



Actualizing English Learner Reclassification: Success and Opportunities for Emergent Bilingual Students in SCUSD

Board Meeting
March 7, 2024
Agenda Item No. 9.1

Presented by:

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Every system is perfectly designed to get the results it gets

SCUSD Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Presentation Outline

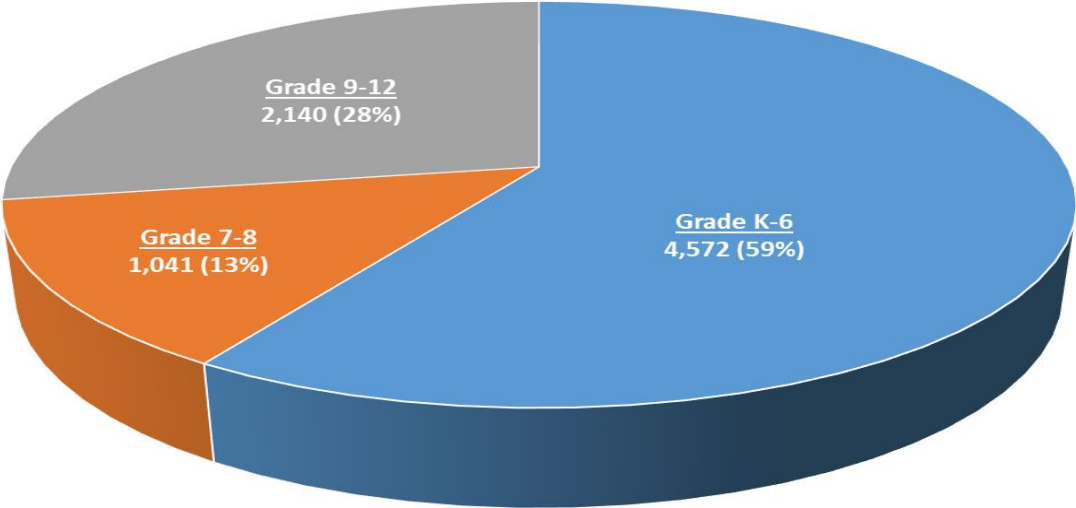
1. Multilingual Literacy Department Outcomes
2. Overview of Emergent Bilingual Students in SCUSD
3. Criteria for Reclassification
4. English Learner Academic Performance Data
5. Case Stories
6. Next Steps

Multilingual Literacy Department Outcomes

- ★ All emergent bilingual students improve on their overall Summative ELPAC Assessments by at least one performance level.
- ★ All emergent bilingual students improve on their CAASPP ELA assessments noted by the student's scale score (3-8th CAASPP, 11th CAASPP); iReady ELA
- ★ Increase reclassification by 10% on a yearly basis.
- ★ 90% of EBs will graduate from high school.
- ★ 80% of High School Emergent bilingual students will be on track for college and career (students meeting A-G requirements).
- ★ **All schools serving at least 21 or more emergent bilingual students will have a functional English Language Advisory Committee (ELAC).**

Emergent Bilingual Students in SCUSD

Emergent Bilinguals (7,753)
2023-2024



* Infinite Campus download on 2/22/24

Emergent Bilingual Students with an IEP

Segment (Dually Identified)	Total
Elementary Schools	665
K-8 Schools	104
Middle Schools	168
High Schools	560

* Infinite Campus download on 2/22/24

Languages Spoken

Languages of Emergent Bilinguals	2019-20	2020-21	2021-22	2022-23	2023-24
All Other	1,384	1,327	1,497	1,709	1,839
Cantonese	429	383	409	361	307
Hmong	1,048	962	989	925	700
Marshallese	218	200	223	203	189
Spanish	5,049	4,707	5,182	5,014	4,496
Vietnamese	253	241	262	222	222
Total	8,381	7,820	8,562	8,434	7,753

* CDE Dataquest - 2/22/24 ; Year 2023-24 is downloaded from Infinite Campus on 2/22/24

2022-2023 District Level ELPAC

SEGMENT LEVEL ELPAC	Level 1	Level 2	Level 3	Level 4
Elementary School ELPAC	1047	1166	1022	117
K-8 School ELPAC	107	145	148	42
Middle School ELPAC	217	190	268	84
High School ELPAC	534	612	601	250

* Infinite Campus download on 2/22/24 (6,550 total Emergent Bilinguals with Summative ELPAC scores.)

English Learner Program Models

English Learner Programming

- Structured English Immersion
- Dual Language Immersion
- Transitional Bilingual

Examples of ELD Designated Services

- Push-in ELD Designated Instruction
- Pull-out ELD Designated
- Schoolwide Intervention Model (protected time school wide)

Bilingual Language Models

Dual Language Immersion

Bowling Green Chacon (*Spanish*)

Edward Kemble (*Spanish*)

Cesar Chavez (*Spanish*)

Elder Creek (*Cantonese*)

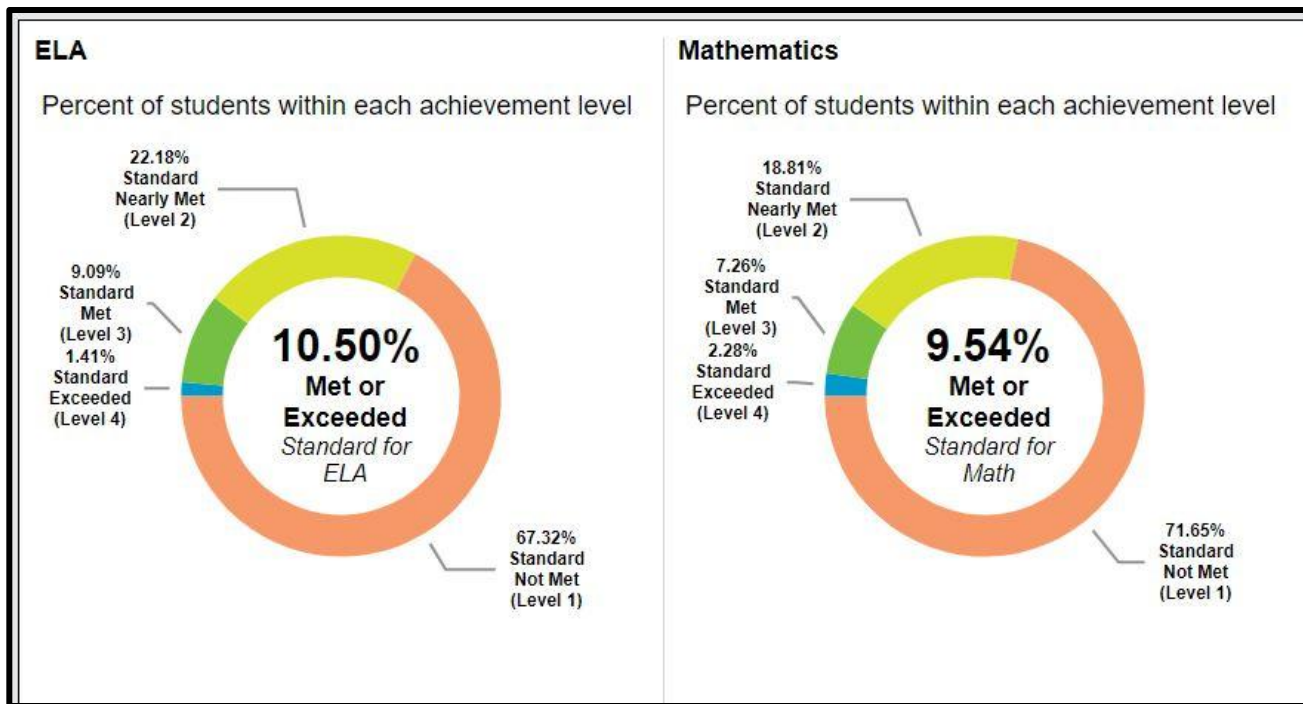
Susan B. Anthony (*Hmong*)

William Land Elementary (*Mandarin*)

Transitional Bilingual

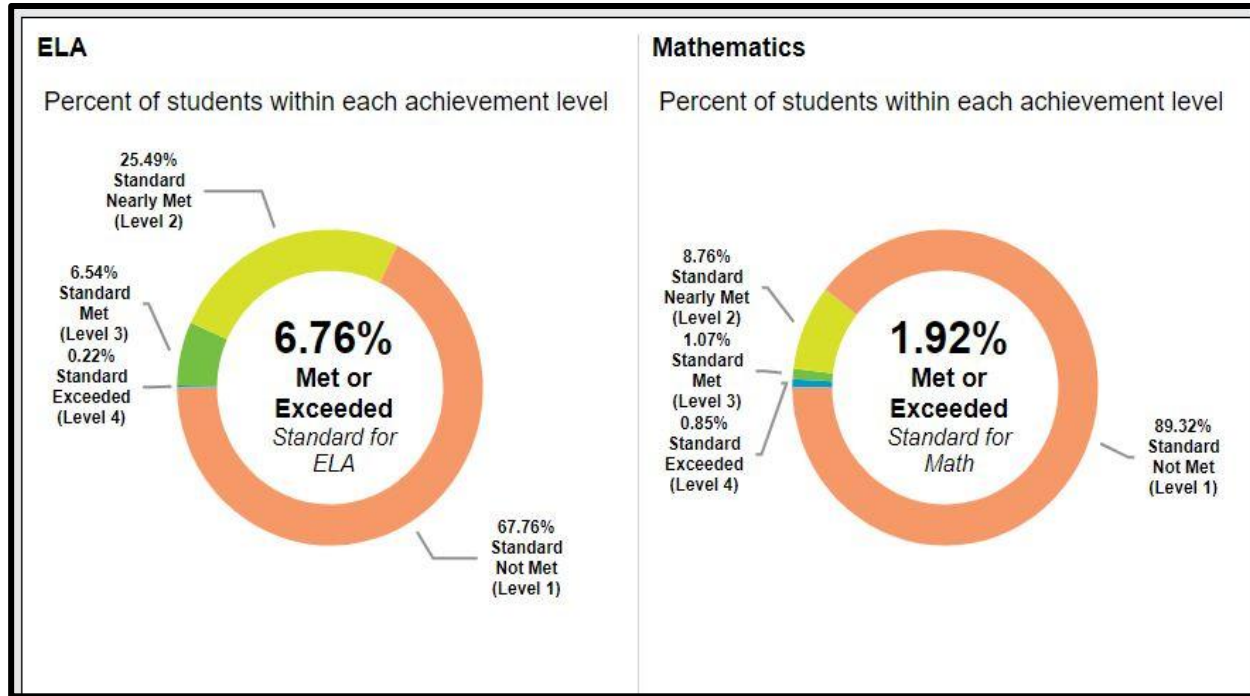
Ethel Phillips (K-2)

English Learner Performance Data SCUSD 2022-23 (All ELs)



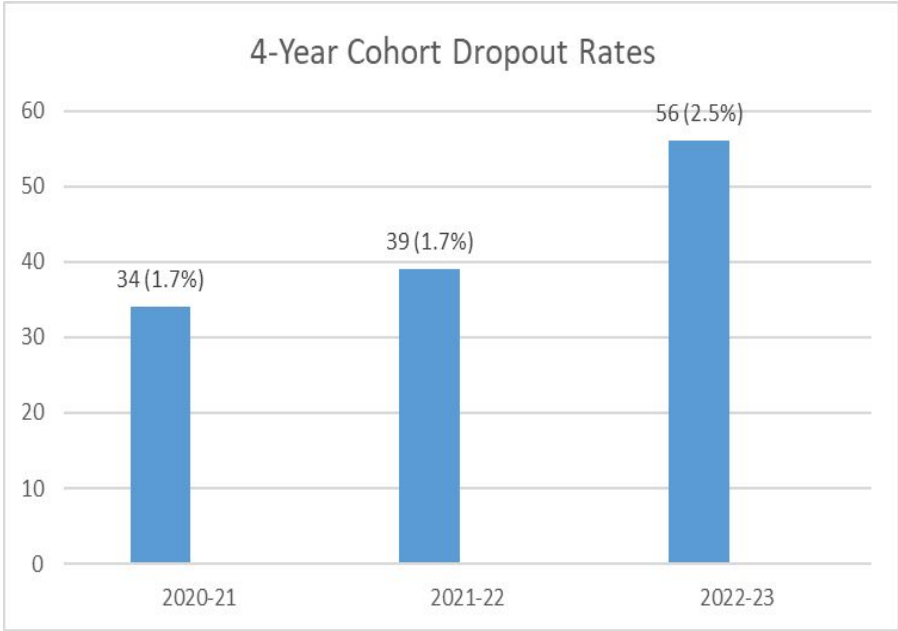
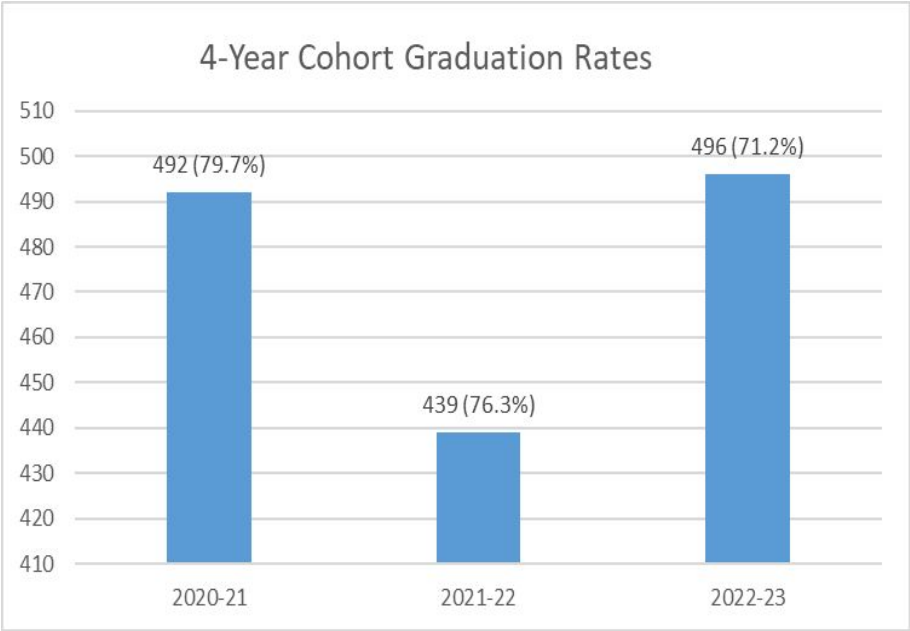
*CDE Dashboard (2/22/24)

High School State Assessment Performance SCUSD 2022-23 (11th Grade ELs)



*CDE Dashboard (2/22/24)

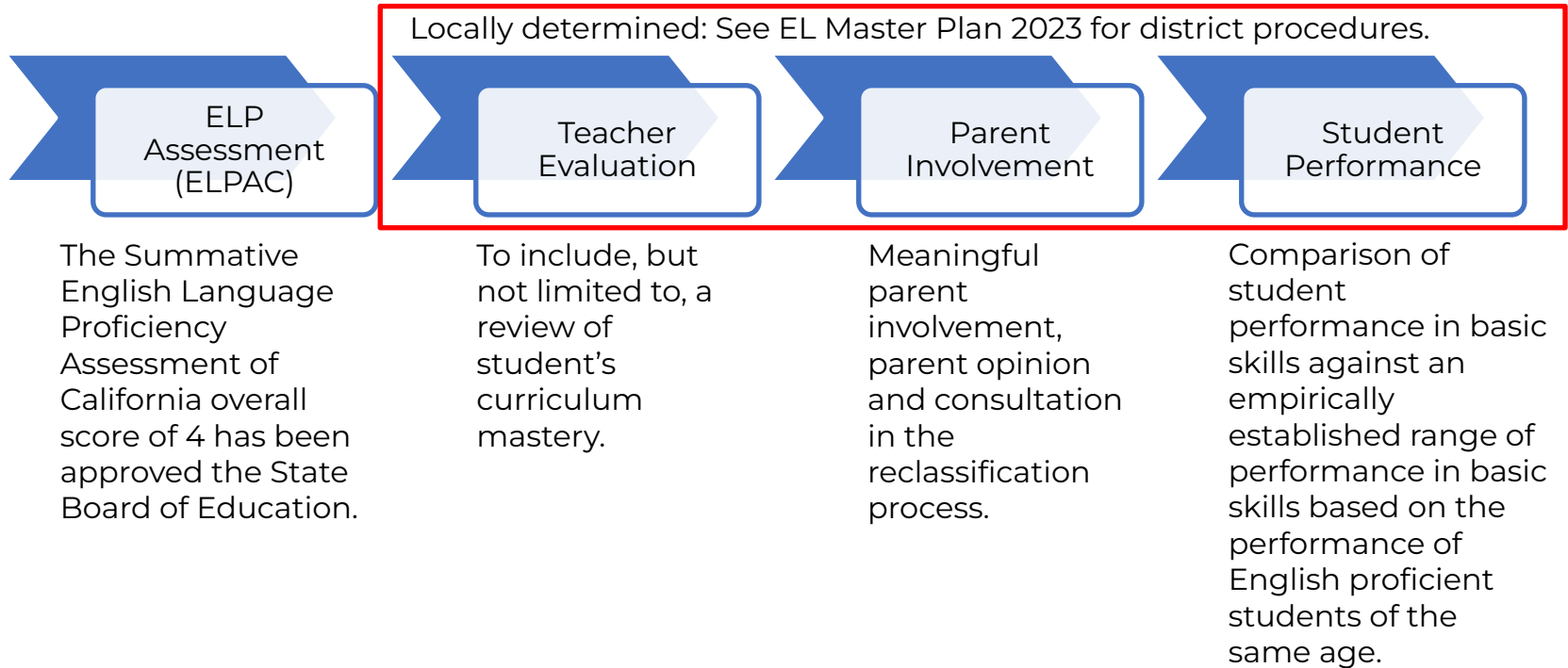
EL Cohort Graduation and Dropout Rates



*CDE DataQuest 2/22/24

*CDE DataQuest and CalPads 2/22/24 - No Data for 2019-20 due to covid

Criteria for Reclassification



Criteria for Reclassification of Students with Disabilities

Pathway 1

English learners with disabilities who are able to demonstrate English language proficiency in all four domains.

Pathway 2

English learners with significant cognitive impairments who are assessed using an alternate ELP assessment process.

Pathway 3

English learners with disabilities whose disabilities preclude assessment in one or more domains on the English language proficiency assessments and there are not appropriate accommodations for the affected domains.

Reclassification Rate

SEGMENT (Reclassification)	2020-2021	2021-2022	2022-2023
K-6	62 (2%)	201 (5%)	257 (6%)
K-8	6 (1%)	29 (5%)	27 (5%)
7-8	9 (1%)	37 (5%)	90 (13%)
9-12	26 (1%)	80 (4%)	105 (5%)

**This is Multilingual Literacy Department's Reclassification Process per each year.
2022-23 reclassification process is still on-going until May 2024.*

Roadmap to Reclassification: Grades K-6

ELPAC Score

ELPAC Performance Level 4

Teacher Evaluation

ELA Report Card Proficiency
Level: 3 or 4

Assessment Data

CAASPP Nearly Met (Grades 3-6)

Benchmark Interim Assessment
2, 3, or 4:

Parent Opinion/Consultation

Yes!

Name:

1st Trimester:

2nd Trimester:

3rd Trimester:

Current ELPAC Score:

Written
•Reading
•Writing

Oral
•Speaking
•Listening

Goal:

Current CAASPP/ Test Score:

Goal:

Current ELA Grade:

Goal:

Open Enrollment Window:

Roadmap to Reclassification: Grades 7-12

Name: _____

ELPAC Score

ELPAC Performance
Level 4

Teacher Observation

ELA Class Grade A-C

Parent Consultation

Yes!

1st Quarter _____
2nd Quarter _____
3rd Quarter _____
4th Quarter _____

CAASPP/ Test Score

CAASPP SBAC : Nearly Met
District Interim
PSAT/ SAT:

On track for Graduation/
A-G:
/ 225 Credits

Current ELPAC Score

- *Reading:
- *Writing:
- *Speaking:
- *Listening:

Goal:

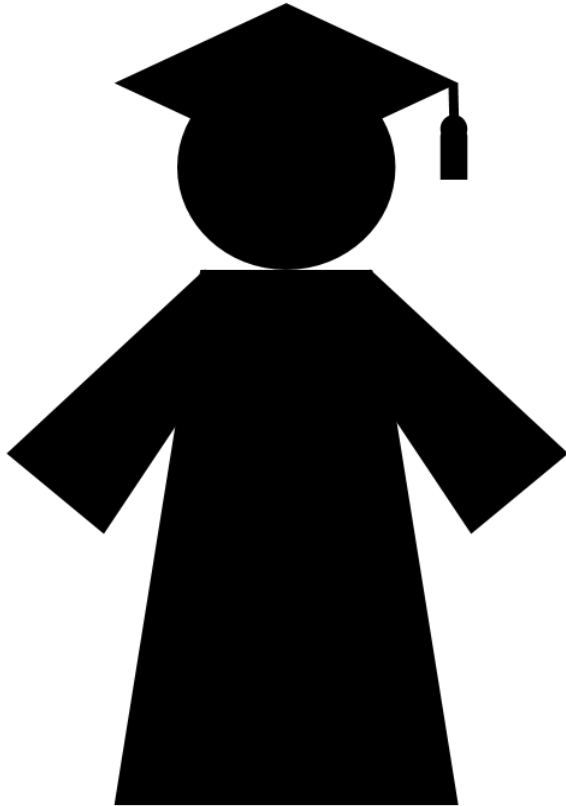
Current CAASPP/
Test Score:

Goal:

Current ELA/ ELD Grade: ____

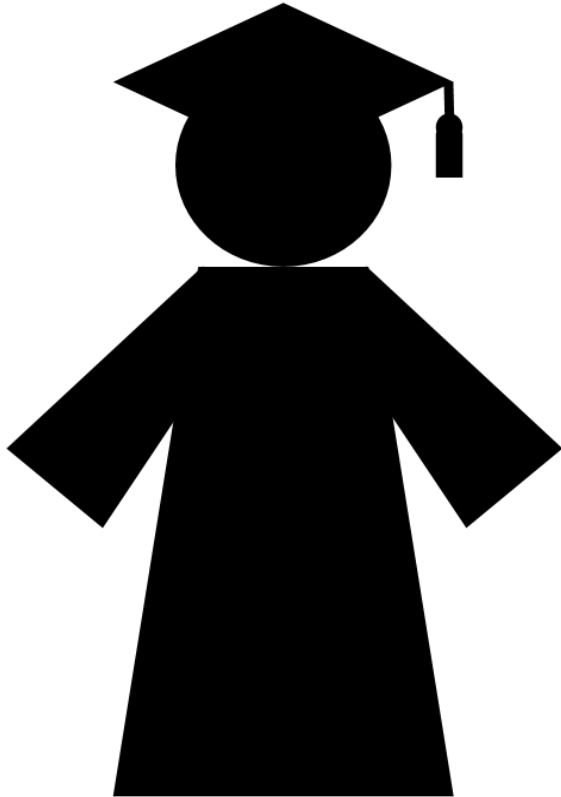
Goal:

Case Story A: Pathway 1 (Senior)



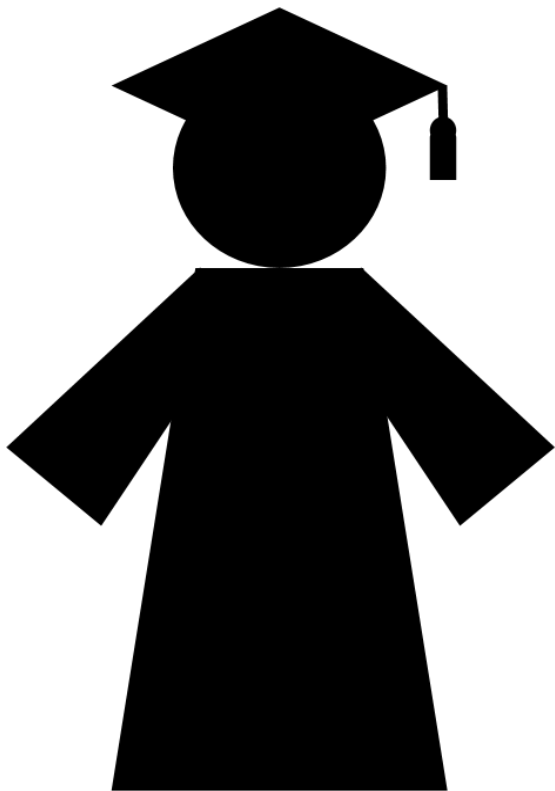
- Student Reclassified: 9/26/23
- Grade: 12
- Long-term English Learner (entered SCUSD as a 5th grade student)
- Total credits: Earned 275 (out of 225 required)
- GPA: 3.6
- A-G Requirements: Met
- Graduation June 2024

Case Story B: Pathway 2 (Dually Identified)



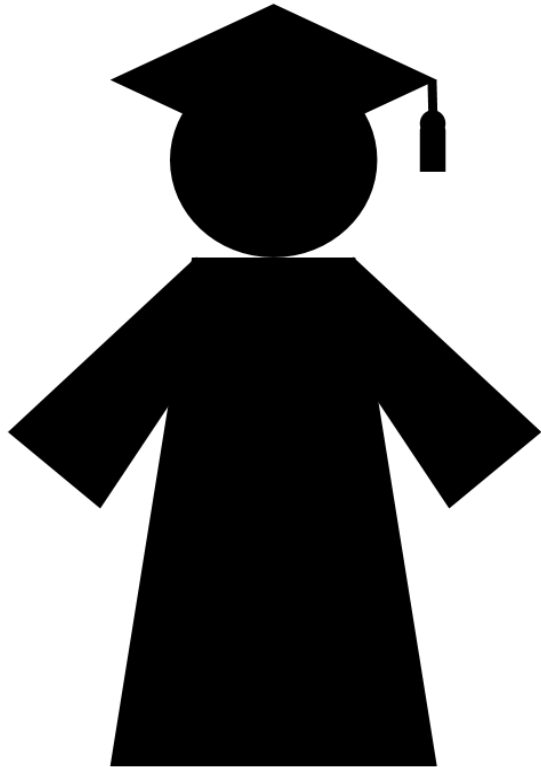
- Student: Alternate Pathway to Reclassification via an IEP Addendum meeting
- Grade: 16
- Sped IEP: Primary and Secondary Disabilities
- Assessments: Student aged out of standardized assessments.
- GPA: 2.78
- Restrictive Environment

Case Story C: Pathway 1 (RFEP 8th grade student)



- RFEP
- Reclassified in 5th Grade:
Reclassified 11/30/20
- Structured English Immersion
- GPA: 3.25
- CAASPP ELA: 2
- Good Attendance

Case Story D: Student Does Not Meet Reclassification Criteria (6th Grade)



- Current 6th Grade Student
- Enrolled in SCUSD as a Kindergartener
- Long-term English Learner
- Structured English Immersion
- ELPAC 4 (Met) 2022-2023
- CAASPP ELA (Did not meet)
- iReady ELA (Did not meet)
- Academic Grade:
Trimester 1 Reading 2

Next Steps

SCUSD Improve services by:

- Increasing monitoring of all instructional and operational supports across sites and departments.
- Increase monitoring of ELs that are credit deficient
- Continue operationalizing the reclassification process.
- Provide Tier 2 Services:
 1. Additional tutoring before and/or afterschool
 2. Lexia English Services provided to ELP 1 and 2
 3. Focused Long Term English Learner Interventions

Next Steps Continued

Multilingual Literacy Department will:

- Collect data
- Review methods of teaching and provide other services
- Make recommendations
- Submit reports to the Board of Education and other invested members
- Provide on-going PL to certificated and classified staff that work directly with Emergent bilingual students
- Collaborate interdepartmentally to bridge the ELA and ELD framework

“La educación es el arma
más poderosa que
puedes usar para cambiar
el mundo.”

–Nelson Mandela



Questions