



English Learner Update

GUSD Board Presentation

Building the GUSD Plan for EL Achievement

February 6, 2019

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Director of Instructional Services



Total students	English Only	IFEP	English Learner	Reclassified RFEP	EVER EL
3,540	2,231	37	913	359	1309
	63%	1%	28.5%	10%	37%

2017-2018 data



28.5% of GUSD students are ELs

**36% of students are considered Ever-ELs
(1,272 students)**

***7.9% of overall EL population are LTELs or
AR LTELs (~112 students)***

2017-2018 data



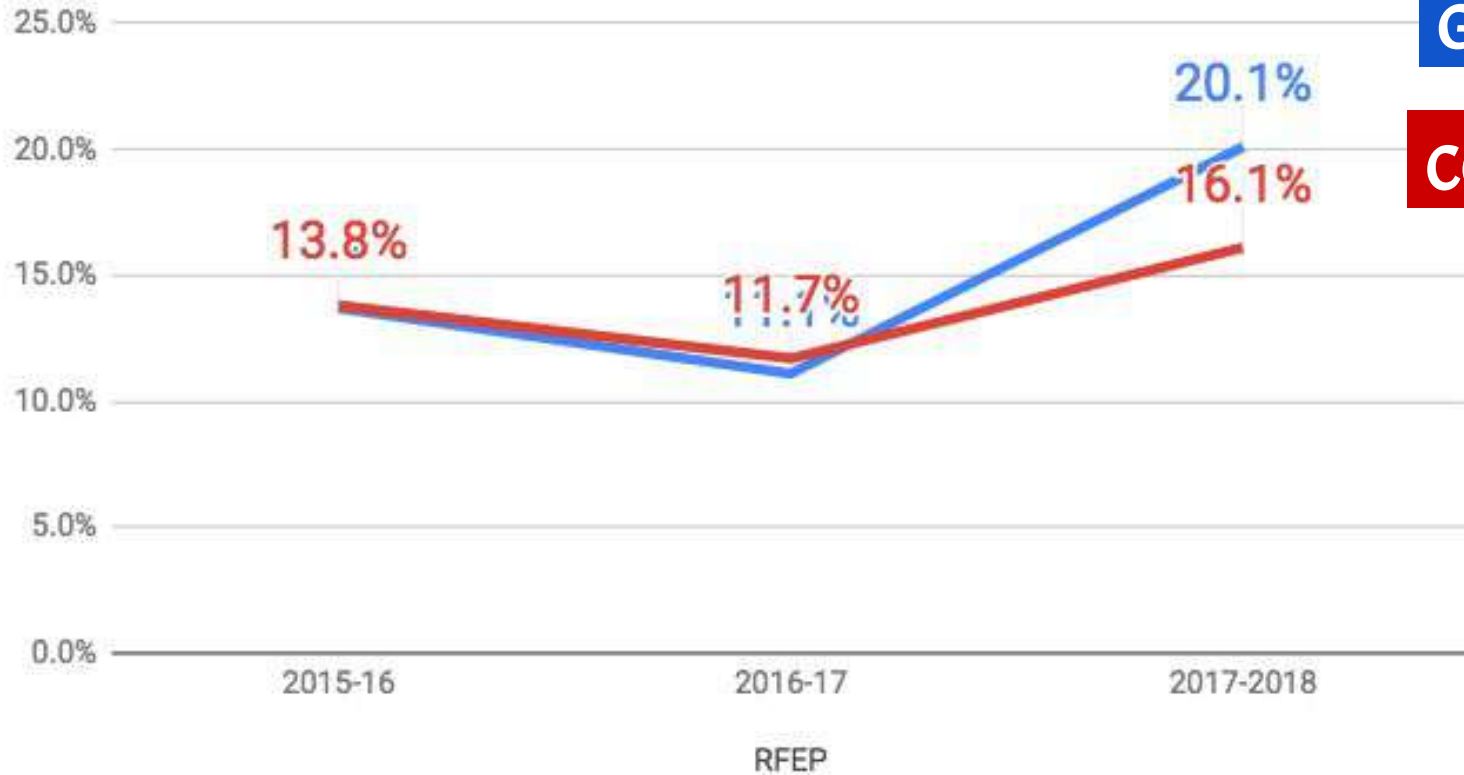
87.5% of ELs were born in the United States

81% of ELs speak Spanish as their home language.

Close to 40 % of all GUSD students speak a language other than English at home.



GUSD & County Reclassification Comparison



GUSD

COUNTY



Summative ELPAC (17-18)

Current 4th grade students scored below other grade levels



Current 3rd graders scored above other grade levels



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English Learner Progress

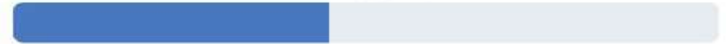
All Students

State

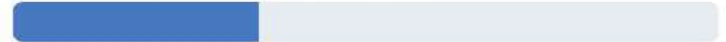
English Language Proficiency Assessments for California Results

Number of Students: 892

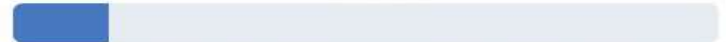
Level 4 - Well Developed
44.8%



Level 3 - Moderately Developed
35.1%



Level 2 - Somewhat Developed
13.5%



Level 1 - Beginning Stage
6.6%





ELPAC Summative Testing
Grades 3-6: February 4-22
Tk-2: April 8-26
CDE Testing Window:
Feb 1 - May 31

This is a
high stakes
test

A PARENT GUIDE TO UNDERSTANDING

**The English Language Proficiency
Assessments for California (ELPAC)**

The ELPAC is the test that is used to measure how well students in kindergarten through grade twelve understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.

The ELPAC has two parts:



2-6 grade Teachers at the 6
Title 1 sites will administer the
ELPAC Summative group testing

**ELPAC IA****2018****2017****Total students
taking IA ELPAC****143****In percents****227****Initial Fluent
Proficient (IFEP)****48****34%****16.3%****Intermediate
English Learner****42****29%****Novice English
Learner****53****37%**

Building the GUSD Plan for EL Achievement

Goal: Develop a comprehensive plan for ongoing support of EL achievement.

Action: Create district-wide and site level profiles of EL programs by closely examining EL /ELD program implementation, EL achievement/ demographic data, equity practices and MTSS practices

Building the GUSD Plan for EL Achievement: EL Site Profiles

Nine school visits

- **EL Access to:**
 - **Designated and integrated ELD**
 - **Intervention**
 - **Evaluation tool for observing designated ELD practices**
 - **Instructional Rounds data for assessing Integrated ELD practices**
 - **Current EL Achievement Data (STAR 360, ELPAC, classroom assessments)**

Building the GUSD Plan for EL Achievement: DELAC Input

DELAC BELIEF STATEMENTS

THE GUSD District English Language Advisory Council (DELAC) considers the following beliefs as essential for English Learner success in elementary school and beyond:

- *English Learners can achieve at high-levels.*
- *Learning English as an additional language is essential for success.*
- *English Learners bring tremendous assets to their learning and to the community.*
- *All educators are responsible for the language development of ELs.*
- *When English Learners who are given the language supports they need, they thrive and succeed in English.*
- *An English learner's primary language is an asset to overall achievement.*
- *Encouraging bilingual and multilingualism in all students is key to lifelong success.*
- *Creating an environment in which students feel safe, accepted, and celebrated for their diversity is key to achievement.*
- *Leadership and engagement of our diverse families and communities are essential for EL student success.*
- *All parents of ELs are treated with dignity, feel welcomed and heard.*



Growing Principal Capacity

The Classroom Teacher:



- ❑ Teaches Designated ELD 30 min day 5 days/week
- ❑ Uses the Wonders designated ELD materials during designated ELD
- ❑ Tracks ELs' progress
- ❑ Does not teach essential core content to non-ELs during Designated ELD
- ❑ Provides access to differentiation for all ELS
- ❑ Uses these ELD Best Practices throughout the day
 - ❑ Structured Language Practice Routines
 - ❑ Conversation Protocols
 - ❑ Structured Partner Talk

Growing Teacher EL Instructional practices

Structured Partner Talk Routines

Turn chairs to face each other



Decide who speaks first



Lean in to hear and to be heard



Track the Speaker



PEER INTERVIEWS

Partner 2

1. I **See**...
What do you **See**?

2. What do you **think**
about that?


Three Reads
Applying Constructive Conversation Skills

1st Read
Read to understand the story.

There were 12 grapes on a plate. Pam ate some. Now there are 5 grapes. How many grapes did Pam eat?

- What is happening in the problem?
- What language do we need to clarify?
- What do we need to find out?

2nd Read
Read to understand the math.



make

Integrated ELD Lesson Study