

Liberty Union High School District

District English Learner Advisory Committee (DELAC)

ELAC = (school site) English Learner Advisory Committee

September 22, 2022

Agenda



- Welcome and introductions
- Overview of the LUHSD English Learner Program
- Feedback from parents/guardians

Program Support



District-level Support:

- **Liberty UHSD Board**
- **Executive Cabinet**
- **District EL program coordinator**

Site –level Support

- **Teachers on Special Assignment (TOSA)**
- **Assistant principal(s)**
- **Counselor(s)**
- **Bi-lingual parent liaison**

Community Support:

- **YOU!**

By the Numbers: 52 Languages

American Sign Language
Arabic
Bengali
Burmese
Cebuano (Visayan)
Chinese - Cantonese
Chinese - Mandarin (Putonghua)
Chinese - Mien (Yao)
Chinese - Taiwanese
Dutch; Flemish
English
Farsi (Persian)
French
German
Greek
Gujarati
Hebrew
Hindi
Hmong
Hungarian
Igbo
Ilocano
Indonesian
Italian
Japanese
Kannada
Khmer (Cambodian)
Khmu
Korean
Lao
Marathi
Nepali
Other Non-English Language
Pashto
Pilipino (Tagalog)
Polish
Portuguese
Punjabi
Rumanian
Russian
Samoan
Serbo-Croatian - (Bosnian, Croatian, Serbian)
Spanish
Tamil
Telugu
Tigrinya
Tongan
Turkish
Ukrainian
Urdu
Uzbek
Vietnamese

Goals for LUHSD English Learner Program



In LUHSD, our English Learners will:

- **Attain proficiency in English and become Reclassified**
- **Earn the credits necessary to graduate from high school prepared for higher education and their chosen career**

Program Design

- Students are placed in the EL program based upon their level of linguistic fluency.
- The English Language Proficiency Assessments for California (ELPAC) is given to students annually, measuring the fluency in reading, writing, speaking and listening. Students are given an overall score from state of California on a 1-4 scale.

  4 – well developed

  3 – moderately developed

  2 – somewhat developed

  1 – beginning to develop

Program Design (cont.)

- English learners scoring level 4 and level 3, attend all 5 high schools
- English learners scoring level 1 and (most) level 2 attend liberty high school. Liberty high school has specialized designated classes designed to meet the needs of their English Learners
- English learners receive instruction and support in designated courses (sections primarily comprised of ELs) and integrated courses (sections with all students)
- As fluency increases, integrated courses are preferable

LUHSD English Learner Designated Courses

Liberty High School	Freedom High school	Heritage High School
• ELD 1 (double blocked with support class) • ELD 2 (double blocked with support class) • ELD 3 (double blocked with support class) • ELD 4 (blocked with sheltered English 9) • Sheltered Algebra (level 1-2 only, blocked with a support class) • Sheltered Geometry (level 1-2 only, blocked with a support class) • Sheltered Living Earth/Chemistry (alternating years, level 1-2 only) • Sheltered US History/World History (alternating years (level 1-2 only) • Tutorial support	• Sheltered English 9 (blocked with ELD 3) • Sheltered English 10 (blocked with ELD x) • Geometry support • Tutorial support	• Sheltered English 9 (blocked with ELD 3) • English 10 (with designated EL support)

Examples of 2022-23 Supports for English Learners

Summer School

4 sections of English Learners attended daily, using Edgenuity, allowing the students to make up credits in a wide variety of courses.

Staff Development

Daylong workshop during our summer institute, focusing on:

- Strategies for integrating ELD into any subject area
- Meeting the social-emotional needs of students



2022-23 Supports for English Learners

Comprehensive School Sites

- EL counselors works directly with English Language Learners
- Bi-lingual parent liaisons to communicate with families
- TOSAs meet with students to provide support/eliminate barriers, goal setting, etc.
- TOSAs visit classrooms to support teachers
- Double-blocked classes in English and Math for level 1, 2 students
- Academic support classes in ELA and math
- Some designated classes have smaller class sizes
- Tutorial support classes specifically for English Language Learners
- Provide students with supplies (paper, pens, pencils, binders, calculators, translation glossaries, etc.)
- After school tutoring, including designated el tutoring
- Technology (laptops, wireless hotspots) as needed
- EL team meetings (teachers, counselor, TOSA, admin)
- Parent engagement (ELAC, DELAC)

2021-22 Supports for English Learners

Alternative Education School Sites

- Small number of students enrolled allow for close monitoring
- EL mentor teacher meets with students at least once per month
- Tutorial support is available for struggling students
- Grade monitoring, study hall, flexible scheduling
- Parent communication, parent conferences
- “Wheel” intervention program allows check-ins with multiple teachers in small window of time
- Social-emotional support in a small group or individually, as needed

Discussion:

Beyond the supports previously mentioned, how can Liberty UHSD improve support for your child's success in school?



California English Learner Roadmap

- **Adopted by the CA state board of education in July, 2017**
- **A systemic approach with the foundational understanding that simultaneously developing English Learners' linguistic and academic capacities is a shared responsibility of all educators**
- **Offers direction and goals based upon 4 research-based interrelated principles:**
  1. **Assets-oriented and needs-responsive schools**
  2. **Intellectual quality of instruction and meaningful access**
  3. **System conditions to support effectiveness**
  4. **Alignment and articulation within and across systems**



Next Steps



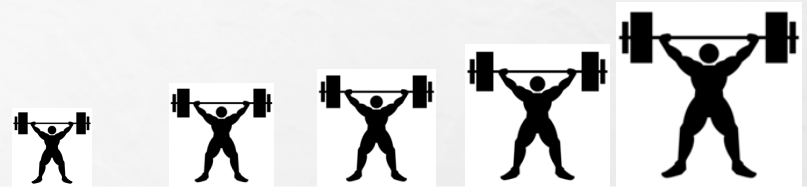
- We will facilitate an analysis of the site EL program including a variety of English Language stakeholders (students, parents, teachers, and support staff).
- Examine ways to improve our visibility of multiple data points related to English Learner students.
- Evaluate our Reclassification criteria to perhaps modify.
- In academic Quarter 2, we will provide voluntary after school staff development for teachers regarding strategies for supporting English Learners in integrated classrooms.

Parent and Family Engagement

- LUHSD uses this self-reflection tool to reflect on our progress, successes, needs and areas of growth in family engagement policies, programs, and practices.
- Please rank the following statements on a scale of 1 – 5.
  - 1 - exploration and research phase
  - 2 - beginning development
  - 3 - initial implementation
  - 4 - full implementation
  - 5 - full implementation and sustainability

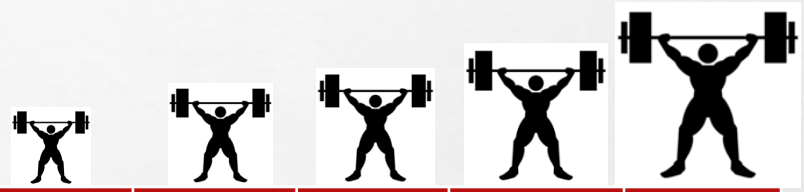


Building relationships



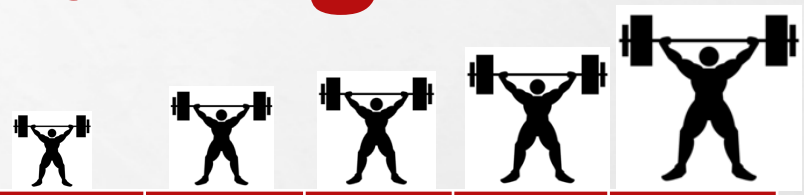
	1	2	3	4	5
1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families					
2. Creating welcoming environments for all families in the community					
3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children					
4. Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families					

Building Partnerships for Student Outcomes



	1	2	3	4	5
1. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families					
2. Providing families with information and resources to support student learning and development in the home					
3. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes					
4. Supporting families to understand and exercise their legal rights and advocate for their own students and all students					

Seeking input for decision making



	1	2	3	4	5
1. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making					
2. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making					
3. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community					
4. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels					




thank you
danke
謝謝
ngiyabonga
teşekkür ederim
спасибо
gracias
dank je
tapadh leat
bedankt
dziękuję
obrigado
hvala
mauruuru
mochchakkeram
go raibh maith agat
sukriya
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arigatō
grazie
terima kasih
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