



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 8.2

Meeting Date: August 18, 2011

Subject: Supporting English Language Learners

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office/ Multilingual Literacy Department

Recommendation: None

Background/Rationale:

There are approximately 11,078 English language learners (ELL) representing 50 different languages and equate to 25% of the population in this district. Although ELLs have demonstrated some growth in achievement as measured by both state and district assessments, they still lag behind their native English speaking peers in meeting the desired levels of proficiency. This disparity in academic performance poses challenges to the ELLs' ability to reach the goals of college and career readiness outlined in the Strategic Plan 2010-14: *Putting Children First*.

The Multilingual Literacy Department through the Academic Office is committed to closing this achievement gap by ensuring ELLs develop English language literacy rapidly and at levels of proficiency required for them to experience academic success in our PreK-12 system, post-secondary level, and within their chosen career. The department will continue to afford the students opportunities to maintain their cultural identity while developing an understanding of their cultural diversity in their community.

Financial Considerations:

The projected costs are approximately \$983,000 for professional development, support personnel, instructional materials and teacher stipends. Schools are allocated \$7,527,629 designated to support the teaching and learning of English language learners.

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 30 minutes

Submitted by: Lee Yang, Director, Multilingual Literacy Department

Beatriz S. Chaidez, Assistant Superintendent- Curriculum & Instruction

Approved by: Olivine Roberts, Chief Academic Officer

Board of Education Executive Summary

Academic Office: Supporting English Language Learners

August 18, 2011



I. Overview/History

Implementing a high-quality language instruction program designed to improve the education of English language learners (ELL) is a district priority as reflected in the goals of Strategic Plan 2010-14: *Putting Children First*. An important step in achieving these goals is the refinement of our current practices to a more proactive and comprehensive model that more effectively meets the needs of English language learners and closes the achievement gap. Our English language learners' success is our success. To that end, the district is committed to educating our students, to the greatest extent possible, by having the same expectations, same standards coupled with the necessary support and resources to prepare them for college or career.

The Multilingual Literacy Department is reframing its system of supports and laying a stronger foundation that will position our students for success. A major emphasis is a laser-like focus on the implementation of an intensive, interactive, English language development program for all ELLs. This includes: Building conceptual understanding of the content through the use of comprehensible input; delivering extensive and varied high-quality vocabulary instruction; providing collaborative peer opportunities for students to work together on academic tasks in a structured fashion; and integrating ongoing formative assessments used to identify learners who require additional instructional support and monitor their progress over time. In addition, the department, understanding that a strong linkage between school and home is a fundamental cornerstone of student success, will collaborate with the Family and Community Engagement Office to strengthen the home-school family connection. To undergird this work, the department is committed to providing targeted, ongoing professional development that builds capacity in both administrators and teachers. Through these efforts, the district will improve the educational outcomes for our English language learners.

II. Driving Governance

In Sacramento City Unified, there are approximately 11,078 English language learners (ELL) representing 50 different languages in the school district. English language learners are in every school in our district, and are 25 percent of our total student population. Over the past three years, ELLs have made some progress as shown on the California Standards Test (CST), English Language Arts, but still lag behind the federal Annual Yearly Progress (AYP) targets. For example, from 2008-2011, their performance average has increased by 7.4 points while the target has increased by 22 points. Seven schools out of the 84 schools met their ELL targets over this same period of time. While there is some good news, the gap still exists making academic achievement one of the greatest challenges confronting our school district.

The California Department of Education (CDE) provides assistance (Title III and SCE-LEP) to local schools and districts to achieve the following goals:

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

Board of Education Executive Summary

Academic Office: Supporting English Language Learners

August 18, 2011



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

Meeting these two goals will help close the achievement gap that separates English language learners from their native English-speaking peers. In order to accomplish these goals, all English language learners are provided with English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction.

III. Budget

The Title-III Entitlement Grant funds support professional development, instructional support, substitutes or stipends, and instructional materials. Additionally, schools are allocated EIA-LEP funds to support teaching and learning.

2011-2012	
Program Models	\$136,000
Ten Focus Schools	\$575,000
Support Structure	\$20,000
Student Identification and Student Reclassification	\$14,000
Professional Development	\$238,000
School EIA-LEP Allocation	\$7,527,629
Total	\$8,510,629

IV. Goals, Objectives and Measures

The Multilingual Literacy Department provides leadership, guidance, and technical assistance to school staffs to ensure that all English language learners attain English proficiency, meet the same challenging state academic standards as all other students, and develop high levels of academic attainment. The department's goal is to engage the district and school site staffs in a process of building and implementing a robust ELD curriculum along with instructional practices and assessment tools that respond to the needs of our students and yield high levels of learning. The Multilingual Literacy Department is dedicated to providing a research-based English language learners framework containing exemplary practices which includes quality professional development that fosters deeper knowledge and understanding of improving classroom teaching and learning in the area of language acquisition and academic achievement for English language learners, and customized targeted support such as coaching, observing, and modeling by members of the ELL instructional support team.

Board of Education Executive Summary

Academic Office: Supporting English Language Learners

August 18, 2011



Effective impact on the achievement of English language learners is determined through collaboration with other departments within the Academic Office and the Office of Accountability. Indicators such as California English Language Development Test (CELDT), California Standards Test (CST), California High School Exit Exam (CAHSEE), graduation rate and attendance rate will serve as measurements of success. Additionally, the Multilingual Literacy Department will measure English language learners' standards mastery through the analysis of multiple assessments that include embedded classroom assessments, common assessments, and performance assessments, including the examination of student work. The department is committed to engaging in the continuous review and analysis of student achievement and making the necessary changes to the program as warranted.

V. Major Initiatives:

Program Models

- *Transitional Bilingual*
Students receive instruction in their native language in the core content areas as well as English using ELL pedagogy. Over time, students transition from receiving the majority of their instruction in their native language to receiving most of their instruction in English.
- *Sheltered Instruction*
Students receive support as they transition to mainstream classrooms. Instruction is delivered in English but teachers use strategies such as modified texts, explicit teaching of vocabulary, visual representations, demonstrations, etc. to help meet students' linguistic needs and develop their English language proficiency skills.
- *Push-In*
Students are immersed into the mainstream classes and receive support from instructional aides.
- *Pull-Out*
Students in mainstream classrooms spend a portion of the day developing their English language skills with an English as A Second Language (ESL) teacher.
- *Language Immersion (Dual Language Immersion)*
Students receive instruction in two languages with the purpose of developing proficiency in both.

Support Structure

- *Interventions*
English language learners receive a complete and appropriate range of instructional services and interventions through the general education program. They are provided with high-quality English language development instruction and access to the core curriculum. However, if students are not performing at the desired level of proficiency, additional interventions, focusing on the area(s) of weakness and a qualitatively differentiated instruction are provided.

Board of Education Executive Summary

Academic Office: Supporting English Language Learners

August 18, 2011



- *Parent Engagement*

Parent support will include programs for both parents and teachers, helping to open up avenues of communication and improve the quality of students' education. The program will educate parents on how to foster a positive educational environment for their children both at home and at school. Parents will learn how to foster a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations; and more. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their children. Classes will be taught in English, Spanish, Hmong, Chinese, and Russian languages by facilitators, who are members of the communities they serve or in English through the use of translators.

- *Professional Development*

- Leadership Development

The instructional leadership institute will provide site administrators opportunities to continue the development of their knowledge and skills in promoting and supporting quality instruction for all students with a focus on English learners. They will deepen their understanding of how to support teachers in the implementation of quality instruction for linguistic minority students, and enhance expertise in structuring school programs for rigorous academic and linguistic instruction for English learners. Additionally, they will boost their skills in observing classroom instruction, conducting coaching conversations with teachers and monitoring instruction to ensure program implementation, success, and sustainability.

- Teacher Capacity

The goal is to develop the English language proficiency of English language learners. Teachers learn to utilize practical instructional and assessment strategies built on a strong foundation of second language acquisition principles that maximize students' performance potential at every level of development to support English language learners as well as research-based strategies for developing English-language learners' content knowledge, and use of the academic language associated with the core areas. Teachers will also explore instructional practices that will help them scaffold content and language instruction; hence, making their content more accessible and comprehensible for ELLs.

Student Identification/Reclassification

- Student Identification occurs at the time of enrollment where the parent completes a *Home Language Survey* (HLS). If the response to each of the first four questions, which address the frequency of the primary spoken home language, is "English," the student is classified as English-only (EO). If the responses indicate a language other than English, the English proficiency of the student will be assessed.

Board of Education Executive Summary

Academic Office: Supporting English Language Learners

August 18, 2011



- Reclassification, the process that determines whether an English learner should be reclassified as Fluent English Proficient (R-FEP), relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district and is achieving and sustaining a level of academic achievement with students whose native language is English. ELL students who score at the Proficient or Advanced level on the CST ELA and CELDT are reviewed for reclassification. This review also includes the analysis of other data including, but not limited to, curriculum-embedded assessments, grades, along with teacher recommendation.

Focus Schools for 2011-12

- Ten schools with large ELL populations who have consistently performed below the expected levels of proficiency will serve as early implementation sites of a targeted instructional design for literacy. The curriculum and student work at these sites will be the same as those in other schools within the school district. However, this structured model is designed to ensure that instruction moves from modeling and guided practice to collaborative learning, and independent tasks. These classrooms will be print-rich literacy environments that are conducive to support a community of learners, who engage in accountable talk about an array of texts in small group and whole group conversations. In addition, through the usage of highly interactive teaching and learning strategies, students will demonstrate their understanding of texts through a variety of formats (oral presentations, writing, visual representations, etc.). To ensure a quality implementation, the schools will receive on-going planning, feedback, and coaching support from English Learner Training Specialists provided by the Multilingual Literacy Department. In addition, the schools will receive parent training support from the Family and Community Engagement Office pertaining to knowledge that builds their children's academic skills.

VI. Results:

Program Models

- These program models provide multiple opportunities for English language learners to learn and access the core content as well as guiding resources for schools to differentiate services for these students. Over the past three years, students have gained 7.4 AYP percentage points on the CST English Language Arts and 5.3 AYP percentage points in mathematics. During the same time period, ELLs consistently met the Annual Measurable Achievement Objectives (AMAO) 1 and 2. AMAO 1 measures the percent of ELLs making annual progress in learning English for each performance band (CELDT levels 1-3), and AMAO 2 indicates the percentage of ELLs in program for less than 5 or more than five years, attaining English proficient level on the CELDT. During the 2010-11 school year, fifty-five percent of ELLs at CELDT levels 1-3 met the AMAO 1 expected target. Nineteen percent of students who have been in the program for less than five years met the annual AMAO2 target whereas 45.8% of students in the program 5 or more years met the annual target.

Board of Education Executive Summary

Academic Office: Supporting English Language Learners

August 18, 2011



Support Structure

- *Interventions*

Students in CELDT levels 1-2 participate in the ELD intervention program. According to AMAO1 data, 55% of ELL at level 1-2 advanced one or more CELDT levels. The Multilingual Literacy Department ensures a consistent implementation of supports across the school district. Small group, whole group, and individualized services are evident in most of the classrooms.

Professional Development

- Sixty-eight teachers participated in the English language development and access to the content areas training sessions. These learning opportunities provided the means for these participants to deepen their understanding of students' interests, learning styles, and readiness, and implement a systematic instructional framework built on a strong foundation of second language acquisition principles that maximize students' performance potential at every level of development. The knowledge gleaned was used to proactively plan intentional instruction characterized by clear learning objectives and varied approaches regarding what students learn, how they learn it, and how they show what they have learned.

Student Identification/Reclassification

- Within the last three years, an average of 9.1% of ELLs were redesignated from English learners to Reclassified Fluent English Proficient (RFEP) students. The department periodically reviews the reclassified students' academic progress to ensure they maintain their achievement status.

Focus Schools for 2011-12

- Based upon the research that underpins this design, students will develop and expand their capacity for authentic and long-lasting learning. High level of classroom engagement and interaction among students as well as between students and teachers are expected to be evident in these schools.

VII. Lessons Learned/Next Steps:

- Continue professional develop on effective ELL and ELD strategies
- Collaborate with Accountability Office to collect data for progress monitoring
- Collaborate with Family and Community Engagement Office on implementation of training to build parents' knowledge of ELL support
- Provide instructional support to focus schools
- Monitor and fine-tuned program models for their effectiveness
- Monitor instructional practices through classroom walk-throughs
- Identify exemplary classrooms for potential demonstration sites
- Develop partnerships with sister schools to enhance the dual language immersion program