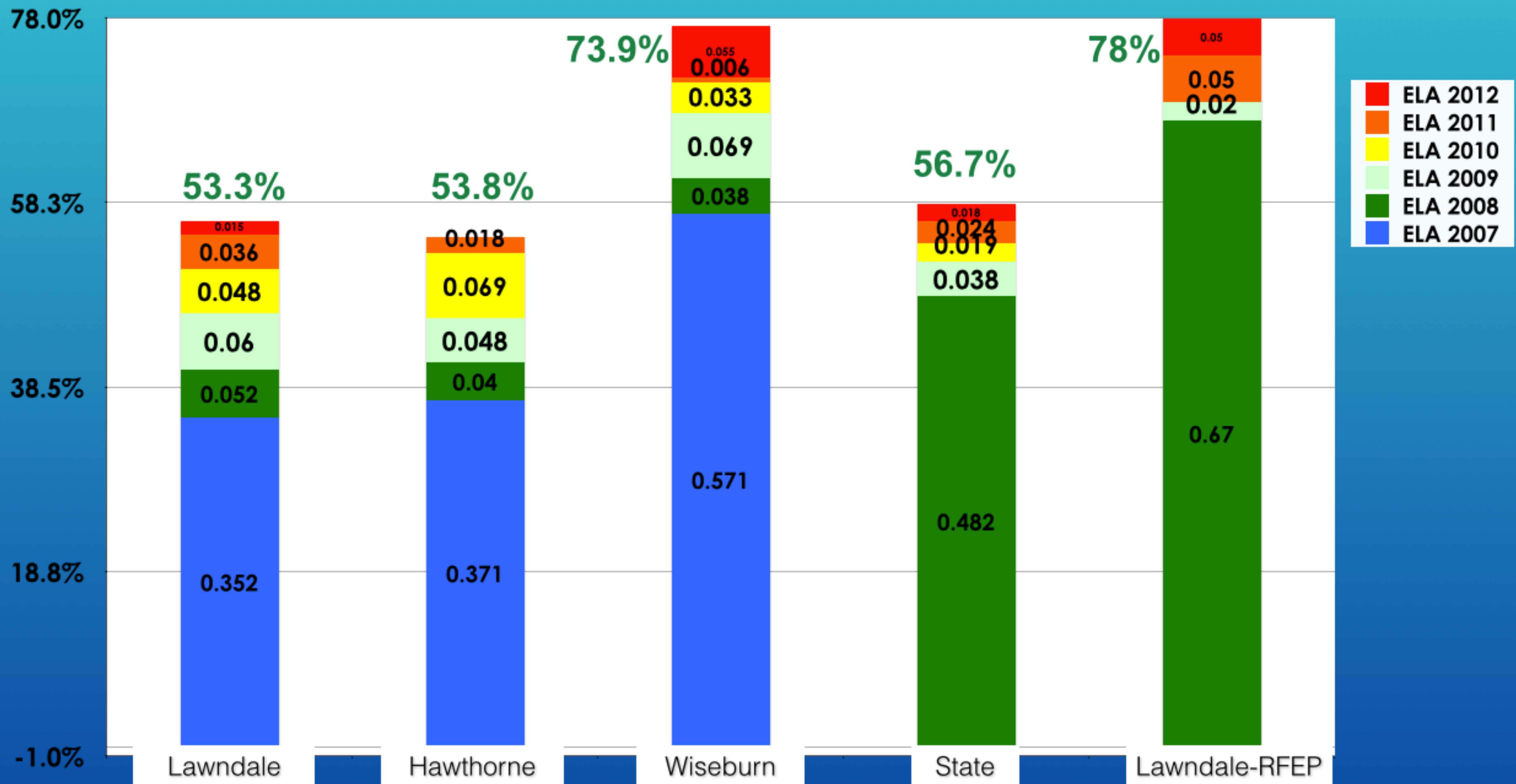# Analysis:
LESD ELD Program
(Academic Language for All Students: ALAS)

Situation

- LESD EL Student population: 36.2% (2013)

- Low number of reclassified LESD students (15.3%)=Students not making expected growth per year

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- Implementation of district-created ELD instruction

Graph 1: LESD Data, 2013: Ed Services Department & LEA Plan presentations
http://www.lawndale.k12.ca.us/cms/page_view?d=x&piid=&vpid=1366713279999

Data on LESD EL Learners

Same Students	Kinder	1st	2nd	3rd
Advanced	0%	3%	8%	12%
Early Advanced	3%	21%	26%	30%
Intermed	23%	45%	45%	41%
Early Intermed	35%	19%	15%	13%
Beginning	38%	12%	6%	4%

ALAS Program in K-2

- Academic vocabulary

- Partner Talk

- Repeated Interactive Read Aloud

Research

· Gandara (2008): Many ELLs fall behind in formal measures of academic achievement in public schools.

· Theoharis (2011):ELL population are expected to double by 2050. Imperative that teachers become prepared in teaching ELLs that is inclusive.

Research on Best Practices

- Higher oral language skills = Proficiency in reading

- Explicit teaching of language with structured practice

- Opportunities for authentic communication

- Vocabulary/Language learning in content areas

(Genesee, et. al., 2005), (Coleman & Goldenberg, 2009), and Mancilla-Martinez & Lesaux, 2010)

Action Steps

Improvement Plan: Implement ALAS program, conduct formative assessments and analyze efficacy of program with team.

Team: Grade level teachers, principal, Language Arts and EL specialists

STEP 1:

- Analyze CELDT levels of students

- Determine specific ALAS implementation plan with Team (grade level)

STEP 2:

- Implement ALAS program

- Modify lessons as needed

Action Steps continued

STEP 3:

- Research best instructional practices

- Collaborate with team and create formative assessments

- Conduct parent and teacher surveys regarding efficacy of ALAS instruction

STEP 4:

- Analyze formative assessments and modify and supplement ALAS instruction

- Share information from parent/teacher surveys and formative assessments with team and district office.

STEP 5:

- Repeat action steps

Expected Student Outcomes

- **Short term:** Evidence of academic vocabulary, language improvement in speaking and partner talk

- **Medium term**: Increased evidence of partner talk and reading levels, vocabulary development demonstrated in writing, increased student motivation in ELA

- **Long term**: Raised CELDT scores, increase in reclassification rates, improved performance in academic content areas

Implications

- Provide research-based, equity-minded, inclusive instruction for EL learners

- Regular use of formative assessments that measure student growth

- Reflect parent/family needs of EL learners

- Share results with district to adapt, modify and improve ALAS program