



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 8.2

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

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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 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.

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- 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

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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 develop their content knowledge, skills, and readiness, and implement a systematic instructional framework built on a strong foundation of second language 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 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 development on effective ELL and ELD strategies
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