INFORMATION SHEET 2/8/2022 TRUSTEES' MEETING

To: Board of Trustees

From: Sarah Steen

Re: English Learner Update 2021-2022 School Year

English Learner (EL) Data for 2021-2022 School Year

This is an overview of current EL data, including an update on reclassifications and goals for EL Services.

JSD Staff worked hard to ensure our English learners continued to be supported during distance learning. In 2019-2020, California schools were not required to administer the Summative ELPAC due to the school closures. Last year, the state approved a 45-day waiver to give additional time to get the Initial ELPAC completed and parent notification sent out. We used that extra time to train and plan for the in-person test. Our sites used the new computer based system and followed safety protocols to administer the initial ELPAC test successfully to approximately 46 incoming English learners in the Fall and they administered the summative ELPAC to all of our English Learners last March 2021. Using what we learned last year, sites continue to do a great job administering the ELPAC. Our teams used the test data to determine who was eligible to be reclassified this year.

Primary Language of our ELs: We have a diverse list of languages spoken by our English learners and their families. Spanish remains our largest group. Last school year we saw a drop in this group by 2% and Punjabi increased 2%.

- Spanish 48.4%
- Punjabi 12.4%
- Arabic 8.3%
- Farsi (Persian) 7%
- Vietnamese 4.8%
- Hindi 2.9%
- 6 student or less per language includes: Tamil, Mandarin, Korean, Filipino (Pilipino or Tagalog), Gujarati, Hmong, Portuguese, Urdu, Russian, Tongan, Cantonese, French, Indonesian, Pashto, Telugu, Thai, Turkish, and other.

Our EL population has been changing over the past 6 years. EL totals have been decreasing overall across the district but we saw an increase this year. Change is due to a variety of reasons, including lack of Reclassification of our ELs, changing local demographics, and changes to state testing, as well as the impact of school closures due to the COVID-19 pandemic. Even though there is an increase this year, we will see this number go back down as soon as the EL student reclassification are factored into our annual totals.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Jefferson	50	45	51	46	53	34	50
Monticello	77	70	57	75	65	70	84
Hawkins	110	120	111	125	113	106	124
Traina	215	189	122	123	109	109	121
District Total, by school year (% of our total JSD student population)	**452** (19.2% of our total JSD students)	**424** (18.2% of our total JSD students)	**341** (14.6% of our total JSD students)	**369** (15.6% of our total JSD students)	**340** (14.8% of our total JSD students)	**314** (14.0% of our total JSD students)	**379** (16.2% of our total JSD students)

Due to 2019-2020 school closures we did not administer the state assessments: CAASPP or ELPAC - so we did not reclassify students in the 2020-2021 school year. This year we have 2021 test data so we returned to identifying students who meet the requirements and determine 57 students should be reclassified. We were happy to process this program change and we see that other students are on track to meeting the reclassification criteria in the near future.

Jefferson School District Reclassification Criteria:

- Demonstrate English Language proficiency with an overall score of 4 on the ELPAC.
- Demonstrate academic proficiency by earning a 3 or 4 on the ELA CAASPP Summative Assessment or earn “above benchmark” score on DIBELS Assessment.
- Demonstrate academic proficiency in classroom work, by achieving a grade of “C” or better in Reading and Language Arts.
- Teacher and Principal recommendation. Parent consultation.

	15-16	16-17	17-18	18-19	19-20	20-21
Monticello	16	9	8	10	8	NA
Jefferson	16	1	4	1	6	NA
Hawkins	0	23	9	14	14	NA
Traina	15	60	6	32	11	NA
District	**47**	**93**	**27**	**57**	**39**	**NA**

One group of English learners we want to pay close attention to is our Long Term English Learners and students considered At Risk of becoming LTELs. Our LTEL totals did go up this year due to not reclassifying students last school year. I pull this information from the Data Quest website. This year, CDE changed the definitions because we are missing test score data so this change also impacts our totals. (text below has a strike out font to show how the definition changed)

At-Risk – refers to EL students to which all of the following apply: In grades 3 – 12 on census day, Enrolled in a U.S. School for 4 or 5 years, ~~Scored Intermediate level (3) or below on the prior year ELPAC, and for students in grades 3-9 score in standard not met level on CAASPP summative ELA assessment.~~

LTELs – Are EL students to which all of the following apply: 6th – 12th grade student on census day, Enrolled in a U.S. School for 6 or more years, ~~Has remained at the same English proficiency level for 2 or more consecutive years or regresses to a lower level on the ELPAC, and for students in grades 6-9 – they score at the standard not met level on CAASPP summative ELA assessment in the prior year.~~

While many of our students reclassify in a timely manner, we have work to do on ensuring all of our English Learners make adequate progress in becoming fluent in English. Our goal is to have LTELS making adequate progress in language acquisition each year, either with reclassification or moving up a level on the ELPAC assessment.

The CAASPP score can be a difficult criteria for our Long Term ELs to meet in order to be Reclassified and it is possible our current ELD model contributes to this. We are looking to change the way we support LTELs in the classroom. Currently, our lower performance level ELs (Level 1 & 2, some level 3s) receive integrated ELD services from their classroom teacher as well as designated ELD services in small groups with our EL Paras/Aides. The upper performance level ELs (3 and 4) receive ELD in their core curriculum with the classroom teacher and without additional small group pull out services. What we need to do is find a way to better support language acquisition in 6th grade and up. These students often plateau and have difficulty making progress on the ELPAC and CAASPP assessments.

2020-21 District ELPAC Test Data- Totals by ELPAC Overall Score Level

Even with school closures, we saw that our EL students made progress in their performance on the ELPAC summative assessment. The last time English learners took the ELPAC Summative test was in 2018-19. Our level 4 student totals increased in 2021. This is a result of our site teams continuing to support ELs throughout the pandemic.

Grade	TK/K	1	2	3	4	5	6	7	8	Totals
Well Developed(4)	15	14	10	12	9	8	11	15	19	113 33.53%
Moderately Developed (3)	11	16	22	17	18	19	12	16	12	143 42.3%
Somewhat Developed(2)	9	5	2	10	9	10	8	4	6	63 18.69%
Beginning to Develop (1)	5	1	1	1	1	3	1	3	2	18 5.34%
Total Tested	**40**	**36**	**35**	**40**	**37**	**40**	**32**	**38**	**39**	**337**

Goals for EL Services:

- Increase ELAC participation at school sites
- Prepare all EL students for reclassification
- Support for LTEL students to either RFEP or increase ELPAC level annually
- Increase use of online program Imagine Learning
- Complete annual reflection/needs assessment
- Review and Revise District EL Plan
- Provide training opportunities for staff on ELD standards, strategies for Integrated and Designated ELD, lesson design and instruction

Guided Language Acquisition Design (GLAD) certification, 8 more teachers completed BeGLAD certification in summer 2021. GLAD is professional development model in the area of language acquisition and literacy. Strategies target and promote language skills, academic achievement and cross-cultural skills.

Our district instructional coaches plan to work on offering professional learning opportunities for teachers and instructional staff using a new CDE ELD video series available online. They also attended a training last year at the county office that they were very excited to bring back to teachers in our district but then the pandemic hit and school closures took over. That was put on hold but they recently started looking at this PD project again. I feel it will be a great learning opportunity for both staff and students.

Recommended Action This is an information item, no action needed