



EL INFORMATION

2020-2021

# TABLE OF CONTENTS

*Review of Acronyms / Levels*

*BPHS data on ELs*

*Suggestions/ Findings from Summer Committee*

*Parent Opportunities*

# ENGLISH LEARNERS



## ELD 1

Newcomer

Beginnning

Stage

## ELD 2-3

Little / Minimal

English

Somewhat

/Moderately

Developed

## LTEL

EL for 6 yrs or

more

## ELD 4

Efficient

English

Well

Developed

# DATA FOR BPHS

## 451 TOTAL ELs

This number keeps going up every year.

Why?

Possible Reasons:

ELPAC is harder than CELDT.

More use of technology, less Listening/ Speaking in class.

If students are not reading at grade level, it's harder to catch them up in HS.



# REAL Data

Grade	2 D/F	3D/F	4 D/F	5 D/F	6D/F	Chronically Absent
9th	23	14	24	22	30	119
10th	12	14	14	17	24	88
11th	10	12	12	3	17	53
12th	7	4	7	4	5	35

# DATA FOR BPHS



6

## 62 ELD Students

*Newcomers.* As recent as a few days, to 5 yrs

*Previous schooling* can range from attending school in native country to not having been in school for a few years.

*Will learn something new every day* but may feel overwhelmed with so much vocabulary, sounds, pronunciation, expectations, etc.



# EL SUPPORT



1. **ELD:** ELD 1-4 classes are available for students who are either learning English for the first time or need further development in the English language. Students are placed in a level according to their performance in district English test and ELPAC initial assessment. ELD 1 and 2 take place for two periods, 3 and 4 take place for one period.
2. **Academic Intervention:** Read 180 classes are available for ELs who have a 1 or 2 in ELPAC reading. Class focuses on developing the student's reading
3. **Teacher rosters:** At the beginning of each year, every teacher receives a list of their English learner students. Teachers use this information when planning their lessons (incorporate SDAIE strategies) and setting up their classrooms.



# EL SUPPORT, CONT'D...



4. **ELD Coordinator:** ELD coordinator meets with content teachers once per academic school year to share EL strategies that teachers can use in the classroom.

5. **Rosetta Stone:** Licenses purchased for ELD students to allow them to continue practicing English at home.

6. **EL TOSA:** Monitors EL and 4-year RFEP student performance by running reports after each quarter. Will meet with at-risk students either during academic support or after school (tutoring).

7. **ELAC:** Parent committee that serves as advisory board to the school in regards to how to best support English learners.

8. **Coming soon:** ELD Link Crew will be available for ELD students who are struggling in their classes and need additional support from student mentors.





# EL SUPPORT FOR SPED STUDENTS



9

1. **IEP:** Any IEP student who is identified as an EL is required to have his/her most recent ELPAC scores on their present levels of the IEP.
2. **Goal** The students' IEP should contain at least one goal that attempts to improve one of their academic deficits as identified by the ELPAC.
3. **SDAIE:** There are no special education classes that are specific for students that are EL. The general philosophy is students should be serviced as much as possible in General Ed classes that are supposed to have SDAIE strategies embedded that address the needs of all EL students.
4. **SpEd classes:** For IEP students that are not successful in general education classes there are remedial special education classes, but placement in these classes is never based on ELPAC scores or connected to English language development.



RECOMMENDATIONS FROM THE COMMITTEE ASSEMBLED BY  
THE DISTRICT:

**Instruction & Student Progress  
Monitoring (Platforms and Strategies  
for Subgroups)**

## Recommendation 1

“Advanced postings of assignments, skills, objectives, etc... for them to know what to anticipate.”

## Recommendations 2&3

“Simplify number of platforms to use. (Make sure students know how to use each platform)”

“Teacher directly and intentionally teaches how they organize assignments and deadlines.”

## Recommendation 4

13

“Differentiated instruction, for example: alternative assignments, allow more time to complete assignments to allow students to translate the information and directions, and alternative ways to submit assignments, (ex: photo and email handwritten assignments)”

## Recommendation 5

14

"If possible, group students to help with language barrier."

## Recommendation 6

15

“Staff members who can help support ELs if they need additional support.”

*EL Support team:*

*Adam DeClercq*

*Jonathan Blea*

*Lilliana Gallo*

*Cynthia Salazar*

*Crystal Crawford*

## Recommendation 7

16

“Establish contact with case carrier, perhaps add the case carrier to google classroom. Progress report checks for at-risk students and meetings, if needed.”



## Recommendation 8

“Allow some flexibility in the schedule to accommodate student and family needs such as time to get free lunch, working students, students watching younger siblings, etc.”

# Partnership with Parents/Guardians

INTRODUCING...  
YOUR ENGLISH LEARNER  
ADVISORY COMMITTEE  
(ELAC)

PARENT EXECUTIVE  
BOARD MEMBERS for 2020-2021:

President: Brenda Sil Torres

Vice President: Yooja Yang

Treasurer: Analilia Castro

DELAC Representatives:

Ramona Lopez and Analilia Castro



The ELAC is a committee for parents or other community members who serve to advocate and advise the school on services and programs for English Learners.



# Please join us for future meetings!

## Staff advisors:

**Crystal Crawford**  
Assistant Principal  
ccrawford@fjuhsd.org  
(714)992-8623

## Lilliana

**Gallo**  
TOSA, EL Family  
Liaison  
lgallo@fjuhsd.org  
(714)992-8713  
(562)659-9445

Meeting Date Fecha de reunión	Time Horario	Room Number Número de salón
8/26/2020	8:30-9:30 am	Zoom
9/23/2020	8:30-9:30 am	Zoom
10/28/2020	8:30-9:30 am	Zoom
12/16/2020	8:30-9:30 am	Zoom
1/27/2021	8:30-9:30 am	TBD
2/17/2021	8:30-9:30 am	TBD
3/10/2021	8:30-9:30 am	TBD
4/21/2021	8:30-9:30 am	TBD
May 2021	EL Awards Ceremony	TBD

*Contact the  
advisors to be  
a part of the  
team!*