Outcome

Provide information around

- English Learner Data
- Current Progress
- Next Steps/Needs
English Learner Data

Enrollment has increased 22% in the past 8 years
2006: 4,323
2014: 5,495

EL comprise of 11.2% of all student enrollment in SJUSD (2013-14 @ 10.4%)

Spanish is our largest group (48%) and Arabic is our fastest growing EL group (11%)

~10% of our EL students are typically reclassified each year

EL Students making one year’s growth on CELDT (AMAO1)
Students Reaching Proficiency CELDT (AMAO2)

Common Core Implementation Teacher Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent at Emerging and Transitioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>How familiar or knowledgeable are you with the new ELD standards?</td>
<td>87%</td>
</tr>
<tr>
<td>How well do you understand the pedagogical shifts in the New ELD standards?</td>
<td>86.7%</td>
</tr>
<tr>
<td>How often does your learning target include the new ELD standards?</td>
<td>46.1%</td>
</tr>
<tr>
<td>How do you use assessment for ELD standards in your classroom?</td>
<td>88.3%</td>
</tr>
</tbody>
</table>
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<tr>
<td>How often do you add language objectives for knowledge and skills in each content area that you teach (ELA, social science, science, math, etc)</td>
<td>74.4%</td>
</tr>
<tr>
<td>To what extent do you use the newly adopted Math and ELA/ELD frameworks?</td>
<td>64%</td>
</tr>
<tr>
<td>How often are you able to provide scaffolds and accommodations for students to help them meet the expectations of the new standards (CCSS, ELD standards, and/or NGSS)?</td>
<td>51.3%</td>
</tr>
</tbody>
</table>

What is the data telling us?
Work to date

- Federal Program Monitoring findings
- Common core implementation survey
- Principal cohort conversations in the fall
  - English Learner data
  - English Language Development (ELD) Standards
  - ELA/ELD Framework
- Shared responsibility
- ELD is core

Work in progress

- Joint message with SJTA, CSEA, SJPEC
- Guided Language Acquisition Design (GLAD) training for 125 teachers
- Professional development around ELD Standards provided to some schools this year
- English Learner Instruction Specialists (ELIS) training, lesson demonstrations and collaborative focused conversations
- Continue to support site’s Single Plan for Student Achievement (SPSA) around the EL component
- Monthly DELAC parent trainings
- Enhancing our outreach to EL families
Next Steps/Needs

- District wide Professional Development (PD) for all teachers, administrators and paraprofessionals in August.
- Continue to grow GLAD training and follow up for teachers and principals.
- Support principals and leadership teams on developing observation protocols that are intended to enhance teaching practices.
- Increase support for Program Specialist for ongoing district wide ELD PD.
- Examine ELIS roles and responsibilities.
- Skilled teaching staff who can embed EL elements to already planned PD for district initiatives as well as at sites.
- Build in Bilingual Assistant training and supports at the site level.
- Increase access to families by enhancing our Interpreting and translation services.

Questions
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English Learner Department
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