



Success for English Language Learners: Academic Achievement Through Relevant Applications

Clark Magnet High School Glendale, California

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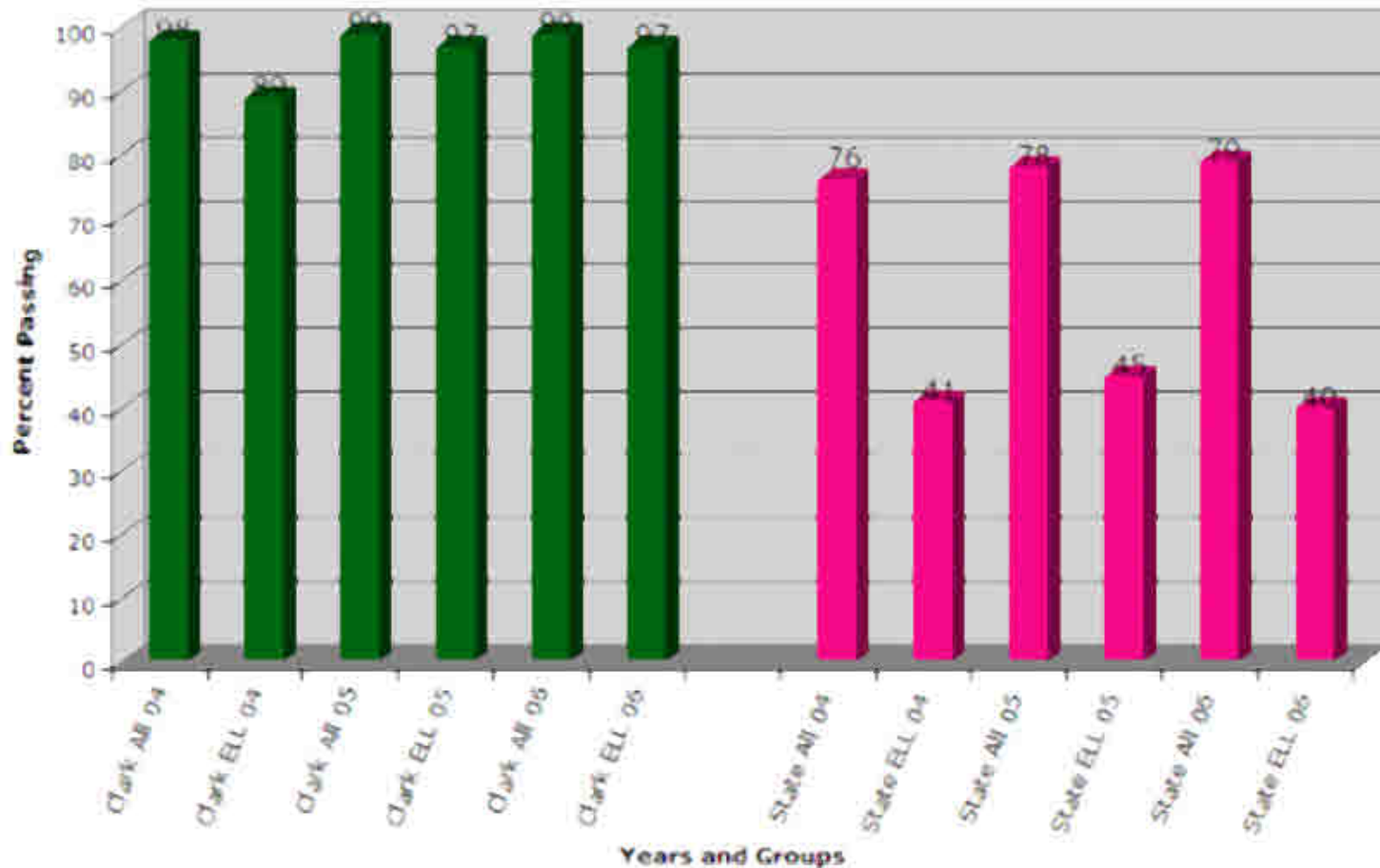


School Facts

- School Type: Magnet High School with Emphasis on Science and Technology
- Size: Almost 1100 students in Grades 9 through 12
- Geographic Location: Los Angeles metropolitan area
- Staff Characteristics: 100% NCLB highly qualified
- Assessments: Annual Yearly Progress based on California High School Exit Exam. (84% Prof. in ELA, 90% in math)
- Other: 15% English only students and 42% are socio-economically disadvantaged – 36 countries of birth

California High School Exit Exam

Clark Compared to State on CAHSEE 2004-2006
English Language Arts
10th Grade First Time Test Takers



Strands and Partnerships



Robotics partnership with JPL



Senior Project community judges



Marine Research / Environmental Science in partnership with LEA



Animation in cooperation with Disney Animation and Dreamworks

Supporting LEP through Research-based Reform Programs

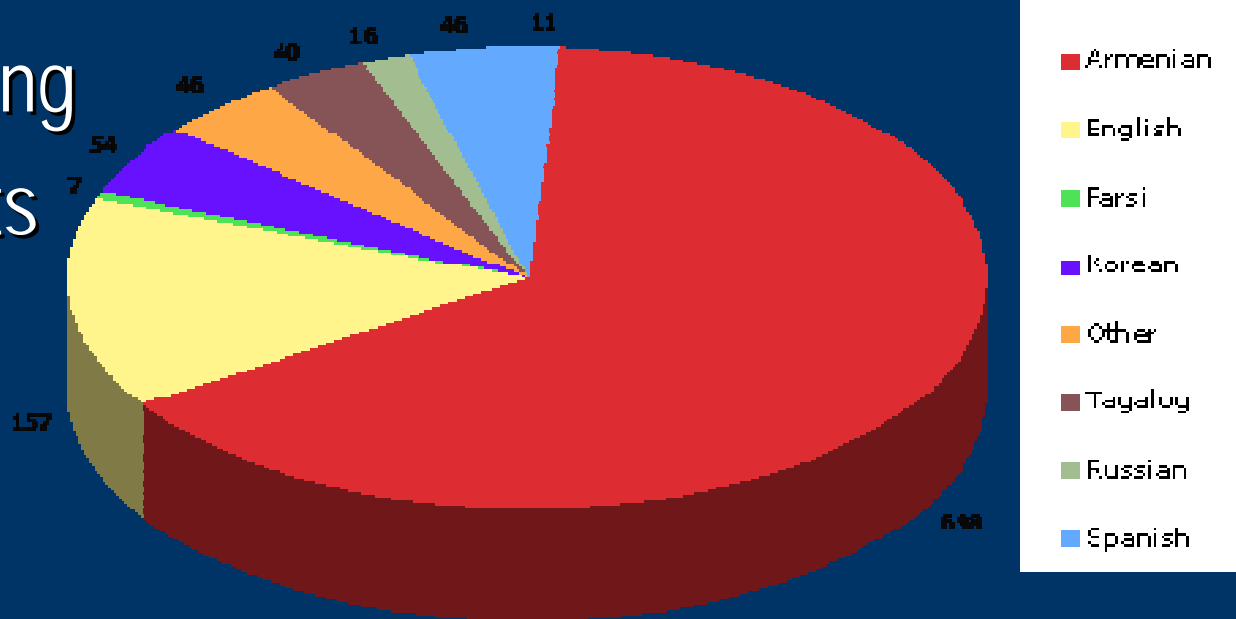
- Rigor, relevance and relationships
- Data-driven decision making and project based curriculum infused with writing
- Active versus passive learning through CTE emphasis and applied technologies
- Alternative forms of assessment
- Emphasis on oral presentation skills

Research Basis for Clark Programs

- **R R & R** - Willard R. Daggett, Ed.D., President of the International Center for Leadership in Education
- **Literacy Focus** - Douglas Reeves, chief executive officer of the Center for Performance Assessment
- *Second to None*, California's Plan for Secondary
- *The SCANS Report, Aiming High*
- *Breaking Ranks: Changing an American Institution*
- Governor's School-to-Career Task Force.

Supporting English Language Learners

- School-wide emphasis on literacy
- LEP reading and writing courses
- “Literacy for Success”
- Mainstreaming LEP students
- SDAIE techniques used by all teachers



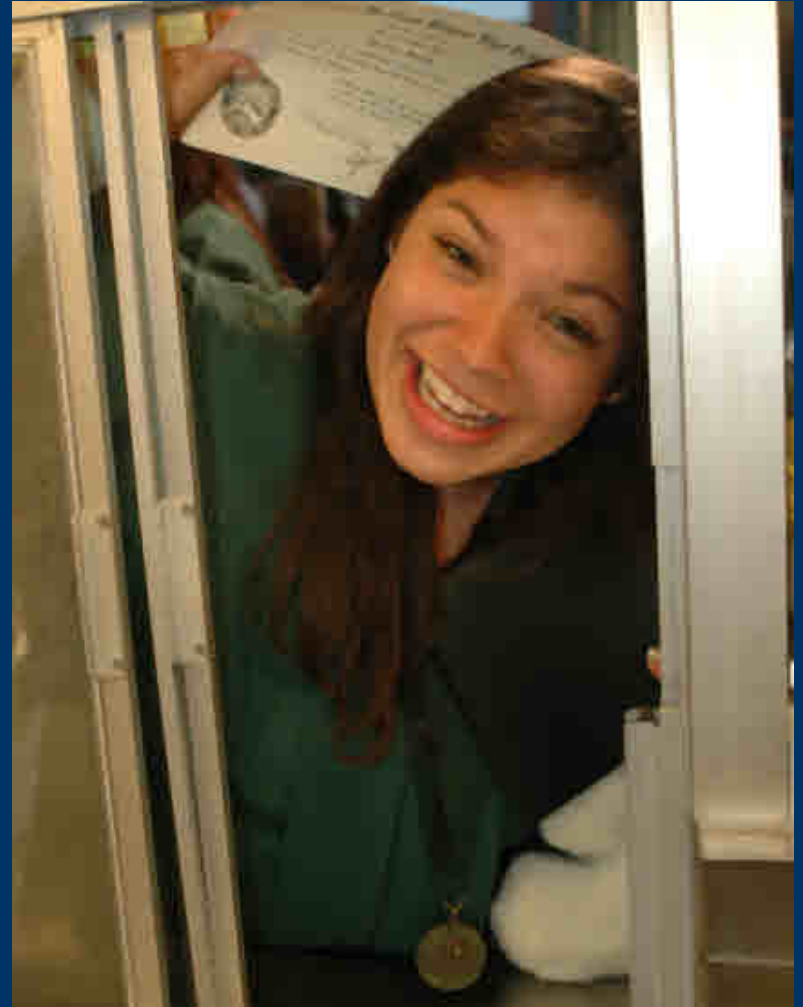
Supporting English Language Learners

- Language Acquisition Team
- English Learner Advisory Committees
- Parent contact in primary languages...all 23 of them
- Daily Enrichment Period
- Common prep periods in Master Schedule for collaboration and analysis

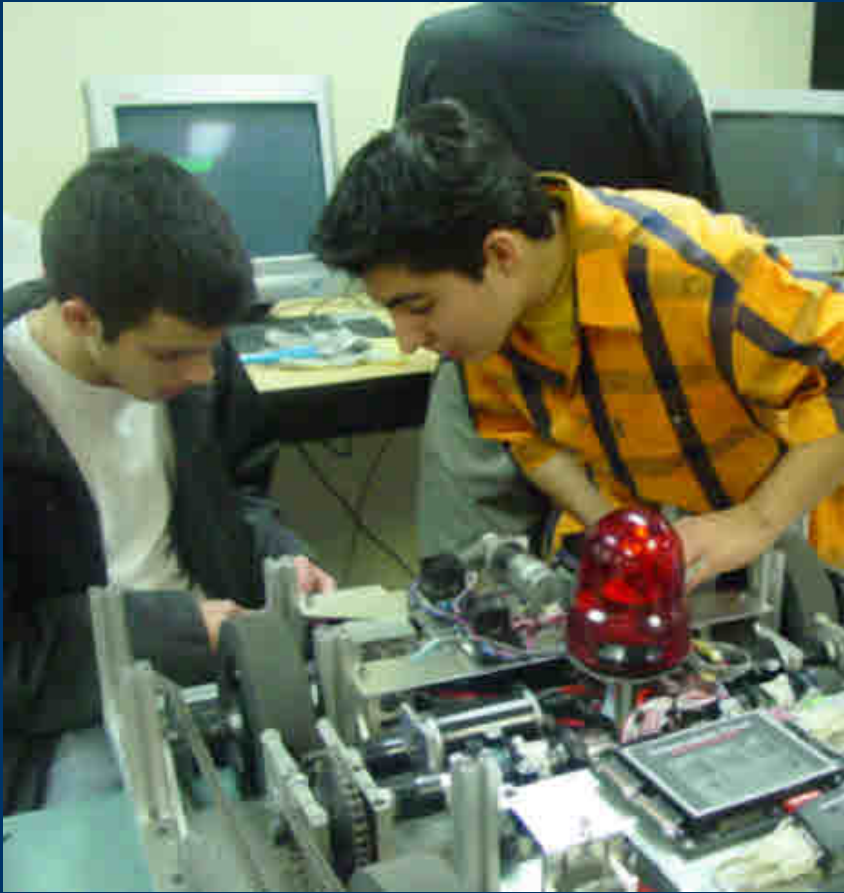


Equal Access to Rigorous Courses

- High enrollment in Advanced Placement
- High percentage of AP students take the exams
- High scores in AP focus areas
- All students complete Senior Project
- Electives UC approved



Exemplary Career Technical Emphasis



- Engaging “real world” activities and partners
- Rigorous industry certification programs
- Business-like dress standard & expectations
- 90% of Clark students take CTE classes

English Learner Participation

LEP students:

- Are found in all curricular paths
- Participate in all school activities
- Take honors and AP classes



Summary Points

Key Learnings

- Differentiated instruction affects success
- Separation of ELL Reading and Writing classes
- School-wide emphasis on literacy helps all students

Challenges still Ahead

- Keeping up with current technology
- Changing demographics in student population

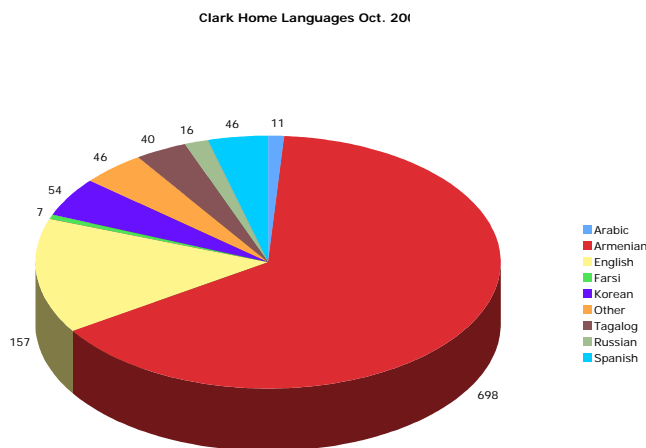
Clark Magnet High School
NCLB Blue Ribbon School Presentation
Success for English Language Learners: Academic Achievement and Skill
Development Through Relevant Applications

Clark Magnet High School, the first magnet high school in the Glendale Unified School District, was founded with the mission to promote excellence in both academic success and career preparation for all students. Located in the City of Glendale, California near Los Angeles, Clark is in a suburban location but has characteristics common to urban high schools. The school serves a diverse student population that reflects the changing demographics of the Glendale community. Only 15% of Clark’s students speak English as their primary language. More than 40% of Clark’s students are defined as socio-economically disadvantaged and many of them come from immigrant families.

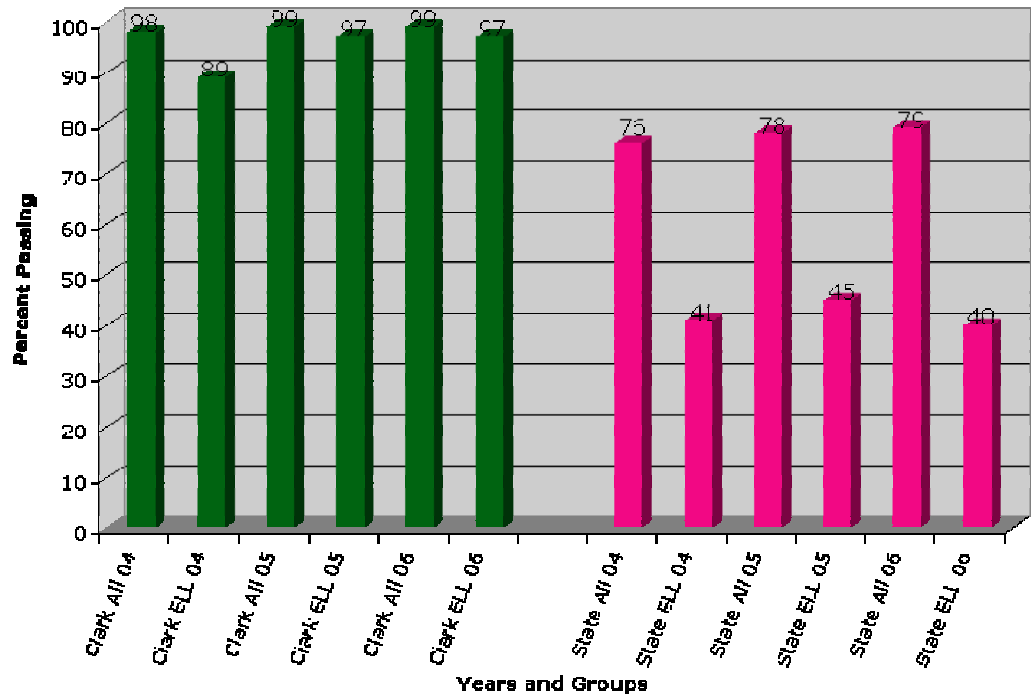
As of March 2005, the Limited English Proficient (LEP) population consisted of the following student population:

91 Armenian	3 Russian
11 Korean	1 Farsi
7 Tagalog	1 Bengali
3 Spanish	5 Other

In addition to the LEP population that is serviced at Clark, there are many students whose first language is not English. A portion of this group has been reclassified from LEP to Fluent English Proficiency (FEP) recently. The progress of these students is monitored as well. The following graphs depict this linguistic diversity as well as the exemplary performance of English Learners on the California High School Exit Exam which is the benchmark test in California for determining NCLB Annual Yearly Progress.



**Clark Compared to State on CAHSEE 2004
2006
English Language Arts**



The following is a list of interventions and support which Clark Magnet uses to increase student literacy skills:

1. Clark provides LEP students with a self-contained classroom both for reading and writing. The classes are taught separately in order to concentrate on specific skills. Such classes provide instruction for ELD levels 2 (beginning) through five (advanced). ELD methodologies and strategies are employed by all teachers in the ELD department. In addition, an instructional aide is hired to assist in classrooms where LEP students need additional guidance.

A “Literacy for Success” class is also offered for LEP students. This class provides support for students who have newly exited the ELD classes and is also a place for other LEP and FEP students who struggle with literacy skills.

Mainstream classes are taught by teachers who employ “specially designed academic instruction in English” – (SDAIE). Clark’s staff has been trained to use such methodologies and recognize students with needs in language.

A Language Acquisition Team (LAT) consisting of the principal, counselor, English Language Development (ELD) specialist, psychologist and language teacher meets to

discuss students who continue to struggle. The ELD specialist reviews each student's file and appropriately tests the students in order to suggest a "Catch up Plan" (program of instruction addressing specific academic weaknesses and specified strategies for teachers to help these students.) The "Catch Up Plan" is shared with the student's teachers and filed in his/her Cumulative Record.

In order to help with the required "Senior Project," the Library/Media Teacher provides a special class for those students who need help with research skills. While learning to use research skills, students apply their newly acquired knowledge to the actual project they are working on.

An English Learner Advisory Committee (ELAC) meets several times during the year to discuss issues related to the LEP population. Topics may include explanation of new state regulations, suggestions on how students can attain success, visits from college recruiters and counselors and general information on how the ELD program operates. This is a forum for parents to receive information as well as share concerns.

In addition to the ELAC, a DELAC (District English Learner Advisory Committee) meets four times a year to discuss issues concerning the LEP population at the district level. A representative from each school attends the meetings at the district office.

What services or curriculum are offered specific to CAHSEE preparation?

2. Each teacher is aware of the standards and objectives. Much emphasis is put on these standards throughout the year. In addition, each 10th grade English and Math teacher receives the CAHSEE prep book that is a blueprint of released questions to be reviewed both in class and individually as needed. These review books are given both to Language and Math teachers

A data analysis is given to each teacher of his/her students who failed the CAHSEE. Teachers can then target problem areas and better prepare those students who failed the test.

California Scholarship Federation (a statewide honor society) peer tutoring is also provided for those students who need further help. Clark's group of CSF students is available during enrichment time for one on one tutoring. This program serves as a sort of "boot camp" for those who need it. Students receive help not only in particular academic areas, but also in test taking strategies.

The literacy class provides a long-term structured environment for those students who need instruction with the language component of the CAHSEE. The class is tailored to meet individual needs of students while covering test-taking strategies as a whole. Enrichment time at the end of the day is available for everyone. This is a worthwhile opportunity for students to speak to particular teachers and receive extra tutoring in any needed area.

What other remedial services are offered?

3. In addition to Literacy for Success, an on-line computer program called “Accelerated Reader” is used as a remedial resource. Each student is tested at his/her reading level in which he/she works and answers questions. Students move ahead as they master each level.

The Library Media Teacher is also a source of assistance for those needing remedial help. She is available throughout the day for those students who need help researching or putting together their papers.

What specific instructional strategies are teachers using to assist special populations?

4. Teachers have been trained to use SDAIE, ELL Methodologies, and reciprocal teaching. Teachers employ “project based learning” as a means of reaching out to all levels of students. During the last 30 minutes of each day, the “Enrichment Period” (tutoring time) also serves as a tool that teachers use regularly.

Clark’s 90 minute block schedule, which allows teachers to delve deeper into instruction, coupled with the Enrichment Period provides students with opportunities that they would not be able to have otherwise.

What specific curriculum/instructional materials are being used with special populations? Are materials used with students in a separate class or as supplemental instruction in regular classes?

5. In the level 2-4 ELL levels, Voices in Literature, grammar books, Accelerated Reader, the standards aligned HOLT Reader, Daily Oral Language, and various other grammar and vocabulary books are used.

In ELL Level 5, students use the mainstream books, adhere to the grade level standards, and receive lessons that are sheltered.

In regular classes, most teachers are able to continue sheltering the content as need be.

Have you seen particular improvement in student achievement and, if so, what changes do you think most contributed to this success?

6. There have been notable differences in student achievement. The high expectations definitely play a factor in student success at Clark. Teachers set and maintain strong goals for each student. In addition, the school-wide literacy focus takes make a big difference. Of course, Enrichment time at the end of the day also greatly helps students get the extra help they need.

The dress standard at Clark helps students focus on their work. There is no pressure to dress a certain way, therefore, students concentrate on the studies at hand.

Another aspect of Clark that contributed to student success may be attributed to the strategy that went into hiring teachers. A few elementary school teachers were hired to provide a different perspective of teaching. This allowed for insights that filled in gaps that were not evident to teachers trained at the secondary level.

In your own mind, what factors do you think most accounts for the success of special populations at your school?

7. The implementation of research-based school reform initiatives such as those proposed by Dr. Daggett. Teacher collaboration and common prep times facilitate dialogue between staff. The focus on literacy as a school and the training each staff member has had makes a big difference as well. Most importantly, the administration is supportive and encourages the staff to work to its full potential.

Furthermore, there is a great deal of support at the district level. This is evident through curriculum committees, vertical training and staff development opportunities. The district works hand in hand with each school to better meet the needs of all students.

What advice do you have for administrators trying to better serve students in special populations?

9. We have discovered over the eight years of Clark's existence that perception is a very powerful factor in student achievement. Many times we quip that Clark Magnet students aren't the smartest students in the District...but they think they are. This development of a school culture of pride and "can do" has helped ALL students take their achievement to the next level and continue to strive for improvement. We have found it effective to work with the students as individuals, focus on their strengths as well as their weaknesses, find the tipping points that motivate them or interest them, stress real world applications for the skills they are learning, and be flexible. *Semper Gumby*, Always Flexible, has been a mantra that has served us well.

GLENDALE UNIFIED SCHOOL DISTRICT
English Language Development Program

