WiFi Router: Rising Realty Partners
PW: RRPwifi523

#GDTF_LA

Policies to support English Language Learners

Getting Down to Facts II: Implications for Southern California
February 22, 2019
Los Angeles, California

USC Rossier School of Education
Center on Education Policy, Equity and Governance

PACE
Policy Analysis for California Education

GETTING DOWN TO FACTS II

Session agenda

- Moderator opening, Heather Hough, Executive Director, PACE
- Four 10-minute panelist presentations
- Question and Answer
- Small group discussions: *"What are the implications of these research findings and practices for my work*?"
- Whole group share outs
- Moderator closing

Panelists

- Ilana Umansky, Assistant Professor, University of Oregon
- Sandra Ceja, Principal, Foothill Oak Elementary, Vista Unified School District
- Lydia Acosta Stephens, Executive Director of Multilingual & Multicultural Education, Los Angeles Unified School District
- Xilonin Cruz-Gonzalez, President of the Azusa Unified School District Board of Education and Director of Educators Supporting Immigrant and Refugee Students at Californians Together

Ilana Umansky

Assistant Professor, University of Oregon

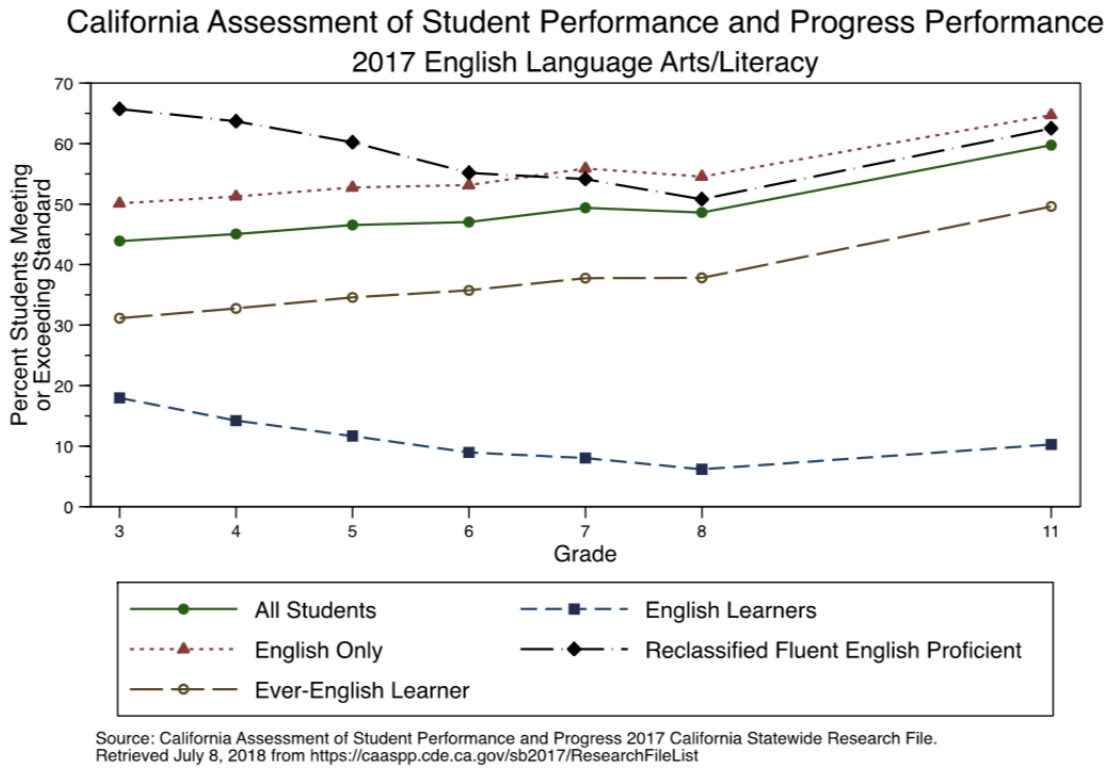
@uoeducation

A Policy Framework to Advance English Learners Opportunities & Outcomes

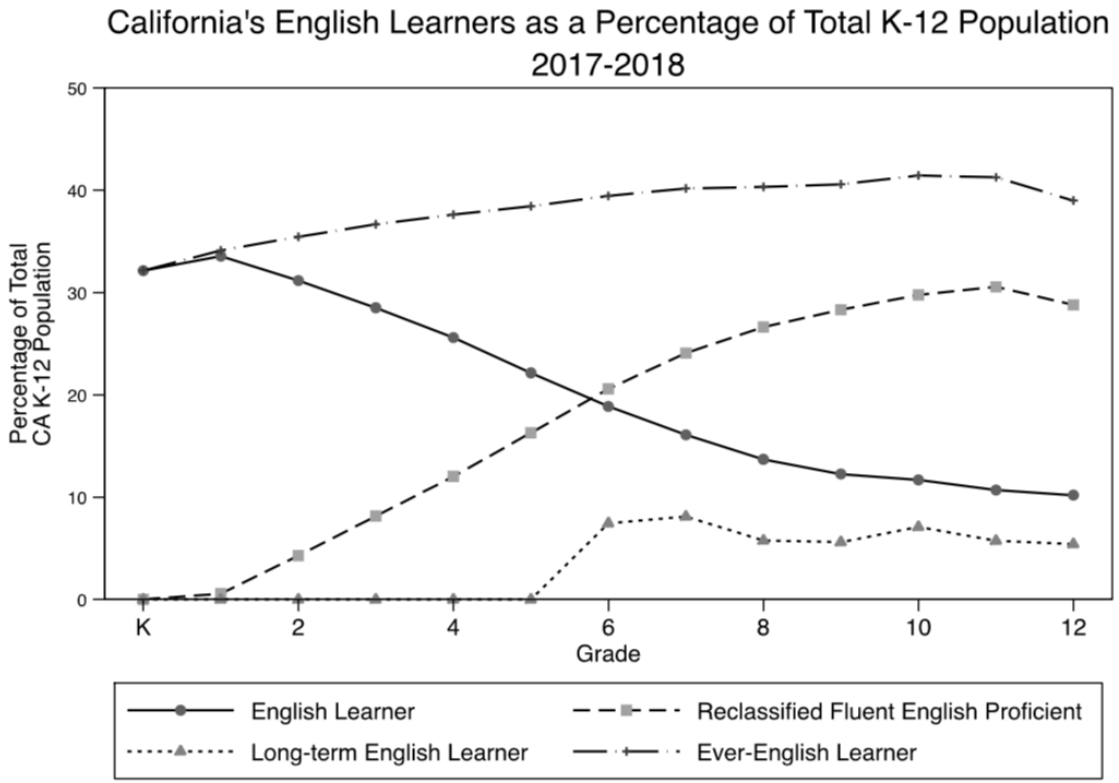
Ilana Umansky

UNIVERSITY OF OREGON

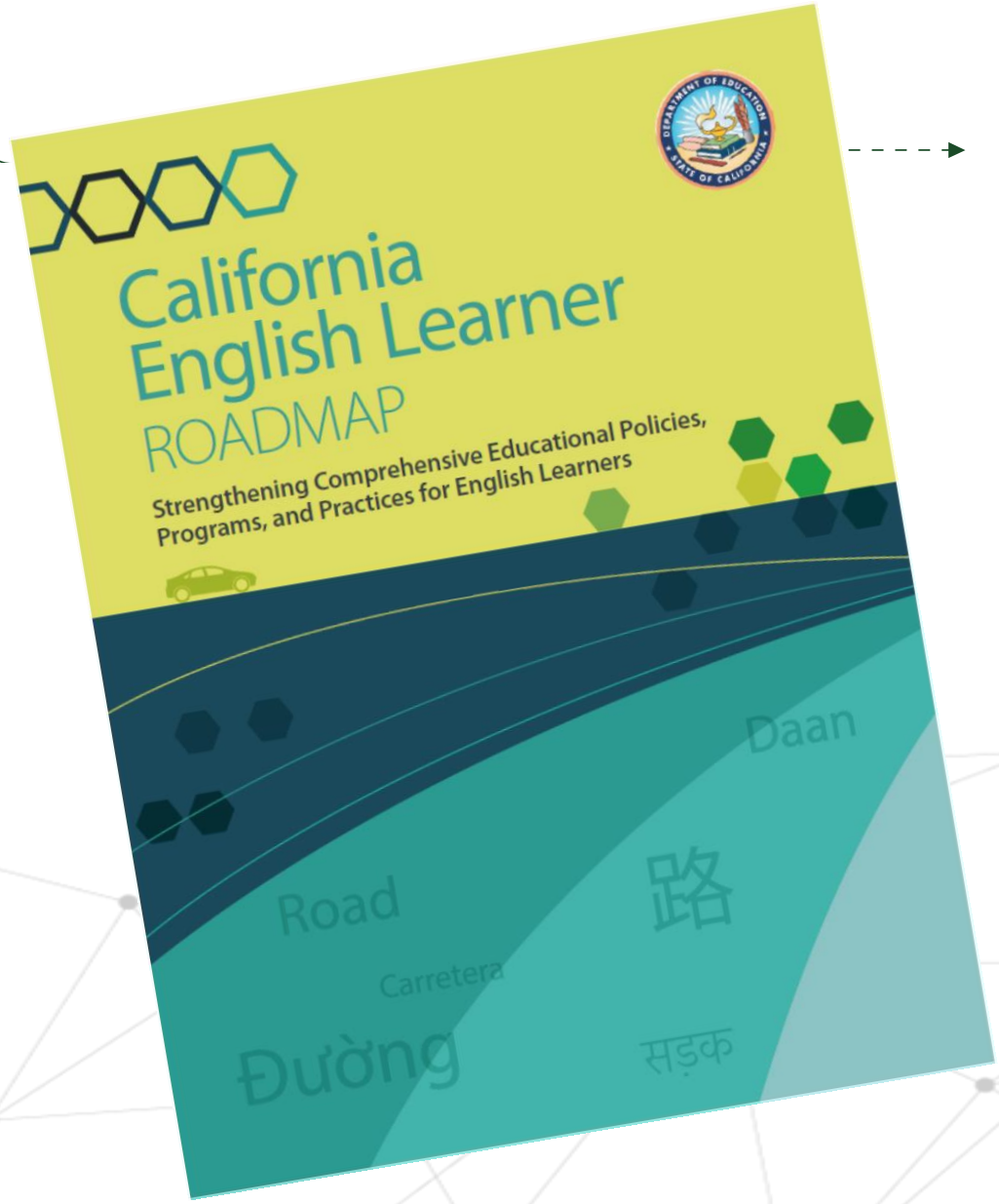
Context: EL subgroup is large, diverse, and faces equity barriers



Source: California Assessment of Student Performance and Progress 2017 California Statewide Research File. Retrieved July 8, 2018 from https://caaspp.cde.ca.gov/sb2017/ResearchFileList



Motivated by:



State EL Policy Framework

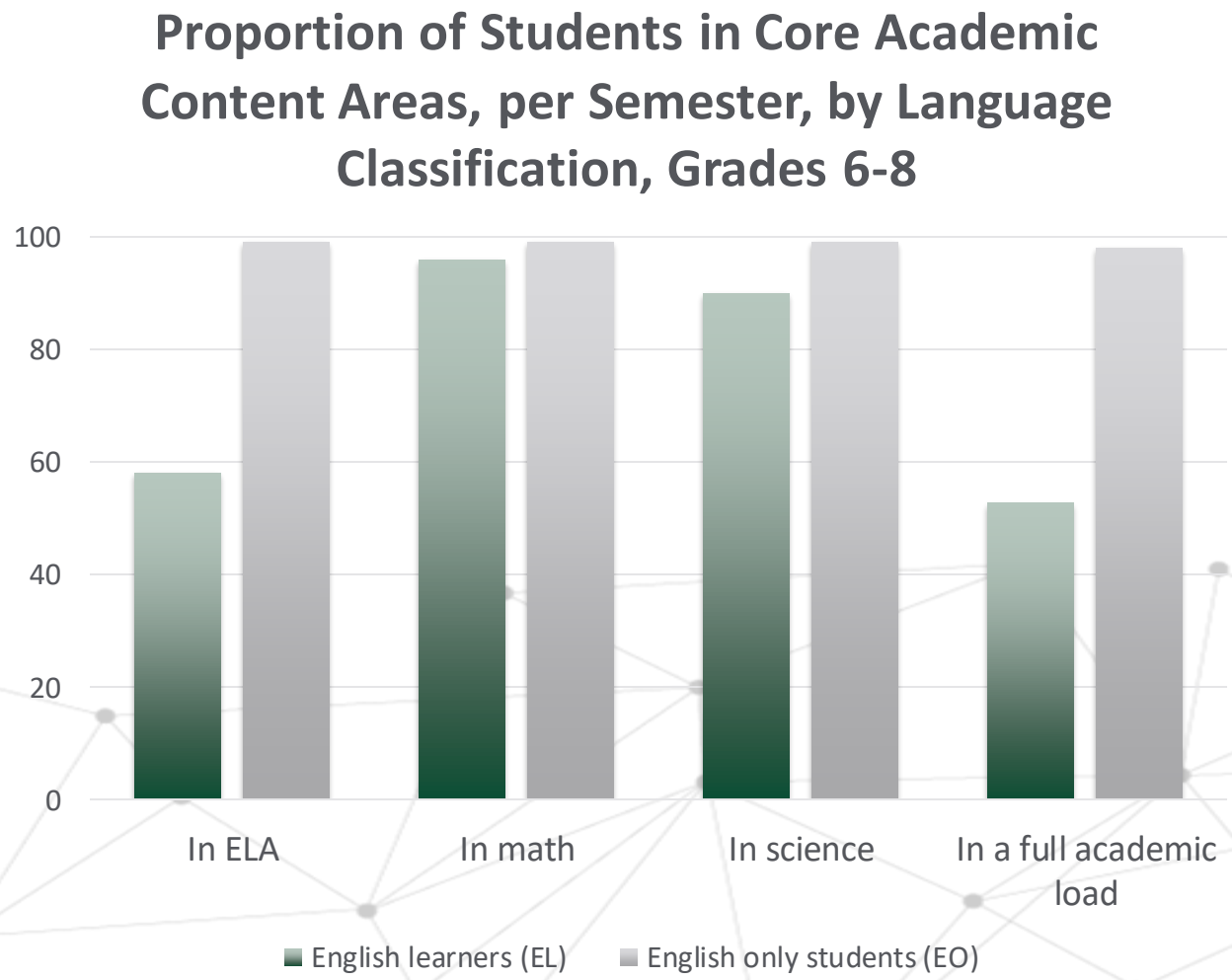
State EL Policy Framework

Zooming in to Policy Area 4: Access to core content

- Simultaneous language and content instruction is good
- Yet disproportionately in lower-track & fewer core content classes
- Leads to lower achievement, slower reclassification, barriers toward graduation
- Placement insufficient; need accessible instruction

For example…

ELs are far less likely to be enrolled in a full course load, driven primarily by ELA.



Data are from one large school district. See Umansky, 2016.

Policy implications

- [Context: AB 2735]
- Monitor course access
- Ensure full core access
- Address course level
- Attention to quality in sheltered classes
- Promote teacher skills & materials in core

Zooming back out:
Using this framework

- Assess your agency's work in each of the 9 areas (district, school, external organization)
- Identify areas of need or weakness & take (or promote) action
- Consider adopting a comprehensive EL framework (as part of EL/Lau Plan)

Thank you.

Go here for more details:

Contact:
ilanau@uoregon.edu

Sandra Ceja
Principal, Foothill Oak Elementary, Vista Unified School District

@MsS_Ceja @VistaUnifiedSD

Foothill Oak Elementary

Cultivating Learners & Leaders

Getting Down to Facts II

February 2019

Bilingual Teacher **Reading Specialist**

Regional and Statewide Projects:

- Regional Director, California Reading & Literature Project UCSC/Monterey Bay
- Director, Reading Implementation Center: San Diego, Riverside, San Bernardino, Orange & Imperial Counties
- Director, Regional Technical Assistance Center (RTAC) San Diego, Orange & Imperial Counties
- Director, Language Arts & Mathematics at San Diego County Office of Education

Preservice & Inservice:

- New Teacher Advisor, Santa Cruz New Teacher Project
- Adjunct/Inservice Instructor: (UC Extension @ Davis, Santa Cruz, San Diego)
- Adjunct Preservice ELL Course @ University of Southern California

Statewide Committees and Panels:

- State Board of Education (SBE), California Department of Education (CDE), California Teacher Credentialing (CTC)
- Standards passing committees, English Learner Advisories, Instructional Materials Content Specialist

School Administrator

- It doesn't matter what you know, all that matters what you do.

Dra. Maria Arguelles

Foothill Oak Elementary School

Our Demographics

	2015-16	2016-17	2017-18
Socioeconomically Disadvantaged	93.1%	94.5%	94.1%
English Learners	55.9%	54.7%	50.2%
Students with Disabilities	8.9%	8.9%	
Foster Youth	0.4%	0.4%	
Black or African American	1.0%	1.7%	0.8%
American Indian or Alaska Native	0.1%	0.1%	0.3%
Asian	0.4%	0.0%	0.0%
Filipino	0.8%	0.9%	0.5%
Hispanic or Latino	93.8%	92.9%	92.7%
Native Hawaiian or Pacific Islander	0.3%	0.4%	0.3%
White	2.4%	2.6%	3.7%
Two or More Races	1.1%	1.3%	1.7%

Language Proficiency

2017-18 Grade to Grade

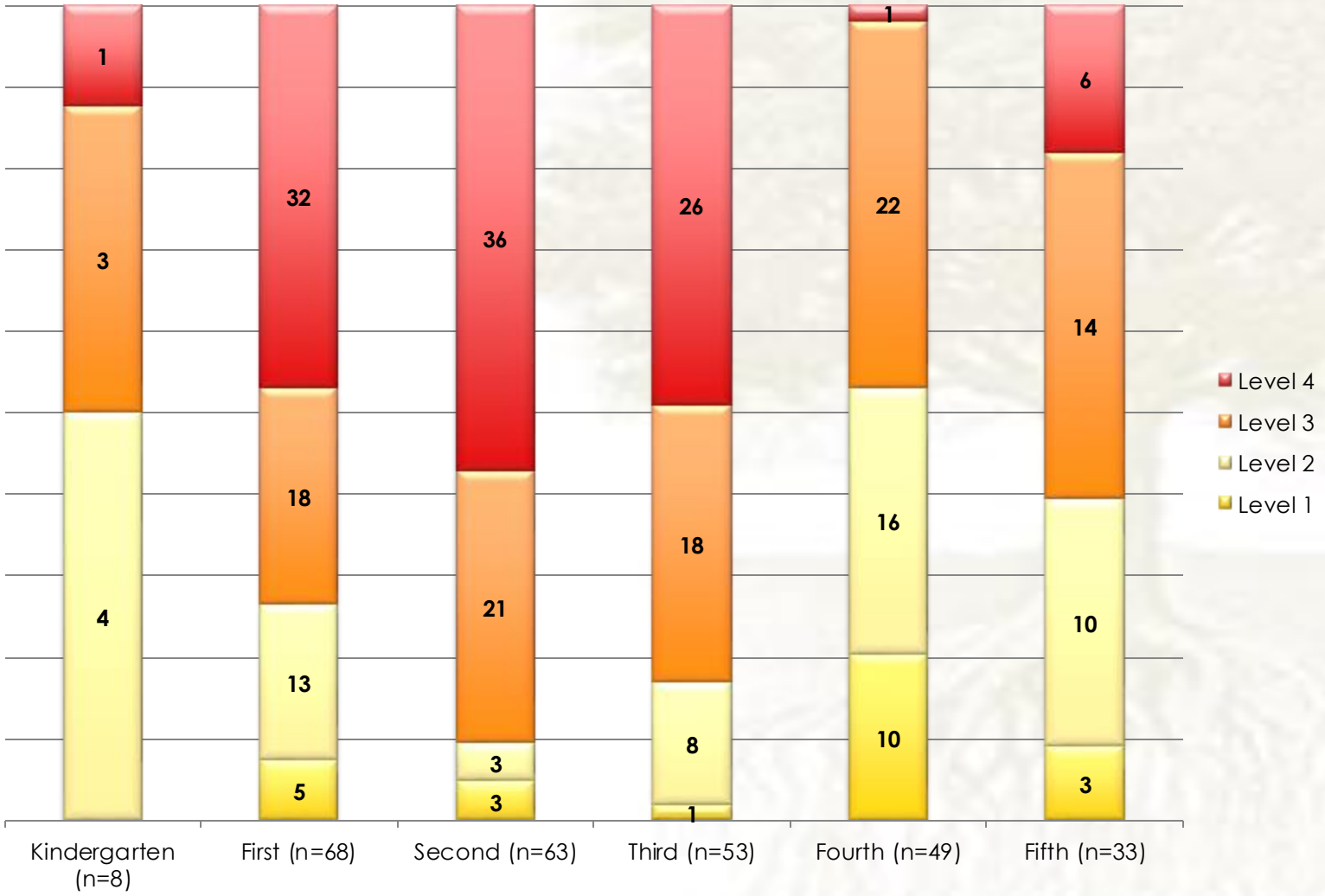
	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	Total # Students
TK/K	32%	2%	65%	0%	130
1	27%	2%	67%	3%	92
2	14%	1%	58%	27%	99
3	28%	1%	40%	32%	123
4	17%	4%	37%	41%	99
5	23%	0%	33%	45%	101

Language Proficiency

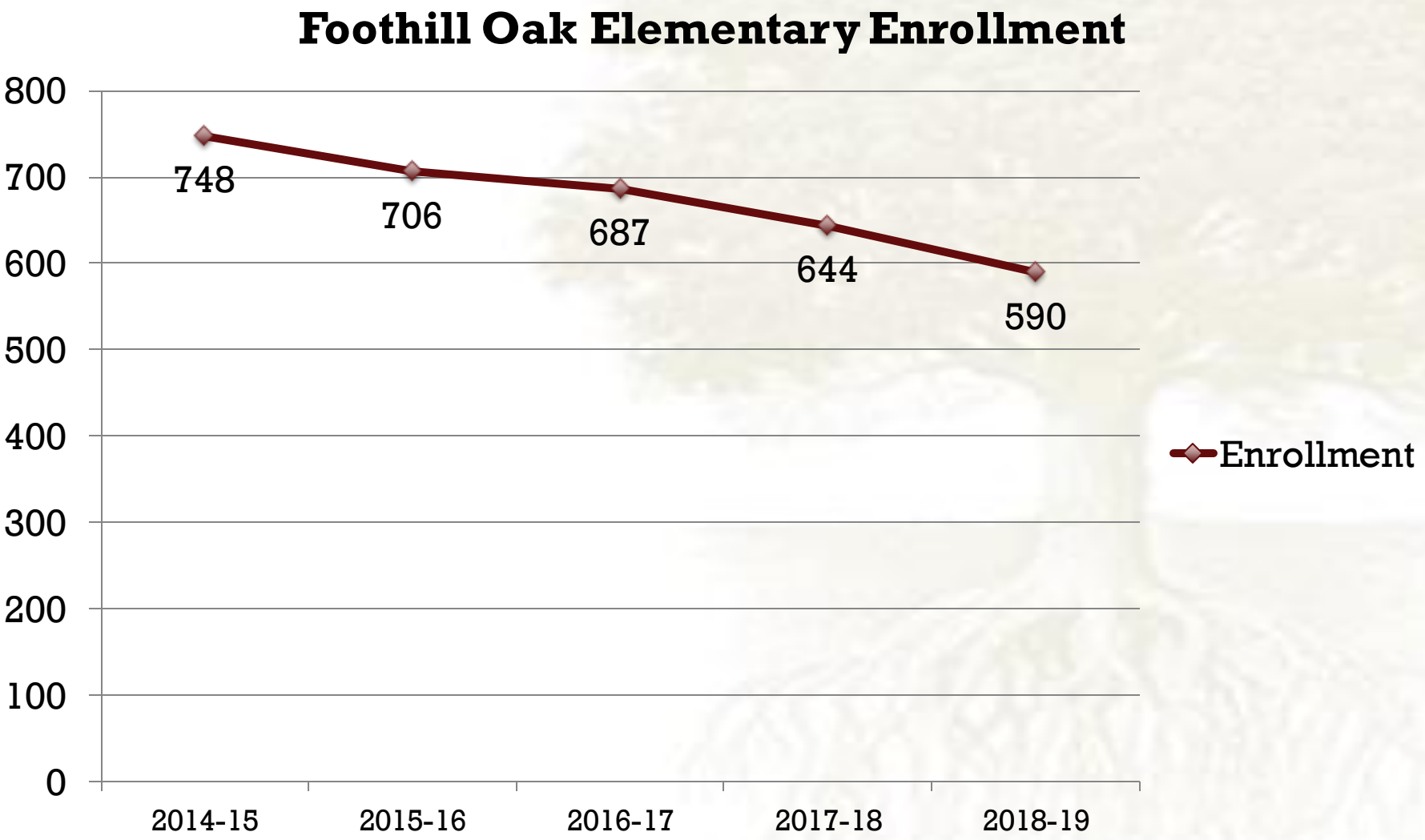
School to District, County & State Comparison 2017-18

	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	Total # Students
Foothill Oak Elementary	24%	2%	50%	24%	644
Vista Unified	55%	2%	18%	25%	24,708
San Diego County	59%	4%	20%	16%	508,169
State	57%	4%	20%	18%	6,220,413

ELPAC 2017-18



Declining Enrollment

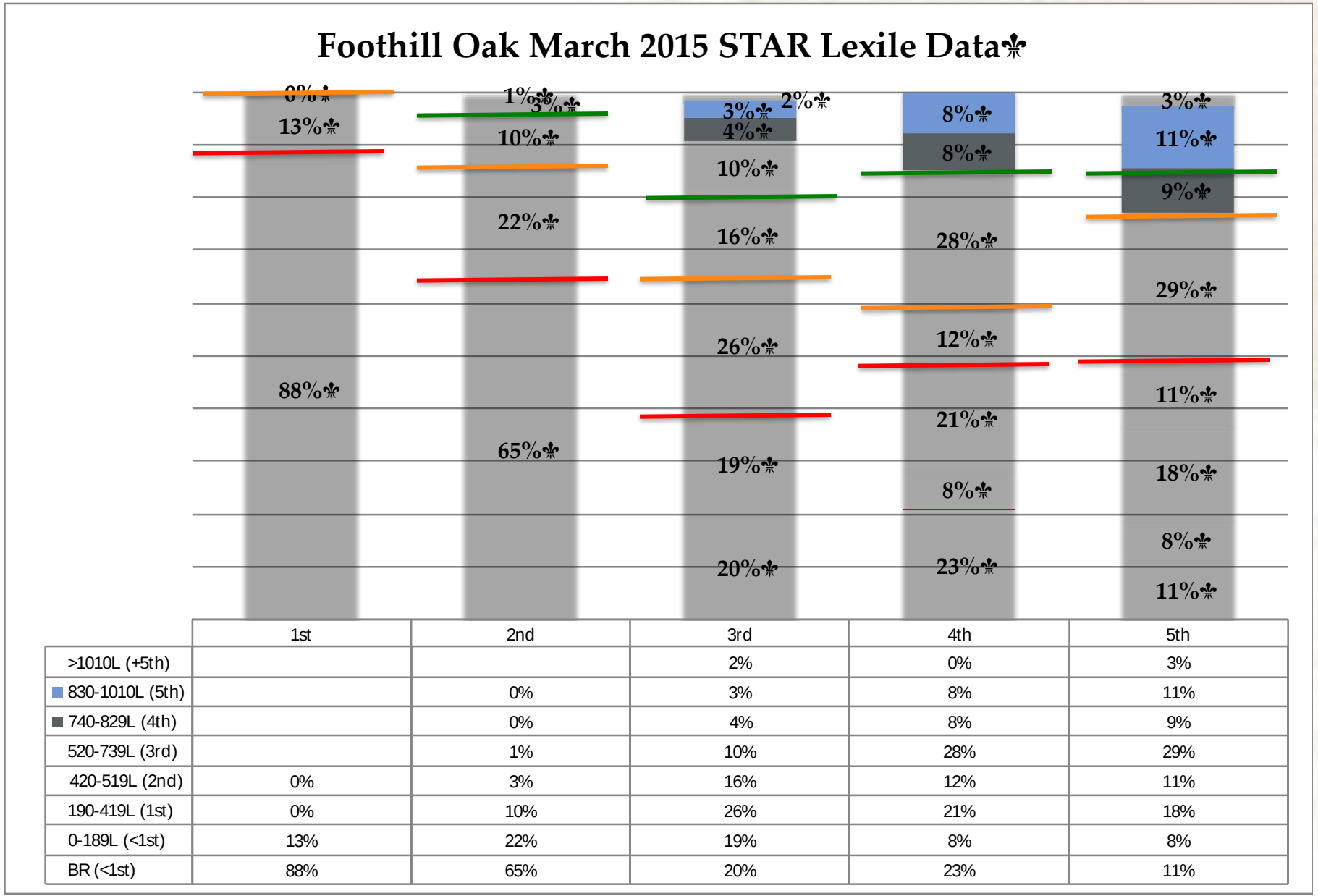


Beginning Our Journey

- SDCOE Leadership Transitions Findings:
  - Unhealthy Culture
  - Incoherence in Curriculum & Instruction
  - Lack of Communication

  → Lack of trust that follow-through would happen

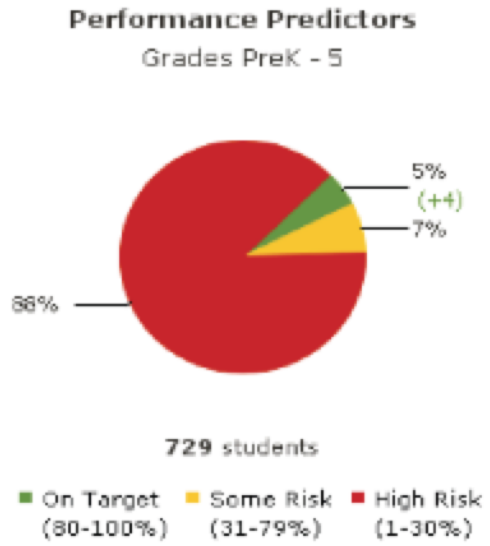
Lexile Data By Grade 2015

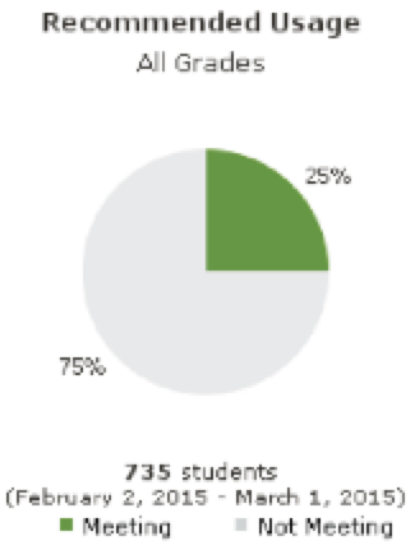


	1st	2nd	3rd	4th	5th
>1010L (+5th)			2%	0%	3%
830-1010L (5th)		0%	3%	8%	11%
740-829L (4th)		0%	4%	8%	9%
520-739L (3rd)		1%	10%	28%	29%
420-519L (2nd)	0%	3%	16%	12%	11%
190-419L (1st)	0%	10%	26%	21%	18%
0-189L (<1st)	13%	22%	19%	8%	8%
BR (<1st)	88%	65%	20%	23%	11%

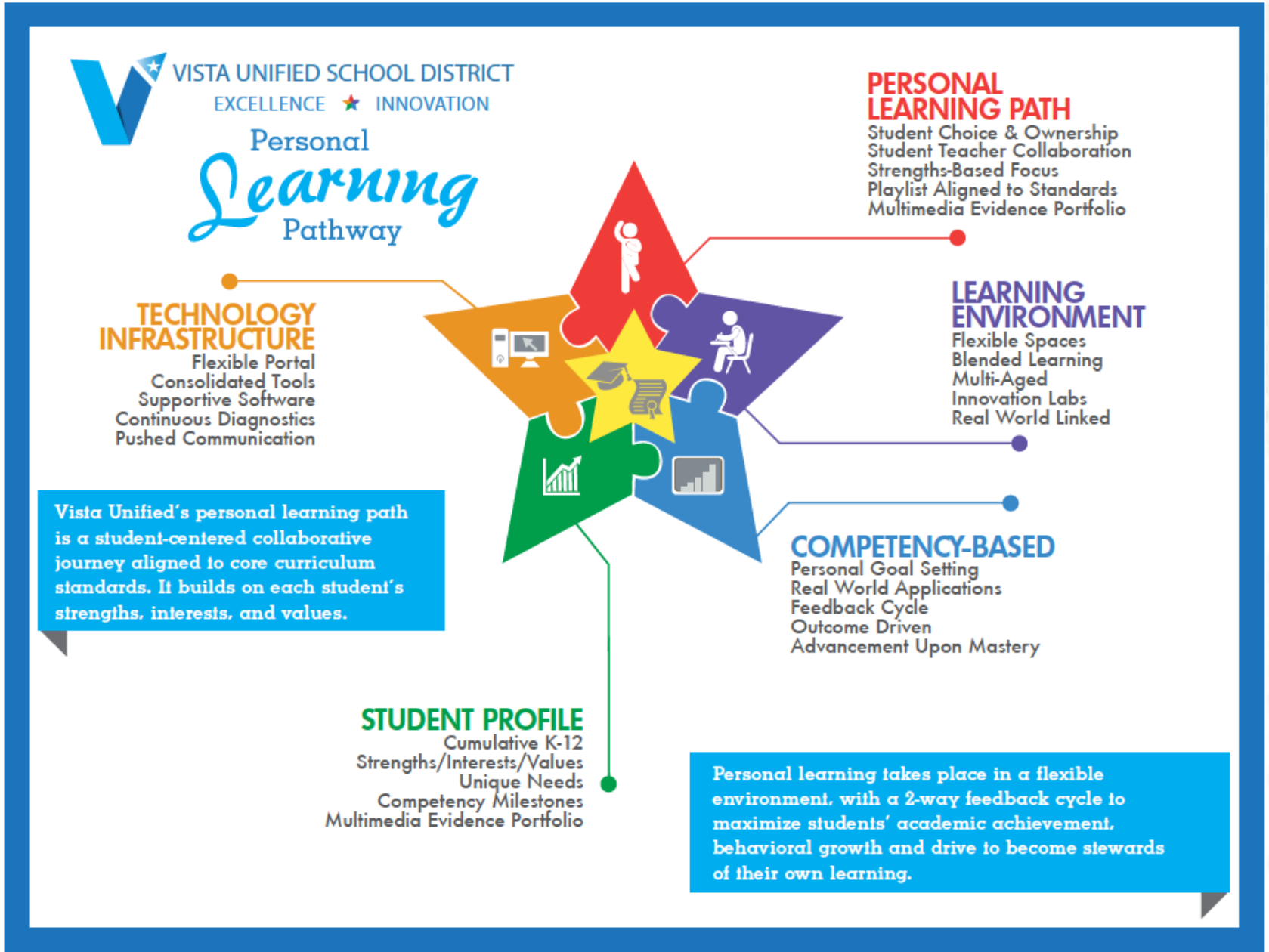
Foothill Oak Elementary School
Lexia Core 5 Data Report March 2015

Performance Predictors – School Wide	Recommended Usage – School Wide
729 Students	735 Students
5% on Target (80 – 100%)	Data February 2 – March 1
7% at Some Risk (31 - 79%)	25% of students meeting
88% at High Risk (1 – 30%)	75% of students not meeting





Personal Learning: Flexible Accountability



Curriculum, Instruction, Assessment

Blended Curriculum

- Grade level AND Individualized
- Specific resources to address specific needs

Professional Learning

- Embedded, consistent
- By grade level

Instruction & Assessment

- Research-based practices
- Curriculum support
- Regular and consistent data analysis
- Student Data Profiles
- Student Goal Setting & Monitoring

Curriculum, Instruction, Assessment

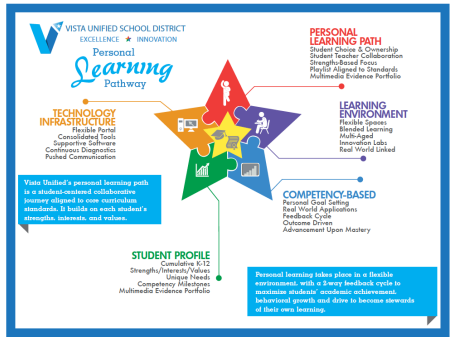
Challenges

- Early childhood opportunities
- Lack of depth and connection in data – depth of data analysis & aligned decisions
- Centralized decisions (curriculum, assessment, instruction) that are good but not always aligned to the school need or focus
- Constant change (materials, staffing, professional development)

→ Impacts on teacher trust

School Culture

- Shared leadership – multi-level



STRENGTHS FINDER 2.0
BY TOM RATH

RULER
Yale Center for Emotional Intelligence

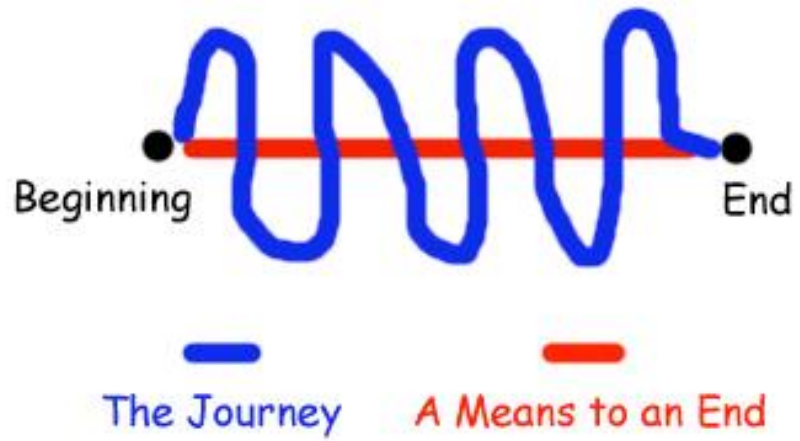
The Leader in Me™
great happens here

School Culture

Challenges

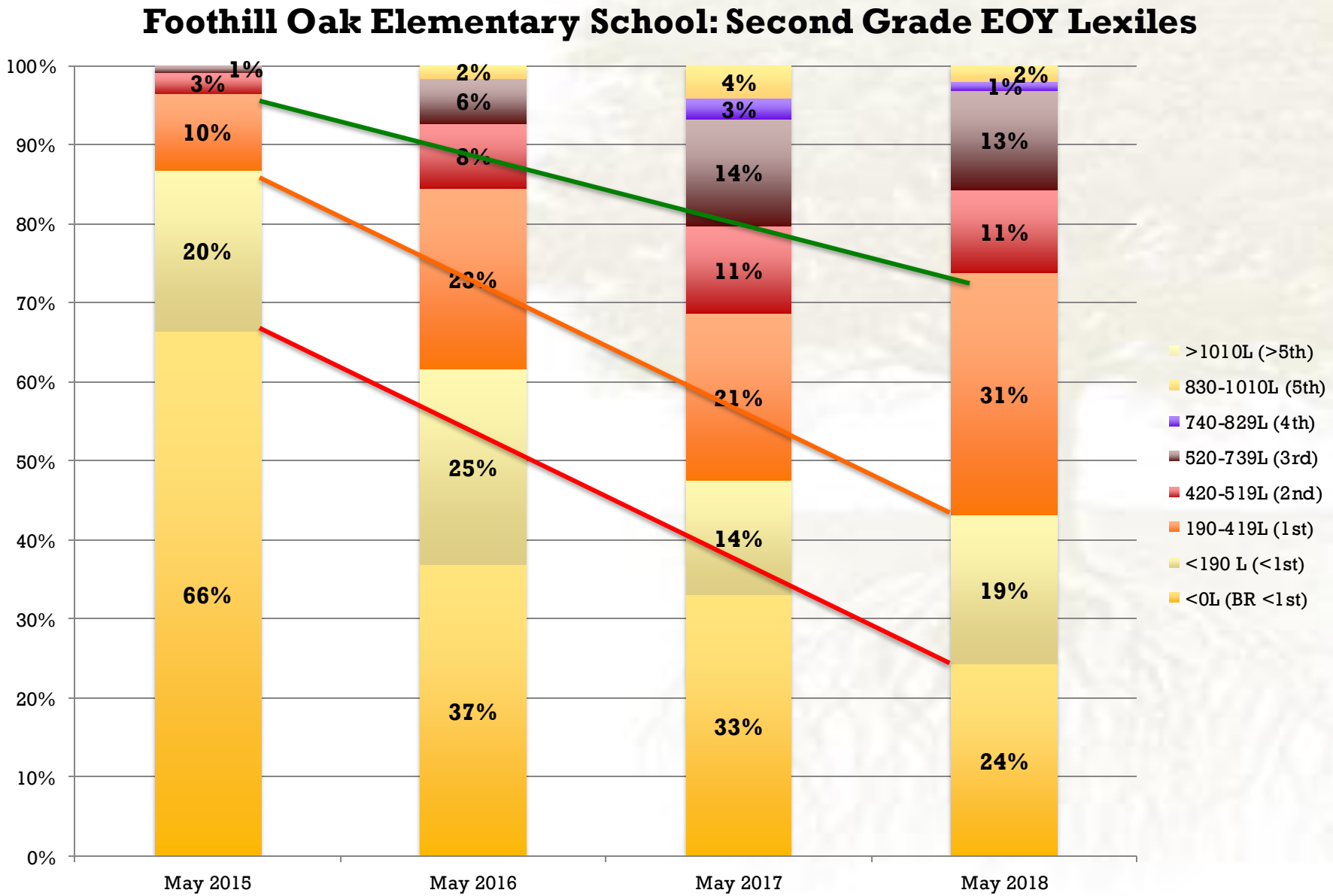
- Mindset about students and families → our role and responsibility
- Need is so much greater than academic
- Staying focused/positive on progress and growth
- The toll of difficult relationships, mindsets, actions and repercussions of being an advocate

→ Impacts on teacher and administrator wellbeing

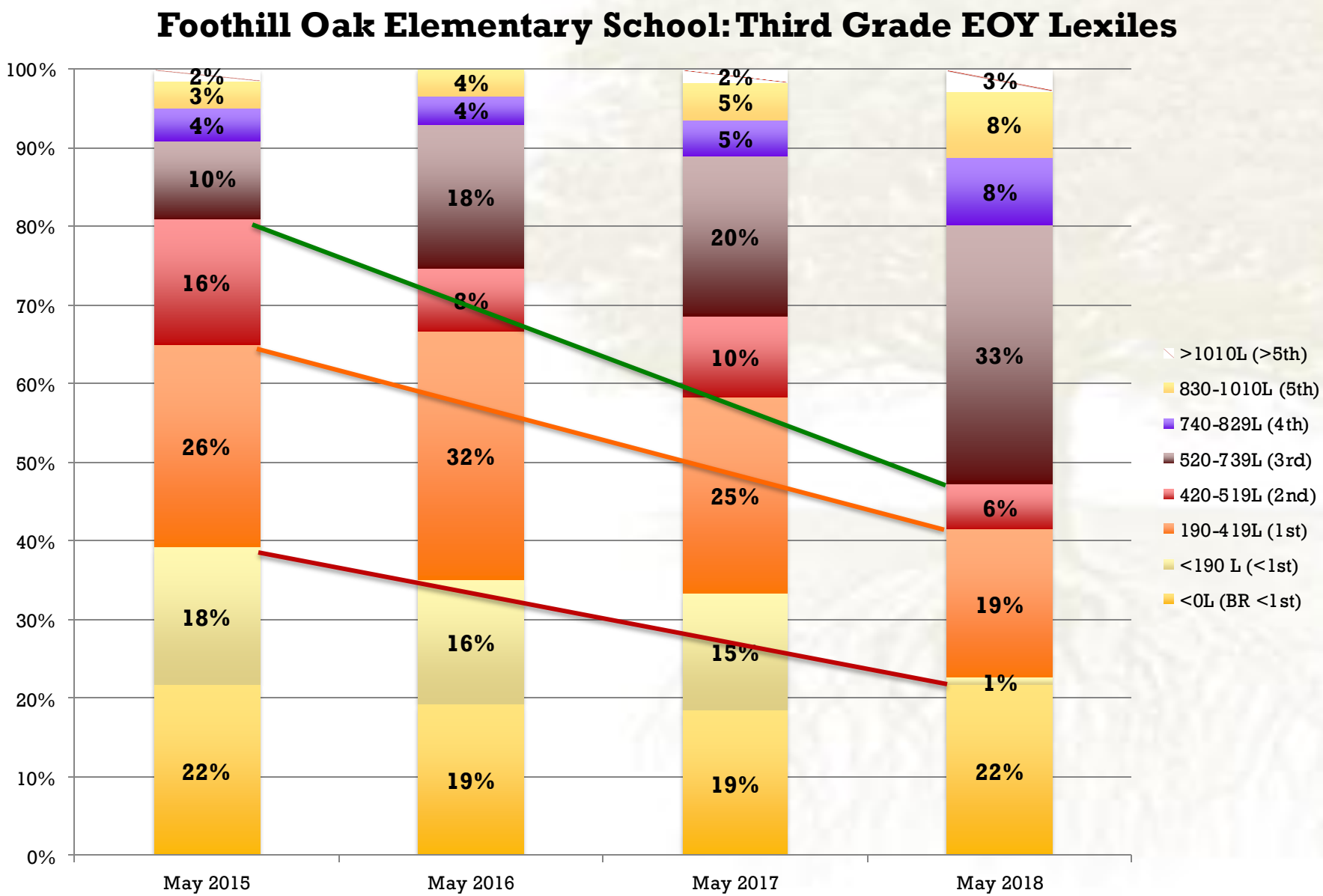


"Lord we ain't what we should be and we ain't what we gonna be, but thank God, we ain't what we was!" Martin Luther King

Growth Over Time: Second Grade



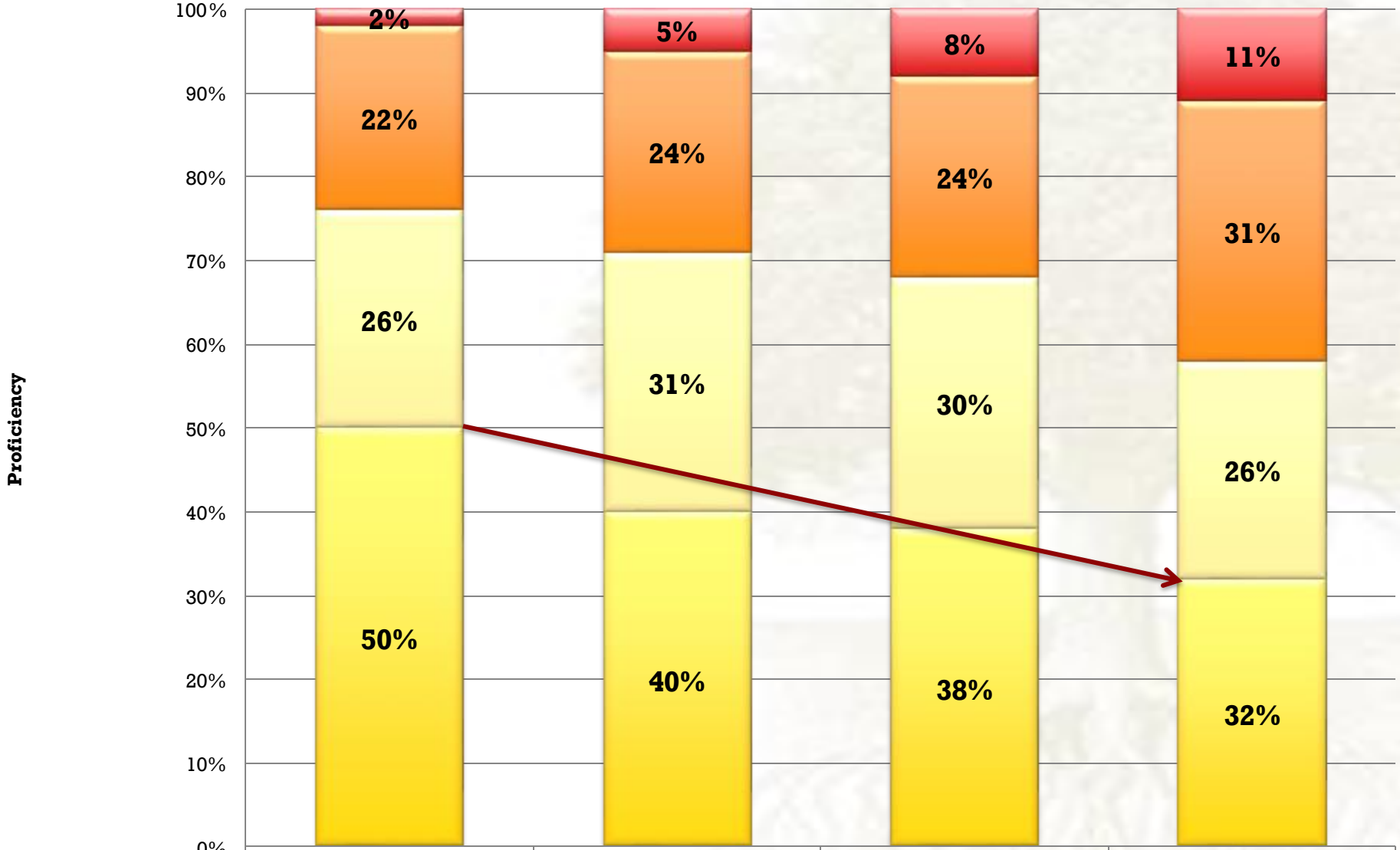
Growth Over Time: Third Grade



Foothill Oak Elementary School: Third Grade ELA SBAC Data

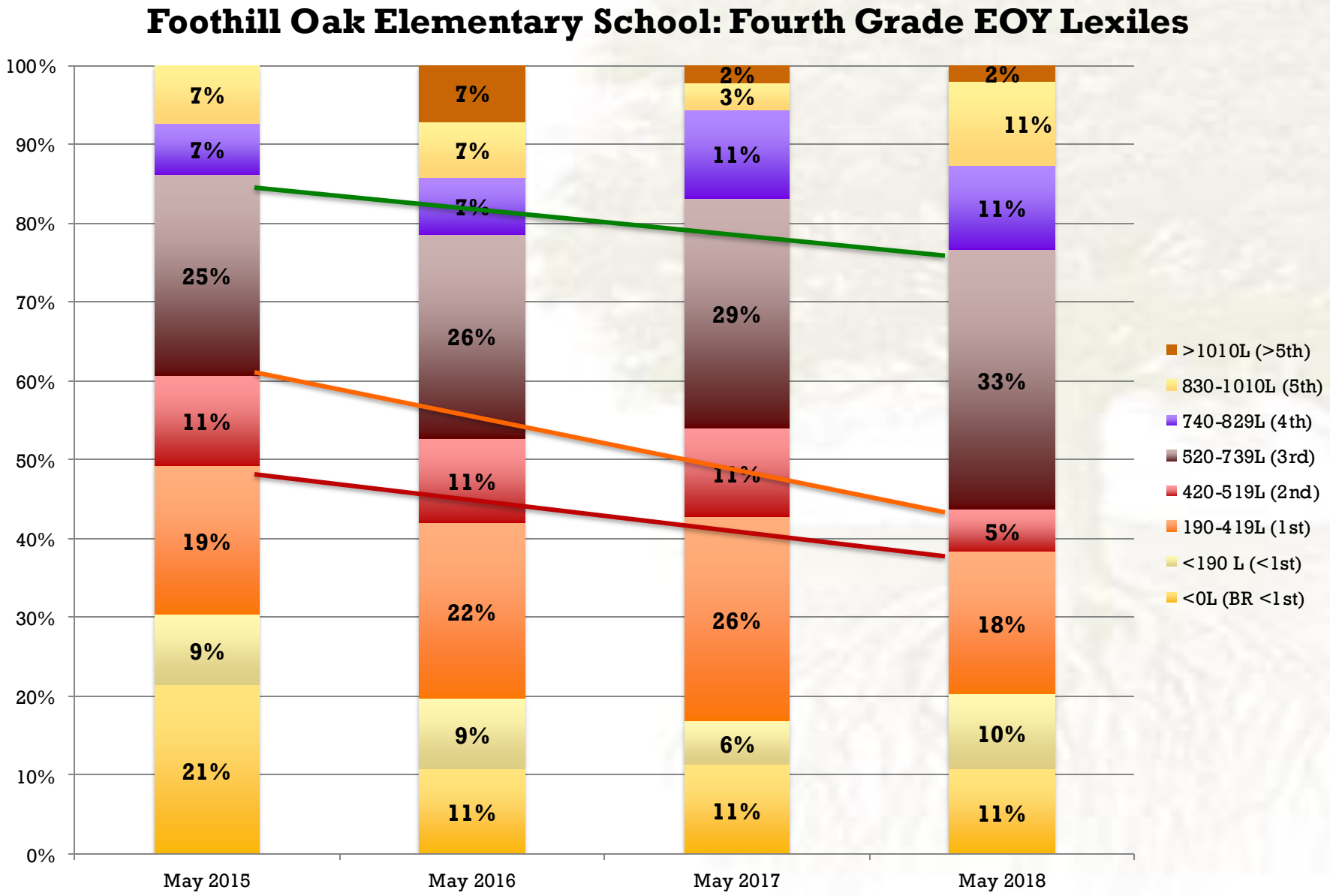
	2015	2016	2017	2018
Standard Exceeded	10%	6%	7%	18%
Standard Met	13%	19%	12%	25%
Standard Nearly Met	27%	25%	27%	29%
Standard Not Met	50%	50%	53%	28%

Foothill Oak Elementary School: Third Grade Math SBAC Data

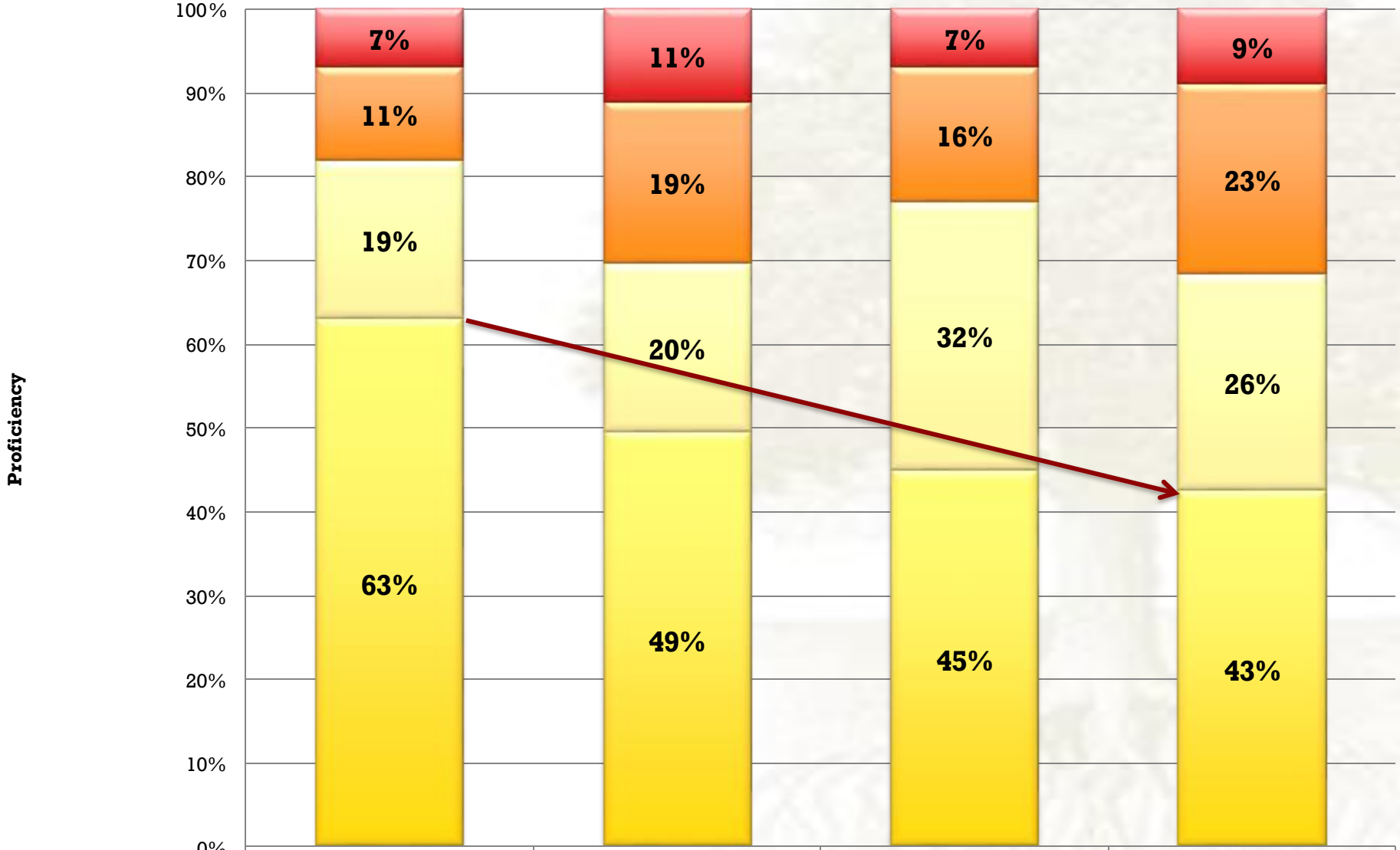


	2015	2016	2017	2018
Standard Exceeded	2%	5%	8%	11%
Standard Met	22%	24%	24%	31%
Standard Nearly Met	26%	31%	30%	26%
Standard Not Met	50%	40%	38%	32%

Growth Over Time: Fourth Grade

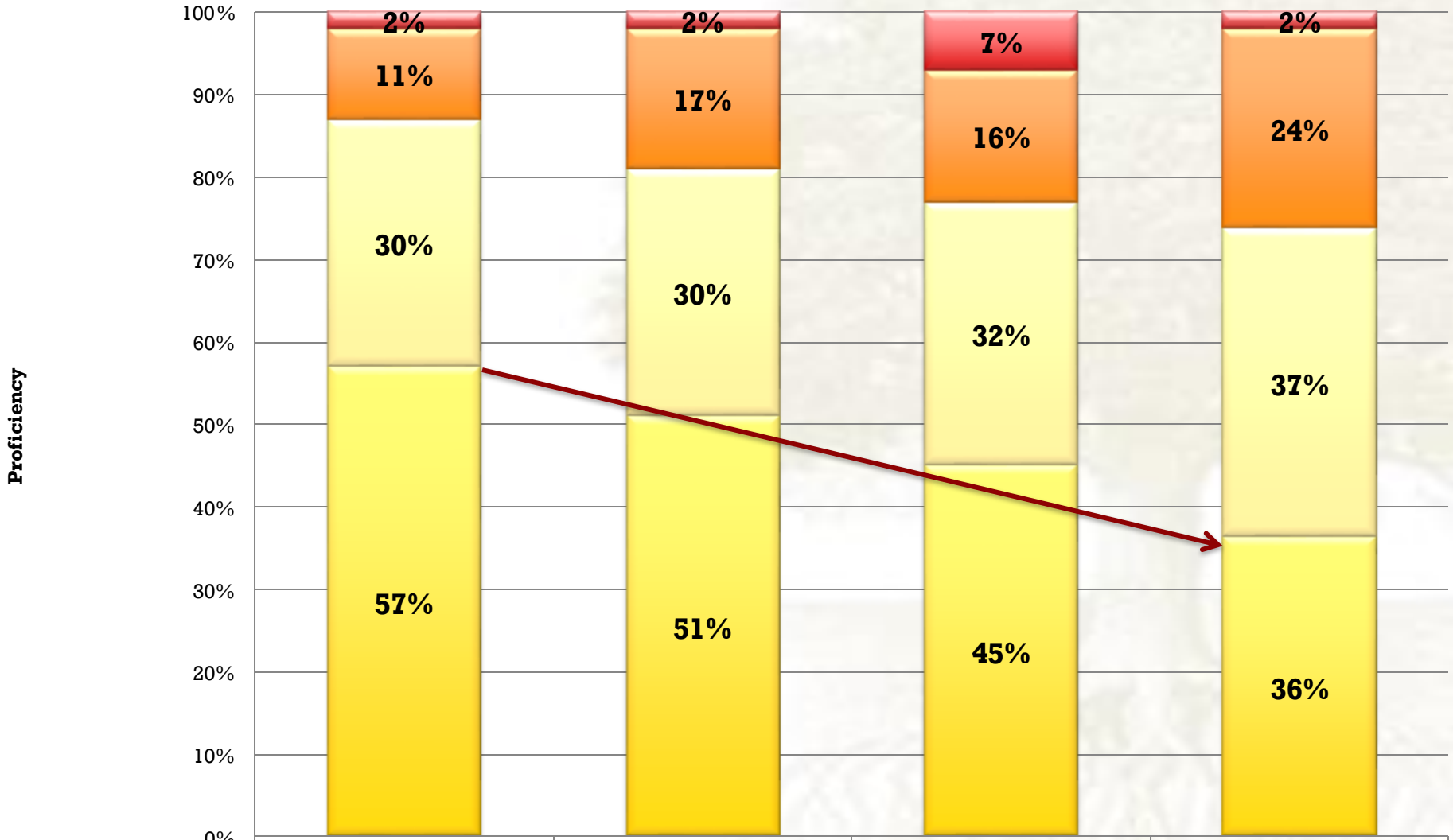


Foothill Oak Elementary School: Fourth Grade ELA SBAC Data



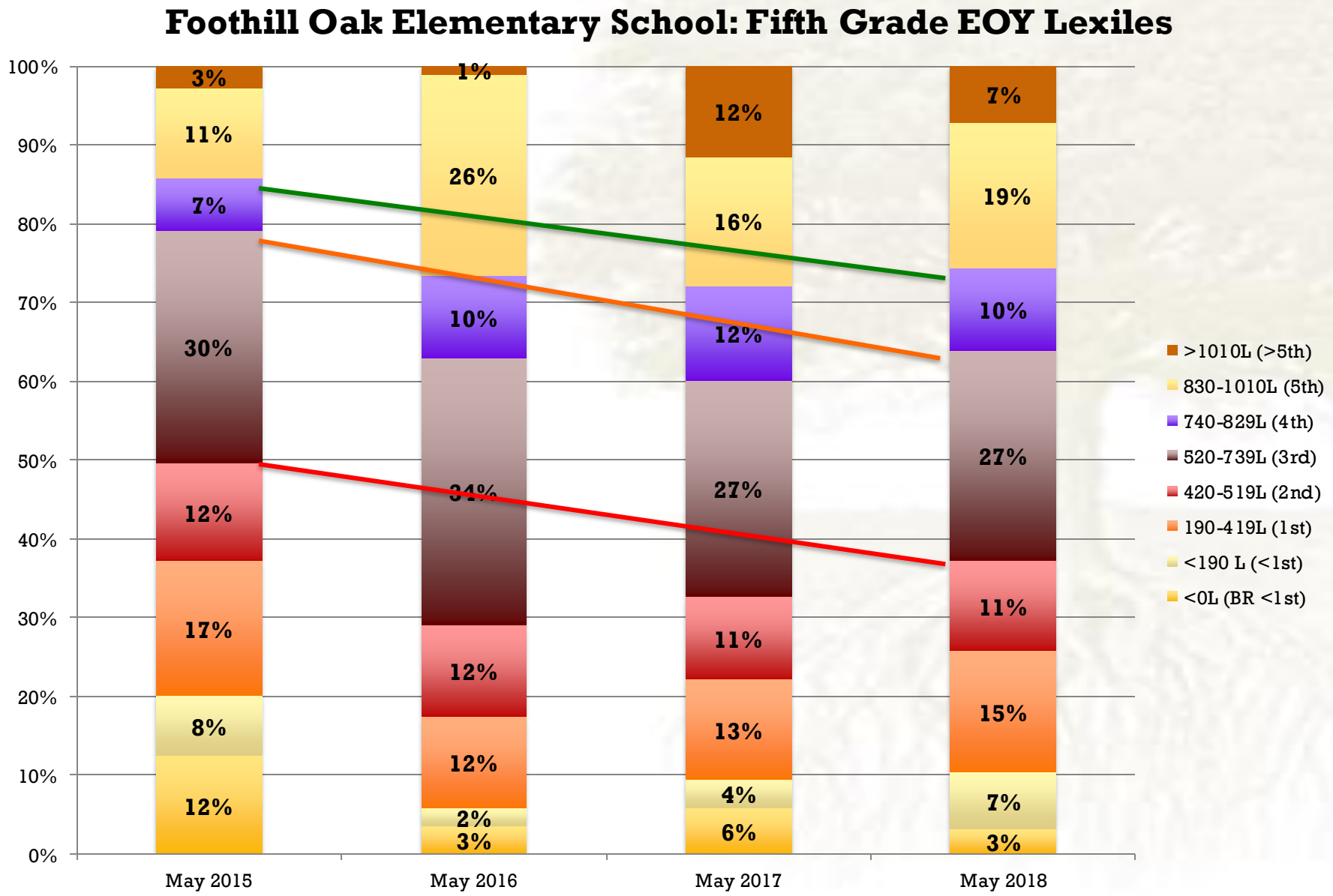
	2015	2016	2017	2018
Standard Exceeded	7%	11%	7%	9%
Standard Met	11%	19%	16%	23%
Standard Nearly Met	19%	20%	32%	26%
Standard Not Met	63%	49%	45%	43%

Foothill Oak Elementary School: Fourth Grade Math SBAC Data

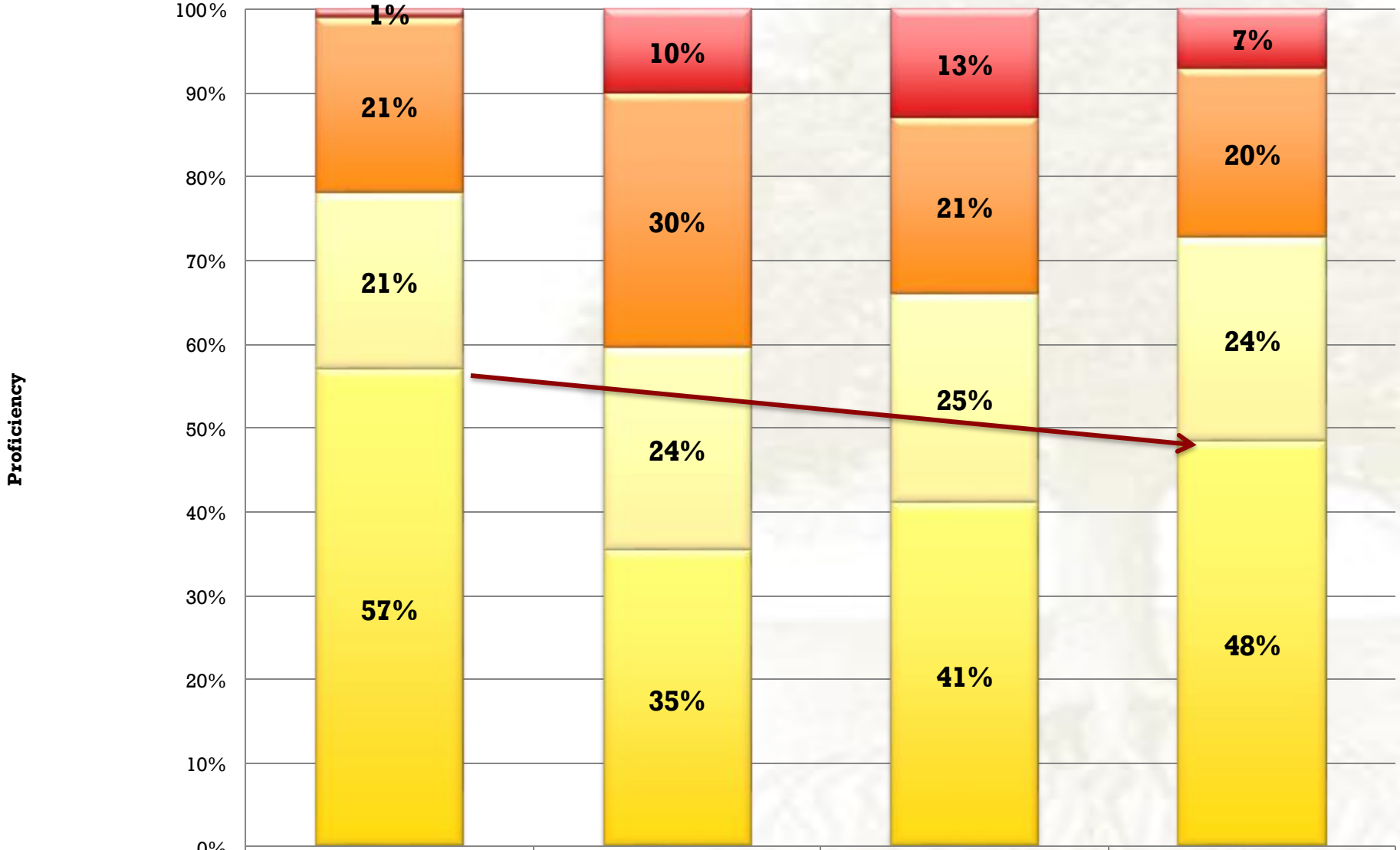


	2015	2016	2017	2018
Standard Exceeded	2%	2%	7%	2%
Standard Met	11%	17%	16%	24%
Standard Nearly Met	30%	30%	32%	37%
Standard Not Met	57%	51%	45%	36%

Growth Over Time: Fifth Grade

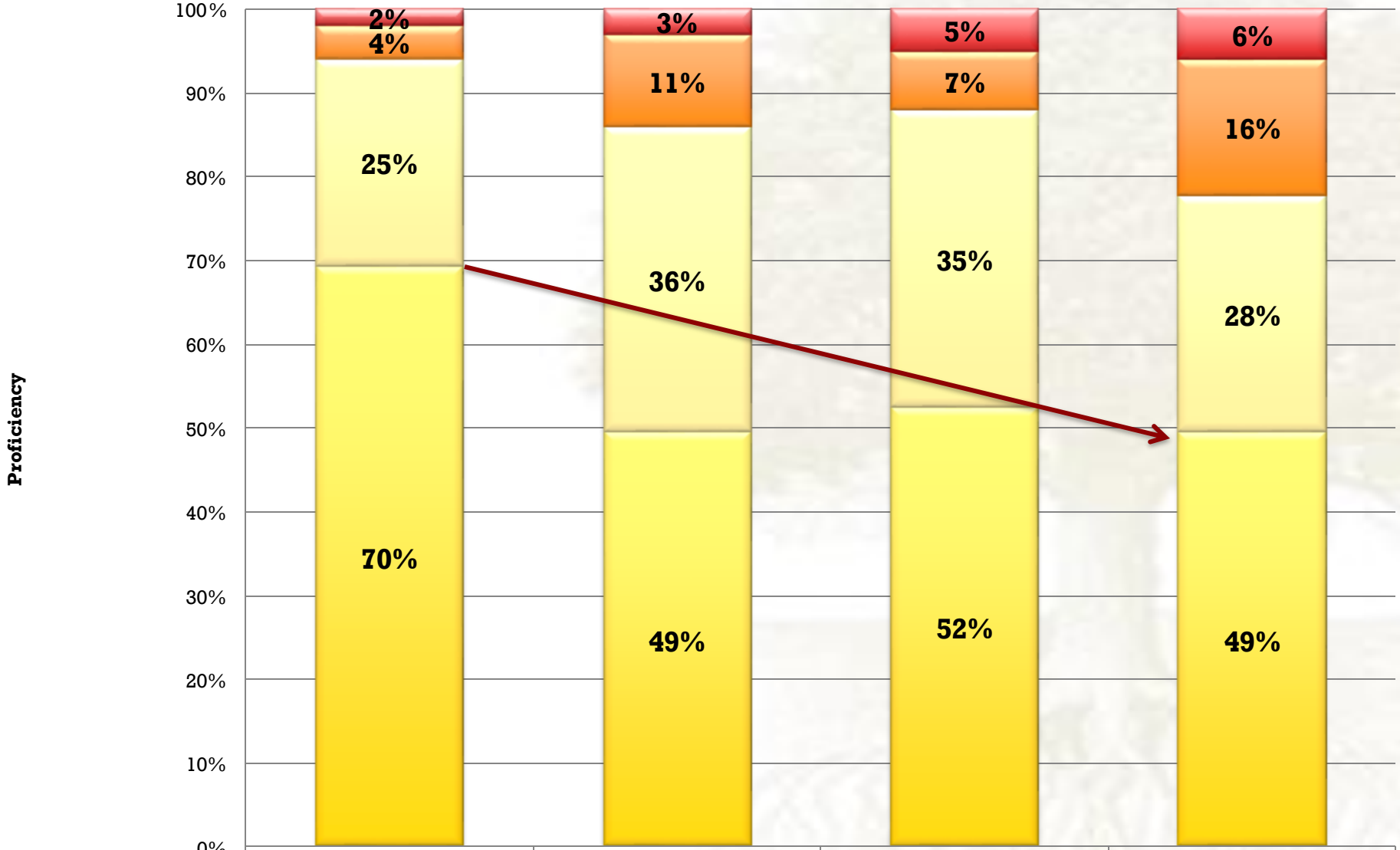


Foothill Oak Elementary School: Fifth Grade ELA SBAC Data



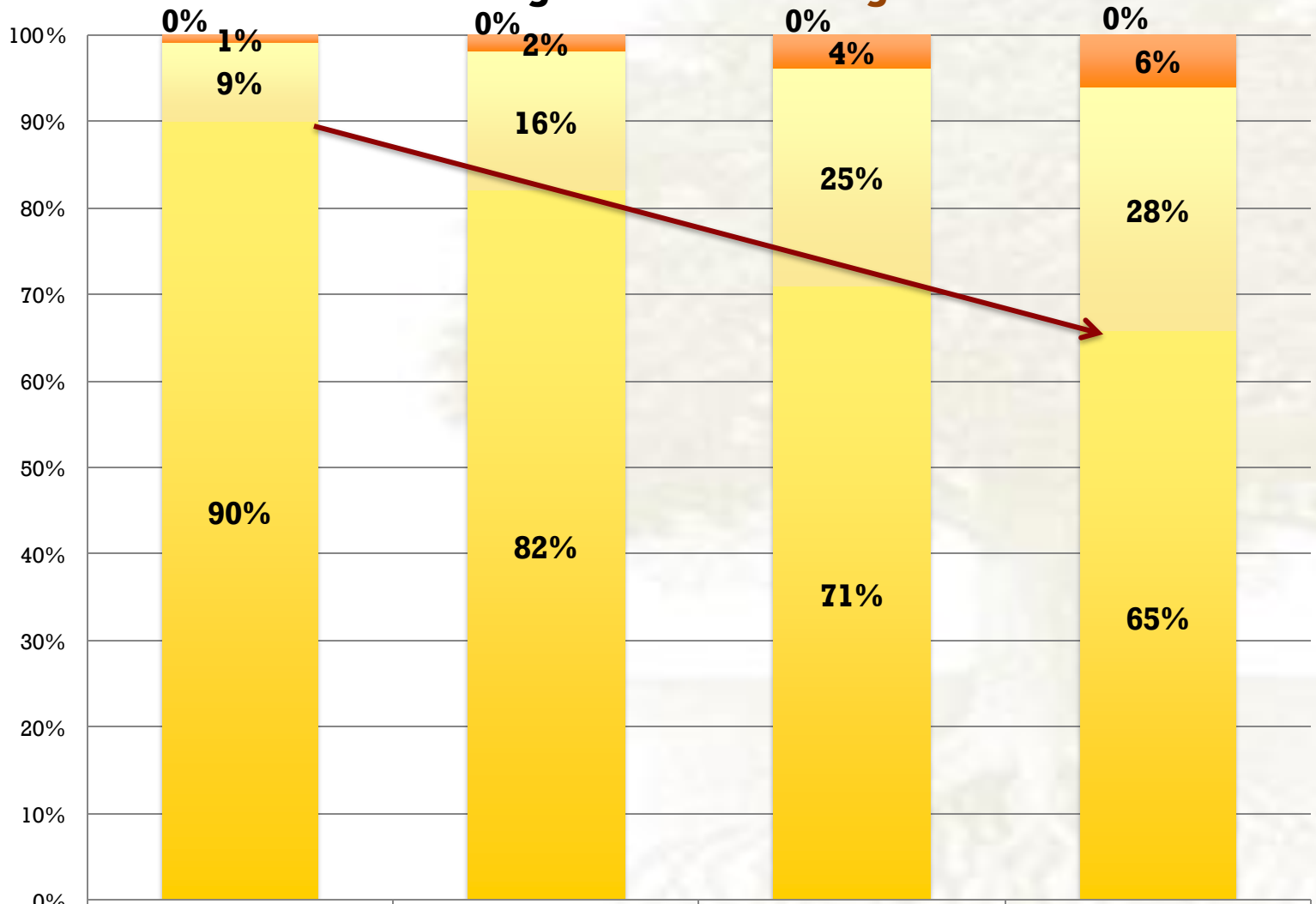
	2015	2016	2017	2018
Standard Exceeded	1%	10%	13%	7%
Standard Met	21%	30%	21%	20%
Standard Nearly Met	21%	24%	25%	24%
Standard Not Met	57%	35%	41%	48%

Foothill Oak Elementary School: Fifth Grade Math SBAC Data



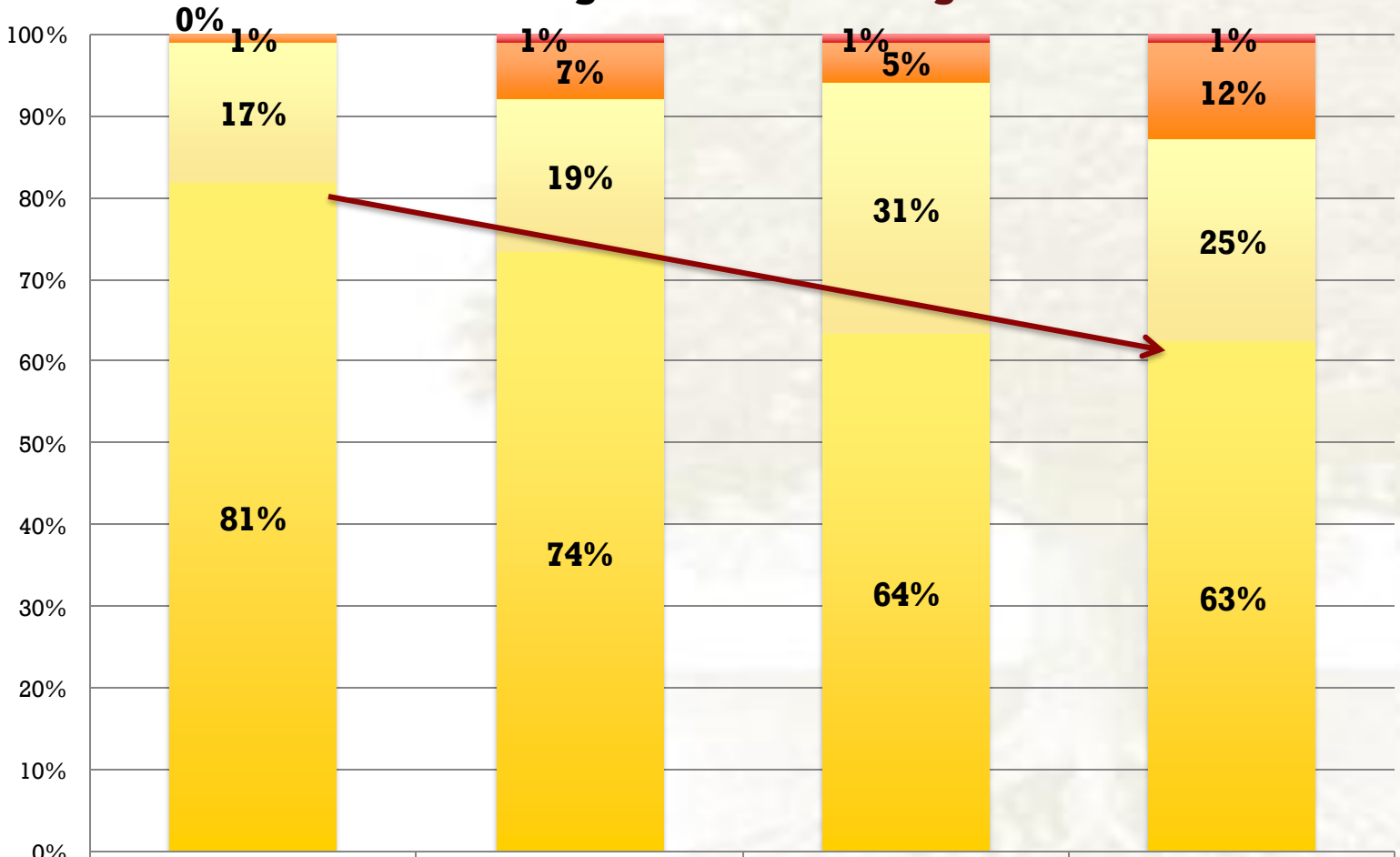
	2015	2016	2017	2018
Standard Exceeded	2%	3%	5%	6%
Standard Met	4%	11%	7%	16%
Standard Nearly Met	25%	36%	35%	28%
Standard Not Met	70%	49%	52%	49%

Foothill Oak SBAC ELA Longitudinal: All English Learners



	2015	2016	2017	2018
Standard Exceeded	0%	0%	0%	0%
Standard Met	1%	2%	4%	6%
Standard Nearly Met	9%	16%	25%	28%
Standard Not Met	90%	82%	71%	65%

Foothill Oak SBAC Math Longitudinal: All English Learners



	2015	2016	2017	2018
Standard Exceeded	0%	1%	1%	1%
Standard Met	1%	7%	5%	12%
Standard Nearly Met	17%	19%	31%	25%
Standard Not Met	81%	74%	64%	63%

Lydia Acosta Stephens

Executive Director of Multilingual & Multicultural Education, Los Angeles Unified School District

@LASchools

EQUITY FOR ENGLISH LEARNERS PROMISING PRACTICES

Los Angeles Unified School District

Multilingual and Multicultural Education Department

Division of Instruction
Los Angeles Unified School District

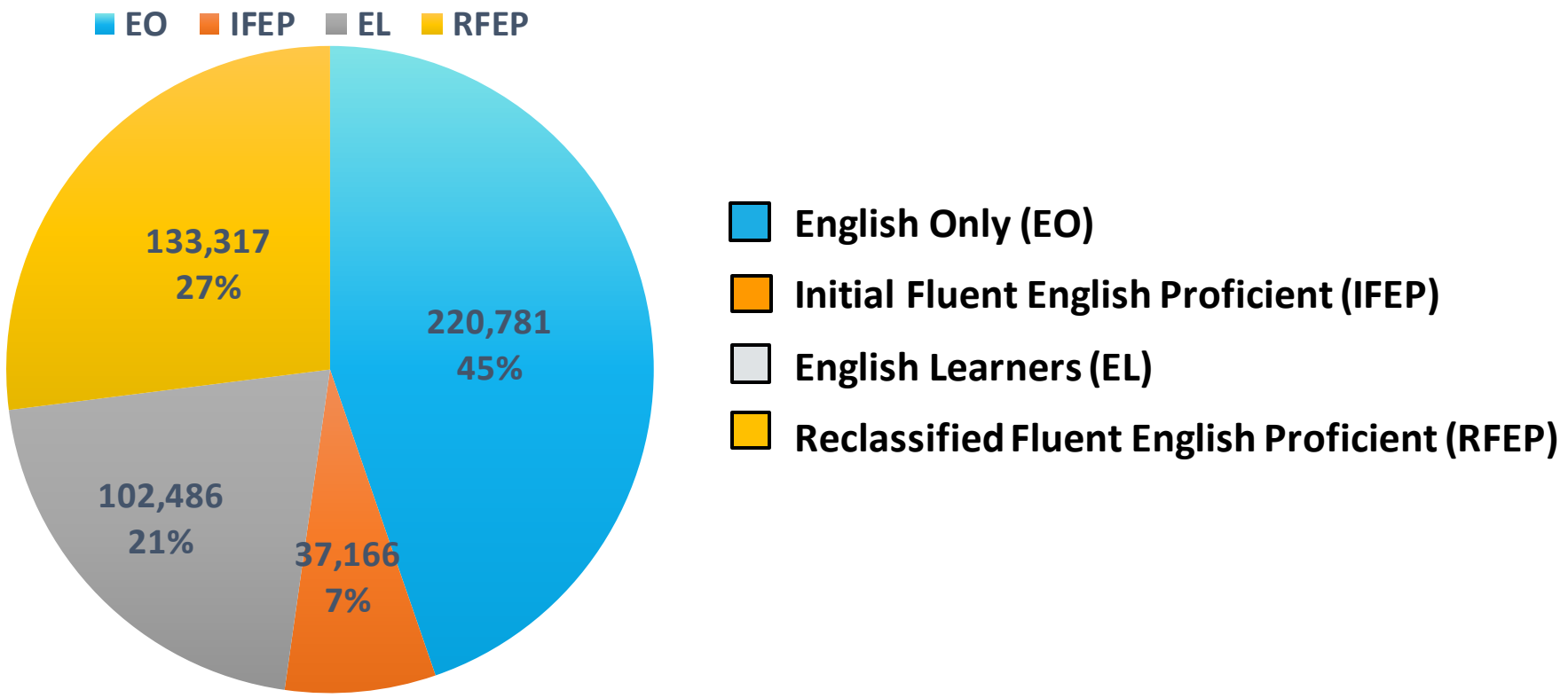
Objective

- Share L.A. Unified's promising practices to provide equitable educational services for English Learners:
  - Development EL policy, 2018 Master Plan for English Learners and Standard English Learners

English Learner Identity, Equity, and Achievement

- Our Family story
- We are all educators
- District vision
- EL identity

Who is enrolled in Los Angeles Unified School District?



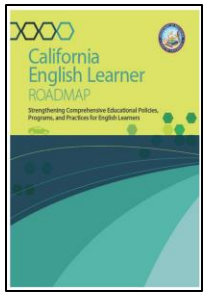
Data Source: MyData, September, 2018

Top 6 Languages spoken in Los Angeles Unified School District

1. Spanish (49%)
2. English (43%)
3. Armenian (1%)
4. Filipino (.81%)
5. Korean (.71%)
6. Russian (.43%)

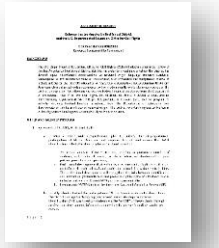
* In order from most spoken to least spoken

Key Shifts in LA Unified - Policy and Practice

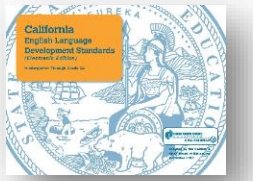


SBE EL Roadmap Adopted

LAUSD-OCR Voluntary Agreement



California ELD Standards



Common Core Implementation

Proposition 58

English Language Proficiency Assessment for California

ELPAC
English Language Proficiency Assessments for California

2011 2012 2013 2014 2015 2016 2017

Board Resolution: Protecting DL Programs for Maximum Academic Achievement

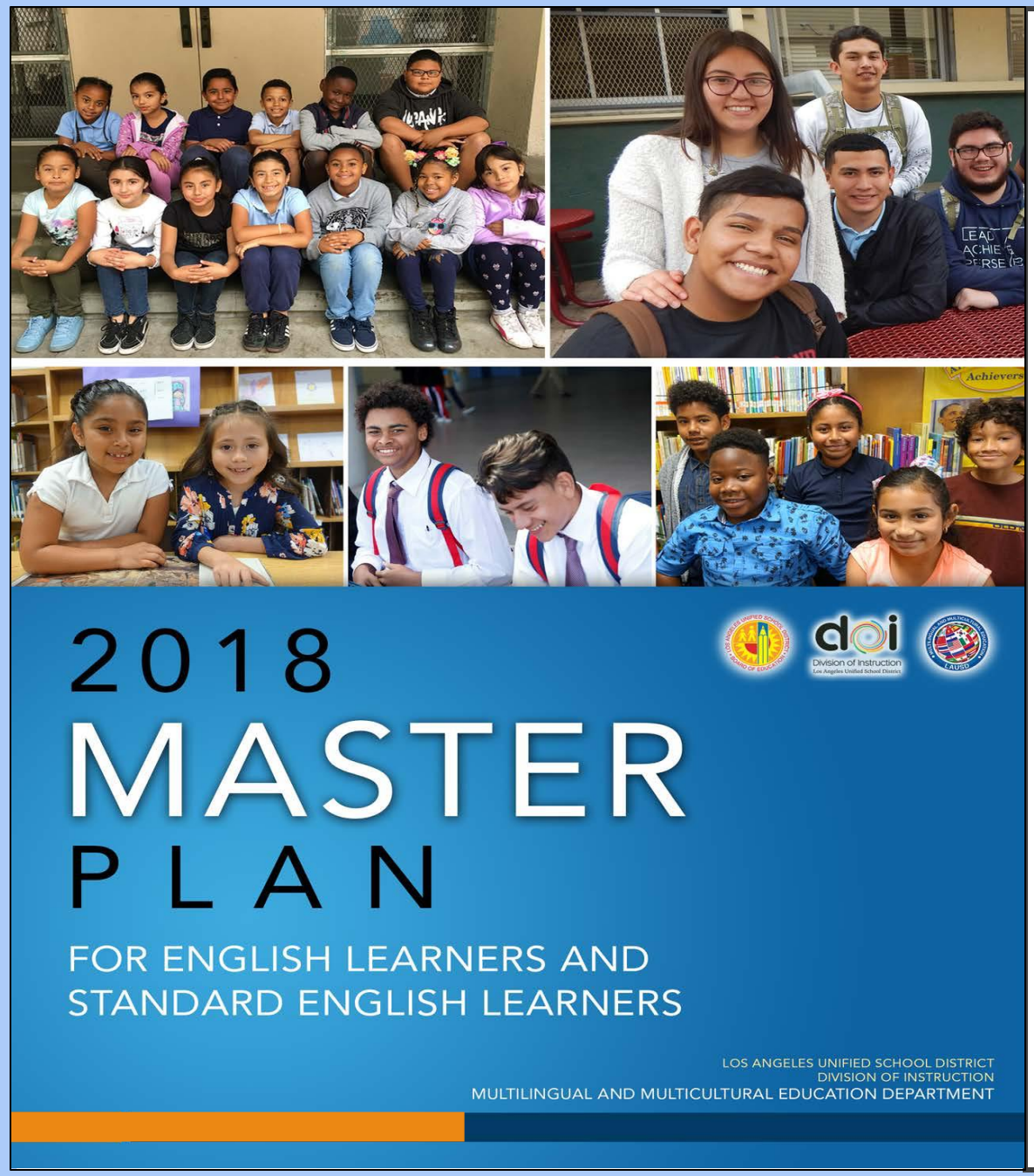
2012 LA Unified EL Master Plan

Board Resolution: Commitment to Prepare Students for a Multilingual Global Economy

Board Resolution: Investing Strategically in Expanding ETK-12 DL Instructional Pathways

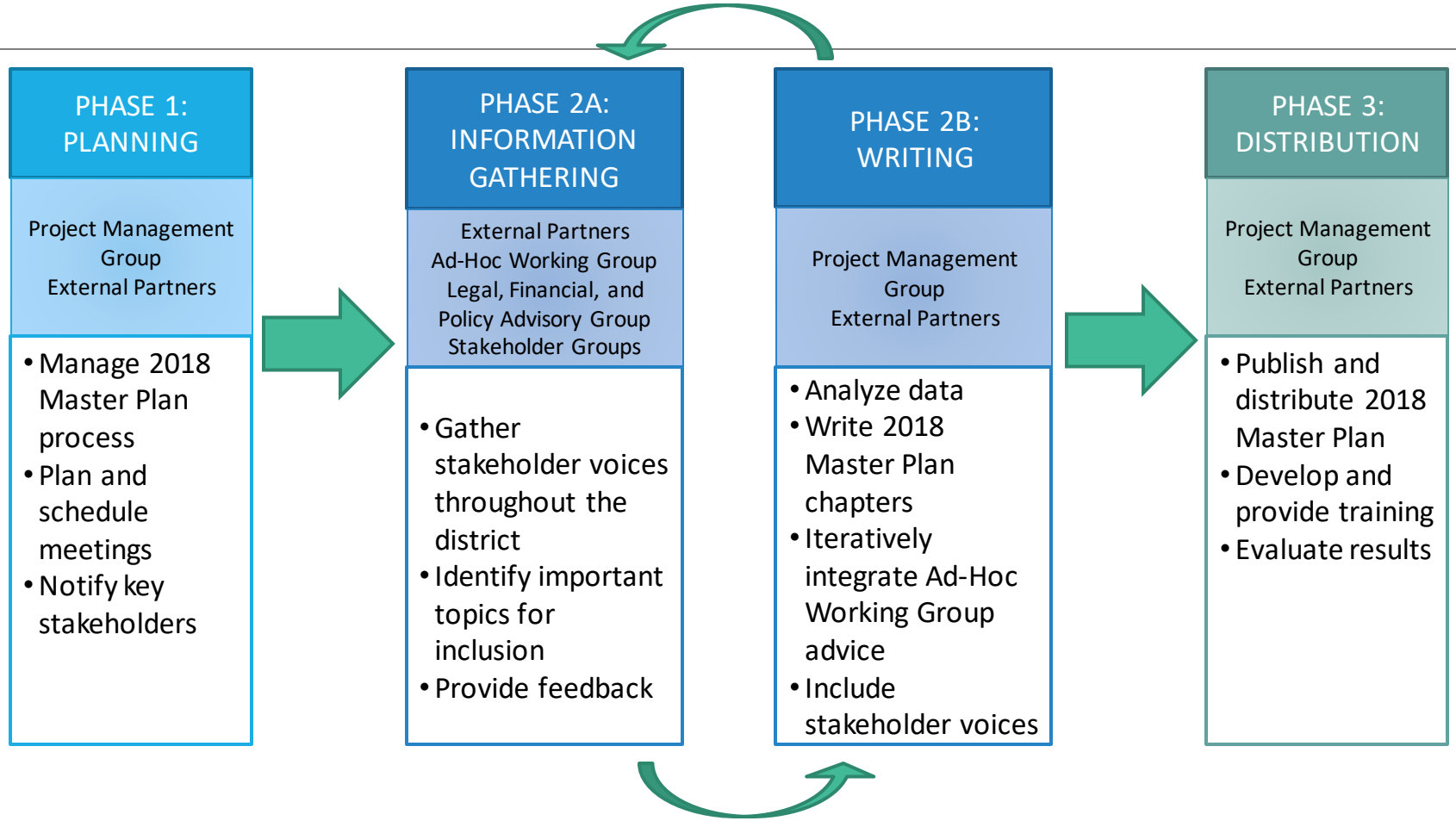
Board Resolutions:

- **Preparing LAUSD Students for Global Economy**
- **Securing a Pathway for Next Generation of Multilingual Teachers**
- **Commitment to Biliteracy**



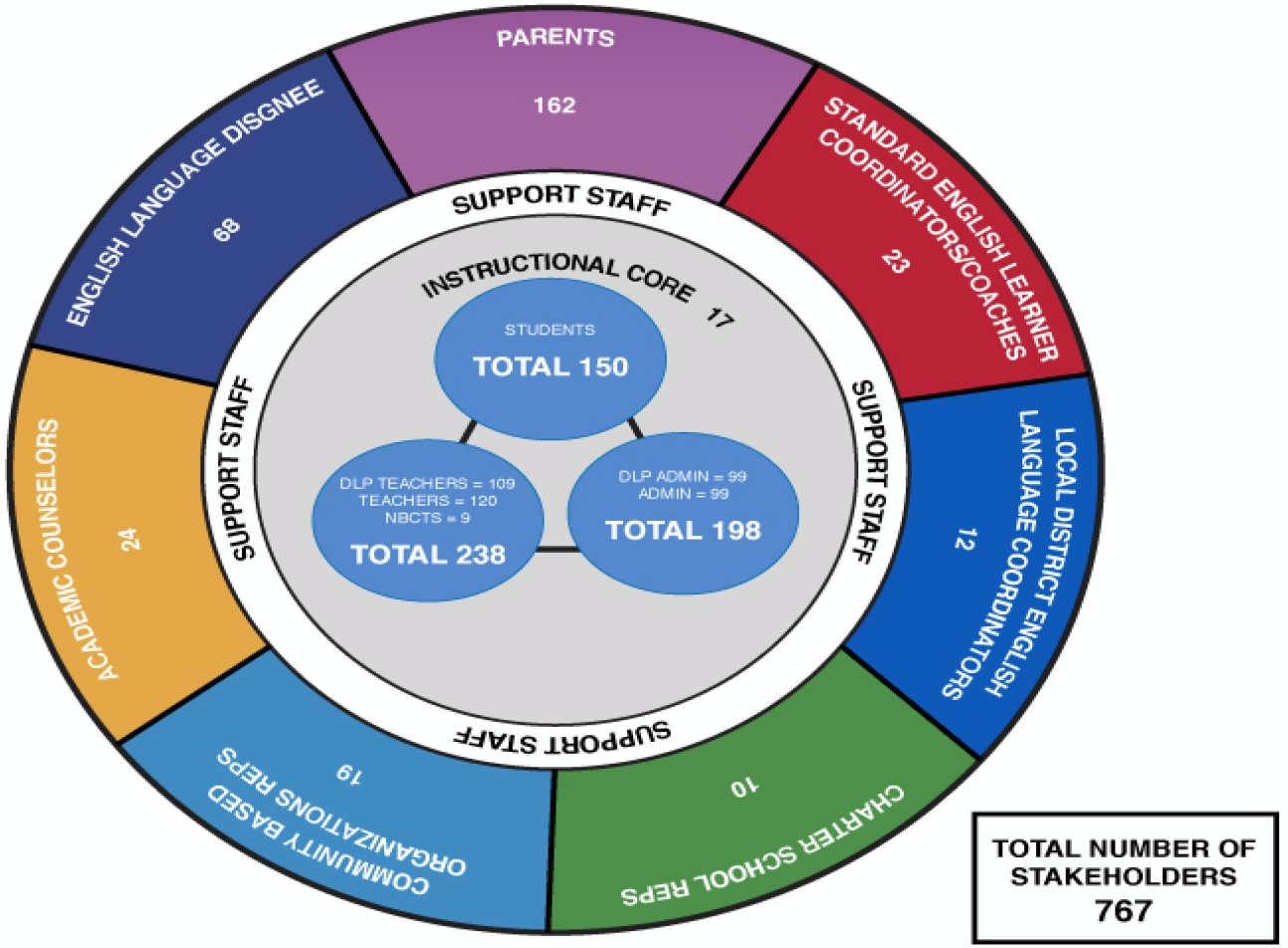
2018 MASTER PLAN FOR ENGLISH LEARNERS AND STANDARD ENGLISH LEARNERS

Master Plan Rewrite Phases



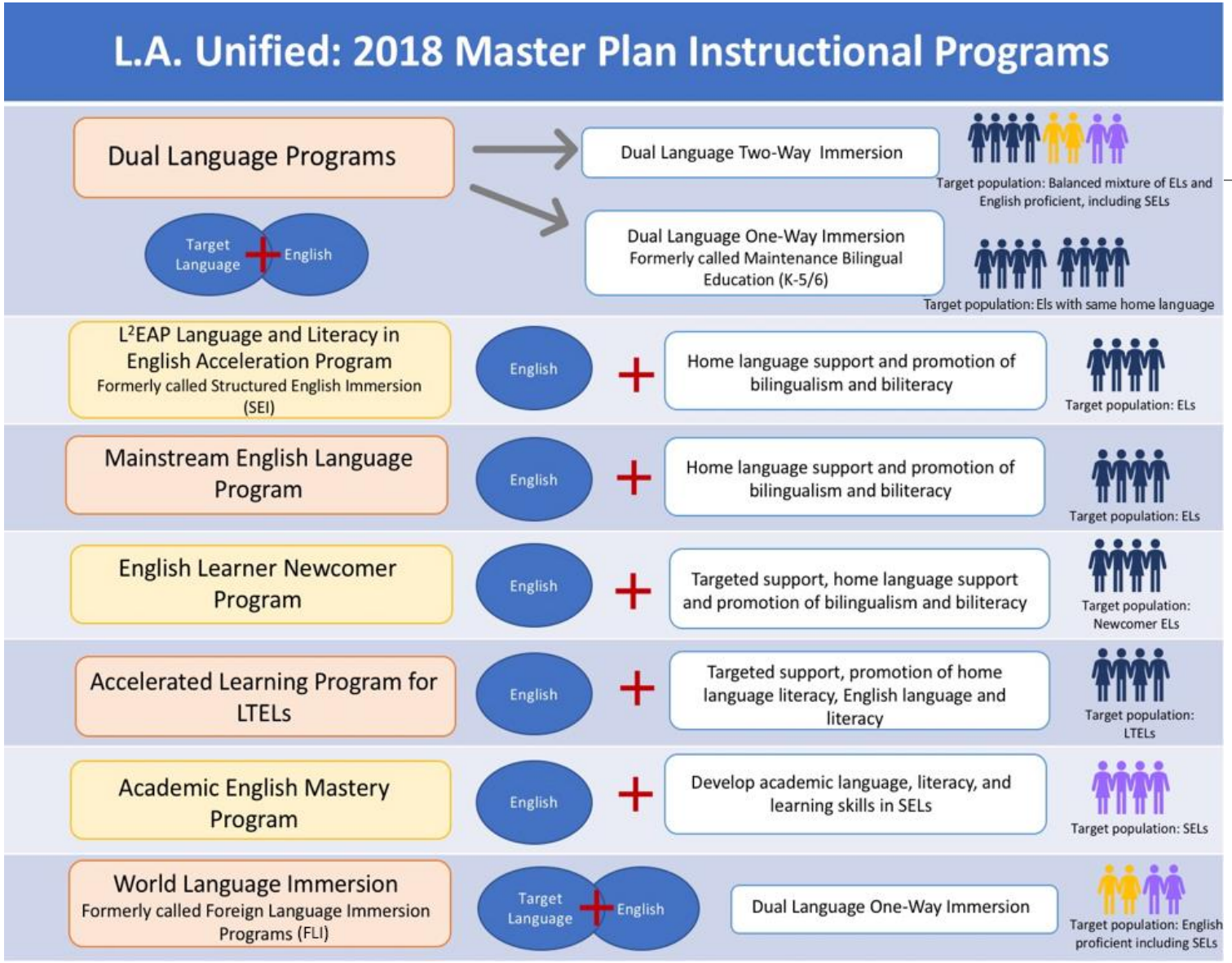
Voices From the Field

(Total 43 Sessions)



TOTAL NUMBER OF STAKEHOLDERS
767

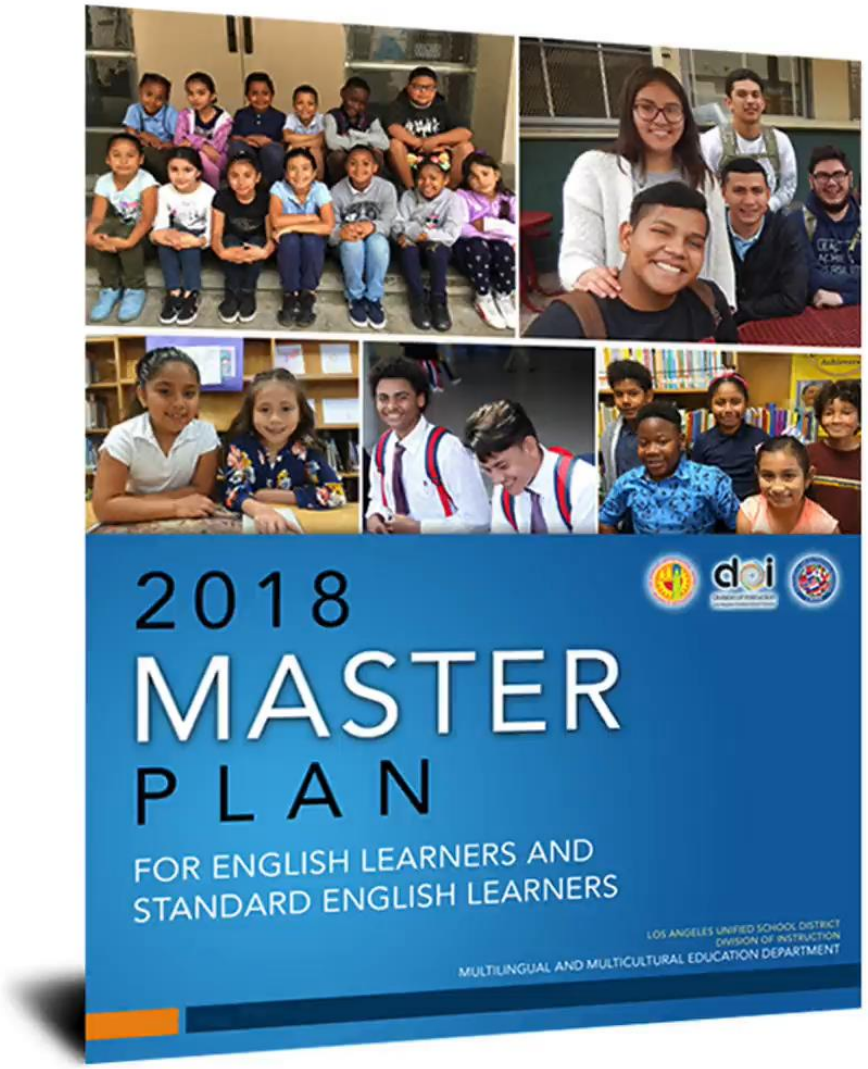
Figure 7: L.A. Unified: 2018 Master Plan Instructional Programs



Programs to Serve our Diverse ELs and SELs

Source: 2018 Master Plan for English Learners and Standard English Learners – Introduction p. 7

Master Plan Development Process



A bold new future for L.A. Unified's language learners

Source: mmed.lausd.net

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thank you
danke
格雷西
ngiyabonga
આભાર
teşekkür ederim
gracias
tapadh leat
дзякуй
bedankt
dziękuję
obrigado
sukriya
kop khun krap
go raibh maith agat
mochchakkeram
хвала
dakujem
дякуємо
eskerrik asko
dankewol
terima kasih
toda
hvala
mauruuru
sagolun
takk
taiku
ありがとう
고맙습니다
ευχαριστώ
ти благодарам
благодаря
рахмат
баярлалаа
enkesi
sobodi
salamat
najis tuka
rahmet
dhanyavadagalu
shukriya
trugarez
djiere dieuf
dank je
misaotra
barka
wolalin
tack
blogodaram
faafetai lava
kiitos
dankie
dhanyavad
asante
manana
mahalo
tanemirt
xibxio
dinich
ありがとう

Xilonin Cruz-Gonzalez

President of the Azusa Unified School District Board of Education and Director of Educators Supporting Immigrant and Refugee Students at Californians Together

Focus on English Learners

Perspective from Azusa USD

Xilonin Cruz-Gonzalez

Azusa USD Board President

Californians Together Project Director

CALIFORNIANS TOGETHER

CHAMPIONING THE SUCCESS OF ENGLISH LEARNERS

Presentation Objectives

- Prioritizing English Learners in Policy and Practice
- Using Meaningful Data to Drive Change
- Moving Forward

CALIFORNIANS TOGETHER
CHAMPIONING THE SUCCESS OF ENGLISH LEARNERS

Supporting ELs through Policy

Using the LCAP to Prioritize ELs

- Parent Advisory Committee Representation
- Separate LCAP Goal for EL Success
- Budgeting Actions/Services
  - Early Childhood (PreK)
  - Investing in Parents

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Supporting ELs through Practice

Using the California EL Roadmap for Reflection and Change

- DELAC & ELAC
- Teaching Staff
- Site Administrators (and Site Staff)

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Using Meaningful Data

Going Beyond the Dashboard

- English Language Arts Indicator
- CAASP & California Spanish Assessment
- English Leaner Progress Indicator (ELPI)

Yellow

English Learners

Foster Youth

Hispanic

Socioeconomically Disadvantaged

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Moving Forward

- Update EL Master Plan
- Develop Individual Profile Pages for English Learners
- Differentiated Goals for Subgroups within the LCAP

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Contact

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www.californianstogether.org

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Questions?

Discuss:

"What are the implications of these research findings and practices for my work?"

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Stanford University

PACE
Policy Analysis for California Education

GETTING DOWN TO FACTS II