

## **2019-20 Annual Written Report on the Progress of English Learners**

In accordance with Board Policy 6174, the English Learners and Instructional Support department is providing the annual written evaluation (report) of the effectiveness of the district's educational program for English learners.

### **I. Progress of English Learners Toward Proficiency in English**

Previously, progress of English learners towards proficiency in English was measured by annual performance on the California English Language Development Test (CELDT). Beginning in 2017-18, the assessment now used to determine English learner proficiency in English is the English Language Proficiency Assessments for California (ELPAC). The ELPAC Summative was first administered district-wide and state-wide in the Spring of 2018. Thus far, the California Department of Education has provided districts only with ELPAC Summative student scores. Districts are not yet able to view other district or state wide results for comparison. Below, is an unofficial estimate of district-wide overall performance on the 2018-19 ELPAC Summative assessment compared to 2017-18, as well as a comparison of Dual Immersion K-5 students performance to the overall district performance:

*Summary of FSUSD English Learner Performance on ELPAC Summative*

Year	Level 1	Level 2	Level 3	Level 4
2017-18	17%	25%	36%	22%
2018-19	16%	36%	37%	10%
Dual Immersion 2018-19	10%	37%	48%	11%

FSUSD witnessed a 12 percentage point drop in the number of students scoring at Level 4 overall on 2018-19 ELPAC Summative. Although the statewide data is not yet available to the public, districts and CDE representatives are also reporting a significant drop in the percentage of EL students scoring at Level 4. The drop can be attributed to the CDE re-establishing new cut points for the levels on the 2018-19 ELPAC Summative.

### **II. Number and Percentage of English Learners Reclassified as English Proficient**

The number and percentage of students that are reclassified is a component of the English Learner Progress Indicator on the California School Dashboard. The table below illustrates the number and percentage of English learner students who were reclassified as Fluent English Proficient (RFEP) over the last five years.

Percentage of FSUSD English Learner Reclassification Rates  
Compared to Statewide Rates from 2014-15 to 2018-19

Year	Number of FSUSD EL Students	Number of FSUSD Reclassified EL Students	Percentage of FSUSD Reclassified EL Students	Statewide Percentage of Reclassified EL Students
2014-15	3259	426	13.0%	11.0%
2015-16	3716	828	22.3%	11.2%
2016-17	3072	512	16.7%	13.3%
2017-18	3074	504	16.4%	14.5%
2018-19	2856	642	20.9%	13.8%
Dual Immersion 2018-19	178	21	11.8%	13.8%

**III. Number and Percentage of English Learners Who Are or Are At-Risk of Being Classified as Long-Term English Learners**

Despite the change in language proficiency assessments in 2017-18, the CDE has not revised the definition of Long-term English learner (LTEL):

(a) "Long-term English learner" is an English learner (EL) student to which all of the following apply:

- is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive;
- has been enrolled in a U.S. school for six or more years;
- has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT;
- and for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA.

(b) "English learner at-risk of becoming a long-term English learner" is an EL student to which all of the following apply:

- is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive;
- has been enrolled in a U.S. school for four or five years;
- has scored at the intermediate level or below on the prior year administration of the CELDT;
- and for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA.

Long-term English Learners (LTELs) and English Learners At-Risk of Becoming LTELs  
in FSUSD as Compared to State and County

Name	Total Number of EL Students	Number of EL Students At-Risk of Becoming Long-term English Learners (LTEL)	Percentage of EL Students At-Risk of Becoming Long-term English Learners (LTEL)	Number of Long-term English Learners (LTEL)	Percentage of Long-term English Learners (LTEL)
2018-19 FSUSD	2,856	534	18.7%	541	18.9%
2018-19 State	1,195,988	220,738	18.5%	342,938	28.7%
2018-19 County	7,613	1,572	20.6%	1,903	25.0%
2018-19 Benicia	189	33	17.4%	45	23.8%
2018-19 Dixon	689	130	18.8%	261	37.8%
2018-19 Travis	139	26	18.7%	20	14.3%
2018-19 Vacaville	901	190	21.0%	215	23.9%
2018-19 Vallejo	2815	657	23.3%	800	28.4%

*English Learner Students and Long-Term English learners (LTELs) who are receiving Special Education Services in FSUSD as Compared to State and County*

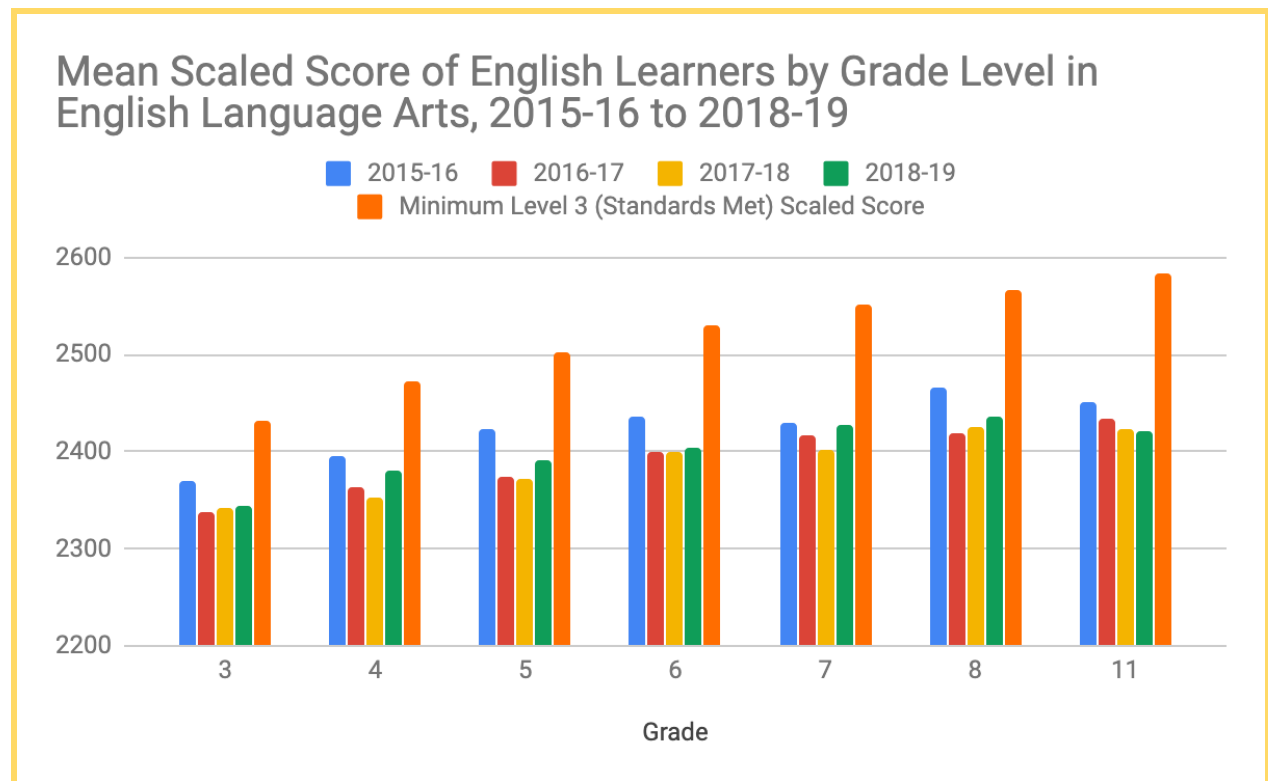
Name	Total Number of EL Students	Number of EL Students Receiving Special Education Services	Percentage of EL Students Receiving Special Education Services	Number of Long-term English Learners (LTEL) Receiving Special Education Services	Percentage of Long-term English Learners (LTEL) Receiving Special Education Services
2018-19 FSUSD	2856	339	11.9%	92	27.1%
2018-19 State	1,195,988	207,441	17.3%	107,453	51.8%
2018-19 County	7,613	1,109	14.6%	473	42.7%
2018-19 Benicia	189	20	10.6%	11	55.0%
2018-19 Dixon	689	157	22.8%	66	42.0%
2018-19 Travis	139	17	12.2%	3	17.6%
2018-19 Vacaville	901	173	19.2%	92	53.2%
2018-19 Vallejo	2,815	383	13.6%	192	50.1%

#### IV. Achievement of English Learners on Standards-Based Tests in Core Curricular Areas

The fifth full administration of the statewide common core aligned California Assessment of Student Performance and Progress (CAASPP) assessment in English language arts and mathematics occurred in 2018-19. As the CDE has not yet released the scores to the public, the estimated 2018-19 results are below:

*Mean Scaled Score of English Learners by Grade Level in English Language Arts*

Green = increase		Yellow = no change		Orange = decrease	
Grade	2015-16	2016-17	2017-18	2018-19	Minimum Level 3 (Standards Met) Scaled Score
3	2370	2338	2345	2345	2432
4	2396	2364	2364	2381	2473
5	2423	2374	2377	2391	2502
6	2436	2399	2403	2404	2531
7	2430	2416	2410	2428	2552
8	2467	2420	2426	2436	2567
11	2451	2434	2432	2422	2583



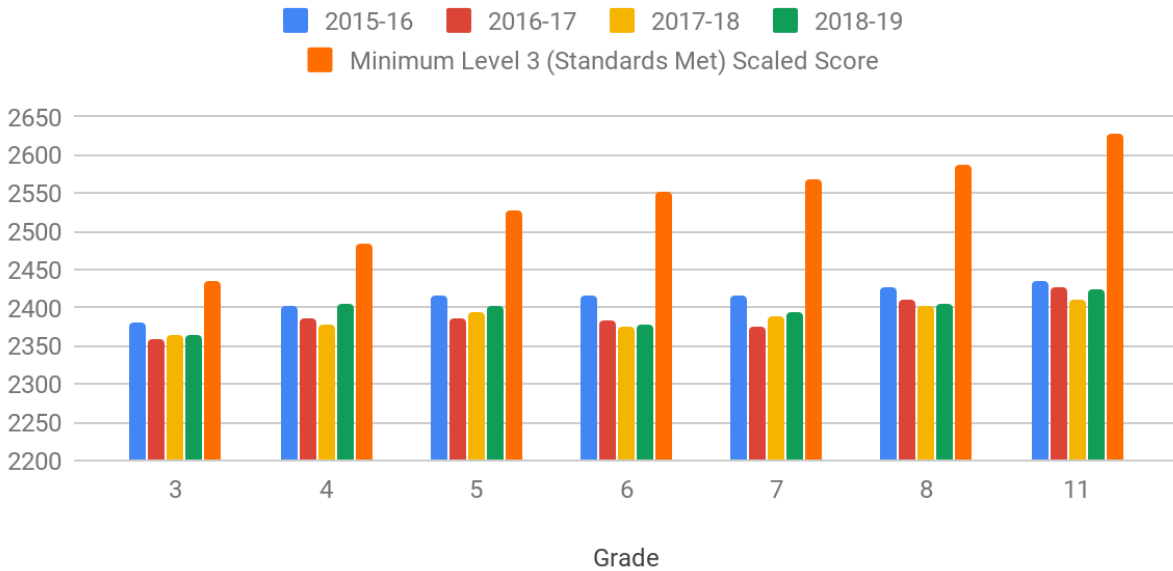
*Mean Scaled Score of Dual Immersion ELs by Grade Level in English Language Arts*

Green = increase		Yellow = no change		Orange = decrease	
Grade	2015-16	2016-17	2017-18	2018-19	Minimum Level 3 (Standards Met) Scaled Score
3	2373	2326	2337	2360	2432
4	2444	2381	2365	2411	2473
5	n/a	n/a	n/a	n/a	2502

*Mean Scaled Score of English Learners by Grade Level in Mathematics*

Green = increase		Yellow = no change		Orange = decrease	
Grade	2015-16	2016-17	2017-18	2018-19	Minimum Level 3 (Standards Met) Scaled Score
3	2381	2359	2366	2363	2436
4	2401	2386	2389	2405	2485
5	2417	2387	2396	2401	2528
6	2417	2382	2380	2378	2552
7	2415	2375	2391	2393	2567
8	2428	2410	2405	2406	2586
11	2434	2428	2414	2425	2628

## Mean Scaled Score of English Learners by Grade Level in Mathematics, 2015-16 to 2018-19



### *Mean Scaled Score of Dual Immersion ELs by Grade Level in Mathematics*

Grade	Green = increase		Yellow = no change		Orange = decrease	
	2015-16	2016-17	2017-18	2018-19	Minimum Level 3 (Standards Met) Scaled Score	
3	2401	2357	2397	2380	2432	
4	2430	2419	2416	2452	2473	
5	n/a	n/a	n/a	n/a	2502	

**V. Additional Goals for English Learners Identified in the District’s LCAP**

**1. Suspension Rates:**

*2015-16 to 2018-19 FSUSD Suspension Rates for English Learners  
Compared to All FSUSD Students*

Year	English Learners Suspension Rate	All Students Suspension Rate
2015-16	4.5%	7.2%
2016-17	2.7%	6.2%
2017-18	2.9%	6.2%
2018-19 (unofficial)	3.04%	5.43%

Note: The suspension rates listed above do not include in-house suspensions.

**2. Graduation Rates:**

*2014-15 to 2016-17 FSUSD Graduation Rates for English Learners  
Compared to All FSUSD Students*

Year	English Learners Graduation Rate	All Students Graduation Rate
2014-15	79.6%	88.4%
2015-16	78.1%	84.4%
2016-17	60.5%	79.8%
2017-18	56.3%	80.1%
2018-19 (unofficial)	72.3%	86.6%

**3. Long-Term English Learner Intervention (*English 3D*):**

*2017-18 Reclassification Rates for LTELs Participating in Intervention*

Year	Total of participating students	Number of participating students reclassified	Percentage of participating students reclassified
2017-18	66	30	45%
2018-19	94	25	27%



## **VI. Summary and Next Steps**

### **Data Observations:**

- FSUSD reclassification rate in 2018-19 was 20.9% as compared to the statewide rate of 13.8%.
- The percentage of English learners identified as LTELs, long-term English learners, was 18.9% in 2018-19 which is significantly lower than statewide (28.7%) and county (25.0%) averages. For students identified as “at-risk for becoming long-term English learners in 2018-19, the percentage for FSUSD was 18.7% compared to 18.5% for the state and 20.6% for the county.
- The percentage of English learner students who also received special education services in 2018-19 was 11.9%, which was significantly lower than statewide (17.3%) and county (14.6%) averages. Additionally, the percentage of LTELs receiving special education services was 27.1%, significantly below statewide (51.8%) and county averages (42.7%).
- FSUSD English learner average scaled scores on 2018-19 CAASPP assessments in English Language Arts increased by more than 10 points in grades 4, 5, 7, and 8.
- FSUSD English learner mean scaled scores on 2017-18 CAASPP assessments in Mathematics increased by more than 10 points in grades 4 and 11.
- There continues to be a gap between English learner student performance and the mean scaled score necessary for Level 3 performance (Standards Met) in all grade levels in both English Language Arts and Mathematics.

### **Celebrations:**

- Since 2013-14 the rate of reclassification in FSUSD has exceeded the statewide rate due to the consistent application of reclassification protocols and procedures.
- For the third consecutive year, consistent application of the Alternative Reclassification Protocol to consider EL students who are receiving special education services for potential reclassification has resulted in FSUSD having the second lowest percentage of EL students that are receiving special education services as well as the second lowest percentage that are identified as LTELs in Solano County. This is attributed to the training and support provided for staff in the Alternative Reclassification protocol.
- District-wide, English learners increased CASSPP English Language Arts average scaled score by approximately 9 points, and increased CAASPP Mathematics average scaled score by approximately 5 points. This level of growth was more than double the district-wide growth in both English Language Arts and Mathematics for the second consecutive year.
- Dual Immersion English learners in grades 3 and 4 outperform English learners in Structured English Immersion programs district-wide as evidenced by average scale scores on CAASPP.
  - 3rd Grade English Language Arts + 15 points
  - 3rd Grade Mathematics +17 points
  - 4th Grade English Language Arts + 30 points
  - 4th Grade Mathematics +47 points
- English learner graduation rate increased from 56.3% in 2017-18 cohort to 72.3% in 2018-19 cohort.

**Opportunities for Growth:**

- English learner students need continued support through daily designated English Language Development (ELD) instruction to increase their proficiency in English and demonstrate year to year growth.
- English learner students need continued support through daily integrated ELD and academic language development to increase their proficiency in core content area standards and skills attainment, as well as to increase performance on CAASPP summative assessments and prepare students for the rigor of ELPAC.

**Next Steps:**

Based on a review of multiple measures, the District will provide the following focus on the English learner instructional program for 2018-19:

- Continue implementation of the English Learner Master Plan.
- Provide intensive professional development to three cohorts of teachers, grades TK-2, 3-5, and Secondary 6-11, to implement the adopted designated ELD instructional materials (*Springboard* ELD and *Benchmark Advanced* ELD) with an intensified focus on preparing students for the demands of ELPAC.
- Provide targeted professional development on foundational literacy skills for all K-2 teachers.
- Implement 3rd grade intensive reading intervention program to reduce the number of long term English learners.
- Provide supplemental counseling services to high school English learners to increase graduation rates, A-G completion rates, and CTE Pathway completion rates.