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Welcome

English Learners and *Small Learning Communities:*

Winter Institute
February 27, 2008
Ludo Deschuytter
Language Acquisition Branch



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How do we meet the needs of English learners in Small Learning Communities?



Presentation Outcomes

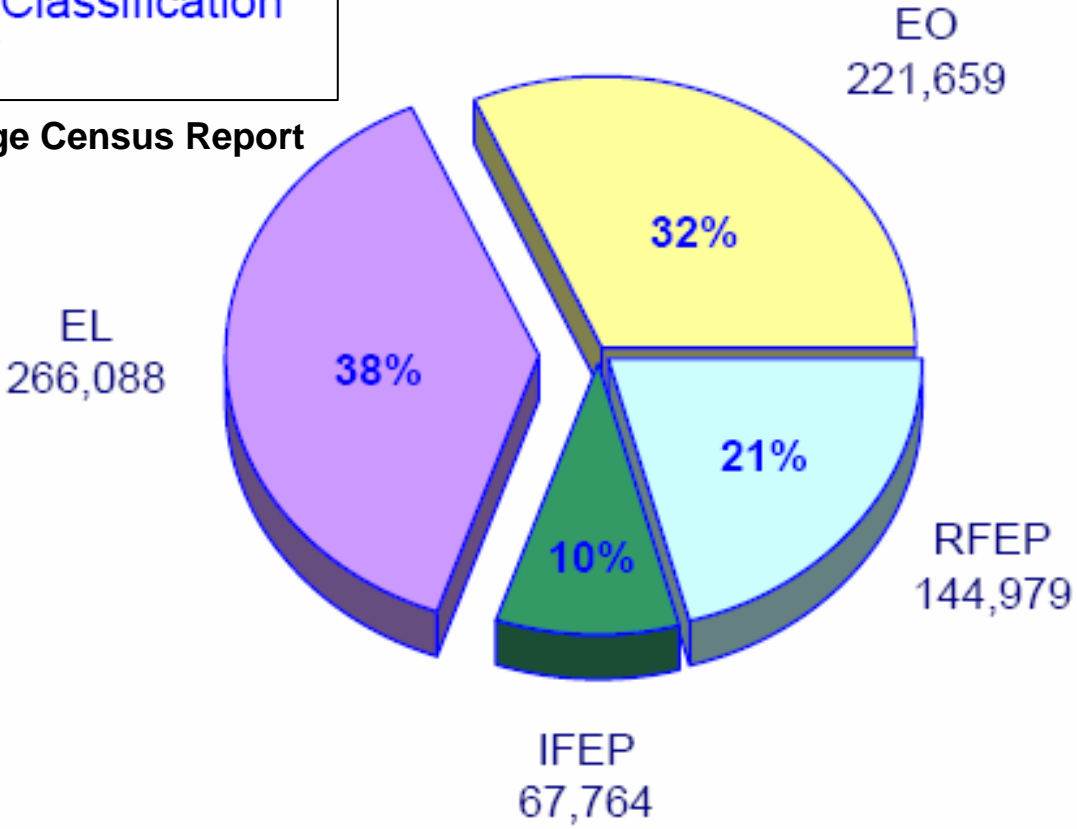
- Become more aware of English learner (ELs) diversity and data
- Review common understandings (policy, programs and services) related to ELs
- Examine how to meet the needs of ELs in SLCs



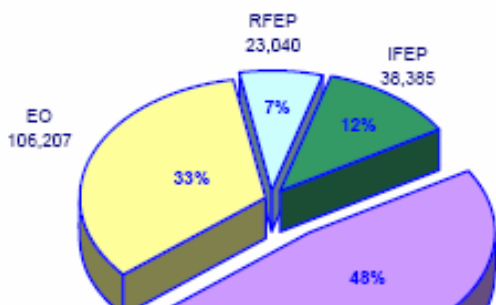
Who are our English learners?

LAUSD K-12
Enrollment by Language Classification
2006 - 2007

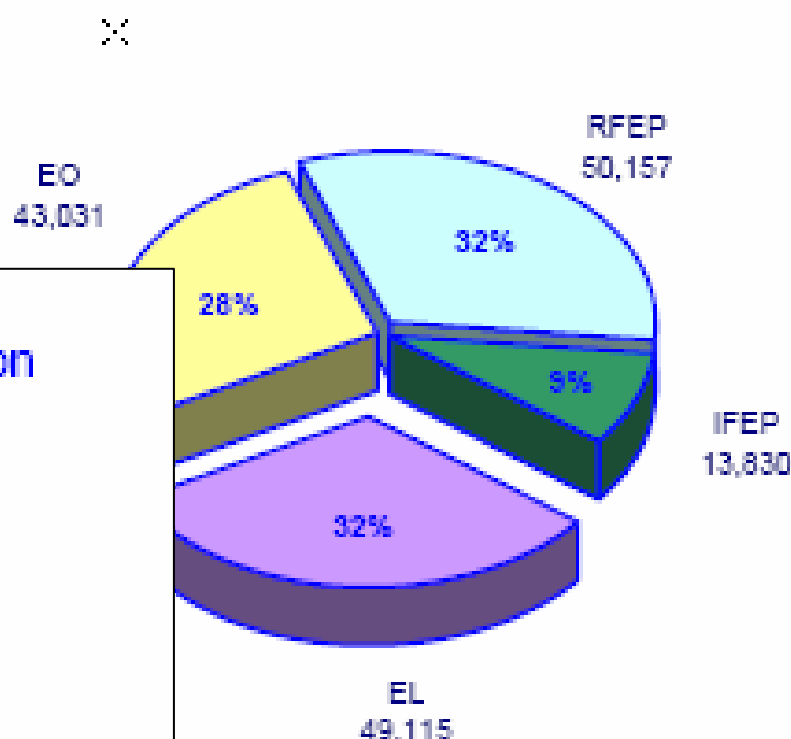
R30 –California State Language Census Report



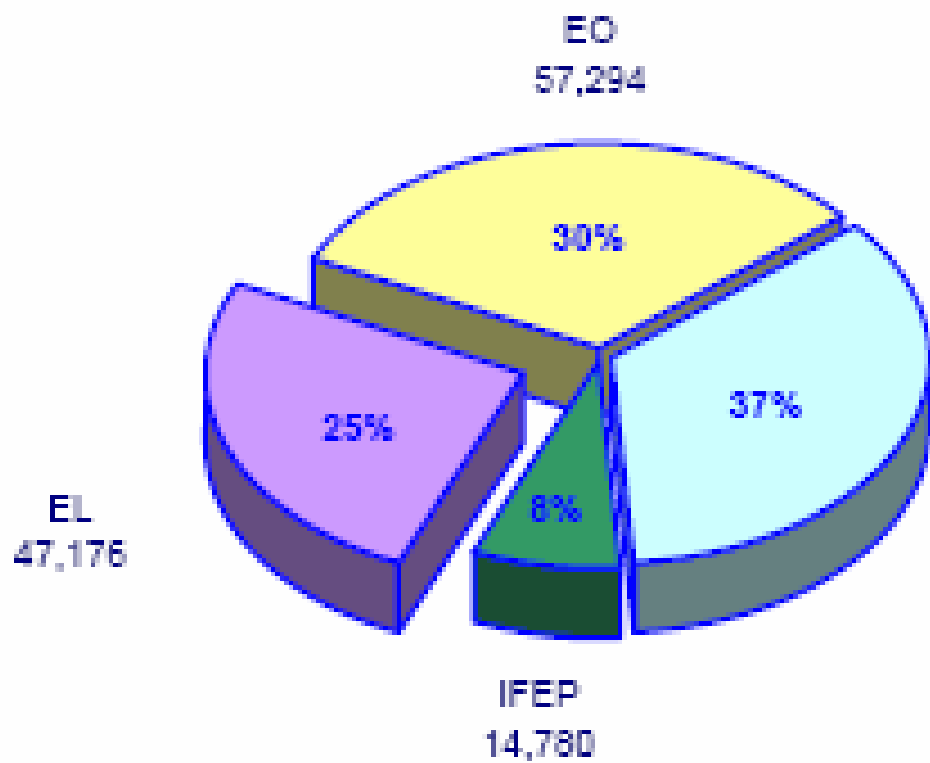
Grades K-5
Enrollment by Language Classification
2006 - 2007



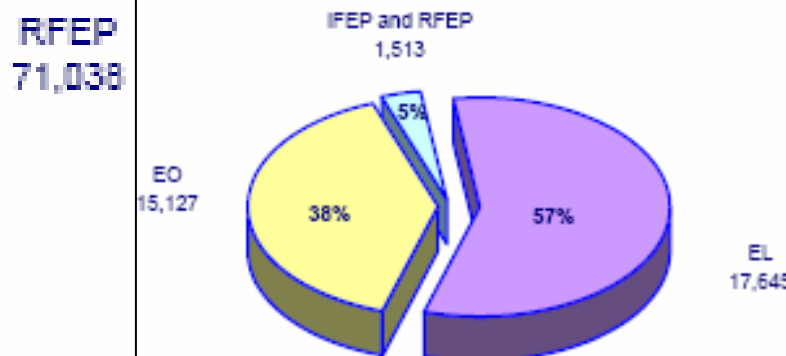
Grades 6-8
Enrollment by Language Classification
2006 - 2007



Grades 9-12
Enrollment by Language Classification
2006 - 2007



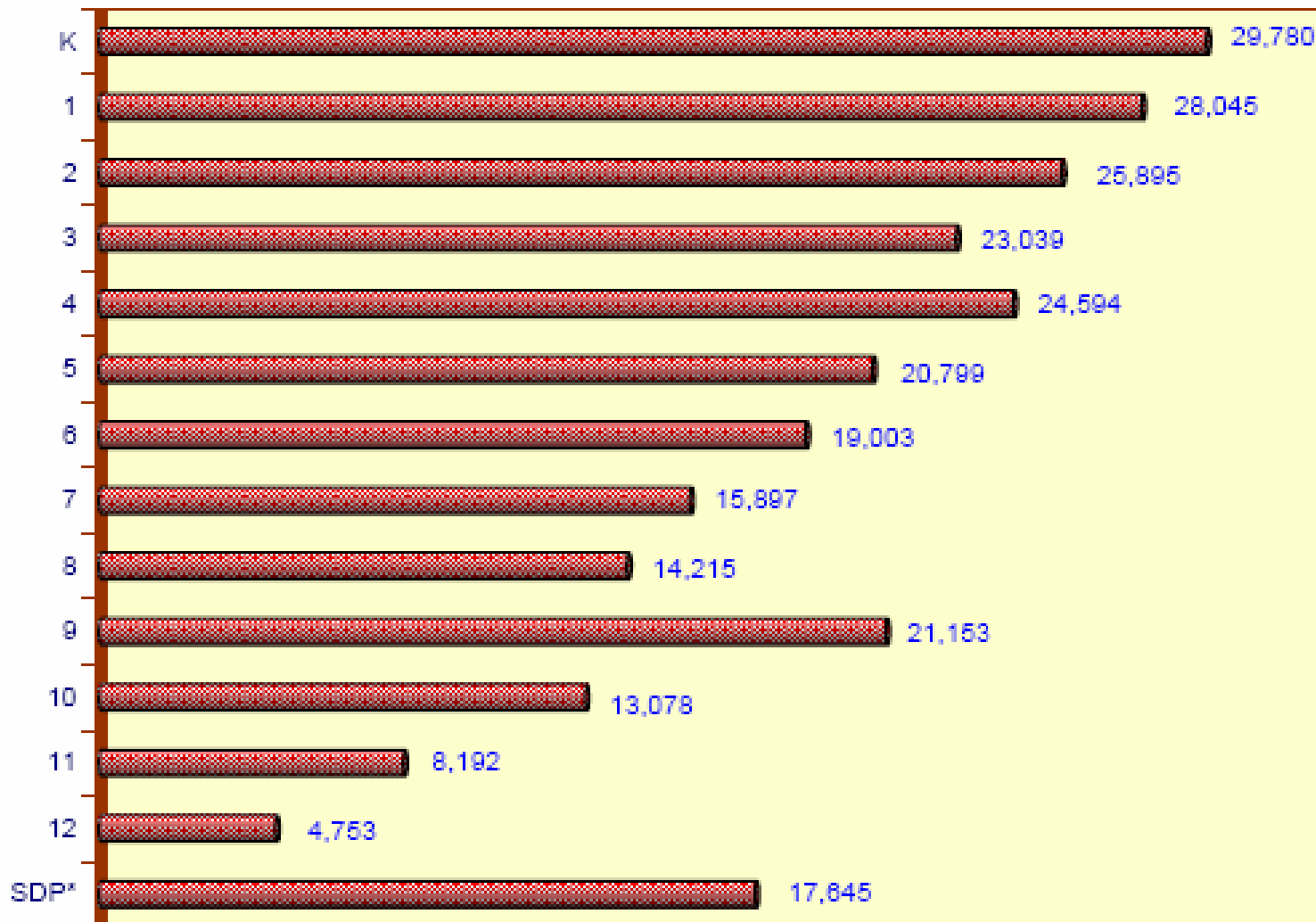
Special Day Program
Enrollment by Language Classification
2006 - 2007





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LAUSD K-12 EL Enrollment by Grade Level 2006 - 2007



*Special Day Program at all locations



English Learner Typology

All English learners are NOT the same,
whether PRP or ESL students.

- Newcomers
 - Highly literate & well-educated in L_1
 - Under-schooled
- Long term ELs
 - Inconsistent schooling
 - Struggling, unmotivated
- Personal and socio-cultural dynamics
- IWEN – SLD or Gifted



LAUSD's Two English Learner (EL) Categories

- ESL students (English as a Second Language)
- PRP students (Preparation for Reclassification Program)

In middle school, approximately 42% of ELs are ESL and 58% PRP.

In high school, approximately 19% of ELs are ESL and 81% PRP.

The categories represent distinct needs.



LAUSD's Two English Learner (EL) Categories

	6 th grade	7 th grade	8 th grade	Total
EL	19,003	15,897	14,215	49,115
ESL	9,507	7,061	3,948	20,516
PRP	9,496	8,836	10,267	28,599

	9 th grade	10 th grade	11 th grade	12 th grade	Total
EL	21,153	13,078	8,192	4,753	47,176
ESL	5,115	2,438	1,140	106	8,799
PRP	16,038	10,640	7,052	4,647	38,377

**What are the numbers and the breakdown at
your school?**

Data sources: R30 2007 and DSS Spring 2007



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**What are the needs of
English learners?**

**What are the Federal, State
and District requirements
for English learners?**



State Program for English Learners CA Ed Code / Regulations (CPM)

EL 1 – School Parental
Outreach

EL 2 -EL Advisory Committee
(ELAC)

EL 3 -District EL Advisory
Committee (DELAC)

EL 4 - Identification, Assessment
& Notification

EL 5 - General & Supplemental
Funding

EL 6 - Reclassification

EL 7 - Authorized Teaching Staff

EL 8 - Professional Development

EL 9 - Language Placement &
SEI Criteria

EL 10- Parental Notification of
Waiver Process

EL 11- ELD Instruction

EL 12- Core Instruction

Monitoring progress to overcome academic deficits



MEMORANDUM: SCHEDULING ENGLISH LEARNERS AND STAFFING

- Three Program Options for ELs
- Access to Core & ELD
- Scheduling and Staffing
- Intervention (Enabling & ELS)
 - BTB for ESL 1A thru 2B



EL Support and Intervention

What are the Enabling Courses?

What is their purpose?

**What are the English Language
Skills courses?**

What is their purpose?



Significant SLC Issues

- Enabling
 - 3 courses (Science, Math, Social Studies)
 - Intro ESL A/B, ESL 1A, ESL 1B
 - Multi-grade level
- English Language Skills
 - Increase PRP Academic English success
 - Criteria
 - Linked to grade level English class (same teacher)



REFERENCE GUIDE: PLACEMENT of MATRICULATING ELS in MIDDLE SCHOOL and HIGH SCHOOL ELD CURRICULUM

- Basis for placement: DPI code from elementary school
- Additional criteria to determine placement:
 - CELDT scores
 - CST results from Spring, 2005 in English/Language Arts (or 2006 if available)
- High school placement by course passed
- Limited DPI use in secondary for new enrollees



Elementary to Middle School

Matriculating English Learner Placement Chart

OVERALL CELDT SCORE	CST Eng/LA	DPI CODE	COURSE PLACEMENT
1		1	Beginning ESL 1A or Introduction to ESL A/B
1		2	Beginning ESL 1B
1		3	Beginning ESL 1B
2		A	Intermediate ESL 2A
3 or 4		A	Intermediate ESL 2B
2		B	Intermediate ESL 2B
3 or 4		B	Advanced ESL 3
3 or less		C	Advanced ESL 3
4 or 5	Basic	A-C, E	Grade-level PRP English
3-5	Prof. or Adv.	A-C	Grade-level PRP English

Can also be used to guide high school placement (newcomers & out of district)



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How can schools/SLCs foster success for English learners at the secondary level?



School Actions

- Create a student need-based Master Schedule
- Monitor Placement and Grouping
- Monitor Student Progress
- Inform Parents
- Keep Students Accountable
- Refer Students in Need of Support
- Counsel Students
- Continual Focus on Student Learning and Teacher Capacity



Organizing for Students in an SLC: The Master Schedule

- How would you group the following students for World History?
- They are all in the ninth grade. Does this matter?
- Where would you place the 22 students from Intro ESL, ESL 1A and ESL 1B?

See Handout

ESL 2A: 9	ESL 4: 18
ESL 2B: 11	PRP: 44
ESL 3: 14	RFEP/IFEP/EO: 65

183 total 9th grade students



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Class	EL composition and #	Rationale/comments
WH #1		
WH #2		
WH #3		
WH #4		
WH #5		
WH #6?		
ESL History	Intro ESL(8), ESL 1A (7), and ESL 1B (5)	Content-based ELD, building foundation for S-B grade- level Soc.Sci./history



Monitor Placement for ELD

- Follow procedures in REF-3494, “Placement of Matriculating EL’s in MS and HS ELD Curriculum” and the memorandum, “Scheduling Secondary English Learners and Staffing”.
- Provide support for Beginning ESL students with Enabling Classes.
- Provide support for struggling PRP students through English Language Skills.



Monitoring the Progress of English Learners in your SLC

- English Learner Monitoring Roster – ID27, <F1>, <F1>
- In-house EL Monitoring – ID99,3. Select 341=L. Print fields 102, 101, 141, 351, 352, 336, 337, 338, 339, 340, 908, 991, and other fields of interest.
- Sort by field 140 for your specific SLC.
- Use when counseling EL students and their parents.



EL Monitoring Roster

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	Init	Gr	Eng	----- CELDT -----				-- Academics --				----- CAT 6 -----				Perf	CST				
	Date		Course	Dt	Over	Oral	Read	Writ	Eng	Mat	Sci	Soc	Dt	RT	LT	MT	Asgn	ELA			
RIAN	10/03	06C		10/15/06	2	2	3	2	2					Spr05	21	08	10	03/07	3	05/07	FBB
SENIA	07/01	06B		09/12/06	2	3	2	1	1					Spr05	05	01	13	03/07	2	05/07	FBB
ELICA	10/01	06A	230101	09/26/06	3	3	5	2	3					Spr05	18	11	04	02/07	2	05/07	B
R	01/00	08A	230105	09/13/06	4	5	4	2	4	B	C	B	B	Spr07	11	05	08	04/05	3	05/07	BB
GEVORG	09/98	08B	230105	08/07/06	4	3	4	3	5	B	D	D	C	Spr07	14	49	46	02/03	1	05/07	B
IVANA BELEN	10/98	07B	170106	07/05/06	2	2	3	1	2		B	A	A	Spr04	01	01	06	04/06	2	05/07	BB
NIELA STACY	08/00	07C	230103	08/09/06	3	4	4	1	3	C	D	C	D	Spr04	43	15	13	04/06	3	05/07	BB
MATHALIE	08/01	06C		09/20/06	3	3	5	2	3					Spr05	12	33	49	03/07	3	05/07	BB
STEVEN	10/99	07C	230103	08/08/06	4	4	5	3	3	C	B	C	C	Spr04	29	02	34	04/06	3	05/07	BB
CHARLIE	11/01	07C	170105	07/25/06	1	1	1	1	1	F	D	C	D	Spr04	01	15	03	02/06	2	05/07	FBB
FREDIX	11/01	08C	170106	09/07/06	2	2	3	1	4	C	F	F	C	Spr07	24	19	08	02/05	2	05/07	FBB
JIRAPHA	09/02	08B	170106	11/01/05	4	5		4	3	B	B	D	B	Spr07	20	23	34			05/07	B
IRA PATRICIA	12/99	08C	230105							C	C	B	C	Spr07	40	69	59			05/07	P
SANDRA	05/01	07B	170106	08/07/06	3	2	3	2	3	B	B	A	B	Spr04	12	15	16	03/06	2	05/07	B
MACKELYN	12/01	06A	230101	10/04/06	2	2	3	1	2					Spr05	09	20	04	03/07	2	05/07	FBB
ANTHONY	09/99	08C	170106	08/01/06	3	4	5	2	3	C	F	F	C	Spr07	24	01	15			05/07	FBB
, ARTUR	08/01	06C		09/19/06	2	2	2	2	3					Spr05	00	00	00	03/07	2	05/07	FBB
CLAUDIA	07/01	06C	230101	09/24/06	2	2	4	2	4					Spr05	22	22	57			05/07	B



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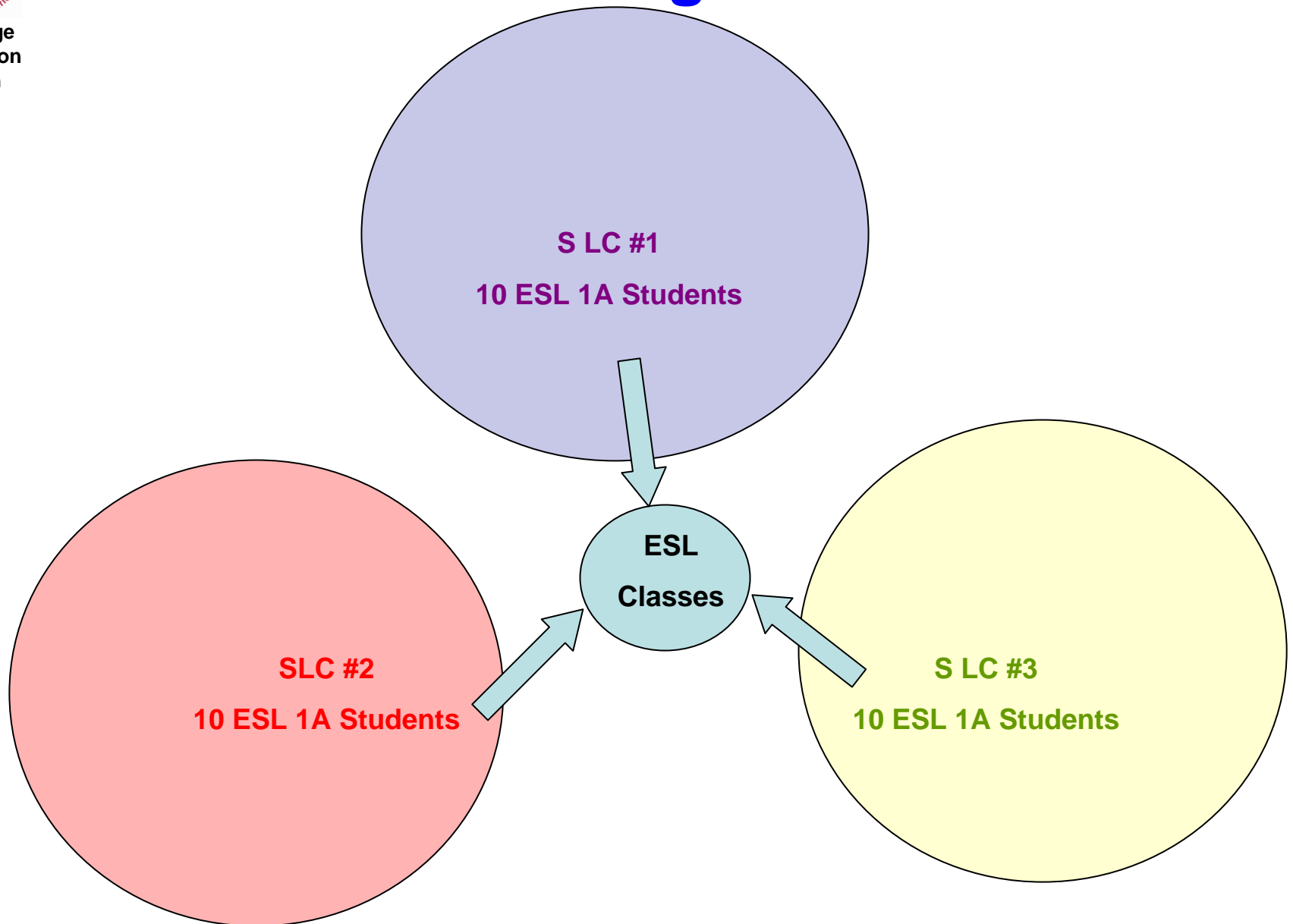
Design Models for Small Learning Communities

Advantages
and
Disadvantages



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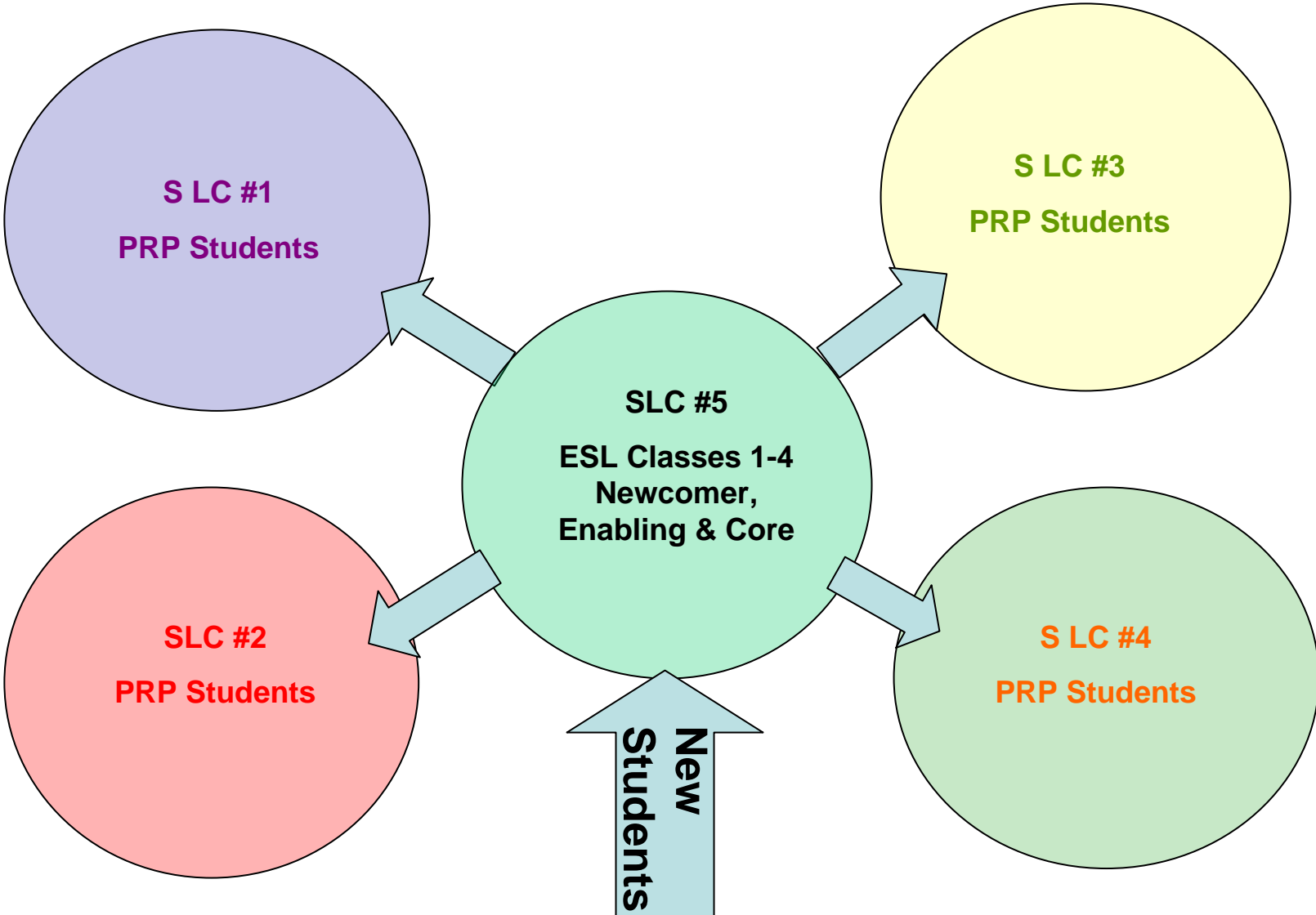
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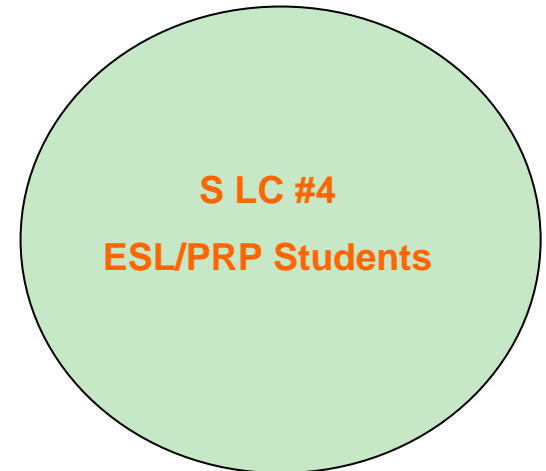
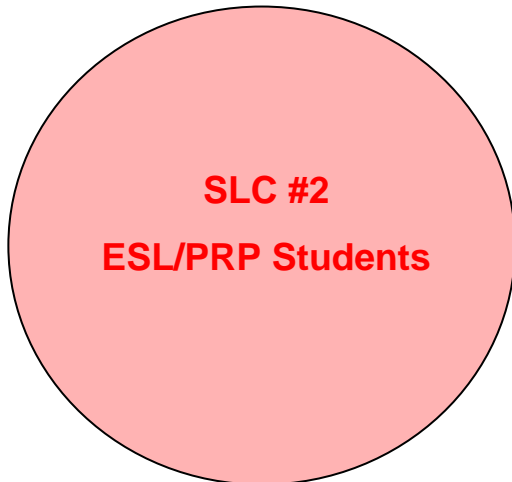
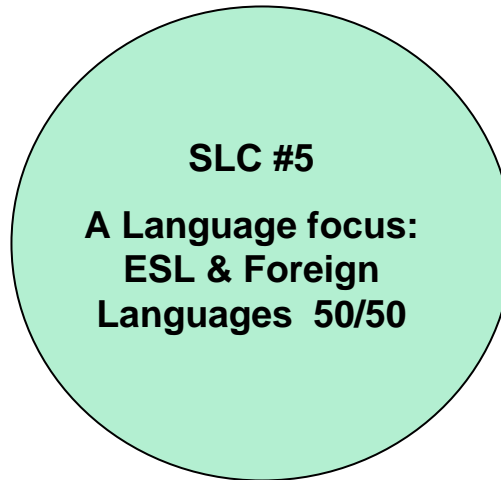
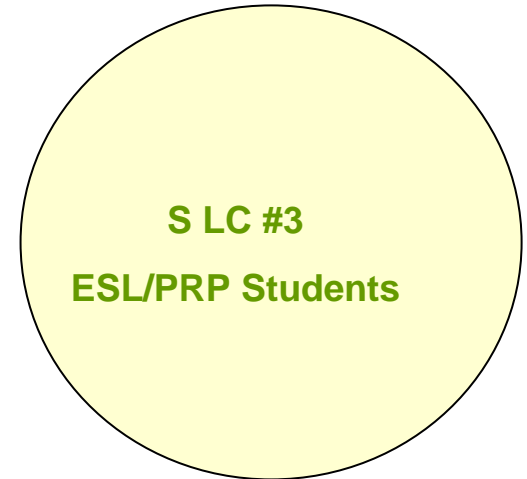
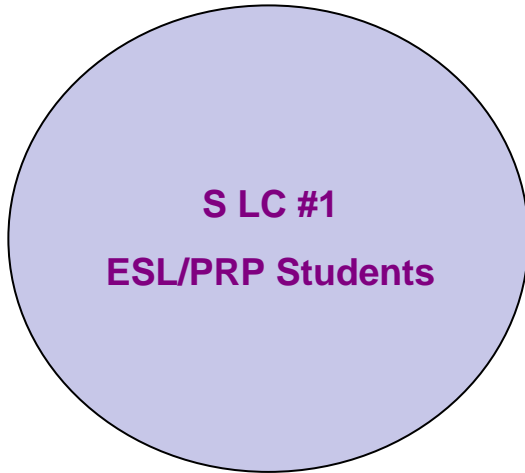
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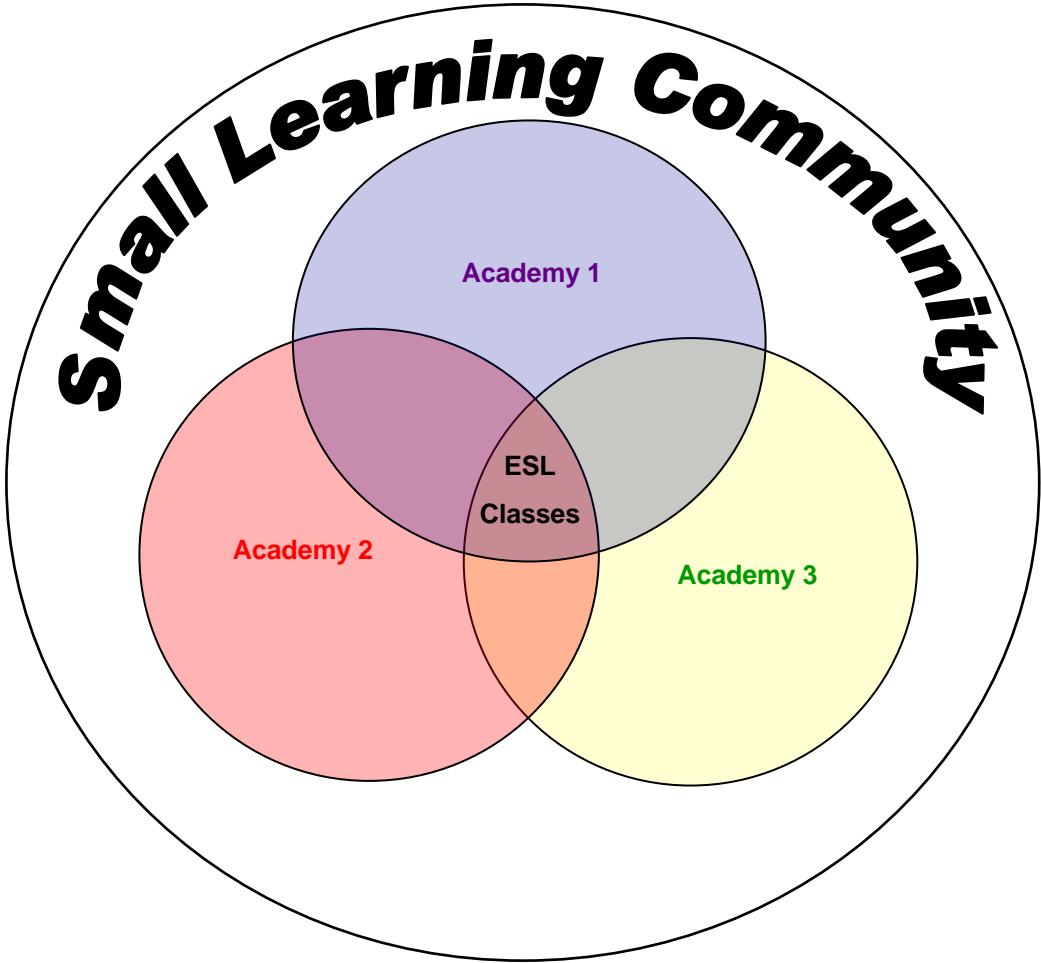
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Academies within SLCs





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**Can you suggest other
models?**



Thanks for your attention!

Open for Questions and Comments

