

Spring 2022

JUHSD Program for Students Learning English

Updates

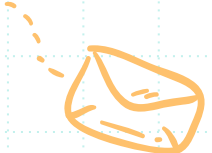




Table of contents



01

Trends

Population shifts from
19-20

02

Staffing

Struggles and celebrations

03

Intake Process

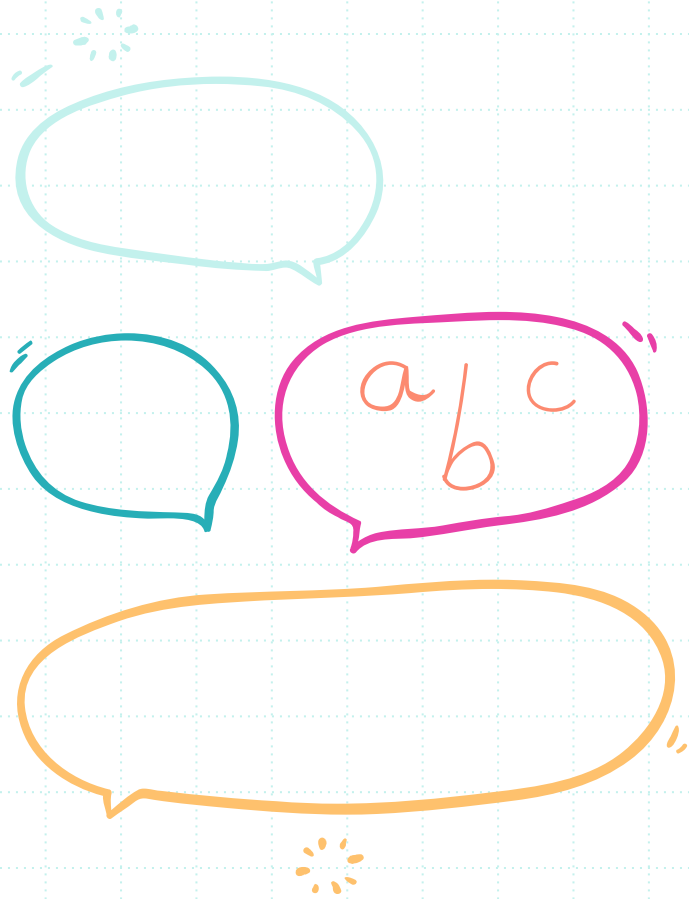
New procedures and
collaboration

04

Progress Monitoring

Next steps for Tier II





01 Trends

Snapshots of current data



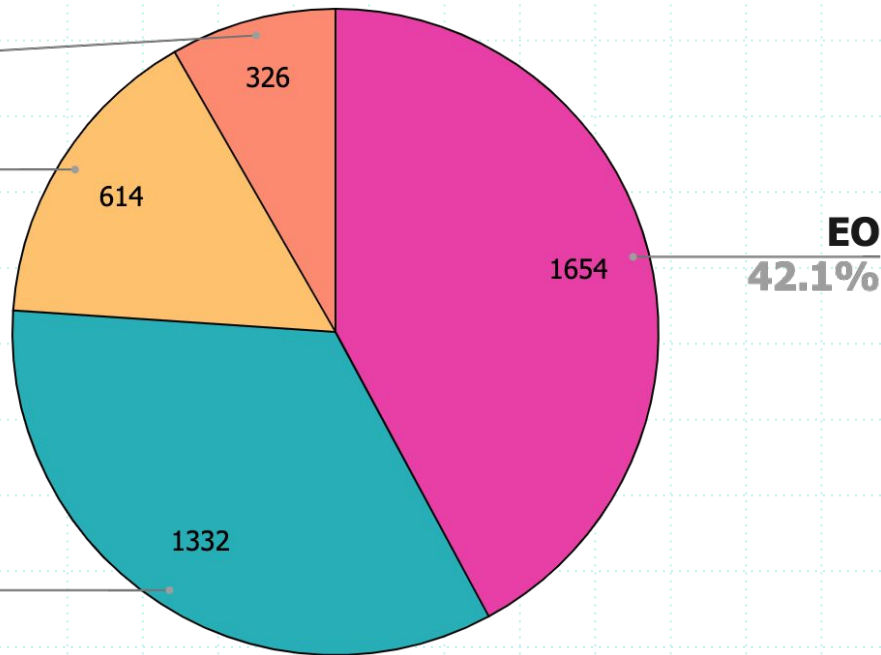
Current Classification Breakdown



IFEP
8.3%

EL
15.6%

RFEP
33.9%



Total Enrollment: 3,927

15.6% EL= 614 students 535 of which attend either Jefferson or Westmoor High School

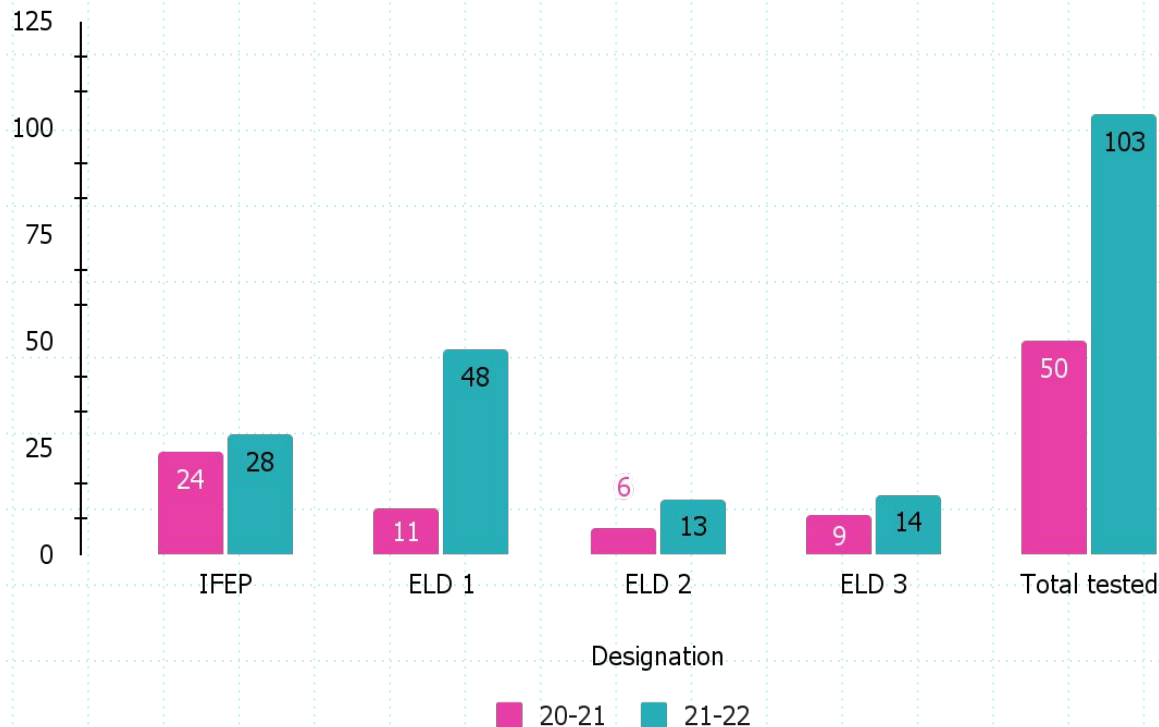
EO= English Only, student indicated only English on the home language survey

IFEP= Initially fluent English proficient. Student was flagged for testing and determined not to need English language services

RFEP= Reclassified fluent English proficient. Student met all criteria, such as test scores, to now be determined English proficiency after previously being classified EL



Initial Breakdown



We have already doubled the number of students tested by April 2022

We have had a 336% increase in students who qualify for ELD 1 courses

These increases bring us back up to similar trends to the 19-20 school year, right before the shutdown

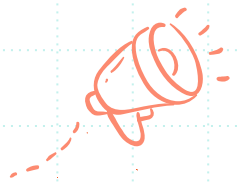
Birth Countries: Guatemala, Philippines, El Salvador, Honduras, Nicaragua, Brazil, China



Reclassification Data

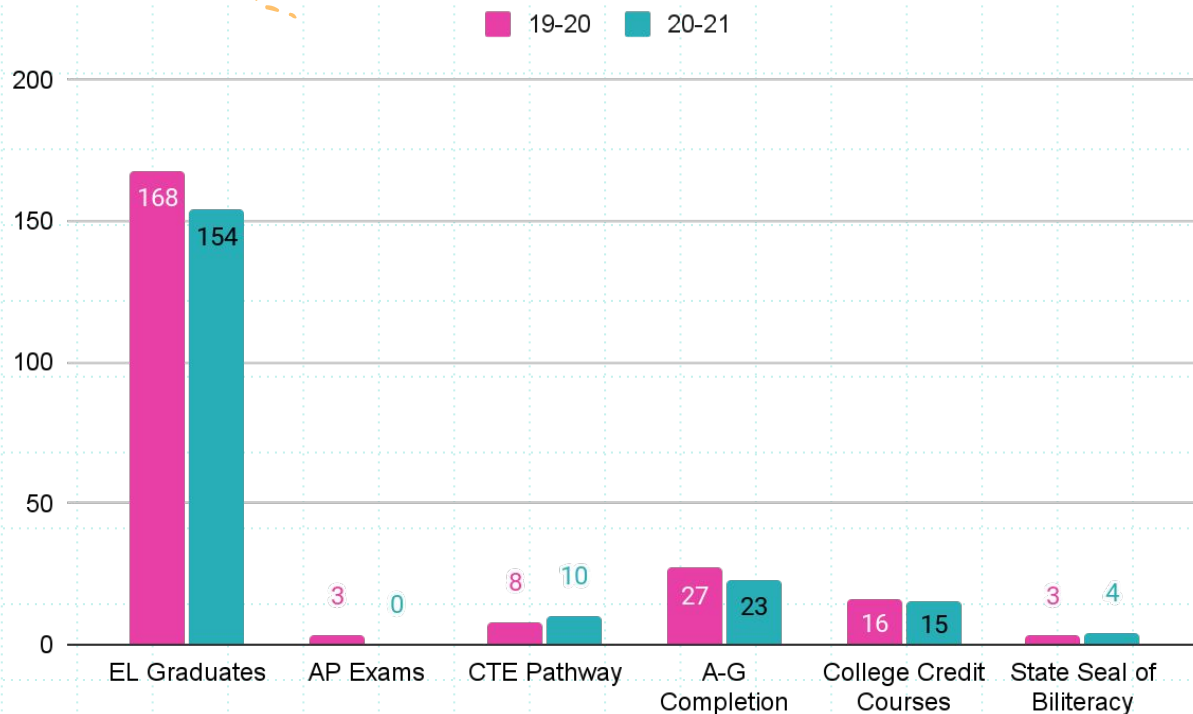
District	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Jefferson Union High	4,705	687 (14.6 %)	1,947 (41.4 %)	89 (12.9 %)
<u>County Total:</u>	90,313	17,224 (19.1 %)	21,709 (24.0 %)	1,508 (7.7 %)
<u>State Totals:</u>	6,002,523	1,062,290 (17.7%)	1,311,273 (21.8%)	79,667 (6.9%)

131 (22%) of students have been reclassified in 21-22 so far





College and Career Readiness Indicators



College and Career Readiness was not officially reported for 20-21 due to the pandemic and cancellation of the Smarter Balanced Assessment in 2020

Our numbers have stayed consistent, though not ideal, it is more encouraging considering the circumstances

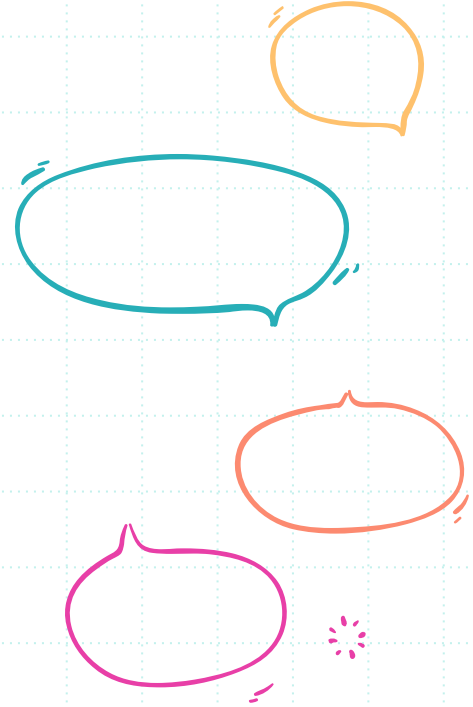
The CTE program and its teachers have been working very hard to make their classes more accessible to students learning English

A large teal speech bubble with a tail pointing downwards and to the right, containing the number 02.

02

Staffing

Struggles and celebrations





What are the conclusions?

Bilingual Paras

Fully staffed at WHS,
filled as of 4/19 at JHS

Family Liaisons

Arianna Tapia and
Maria Gomez

SLE TOSAs

Lisa Rubin (JHS) and
Lori Collins (WHS)

Social Worker

Newcomer focus for
WHS and JHS

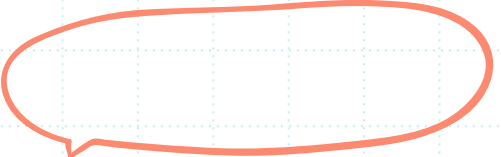




03

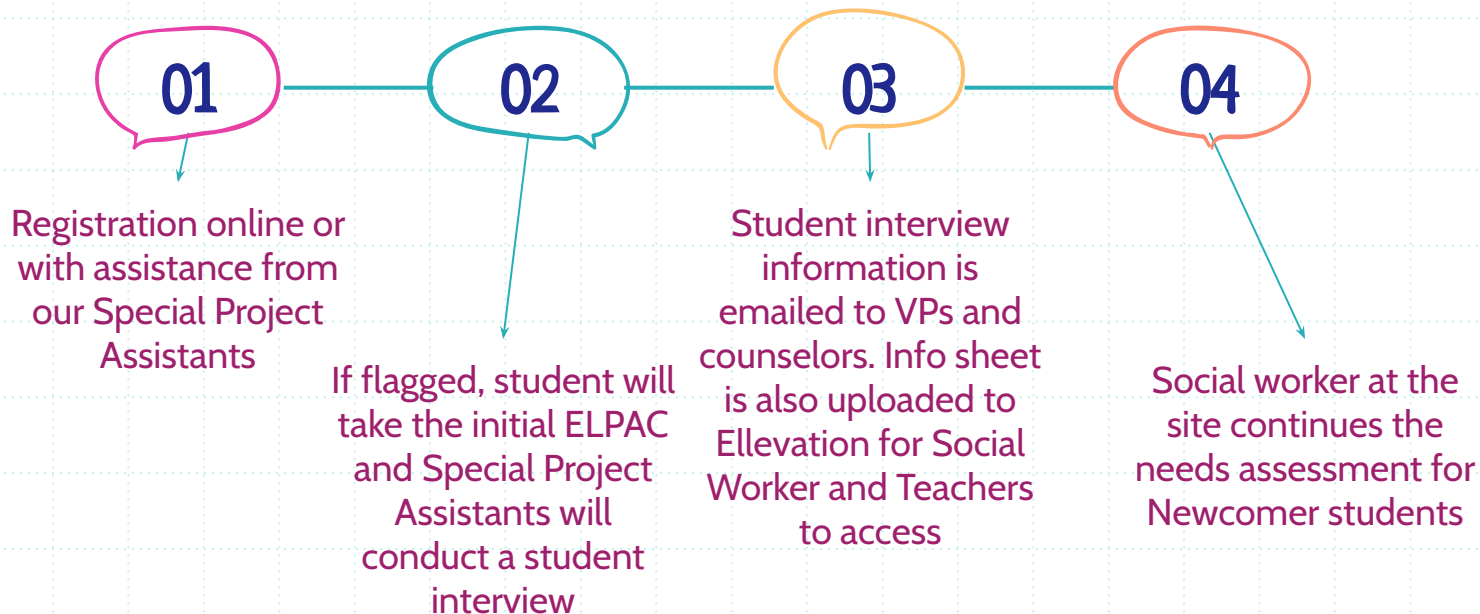
Intake Process

New procedures for 21-22





Intake Process Steps



Incoming Student Information Sheet

Information sheet guides conversations when students come in to complete testing

Has an additional section for local math and primary language assessment

Provides background information that can help alert site Social Workers to potential areas of further exploration (though not a needs assessment)



Incoming EL Student Information Sheet (2021-22) Educational Background

Student Name: _____
Grade Level: _____
Age: _____

Placement Recommendation ELD descriptors	☐ ELD I	☐ ELD II	☐ ELD III	☐ Mainstream
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Demographic Information

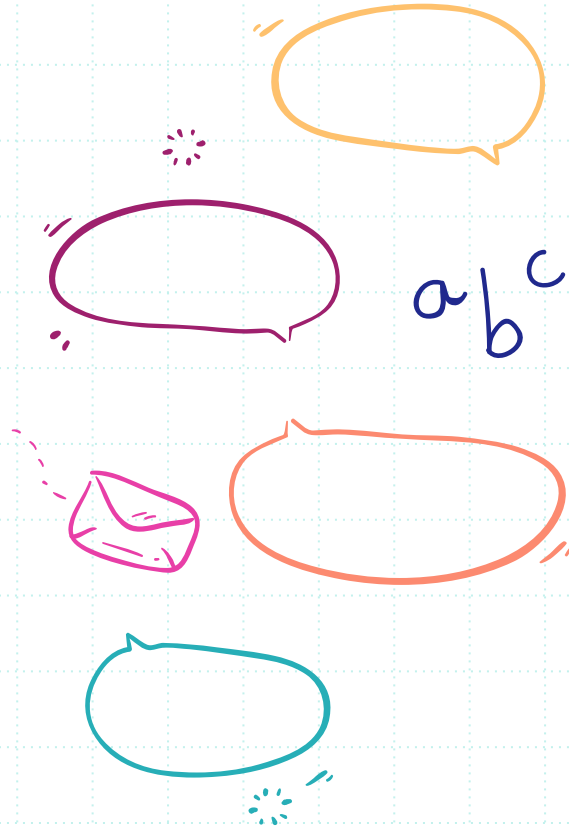
Home Country and City	
US Entry:	US School Start Date:
Primary Language	
Student Phone Number	

Testing Results

ELPAC Initial	☐ IFEP (450-600) ☐ Intermediate (370-449) ☐ Novice (150-369)
Primary Language Writing Assessment	☐ Beginning ☐ Intermediate ☐ Advanced [Link Writing Assessment]
Math Test	[Link Paper Test]

Interview / Educational History

Educational Background	☐ Clearly identified as SIFE ☐ Student is NOT SIFE ☐ SIFE classification uncertain due to discrepancies in reporting
SIFE Indicators (Students with Interrupted Formal Education) Check all that apply; one checkbox will indicate SIFE	☐ The student began school after the age of 8 ☐ The student did not attend school every day over an extended period (more than 2 years) ☐ In school attendance grid, 2+ years are indicated as being out of school ☐ The student only speaks his or her first language ★ Student reports being less than proficient ("good") in reading in L1 ★ Student reports being less than proficient ("good") in writing in L1
Additional Information	☐ Student speaks very little to no English ☐ New to the USA ☐ Not new to the USA but new to our state/Bay Area ☐ Student shared something that may indicate trauma ☐ Student is living in shared care ☐ Student was in a shelter/holding center before arriving to JUHSD



04

Progress Monitoring

Preparing for Tier II offerings



Progress Monitoring Through Ellevation



Forms are sent out once a semester. Lori Collins monitors WHS, Lisa Rubin monitors JHS, Laurie Robinson monitors OHS, TNHS, and THS. 21-22 focus was on 9th and 10th grade EL for Fall, 11th and 12th for Spring

Forms are filled out and copies are attached to the students profile, all on Ellevation

So far the most common suggestions of supports are writing workshops and one on one tutoring.

We also monitor the progress of students who have been recently reclassified



2021-2022 Progress Monitoring				
Progress Monitoring • 4/07/2022				
Student #:				
Student: , ,				
Teacher Name		Due Date		
Teacher Subject		Submitted Date		
This student is subject to occasional progress monitoring from the ELL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.				
Student Information				
First Name	Last Name		Local ID	
Student #	Grade Level		School	
Exited Monitoring Status				
Monitoring Questions				
1. Evaluation				
	Minimally Developed	Somewhat Developed	Moderately Developed	Well Developed
Listening				
Reading				
Writing				
Speaking				
2. What interventions would you recommend?				
Check all that apply				
☐ Monarch Mentoring				
☐ Designated Language Support Class				
☐ One on one tutoring				
☐ Writing workshop				
☐ Wellness Supports (If there is a pressing concern, please submit a referral to the Wellness Team ASAP)				
☐ Other (explain in comments)				
Recommendation				
Based on my response above, and as a classroom teacher for this student, I have been able to monitor academic progress during the				

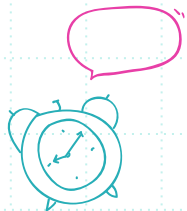




Next Steps: Goals for Intake



- Continue to refine our intake at the district level while increasing collaboration between the district and site staff to provide a smooth transition for student and family
- Conduct needs assessments for all newcomers and work towards connecting students and families with needed services and resources
- Strengthen the partnership between the Social Worker and the Family Liaison

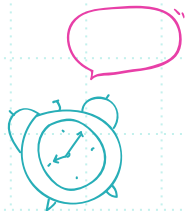


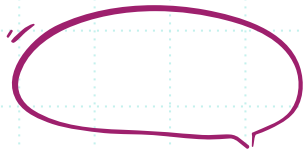
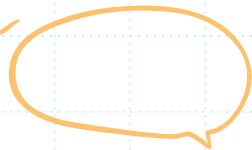


Next Steps: Goals for Progress Monitoring



- Continue to monitor progress of students learning English and those who were recently reclassified at all school sites
- Develop plans for writing workshops and one on one tutoring that are not dependent solely on staff capacity
- As students are increasingly mainstreamed, continue and improve teacher education and support to meet the needs of all students in every classroom.





Thank you

Questions?

