students past what they already know.

• One-to-one alignment between instructional principles and the new ELD standards

<table>
<thead>
<tr>
<th>ELD standard (4th grade)</th>
<th>ELD connection</th>
<th>Principle connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing information and ideas in formal oral presentations on academic topics</td>
<td>Students give all information that is written on instructional charts. Use t/p/s, presentations, whole to individual sharing.</td>
<td>50/50</td>
</tr>
</tbody>
</table>
Aligning Language Instruction to the Common Core

• Live Oak utilizes the 5 Key Instructional Principles and specific instructional methods

• Alignment process:
  – District administrators gathered ELA and ELD curriculum for each grade (K-4), 5-12 aligned with reading and writing standards
  – Met with each grade-level team to align the ELA grammar objective (CCCS) to the objective in ELD
  – Grade levels implemented new scope and sequence
  – Ongoing: Revisit with grade levels to analyze effectiveness and sustainability

• Result: CCSS-aligned instruction syncs with language instruction
THANK YOU!

**Amber Banks**, Practice Associate  
abanks@edtrustwest.org

**Leni Wolf**, Data and Policy Analyst  
lwolf@edtrustwest.org

Please visit our website to read the full report:

*The Language of Reform: English Learners in California’s Changing Landscape*