



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

English Learner (EL) Services, Goals, and Objectives

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Program Offerings

Structured English Language Immersion

A classroom setting for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English. At minimum, English learners will be provided a program of Structured English Immersion. [EC sections 305(a)(2) and 306(c)(3)].



SMMUSD Elementary Offering

Structured English Immersion

- Language learning and academic instruction in English

- Goals of high academic achievement and mastery of California Content Standards

- Designated ELD 30-minute instructional block, protected and provided daily

- Integrated ELD provided across content areas to support understanding on concepts

- Available at 8 out of the 9 elementary schools and all secondary schools



Program Offering

Dual Language Immersion

A classroom setting that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding [*Education Code (EC) Section 306(c)(1)*].



SMMUSD TK-12 Offering

Dual Language Immersion-Spanish

Language learning and academic instruction in Spanish

Goals of high academic achievement, bilingualism, biliteracy, and cross-cultural understanding

Designated ELD 30-minute instructional block, protected and provided daily

Integrated ELD provided across content areas to support understanding on concepts presented in English

Offered at Edison (PK-5), JAMS (6-8), and Samohi (9-12)



English Language Development (ELD)

Grade Levels	English Language Development
Elementary (PK – Grade 5)	<ul style="list-style-type: none">• Designated ELD is a protected daily 30 minute block of time scheduled during the instructional• Integrated ELD taught by the classroom teacher throughout the instructional day and all across content areas
Middle (Grades 6-8) High (Grades 9-12)	<ul style="list-style-type: none">• Newcomer Class Block: For students who have been in the USA for 12 months or less; Instructional block consists of ELA and ELD• Designated ELD provided daily by teacher in core English class• Students are grouped in cohorts to facilitate greater differentiation and support



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Supplemental Support for EL



Supplemental Support at Elementary Schools

English learners in Grades 3-5 who are at risk for becoming Long-Term English learners (LTELS) may receive additional, supplemental language intervention support to accelerate their language and literacy achievement

Instruction is provided by site-based Literacy & Language Interventionists, certificated teachers with content expertise in language and literacy

Before or after school supplemental support is provided to ELs through the implementation of the Academic Vocabulary Toolkit



Supplemental Support at Secondary Schools

Secondary English learners who require ELD intervention participate in ELD classes that focus on using core ELA content to teach ELD standards.

Supplemental ELD intervention classes, provide students with direct instruction from certificated teachers with training in ELD content standards and instructional strategies.

Focuses on building academic language through listening, speaking, reading and writing tasks. The progress of English learners in the ELD intervention classes is closely monitored and reviewed to determine readiness to exit the intervention class and/or continue with language support.

Questions or Comments





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Goals and Objectives



Goals and Objectives

Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.



Research to Practice

Key highlights from current research on English learners are listed below:

English language proficiency development:

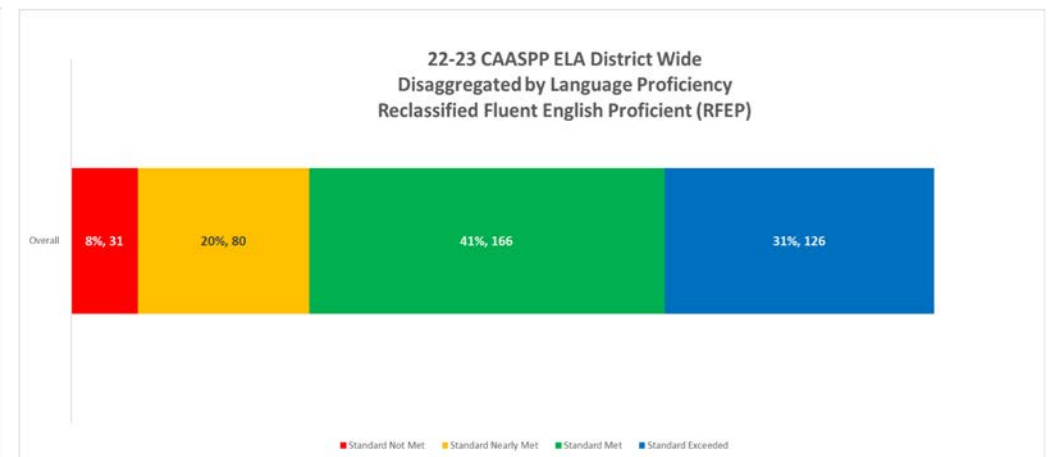
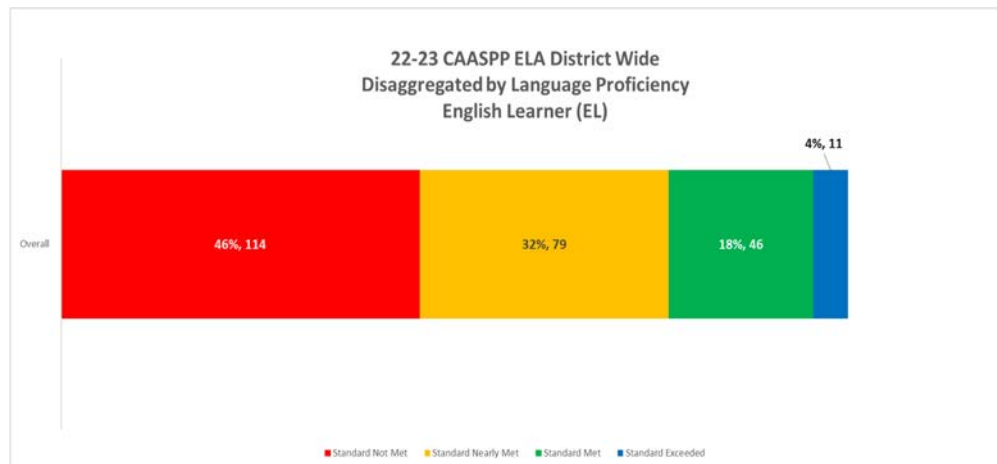
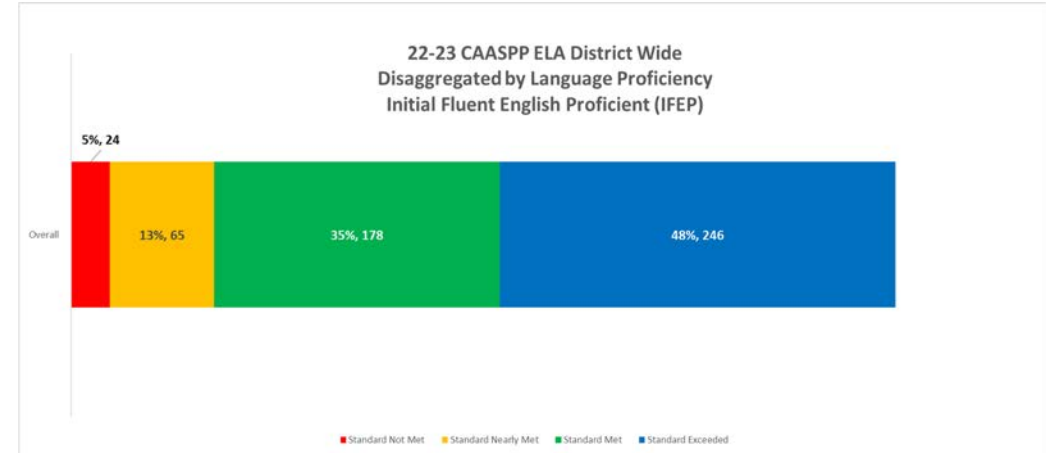
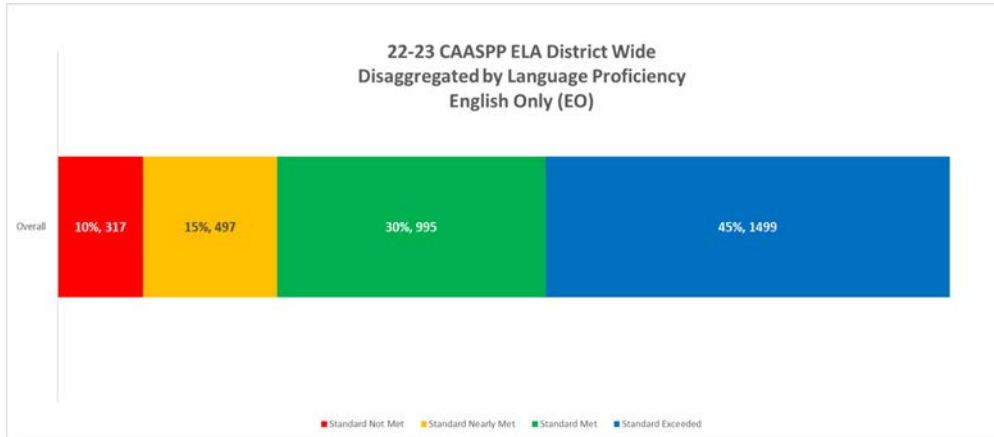
- is a process that takes four to seven years for those entering with emerging English,
- benefits from coherent and aligned instruction across that time period, and
- can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.

Bilingualism provides benefits to communicate in more than one language, may enhance cognitive skills, and may improve academic outcomes.

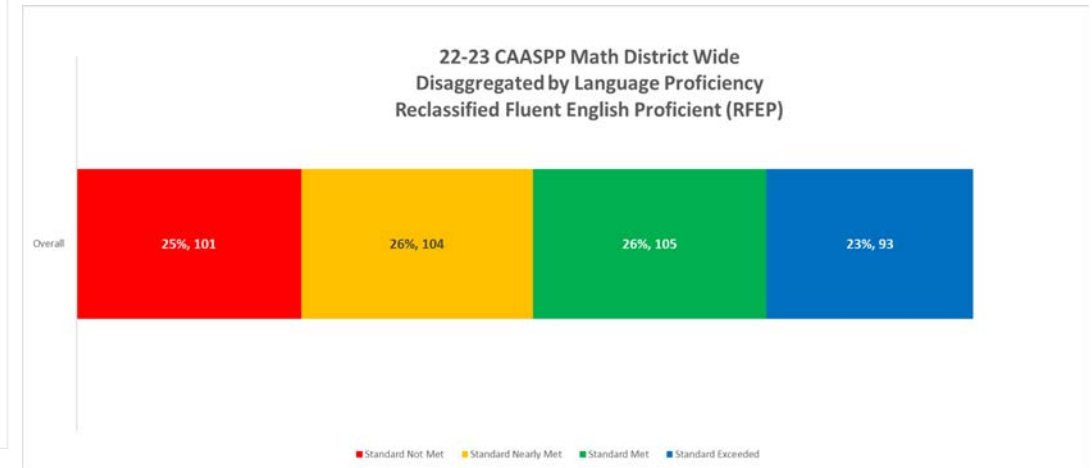
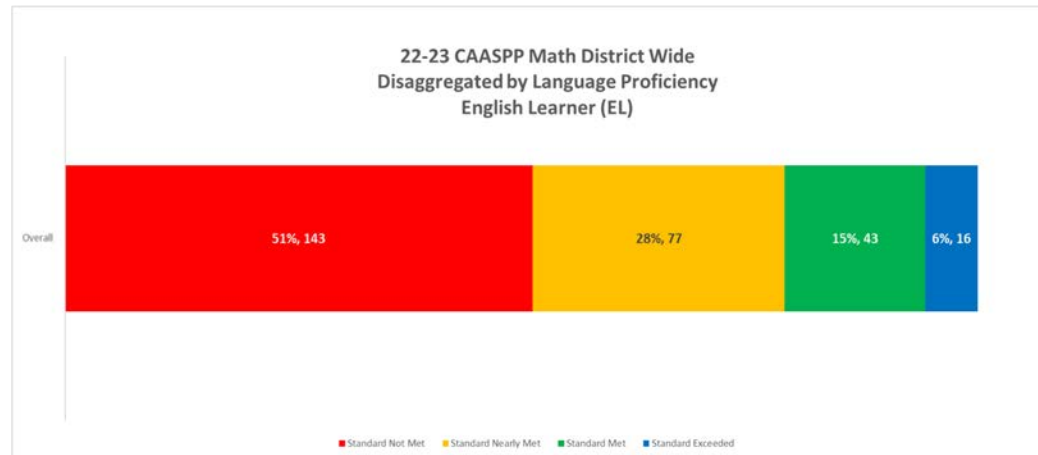
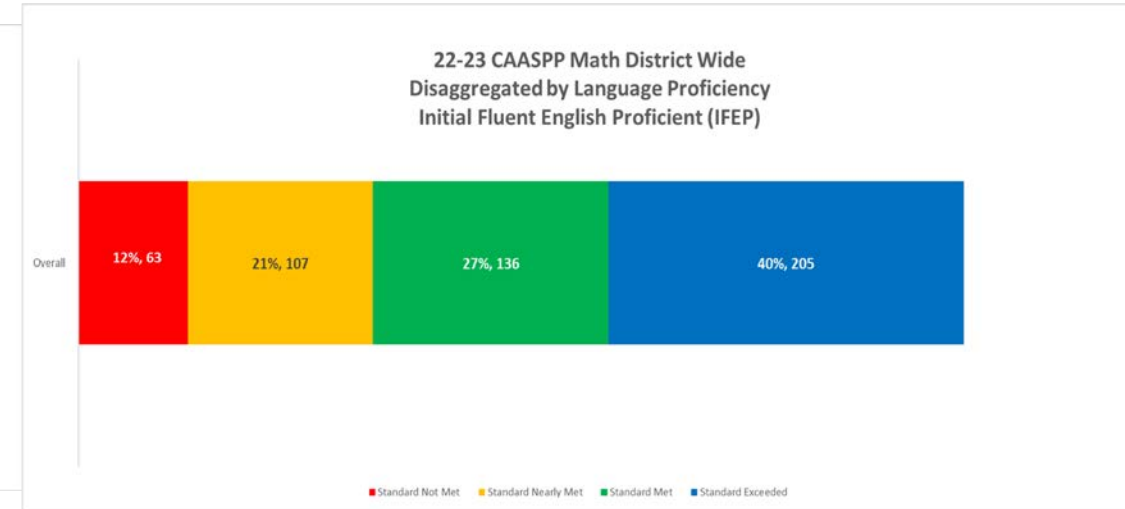
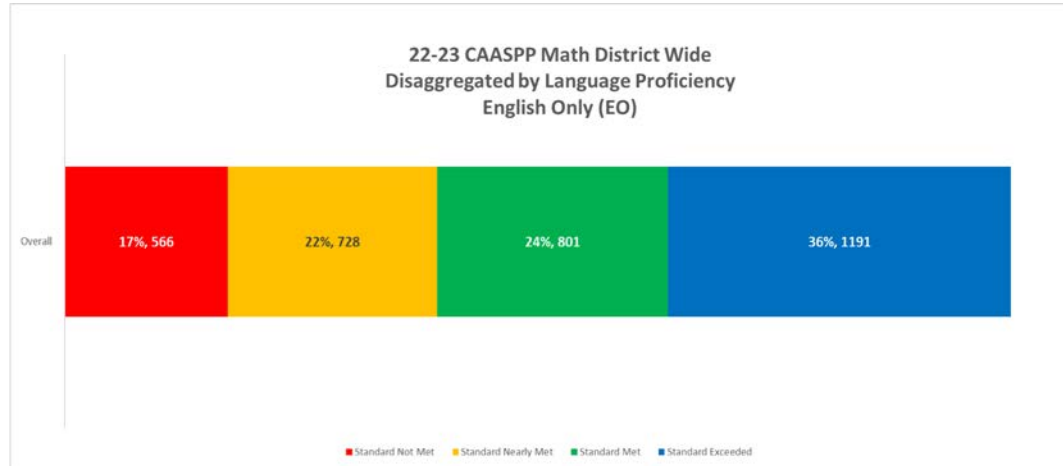
The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, accelerated students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.

Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive social and language development. There is a great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

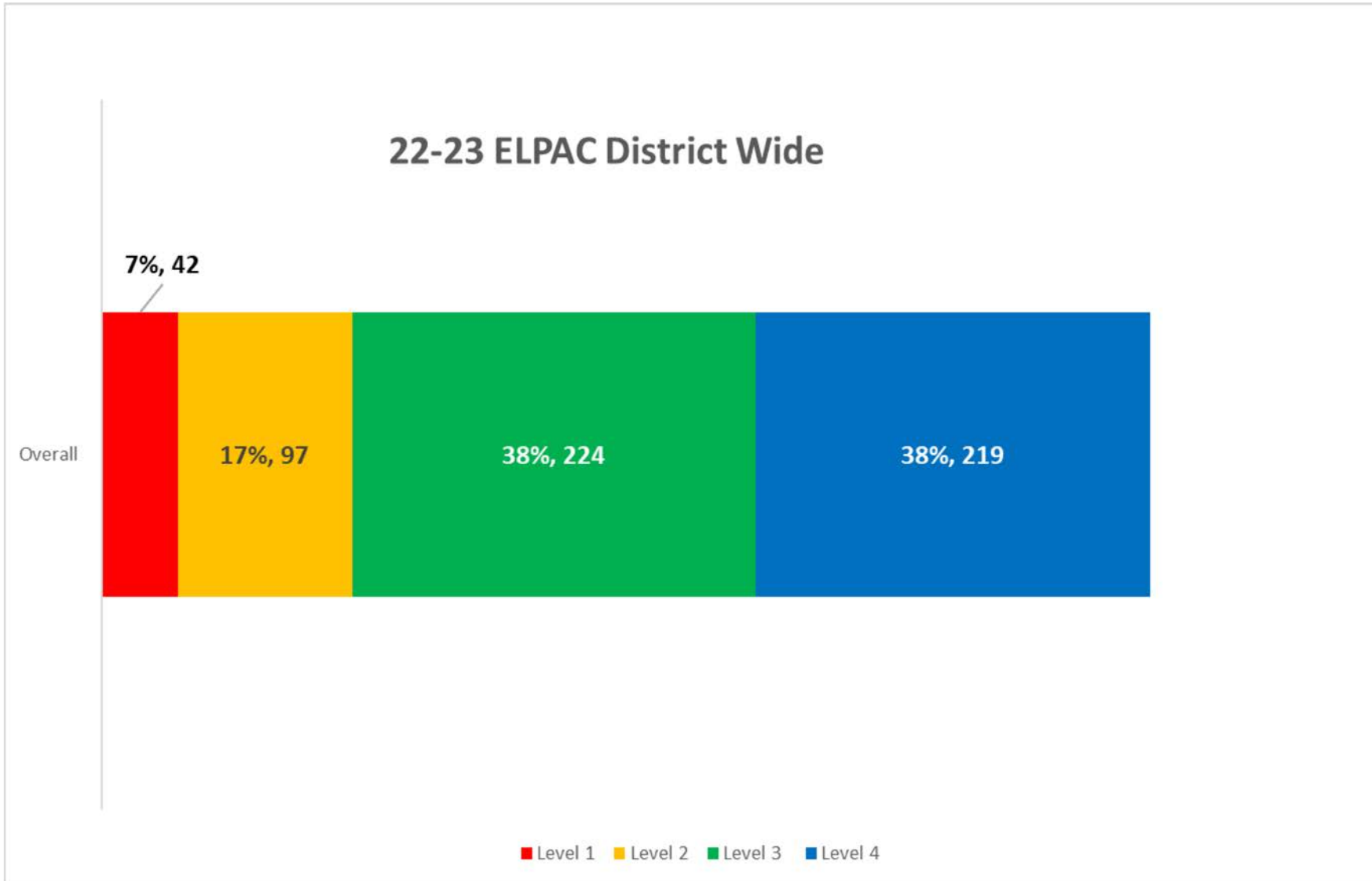
District Wide ELA CAASPP



District Wide Math CAASPP



District Wide ELPAC Results





Important Information to Keep in Mind when Reviewing California Performance Trends Reports for English Only vs ELs

Performance trend reports are not appropriate for judging whether the achievement of the EL subgroup is changing over time. Each year, new students enter the EL subgroup who are just beginning to learn English.

Also each year, students with very high levels of English proficiency are reclassified out of the group. Because of this constant cycling, the average achievement of the EL subgroup tends to stay the same over time.

In fact, the more students are reclassified (a potentially positive outcome), the lower the average achievement score will be for the students who remain.

As a result, these graphics should not be used to draw conclusions about trends in EL achievement over time.

“Understanding English Learner Achievement in California”



Important Information to Keep in Mind when Reviewing California Performance Trends Reports for English Only vs ELs

Performance trend reports may be useful for determining whether ELs are being prepared to meet grade-level achievement standards.

However, it is important to keep in mind that gaps between current ELs and EOs reflect both the composition of the current EL population—which changes from year to year—and the rigor and quality of the instruction that EL and EO students receive.

It can be difficult to disentangle these factors to interpret achievement, particularly when looking across time.

For this reason, it is strongly recommended that this performance trend not be used as the sole basis for drawing conclusions about EL achievement within the state.

“Understanding English Learner Achievement in California”

Questions or Comments





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Long Term English Learners



Long Term English Learners (LTEL)

“Long-term English learner” means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Assembly Bill No. 2193



English Learner at Risk of becoming a Long Term English Learner (LTEL)

“English learner at risk of becoming a long-term English learner” means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Assembly Bill No. 2193

Long Term English Learners (LTELs)

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Edison Elementary	64	20	0	26	110	19	129
Franklin Elementary	26	3	0	2	31	8	39
Grant Elementary	31	4	0	6	41	12	53
John Adams Middle	7	2	17	47	73	84	157
Lincoln Middle	8	0	11	18	37	61	98
Malibu Elementary	12	5	0	5	22	1	23
Malibu High	2	0	10	8	20	35	55
Malibu Middle	1	1	7	9	18	13	31
McKinley Elementary	43	9	0	10	62	5	67
Nonpublic, Nonsectarian Schools	0	0	0	0	0	0	0
Olympic High (Continuation)	1	0	2	1	4	5	9
Roosevelt Elementary	44	6	0	17	67	7	74
Santa Monica Alternative (K-8)	5	0	3	4	12	7	19
Santa Monica High	17	1	63	41	122	345	467
Webster Elementary	6	2	0	3	11	3	14
Will Rogers Elementary	35	9	0	8	52	4	56

2022-23 Long Term English Learners (LTELs)

Report Totals

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Santa Monica-Malibu Unified	302	62	113	205	682	609	1,291
Los Angeles County	116,985	32,395	44,482	48,822	242,684	254,511	497,195
State	505,487	144,190	226,535	236,323	1,112,535	927,723	2,040,258

***Note:** The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. To view the data in this report as percentages, including “At-Risk” and “LTEL” percentages, select “Percents” from the View Data As menu option located above the report. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP).

Questions or Comments





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Reclassification Update



Reclassification Numbers and Percentages

RECLASSIFICATION NUMBERS						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ALL	72	60	97	81	106	141
NON-SPED	69	55	92	67	69	120
SPED	3	5	5	14	37	21
Percentage	7.8%	7.8%	6.8%	10.5%	14.6%	20.7%

Questions or Comments

