



California League of Schools - English Language Learners Families For College

Excellence Through Equity Conference 2018

A Moreno Valley Unified School District Success Story

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Mission Statement

The mission of Moreno Valley Unified School District is to ensure all students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path.

Demographics

Enrollment - 33,408

F/R 81%

Unduplicated 84%

English Learners 22%

RFEP 15.9% (16-17)

Schools

Elementary 23

Middle 6

High 5

Alternative 7



Student ethnicity is:

70.9% Hispanic

14.2% African American

7.7% Caucasian

2.1% Asian

5.1% other

The Challenge

- English learners (ELs) are the fastest growing U.S. school population and constitute 20.4 percent of California school enrollment.
- EL students often have unique language issues (including limited knowledge of vocabulary, syntax, and grammar) in English and their home language.
- Many ELs get stuck at an intermediate level of English proficiency.
- Schools statewide and nationwide struggle to provide effective programs and practices for ELs.
- Insufficient programs result in these students being underserved and underachieving.



About the Families For College Program

The CLS English Learner Families For College program was led by the nonprofit organization **California League of Schools** and funded by a 2012 **U.S. Department of Education** Investing In Innovation grant.

Moreno Valley USD was the sole district partner, and was actively involved in implementing the program in the district's 6 middle schools and refining its delivery.

This program sought to succeed where others have failed by (1) **addressing evidence-based EL components** plus (2) **incorporating whole-child-friendly social justice and community elements**.

By engaging both **hearts and minds**, we believed we could effect positive change.



About the Families For College Program

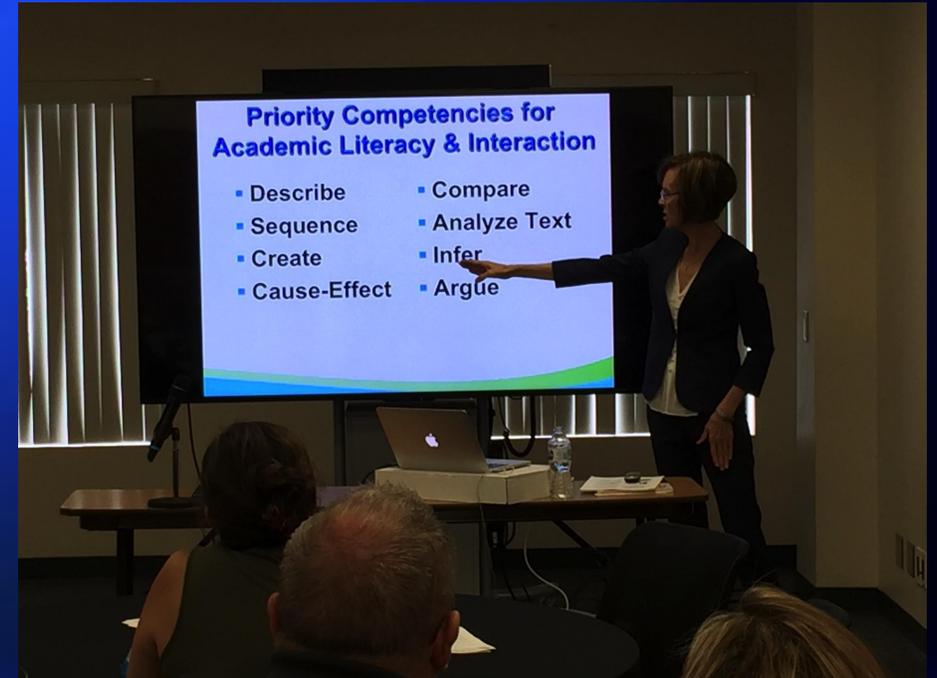
Program Design

- The FFC program followed a group of 325 English learners from 6th grade - 10th grade
- Began in six middle schools and ended in four high schools
- Trained 30 teachers and 6 principals, plus provided technical assistance to district leaders
- District implementation timeline: January 2013 to December 2017
- Provided an array of supports to develop college-ready students and an inclusive, college-going culture
- The overarching goal was to reclassify middle-grades English learners as Fluent English Proficient in time for high school a-g curriculum

About the Families For College Program

EVIDENCE-BASED EL COMPONENTS

The FFC program provided the key components identified by language scholar Dr. Kate Kinsella and researcher Dr. Laurie Olsen as essential to improving the proficiencies of long-term English learners.



About the Families For College Program

WHOLE CHILD SUPPORTS: SOCIAL JUSTICE

Hypothesis

If English learners receive the same academic/family supports and high expectations that students from middle-class and affluent backgrounds often do, they will succeed academically.



About the Families For College Program

WHOLE-CHILD SUPPORTS: COMMUNITY

Hypothesis

If each key role in EL students' academic lives is given value and voice (student, parent, teacher, principal, district leader)—and if those roles are structured to work collaboratively to focus on EL student support—positive relationships will build true community and students will become part of a college-going culture.

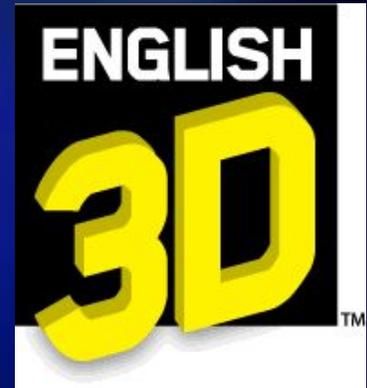


Key Elements: Curriculum & Instruction

A Rigorous Curricular Anchor: English 3D

The evidence-based *English 3D* language development curriculum was written by **Dr. Kate Kinsella** and features:

- Language development focused on the needs of long-term English learners.
- Utilization of consistent instructional routines.
- Explicit teaching of language elements.
- Extension of prior knowledge of language and content.
- Modeling of academic register, both verbally and in writing.
- Orchestration of peer interactions with clear language targets.
- Monitoring language production conscientiously.
- Providing timely, productive feedback on verbal and written interactions.



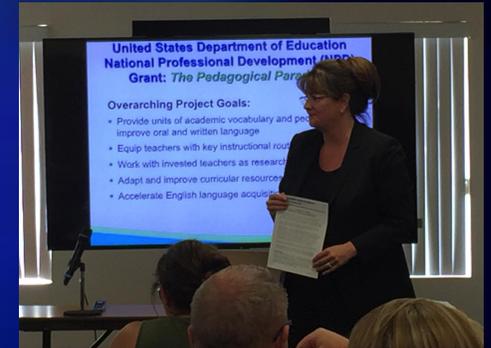
(*English 3D* is now published by Houghton Mifflin Harcourt)

Key Elements: Curriculum & Instruction

A Designated Period of English 3D Language Development (Grades 6-8)

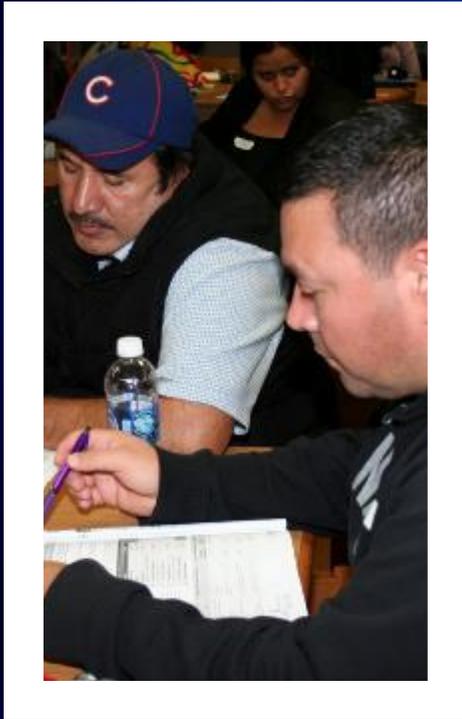
The following aspects were led by **Theresa Hancock** of Kate Kinsella & Associates:

- **Explicit instructional routines** helped teachers teach students academic language and collaboration skills during daily listening, speaking, reading, and writing lessons
- **Ongoing technical coaching for teachers** centered on observations and follow-up training
- **PLCs at the site and district levels** built community and expertise among the English 3D teachers
- **Training for principals in instructional leadership** specific to *English 3D*; principals even taught a lesson



Key Elements: Whole-Child Supports

Parent and Family Engagement: Academies (Grades 6-9)



- **5 Family Academies with 22 workshops** taught parents about the U.S. school system, supporting their learners, preparing for college, and funding college
- **Academy curriculum and trainings** were provided nights and weekends; **free food and childcare** boosted participation
- **A train-the-trainer model from Families In Schools** ensured that English 3D teachers actually taught academy classes to the parents of their students, fostering community and ensuring program sustainability

Key Elements: Whole-Child Supports

Parent and Family Engagement: School Site Focus

The following aspects were led by **Families In Schools**:

- **EL parents and students at each middle school participated in a family advisory board** along with front office staff, an administrator, and a counselor to ensure key staff members were better aware of and responsive to the contributions and needs of EL families at the school
- Administrators and front-office staff were trained in creating **welcoming environments** to increase the engagement EL and other families



Key Elements: Whole-Child Supports

Student Voice and Choice (6th-8th grade)



- **Academic awareness:** Students tracked their own academic growth and achievement (CELDT, GPA, etc.) as well as their career and college goals annually to know exactly where they were and where they needed to be academically
- **Peer mentoring:** Students communicated over Chromebooks with their high school peer mentor, so that by the time the cohort students entered high school as freshmen, they would know a senior well
- **College visits:** Students rode district buses to visit private 4-year, public 4-year, and community colleges
- **O/7 period electives:** The district provided an additional elective period so students could take art, band or other electives since English 3D took the place of students' electives in the master schedule

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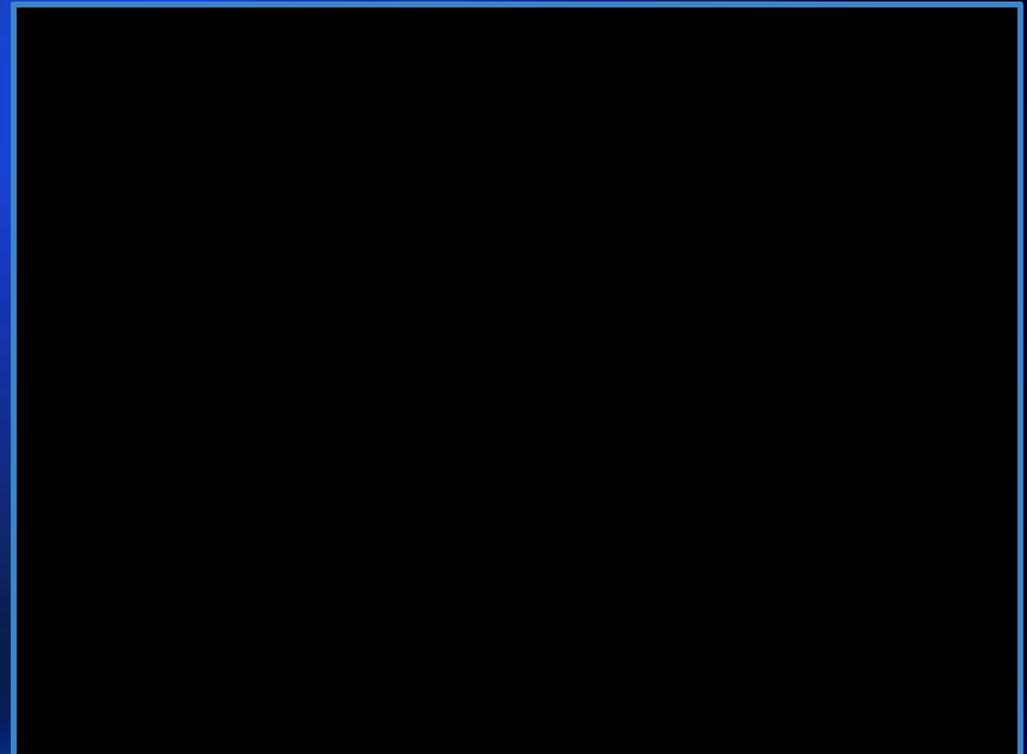
**English Learner
Families For College
Results**

Participant Perspectives

Overview



Luis: One Student's Story



Mission Accomplished



Helped students improve their academic abilities in middle school so they could succeed in high school and beyond.

Helped families support their children emotionally, academically, and (eventually) financially on the path to college.

Helped schools increase involvement of English learner families as advisors and decision makers in school operations.

Quantitative Results

- ❑ Reclassification target was set at 35% for Year 3
- ❑ Year 1: 43% of the students who started 6th grade as English learners reclassified as Fluent English Proficient by the fall of 7th grade
- ❑ Year 2: 61% of cohort students reclassified
- ❑ Year 3: 78% of cohort students reclassified (83% of total cohort reclassified)
- ❑ CELDT score gains in speaking, reading, and writing significantly exceeded historical gains for the district, county and state



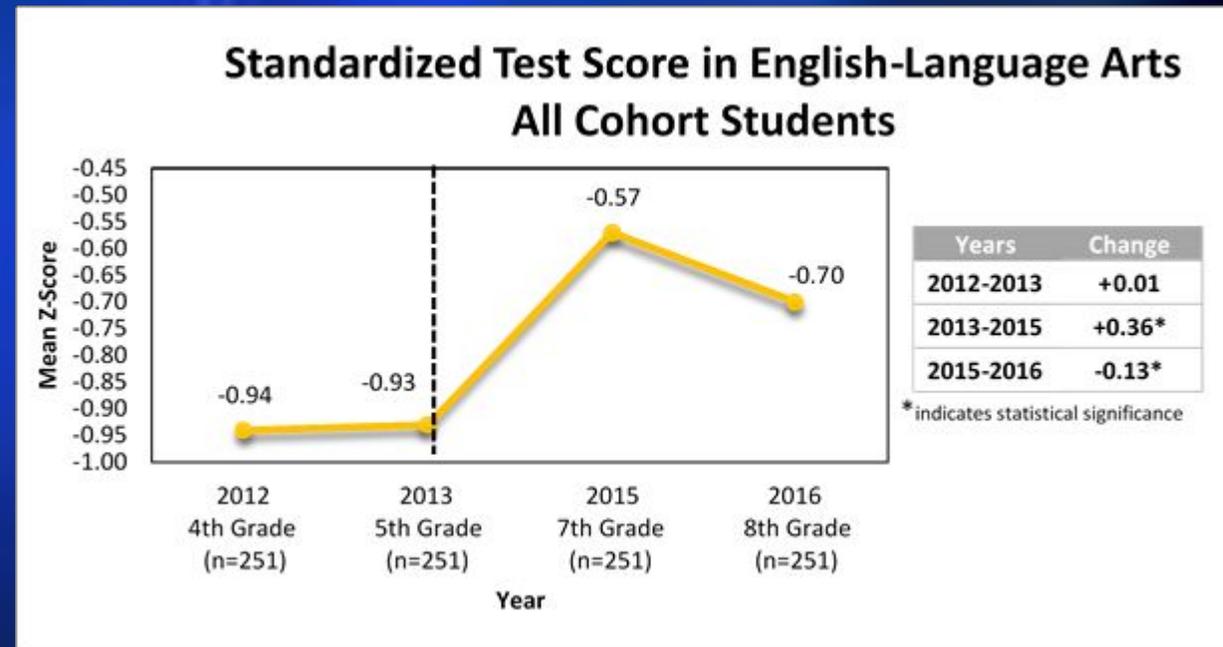
Quantitative Results

ELA Score Improvements

Per the independent evaluators

“The program resulted in significantly improved performance on standardized tests of ELA for students classified as English learners.

These results were consistent across the six middle schools where the program was implemented, as no significant school-level effects were detected. “



Teachers' Own Words

“It takes a lot of practice to get good at teaching this way. It helped that we were able to plan and practice lessons together.”

“The observations were scary, but it made us get better every time.”

“The follow-up trainings after the observations were incredible. I’ve never had that kind of support and immediate help.”

“This project has transformed my teaching and my perspective about what my EL students are capable of achieving. It has changed my students’ lives forever.”



Student Survey: Academics

- ❑ When I'm in my English 3D class, I feel successful. (88%)
- ❑ When I share my ideas with my partner, I feel ready. (87%)
- ❑ When I write in E3D, I feel like I know what to do. (91%)
- ❑ I feel more knowledgeable about academic vocabulary. (89%)
- ❑ I feel like my teacher cares about what I write and what I have to say. (91%)



Culture Shift

Long-term culture changes

a) All six middle schools district-wide continue to rate as blue for EL proficiency gains on the California School Dashboard.

b) Teachers use Kate Kinsella's instructional routines in all classes, not just ELD.

c) School-site parent ambassadors ensure bilingual parent leaders actively engage EL and other families.



Blue
(Highest)



Green



Yellow



Orange



Red
(Lowest)

Resources to Develop Your Own Effective EL Program



For more information, contact info@englishlearners.us
www.EnglishLearners.us

THANK YOU!

Questions?

Comments?

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