

English Learner Support Presentation

Sobrato High School
2024-2025



Agenda

- Who are multilingual learners?
(Newcomers and long-term)
- How do we measure success for multilingual learners? What are our goals and what is our baseline?
- How are we supporting multilingual learners in all of their classes?
- What specific classes and supports do we have for multilingual learners?



Who are Multilingual Learners?

The background is a solid blue color. In the top left and top right corners, there are white, stylized cloud shapes. In the bottom left corner, there are three white circles of different sizes, resembling bubbles. The bottom of the image features a light blue wavy shape that looks like a horizon or a stylized sea.



Sobrato Multilingual Learners

As of January 13, 2025

498

Students with native language other than English

67

Students classified as initially fluent in English

313

Student reclassified as fluent in English

83

Students classified as English Learners >5 years (Long Term English Learner, LTEL)

34

Students classified as English Learners & new to US schools (3 or fewer years)

21

Number of students classified as LTEL who have an IEP



Native & Home Languages of Students Classified as EL

As of January 13, 2025



103

Native Language is
Spanish

37


Home Language is
English

73


Home Language is
Spanish

Additional Languages:

Arabic (2), Gujarati (1), Pashto (1), Tagalog (1), Vietnamese (5), Armenian (1), Cantonese (1)



“Any pupil whose primary language is other than English, as determined by the home language survey, and who has not previously been identified as an ELL by a California public school or for whom there is no record of results from an administration of an English language proficiency test, must be assessed for English language proficiency with the California English Language Development Test.” (<https://www2.ed.gov>)



What are our goals?

How do we measure success?

Goals:

Reclassification
A-G Eligibility

Measurements:

CAASPP Scores
iReady Scores
ELPAC Scores
Cs or Better

Goals for English Learners



ELPAC and Reclassification

- Students need to pass the ELPAC (English Language Proficiency Assessments for California) and score at grade level on a standardized test: CAASPP or iReady.
- ELPAC is administered yearly with practice exams in ELD class.
- CAASPP is administered once for 11th graders in April.
- iReady is administered once in September and once in February.



Cs or Better

- Students need to earn a C or better in all of their A-G courses in order to be eligible to apply for a four-year college after high school.
- Staff is asked to look at grade distribution at the end of each progress check, during staff meetings, and in EL team meetings. EL coaches are also meeting individually with students to monitor progress.

ELPAC Proficiency Scores

	21-22	22-23	23-24
<u>All</u> Proficient % Number Tested	11.65% 103	23.14% 121	17.59% 108
<u>LTEs</u> Proficient % Number Tested	12.2% 82	26.75% 101	24.05% 79
Students 1-5 years: In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.			

Additional ELPAC Information

	Increased by one or more level	Maintained Level 4	Maintained level	Decreased level	Total
Spring 2023	46 (41%)	11 (10%)	35 (32%)	19 (17%)	111
Spring 2024	42 (44%)	1 (1%)	30 (32%)	22 (23%) All LTELs	95

ELPAC – plan

- State's testing window: February 1 to May 31.
- ELD classes plan:
 - March 10 & 11 : Rebecca's ELD students
 - March 17 & 18 : Rebecca's ELD students
 - March 24 & 25: Makeups
- Students not taking ELD:
 - March 25 & 27
- ● Students enrolled in ELD, will take the group part with their ELD teacher in March
- Speaking (1:1): Cheila and Claudia will complete this part of the test.



Cs or Better

A-G Eligibility Sobrato Graduating Class of 24

All Students

215/374 (57%)

ELs

5/29 (17%)

Graduating Class of 2023

249/390 (63.8%)

6/28 (21.4%)

Graduating Class of 2022

223/359 (62%)

3/18 (16%)

Graduating Class of 2021

188/295 (63.7%)

2/15 (13.3%)

CAASPP/CAST Spring 2024

	English percentage meeting or exceeding	Math percentage meeting or exceeding	Science percentage meeting or exceeding
All	61.77%	40.95%	45.57%
Students with Disabilities	10.52%	2.78%	5.56%
Students identifying as White	74%	49.49%	58%
Students identifying as Hispanic	42.94%	21.21%	25.89%
Students Classified as English Learners	0%	0%	0%

Ways we support English Learners



Support in every classroom

Constructing Meaning practices adopted in every classroom



English Courses

Specific classes for students who are classified as English Learners



Coaching Support

Teachers assigned as coaches to students who need support with navigating the school system and earning Cs or better

All organized and supported by our SPSA, created by school team, school site council, and ELAC.



Constructing Meaning: Support in All Classrooms

Constructing Meaning is a system of strategies for planning and delivering explicit language instruction to support learning grade-level content.

- Specifically helps English Learners express their understanding
- Helps ALL students excel in expressing their current understanding AND gives them a way to deepen their understanding of course content

Release Period: bi-monthly ELD meetings, walk-throughs, peer coaching, professional development, monitoring/tracking progress of ELs, and implementation of intervention strategies in light of formative assessment data.

Our focus this year: Structured Student Talk

- Provide students with language patterns and structured time to practice speaking academic language that is then used in their reading and writing
- Provide teachers with opportunities to add more structured student talk to lesson plans

English Classes for Students Classified as English Learners

English Course

- All students classified as English Learners in English class following ERWC curriculum (meets A-G English requirement for CSU admission)
- Grade level curriculum with specific ELD supports
- High interest units and authentic tasks

ELD Course

- In addition to English course, students classified as LTEL who are not earning Cs or higher
- Study skills and reading, writing, speaking, listening practice

Newcomer Course

- In addition to English course, students who have been in US schools for three years or fewer
- Study skills, reading, writing, speaking, listening practice
- Help with navigating US high school system

EL Scholar Coaches

Goal: Assist students who are classified as English Learners to be on-track for graduation and to earn Cs or better

- Selected students based on attendance, since many students who did not progress on the ELPAC last year were chronically absent
- Six coaches work with approximately 5 or 6 students each:
 - Check in with students weekly to check grades and attendance, advocate for them, and provide help navigating high school
 - If student is absent, contact family to explain importance of attendance
 - Contact families once a quarter to update them on their students' progress and to provide any support needed

ELAC

(English Learners Advisory Committee)

- Share resources
- Updates on school and district events
- Ask for parent input, including Needs Assessment, ELAC Needs Assessment, and SPSA
- Bring community guest speakers
- Dates on website (meets after monthly DELAC meeting)



Thank you!

