



Supporting Multilingual Learners

Presentation to the Board, November 16, 2022

Angelica Gonzalez
Director of Curriculum and Instruction

Multilingual Office

Alma Black,
Multilingual Curriculum Leader



Martha Ensminger,
Multilingual Services Coordinator

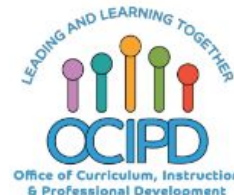


Presentation Overview

- Updated Reclassification Criteria
- ELLevation Launch
- Site EL Support
- Level Office EL Collaboration
- Dual Immersion/Khmer Language Program Updates

EL Reclassification:

- *Revised* Reclassification Documents
 - Added guidance pages
 - Local criteria has not changed, only the structure of the document
- *New Alternate* Reclassification Criteria
 - Alternate ELPAC
- Posted on lbschools.net in English, Spanish, Khmer



Criteria: Grade 8

Grade 8	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement) OR SBAC (ELA/Literacy)	Minimum <i>On-Grade</i> Range Scale Score: <ul style="list-style-type: none"> Round 1 – evaluates <i>Late Grade 7</i> screener (<i>Previous Year</i>) Round 2 – evaluates <i>Early Grade 8</i> screener (<i>Current Year</i>) Round 3 – evaluates <i>Mid Grade 8</i> screener (<i>Current Year</i>) Minimum Overall Performance of Standard Nearly Met: <ul style="list-style-type: none"> All Rounds – Evaluation of <i>Previous Year</i> results (grade 7)
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	Evaluation and Verification: <ul style="list-style-type: none"> Student is linguistically and academically ready to be reclassified Student achievement in relation to grade-level standards NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	Opinion and Consultation: <ul style="list-style-type: none"> Invited to attend reclassification review meeting Send home notification of reclassification Complete process to obtain parent/guardian signature



Parent Consultation

- Additional guidance for sites
- Personalized ELPAC video results integrated in ELLevation



Supporting Multilingual Learners

U1, P3

Plan daily supports for English Learners to **access the content** and extend opportunities to **interact in meaningful ways**, understand “how language works,” and address foundational skill gaps through **integrated and designated English Language Development**.

U2, P3

Guide students to **create connections** between and among concepts, and **refine those connections** through further questioning and analysis.

2022 Understandings & Expectations
◆◆◆ AT A GLANCE ◆◆◆

Understanding 1: Planning Standards-Aligned Content
Purposeful planning, through an asset-based lens, provides access to standards-based grade-level content while acknowledging student profiles and needs.
Practice 1: Plan a unit of standards aligned content using district-adopted materials and curriculum guides.
Practice 2: Plan for differentiated instruction for all learners based on student readiness, learner profile and interest.
Practice 3: Plan daily lessons that provide access to on-or-above-grade level content, including scaffolds and supports, while maintaining the rigor of the standard.

Understanding 2: Equitable Instruction
Equitable instruction ensures that all students can engage in learning experiences that build knowledge and skills leading to conceptual understanding of content, transfer to new contexts and the building of critical consciousness.
Practice 1: Deliver lessons and facilitate experiences guided by clear learning intentions.
Practice 2: Provide opportunities for students to build conceptual understanding that leads to knowledge transfer.
Practice 3: Help students achieve an in-depth understanding of the world and build critical consciousness.

Understanding 3: Student Engagement
Purposeful engagement increases student motivation, interest and meaning-making to develop a deeper understanding of content.
Practice 1: Create the social and emotional conditions to cultivate high levels of student motivation and interest.
Practice 2: Use active participation strategies to provide varied opportunities for students to interact with and reflect on the content.
Practice 3: Promote collaborative meaning-making through academic discourse.

Understanding 4: Evidence of Student Learning
Formative and summative assessment data used to monitor and adjust instruction provides feedback, motivates the learner and leads to student mastery.
Practice 1: Use formative evidence drawn from the student's knowledge, understanding and skills to inform teaching. (Assessment for Learning).
Practice 2: Use summative evidence of student learning to assess growth toward mastery of standards. (Assessment of Learning).
Practice 3: Guide students to assess and monitor their own learning. (Assessment as Learning).

Understanding 5: Collective Efficacy
Effective instructional teams (any team that meets regularly for the purpose of learning together to increase student achievement) embody a culture of collective efficacy and believe that their combined actions will move students toward equitable access and mastery.
Practice 1: Establish the conditions, structures and purposes for working and planning as a collaborative learning team.
Practice 2: Create learning cycles where teams analyze data, set goals, research and learn best practices, implement new learning, and reflect on implementation to plan the next steps.
Practice 3: Embody the belief that the collective responsibility for the success of all students lies with the team, and therefore, all members are accountable.

Understanding 6: Equitable and Inclusive Learning Environment
Equity centered classrooms affirm student identities, cultivate a sense of belonging and develop student agency in safe learning environments where students thrive.
Practice 1: Create a student centered physical environment that affirms student identities and promotes academic support.
Practice 2: Co-create a safe and welcoming community that centers caring relationships by valuing diversity, trust and respectful communication.
Practice 3: Communicate and model high expectations aligned to the belief that all students can achieve high levels of success if given the necessary support, regardless of identity and past performance.

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

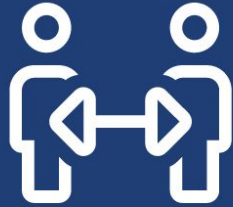
U3, P2

Design experiences that **optimize student output**, allowing them to describe their thinking to others orally, visually, and in writing, **within each lesson**.

U6, P3

Communicate and model high expectations aligned to the **belief that all students can achieve high levels of success** if given the **necessary support**, regardless of identity and past performance.

Supporting Multilingual Learners across all classrooms



Get to know them:

- Language abilities across domains
- Unique skills
- Individual needs
- Personal histories



Develop best practices:

- Build instructional expertise
- Leverage proven methods in the Activities

What is ELLevation?



Ellevation is an online **one-stop-shop** for LBUSD's English learner data *and* ELD instructional resources

- **Data dashboard:** identifies ELs in each school/classroom, provides overall/detailed language level information, tracks student progress, and reviews assessment data
- **Activities dashboard:** bank of engagement classroom activities to support teachers with planning for increased language use (Integrated & Designated ELD)

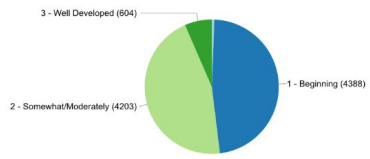
ELEVATION Data Dashboard



LBUSD English Learner Dashboard

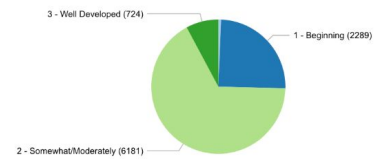
LBUSD Students	EOs	ELs	RFEPs (Monitored)	RFEP (Fully Exited)	TBDs	
66180	42692	11031	3064	6845	42	
Newcomers	At Risk of LTEL	LTEs	Dual Language	IEPs	504s	IFEPs
593	1848	3181	2730	8296	1095	2474

EL Reading Levels



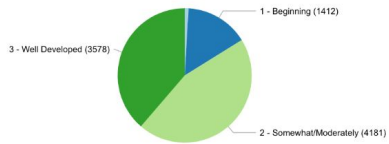
Linked to a View

EL Writing Levels



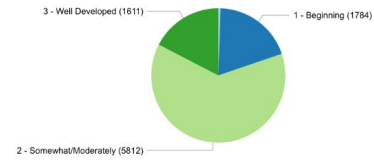
Linked to a View

EL Speaking Levels



Linked to a View

EL Listening Levels



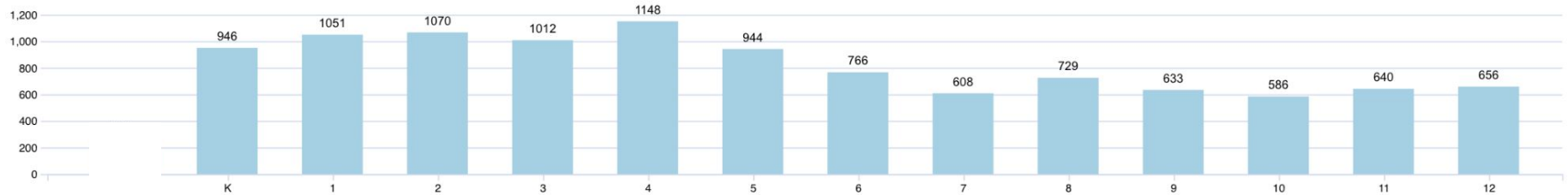
Linked to a View



Group By

Grade Level

Configure Chart



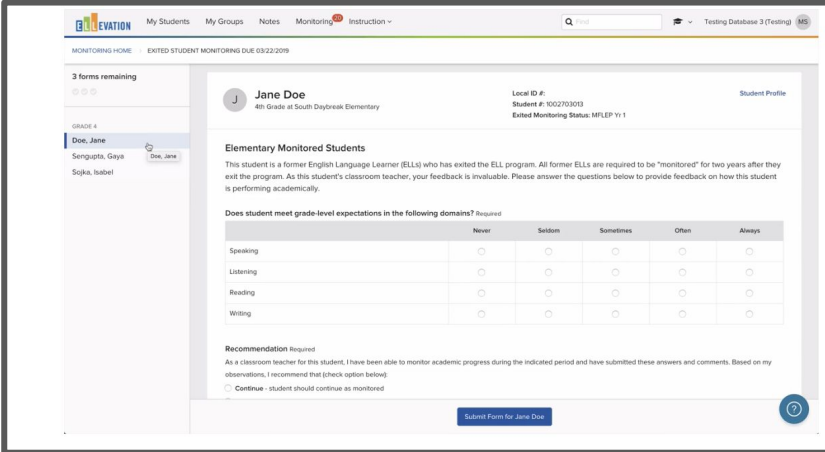
Reclassification and Monitoring

Step 1:
Identify Eligible Students

Step 2:
Gather Teacher Input

Step 3:
Review Data & Decide

Step 4:
Update EL Status in SIS



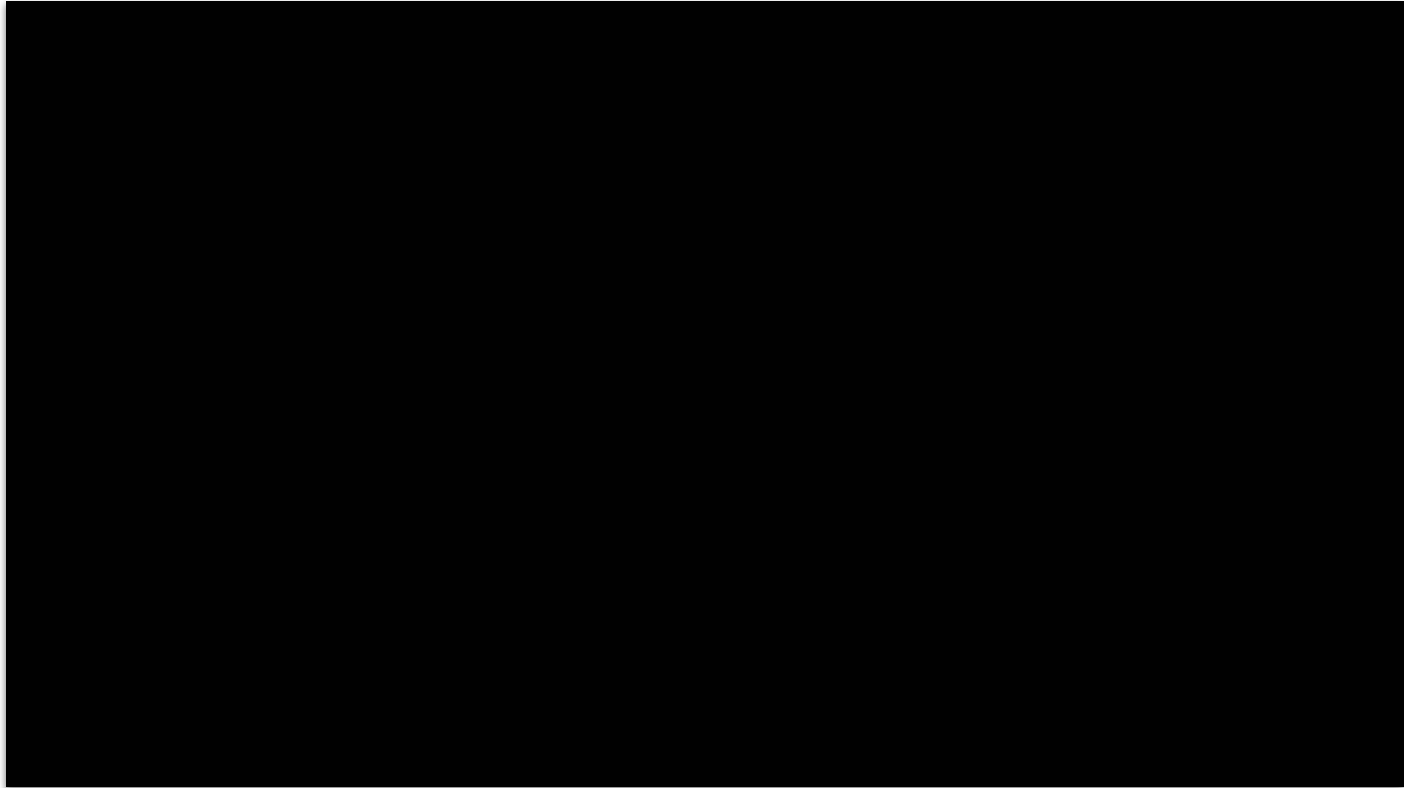
The screenshot shows the ELLEVATION monitoring interface. At the top, it says "MONITORING HOME" and "EXITED STUDENT MONITORING DUE 03/22/2019". On the left, there's a sidebar with "3 forms remaining" and a list of students under "GRADE 4", including "Doe, Jane". The main content area shows the profile for "Jane Doe" (4th Grade at South Daybreak Elementary) with fields for "Local ID #", "Student #", and "Exited Monitoring Status: MFLEP Yr 1". Below this is the "Elementary Monitored Students" section, which includes a paragraph explaining the monitoring process and a table for tracking grade-level expectations.

Does student meet grade-level expectations in the following domains? <small>Required</small>	Never	Seldom	Sometimes	Often	Always
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

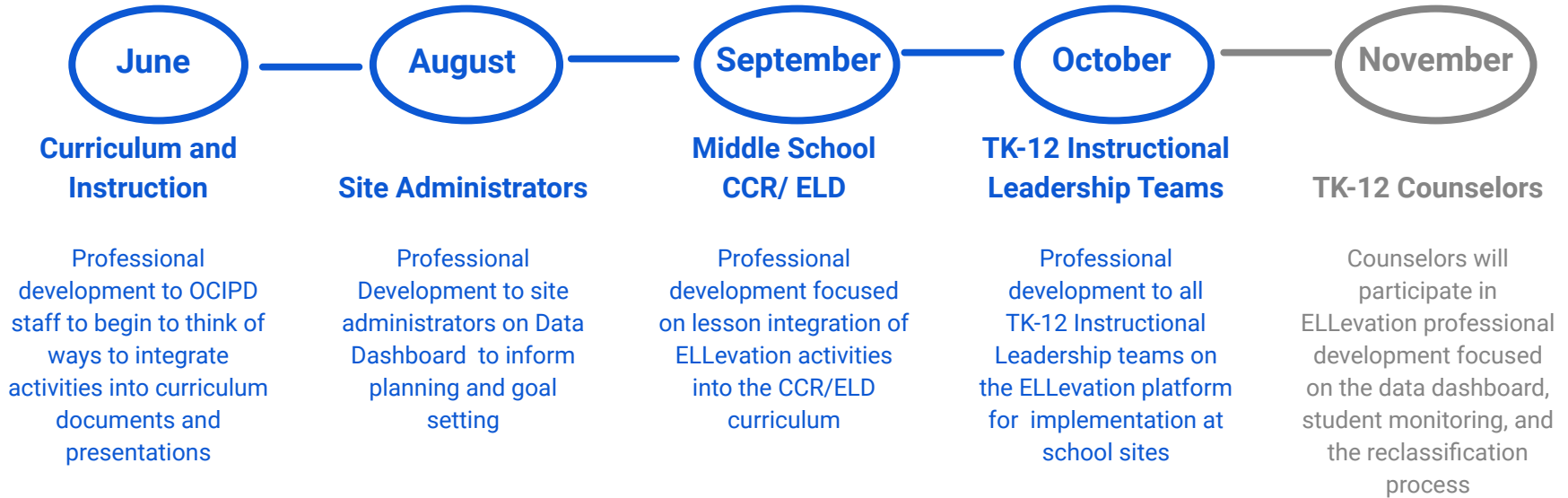
Recommendation Required
As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):
 Continue - student should continue as monitored

Submit Form for Jane Doe

ELEVATION Activities Dashboard



ELLevation Launch, 2022



EL Site Support

- Direct support to 39 school leadership teams
- Regular visits to collaborate on:
 - ELD implementation
 - Professional development
 - Reclassification
 - RFEP monitoring
 - EL interventions
 - District-wide Parent Institute



Martha Ensminger



Dr. Leola Oliver



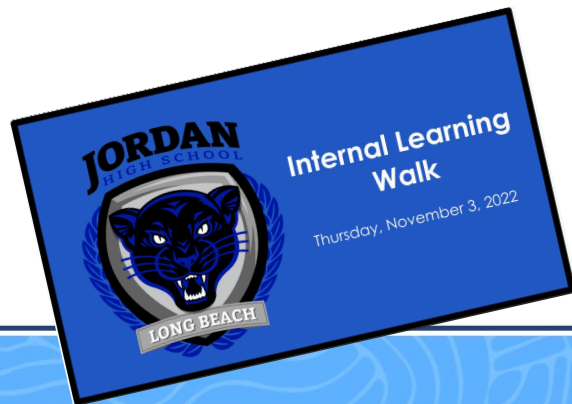
Nancy Lopez-Hernandez

High School

Collaboration: *Internal Learning Walks*



- EL student engagement and support
- EL Site support:
 - PD & Coaching



Internal Learning Walk Focus:

What evidence do we have that the Jordan classroom environment engages and supports all students, EL (multilingual) students in particular, based on the expectations articulated in Understanding 3 and Understanding 6?

Classroom Look Fors:

- How are we engaging Multilingual students in all classrooms to promote academic success and a sense of belonging?
- What strategies are in place to ensure all students are active participants in their learning?



Middle School/K-8:

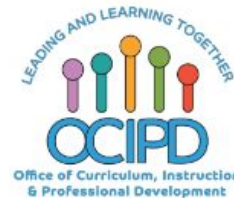
Collaboration: *CCR/ELD*



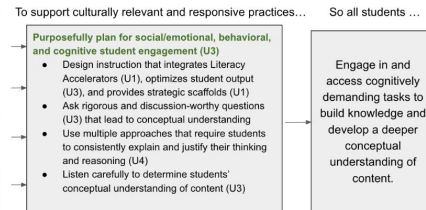
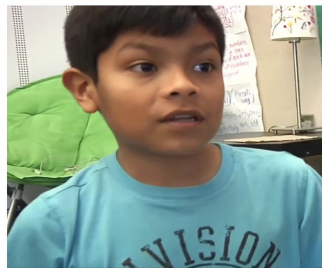
- Additional ELA class for students needing *significant* and *moderate* support
- Substantially support and prepare our English/Multilingual Learners for reclassification
- Small group ELD instruction
- Based in high interest text and ELLevation activities

Elementary School:

Collaboration: *Accelerating Literacy (and Language) through Science*



- Science instructional shifts grounded in NGSS
- Purposeful use of language through the context of science solving and design
- Direct PD to all TK-5 teachers



- How does the video support our QCI focus?
- What do you notice about the use of language in this video?

Dual Language Immersion: Riley



- Inaugural year
- 2 Kindergarten classes
- Program support for DI structure and pedagogy



Khmer Language Program: Whittier



After-school Khmer language program

- 4-year partnership with Khmer Parent Association
- Khmer literacy - LBusD teacher
- Khmer dance and culture
- Open to neighboring schools

Dual Immersion program request

- Recruitment of local credentialed teachers
- Support for credentialed teachers to obtain Khmer bilingual authorization



Goal for English Learners in LBUSD

English learners will experience differentiated, rigorous instruction across all content areas, aligned to the ELD Standards and to the LBUSD Understandings & Expectations that lead to English language proficiency for both academic and personal success.

