

“Educating Every Child for Success”

DELAC, 2019



Master Plan for English Learners



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Message from the Superintendent

The Redwood City School District's mission is to educate every child for success. In order to achieve our mission, we must ensure that all of our Pre K-8 students are prepared to live and compete in a global society. One of our core beliefs is that children learn and succeed most effectively when all students and staff are held to high expectations. This includes developing the students' proficiency in English, which will lead to strong achievement in every subject area.

The Redwood City School District strongly believes that students must be supported in their intellectual, physical, social and emotional development in a community that respects diverse backgrounds and treats everyone equitably. We understand that students learn best when their families actively support their learning, so we strive to build strong partnerships with families and the community.

The Master Plan for English Language Learners is built on the conviction that every child can and will learn, and provides schools with specific strategies to turn that conviction into reality. The Board recognizes that recruitment, development, training and retention of qualified instructional, administrative and support staff is essential to the success of these efforts and will provide the necessary personnel.

I would like to thank everyone who contributed to the development of the Master Plan – teachers, administrators, support staff and parents. We appreciate the strong commitment our staff and the community has to helping students who are not native English speakers become multilingual and master those academic skills that will lead to success later in life.

Sincerely,

John Baker
Superintendent

Board Policy

The Board of Education intends to provide English learners with challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the districts' regular course of study. English Learners shall be provided language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. The Board intends to provide additional and appropriate educational services in English for the purpose of overcoming language barriers until the student has demonstrated language proficiency comparable to that of the district's average native English language speakers.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English Learners. The district will provide additional and appropriate services until the English learner is reclassified. As per family choice, the Board is committed to providing opportunities to develop bilingual and biliterate students through various language program options.

The Superintendent or designee shall maintain procedures that provide for the identification, assessment and placement of English learners and for their reclassification based on criteria adopted by the Board and specified in administrative regulations. To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including reports of the English learners' academic achievement, their progress towards proficiency in English and the progress of students who have been reclassified as fluent English proficient. Further analysis amongst students in the diverse program options will be conducted to monitor student progress in all language option programs. The Superintendent or designee shall annually report these findings to the Board and shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees. The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English learners that succeed under various demographic conditions.

When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments and using other criteria developed by the district, he/she shall be reclassified as fluent English proficient. A reclassified English proficient student means the student is able to comprehend, speak, read, and write English well enough to receive instruction in an English immersion classroom and make academic progress at level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. At any time during the school year, the parent/guardian of an English language learner may have his/her child moved from a language alternative program into an English language mainstream program.

To ensure English Learners are provided effective instructional practices, the district shall provide annual professional development to all teachers, administrators, and other school or community-based personnel. The professional development shall be of sufficient intensity and duration so as to provide a positive and lasting impact on the education of English Learners. Districtwide assessment results are reviewed to determine effectiveness of program model.

LEGAL REQUIREMENTS

Historical perspective

LAU VS. NICHOLS

In 1974, the parent of an Asian student named Lau filed legal suit against San Francisco Unified School District. He claimed that his legal rights were violated because he was instructed in a language he could not understand (English), thus denying him equal access to education. This landmark case laid the groundwork for the Equal Education Opportunities Act.

The United States Supreme Court decreed that Limited English Proficient (LEP) children were denied equal educational opportunities when instruction was not delivered in a language they could understand. The Lau ruling has been codified in Section 1703 (f) of the Equal Education Opportunities Act. The statute states that:

No state shall deny equal education opportunity to an individual on account of his or her race, color, sex, or national origin, by . . . (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

This federal law remains in effect to date.

CASTANEDA VS. PICKARD

In *Castañeda vs. Pickard*, the United States Court of Appeals for the Fifth Circuit interpreted Congress' use of the term "appropriate action" in the EEOA as an indication that state and local education authorities are to be given a substantial amount of latitude in choosing the programs and techniques they utilize to meet their legal obligations. This position allows local authorities to choose between such educational alternatives as sequential English immersion or bilingual education (simultaneous approach).

There the appropriateness of a particular school system's language remediation program is challenged under the EEOA, the *Castañeda* court set forth the following requirements:

1. The court must examine carefully the evidence concerning the soundness of the educational theory of principles upon which the challenged program is based;
2. The court must determine whether the programs and practices actually used by the school system are reasonably calculated to effectively implement the educational theory adopted by the school;
3. The court must determine whether the school system has adopted a sound program for alleviating the language barriers impeding the educational progress of its students and made bona fide efforts to make the program work; in other words, the court will measure the program's success in terms of overcoming linguistic barriers.

PROPOSITION 58

Proposition 58 was passed in November 2016 by the California voters. Proposition 58, also known as the California Education for a Global Economy Initiative (CA Ed. G. E.) The purpose of the CA Ed. G. E. Initiative is to ensure that all students in California public schools receive the highest quality education, master the English language, and access high quality, innovative, and research-based language programs that prepare them to fully participate in a global economy (www.cde.ca.gov, retrieved on November 26, 2017).

Proposition 58 authorizes school districts to establish language program options, with parent and community input, and to provide native English speakers and non-native English speakers with the language acquisition programs.

DISTRICT MISSION STATEMENT

Mission Statement: "Educating every child for success."

Listed below are the Board's beliefs:

Children learn and succeed ...

... in a safe environment with challenging and enriching instruction.

... when all students and staff are held to high expectations.

... when each of us supports their intellectual, physical, social and emotional development.

... when they have caring adults in their lives.

... in a community that respects diverse backgrounds and treats all students equitably.

... when their ideas and involvement are encouraged and respected.

... when families actively support their learning.

... when we work in partnership with families and community.

... when all employees are highly qualified, valued and respected.

... when each of us acts on the conviction that every child can and will learn.

PURPOSE AND PHILOSOPHY

The Master Plan for English Learners is the guide to implementing school board policy and administrative regulations pertaining to the education of English learners in our district. It includes descriptions of and requirements for programs; identification, placement, and assessment; staffing; and accountability. The Master Plan is reviewed annually by the Board of Education and the District English Language Advisory Committee.

The Redwood City School District has approximately 7,400 students in grades PreK-8, approximately 37% of whom are English learners. An English learner is a student who is developing English proficiency in speaking, listening, comprehension, reading and writing as measured by the English Language Proficiency Assessment of California (ELPAC) and other academic measures. Approximately, ninety percent of the district's English learners are Spanish speaking. The remaining English learner population is comprised of more than 35 language groups enrolled in schools throughout the district. A large number of parents request an alternative language program for their children.

In order to meet the district stated goals, Redwood City School District offers students who are acquiring English a consistent and comprehensive language development program through the various language program models. The central purpose of the district's programs for English learners is to ensure that they achieve academic parity with their English-only counterparts and become fluent in English through the implementation of an integrated academic content and language program. The district's philosophy for bilingual/alternative education is the development of academic skills and grade level knowledge in the student's primary language at the same time as they learn English. Using a child's first language helps to develop the student cognitively and academically as well as develop his/her self-esteem.

Redwood City School District's Bilingual and Dual Language programs are consistent with research findings which demonstrate that such parity and academic proficiency in English is best promoted by providing access to the core curriculum through the home language of the students, supplemented by rigorous, content-based English language development instruction and specially designed academic instruction in English. In English language classrooms the primary medium of instruction is English and the home language may be used to clarify and check for comprehension and to support the instructional process as needed.

The Department of English Learner Services works with the school sites to implement procedures that provide for the careful identification, assessment and placement of English learners. Records are maintained to provide quantitative information about English learners' progress in English and Spanish to assist with student placement, program transitions, reclassification processes, and four-year monitoring follow up. Procedures are also in place to provide support at Student Study Team meetings.

The research on effective instructional programs and practices for English learners continues to evolve. The Redwood City School District continues to refine its programs as new knowledge is acquired. Recognizing that the teacher has the greatest impact on student learning, the district provides ongoing professional development for teachers of sufficient duration and intensity in order to deepen research-based instruction and effective practices. Professional Development is provided in the areas of:

(1) explicit literacy development, especially in the primary grades; (2) peer-assisted and small group learning opportunities; (3) academic language development during content-area instruction; (4) differentiated assessment; (5) social emotional development and identity formation.

Redwood City School District follows state required academic standards for all students in the areas of reading, writing, mathematics, and English Language Development, to ensure all students are college and career ready. In order to monitor student performance, the district has a systematic assessment program aligned with the curriculum standards and the Redwood City School District board has defined quantifiable goals for student progress toward the standards. Progress toward the goals and objectives are evaluated yearly for their effectiveness in improving student learning and student achievement.

In addition to the Redwood City School District Board Goals, the Department of English Learner Services works to support our EL students' growth towards academic and linguistic proficiency. This is accomplished through:

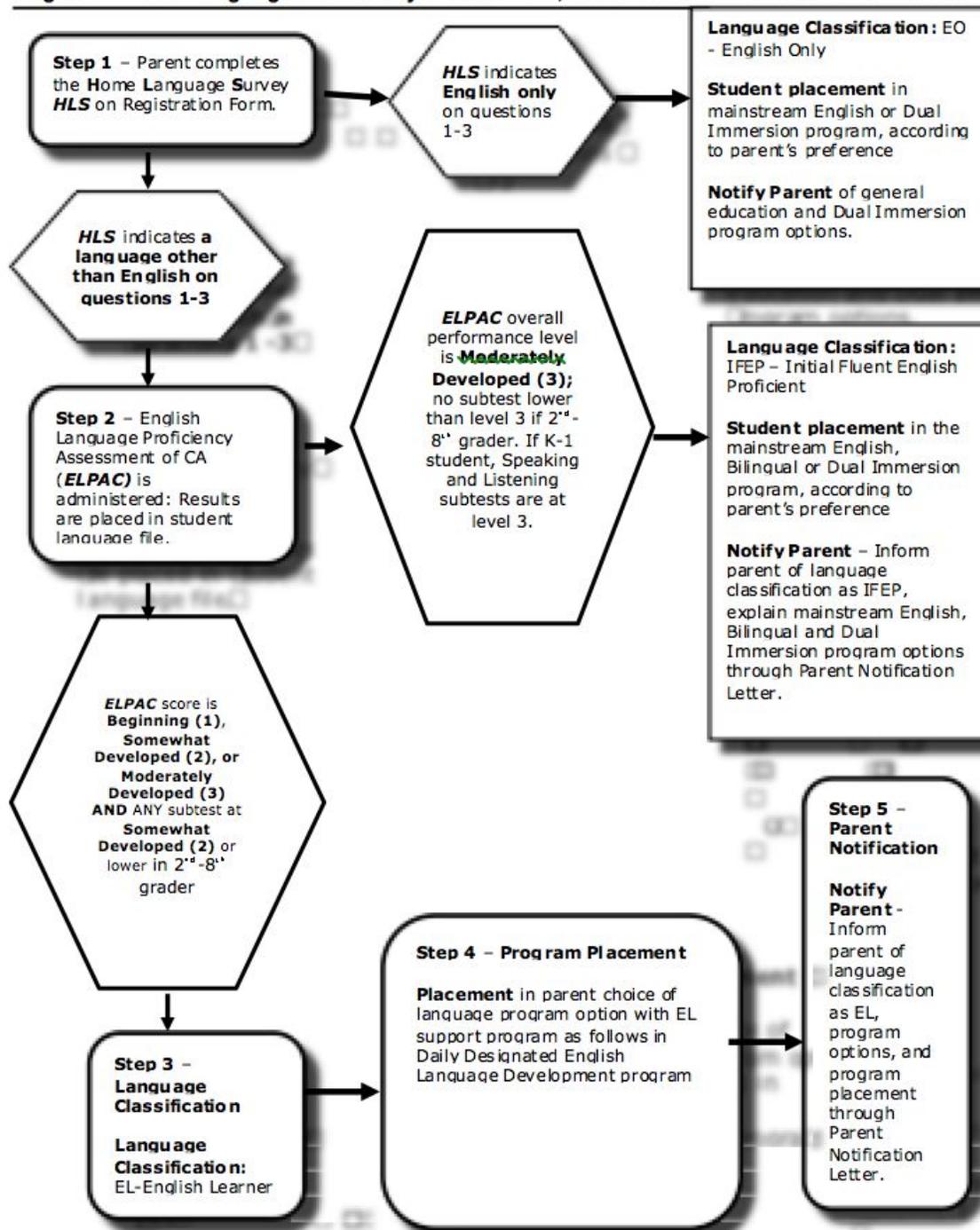
1. ENGLISH PROFICIENCY:
Develop each student's fluency and proficiency in English effectively and efficiently through the full implementation of the RCSD Master Plan for English Learners
2. INSTRUCTIONAL PROGRAM:
Provide equity of access to the core curriculum, extracurricular activities, and other educational opportunities for all students, which will support language proficiency in 5-7 years.
3. ASSET DEVELOPMENT:
Develop students' self-esteem and cross-cultural understanding, which will help to reduce the risk of not completing their education through the twelfth grade.
4. PROFESSIONAL DEVELOPMENT:
Provide staff development focused on effective strategies to better meet the needs of English learners within TIG/ELD time and throughout the academic day.
5. FAMILY AND COMMUNITY INVOLVEMENT:
Increase parental involvement in their children's education and school governance.
6. ASSESSMENT:
Evaluate program effectiveness and implement modifications as necessary.
7. INTERVENTION:
Maintain program models that develop interventions to ensure student success and prevent academic deficits.
8. CULTURAL RESPONSIVENESS
Support district efforts to build a school community that is respectful and honors diversity.

Chapter ONE

Identification, Assessment and Placement



Figure 1: Initial Language Proficiency Assessment, Identification and Placement Process



ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

The English Language Proficiency Assessment (ELPAC) is a standardized language proficiency assessment designed to measure English proficiency. The ELPAC tests students' oral fluency, listening comprehension, reading and writing.

Initial Identification

Within 30 calendar days of initial enrollment, the ELPAC initial assessment is given to any new student identified as having a primary language other than English (as per the Home Language Survey). If documents are received from another school district indicating that the student was already assessed using the ELPAC, these results are accepted in determining the student's initial English proficiency and program placement.

Trained staff administers the initial ELPAC to identify students who are ELs or are initial fluent English proficient. Students who score an overall score of 3 (Moderately Developed) or above and a 3 in all subtests are identified as Initially Fluent English Proficient (I-FEP). Students who score an overall score of 1 (Beginning) or 2 (Somewhat Developed) are identified as an English Learner (EL).

Parents are notified of their child's results and are provided with district language program options for student placement.

Primary Language Assessment

Often it is useful to know the level of language proficiency English learners bring in their primary

languages. ELs whose primary language is Spanish are given the Spanish Idea Placement Test (IPT) by trained staff, who are proficient in English and Spanish. This test assesses a student's speaking, listening, reading and writing proficiency in Spanish. For ELs whose primary language is not Spanish, the Informal Language Inventory may be used. Parents complete this questionnaire in the family's primary language. It asks for details about the students' knowledge and experience with their primary language.

Summative Assessment and Transfer Students

All identified English Learners are annually assessed for growth in English proficiency with the summative ELPAC. During the summative testing period from February through May, all English Learners will be assessed to measure growth in reading, writing, listening and speaking. If a transfer student enters the district and verification is received from the student's prior district that the student was already assessed, the prior results are accepted. The student need not be reassessed.

Summative assessments are forwarded to the testing publisher, Educational Testing Service, for scoring. The results of the ELPAC are entered into the district's data management system and are used to track the progress of English Learners and to determine annual program placement as per State and District's program criteria. Parents or guardians are notified of their child's results within 30 days of the district receipt of ELPAC results by the testing publisher.

Special Education Students

Any student with a disability who is identified as an English Learner shall be allowed to take the ELPAC with or without universal tools, designated supports and/or with accommodations.. Alternative language assessments are available to meet Individual Educational Plan (IEP) needs for English learners who cannot access the ELPAC. The Alternative Language Proficiency Instrument (ALPI) is completed as per the IEP team recommendation. The ALPI consists of a series of questions to be completed during an IEP meeting taking into consideration responses from both parents and teachers.

The IEP Team will create goals for the EL SPED student as per ELPAC results. The parents will meaningfully participate in the development of the goals and objectives for the IEP. The IEP Team may recommend that an Alternative Assessment is necessary after reviewing two years of ELPAC results.

Figure 2: Language Assessments		
Grades	Language Assessment Instrument	Languages
Transitional Kindergarten - 8 th Grades	ELPAC (Initial and Summative)	English
	IDEA Proficiency Test (IPT)	Spanish
	Informal Language Survey	Primary language other than Spanish
	ALPI (SPED Students only)	English/Native Language

Chapter TWO

Instructional Program



INSTRUCTIONAL PROGRAM

This section describes how English learners learn English and how they are supported in content area instruction. The various alternative instructional models are also described.

In this chapter:

Instructional Program Overview

English Language Development

Accessing Content Instruction for English Learners

Culturally Responsive Instruction

All program options for English Learners, regardless of the school in which the student is enrolled, include the following elements:

- effective delivery of a standards-based program
- research-based teaching strategies
- English Language Proficiency goals consistent
- a daily period of Designated English Language Development instruction until they reach reasonable fluency in English as compared to native English speaking peers.

INSTRUCTIONAL PROGRAM OVERVIEW

The Redwood City School District is committed to ensuring that all students are prepared to be successful in high school and beyond. To this end, the Board of Education intends to “provide English learners (ELs) with challenging curriculum and enriching instruction to support students in accessing the full educational program and achieving the district’s academic standards.” The district’s instructional program is based on sound instructional theory and adequately supported so that ELs can achieve results at the same academic level as their English-proficient peers in the regular course of study, or what we know as “reasonable fluency in English”.

Redwood City School District offers program options to English Learners: English Language Mainstream, Structured English Immersion, Two-Way Immersion (Dual Immersion), and Dual Language Programs. Additionally, the district offers special support to newly arrived immigrant students through the Newcomer Support Program. Each of these programs is designed to ensure that ELs develop proficiency in English and acquire the content knowledge necessary to demonstrate comparable proficiency to students who are native speakers of English.

In the Redwood City School District, Designated and Integrated ELD instruction takes place in grades K-8. Designated ELD is part of Targeted Instructional Grouping (TIG) time at each school. 30 to 60 minutes are designated for this instruction depending on how the school site organizes its TIG program. During the TIG block, students are regrouped to receive targeted instruction to meet their needs. English learners are grouped by English proficiency level based on ELPAC scores and performance on other assessments. English learners receive ELD instruction during TIG until they reach the early advanced level of English proficiency. See Appendix

In grades 6-8, English learners receive English language development instruction during their two-period English language arts block or have another TIG block added as needed.

Designated ELD Curriculum
Kindergarten - Grade 5
Integrated Social Studies or Science
Units of Study with ELD Standards
using Benchmark ELD

Grades 6-8
Amplify ELD

An effective ELD program targets instruction at their English levels, prioritizes explicit teaching of vocabulary, provides syntactic structures for significant academic and social purposes, and lots of consistent practice opportunities.

-Susana Dutro and Kate Kinsella. Improving Education for English Learners: Research-based Approaches, CA Dept. of Education, 2010

Designated ELD is a protected time during the regular school day where qualified teachers work with ELs grouped by similar English proficiency levels..

- Laurie Olsen, 2012

Integrated ELD is the ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the ELD Standards plus their own content standards to support EL's.

- CDE ELA/ELD Framework, 2013

ENGLISH LANGUAGE DEVELOPMENT

English Language Development (ELD) is the systematic, explicit instruction of the English language that takes place daily during a regularly scheduled time. English Learners are supported through both Designated and Integrated ELD. Designated ELD is its own subject guided by the new California English Language Development standards, content area standards and assessments. Integrated ELD takes place throughout the day. During this time EL students learn vocabulary, how to use language for specific purposes, and the grammatical structures needed to advance in English language proficiency.

ELD Components

RCSD ensures that all English language learners receive instruction that meets the essential features of Designated ELD:

1. Lessons of Intellectual Quality
2. Academic English Focus
3. Extended Language Interaction
4. Focus on Meaning and Forms
5. Formative Assessments

Designated ELD Instruction

ELD lessons are grade level and content specific to ensure for intellectually motivating, challenging and purposeful tasks. The lessons include supports for students as needed and are directly connected to the CA ELD Standards, CCSS ELA Standards, and Content area standards. Lessons follow a release of responsibility format where the teacher begins by modeling the language, then guiding the students through a sequence of practice culminating with the students continuing to practice on their own.

Integrated ELD Instruction

The CDE ELA/ELD Framework uses the term "integrated ELD" to refer to the ELD provided throughout the day and across disciplines. The integrated use of the ELD Standards across the day and across content areas emphasizes the interrelated roles of *content knowledge, purposes for using English, and the language resources available in English (vocabulary, grammatical structures, discourse practices)*. The implementation of both Designated and Integrated ELD benefits the ELs and helps to reduce the number of students we have that become our Long-term English Learners. Those students who have been with us for six years or more and have not met proficiency in English.

Developing Biliteracy in Dual Language Programs

RCSD provides bilingual classes through different program models, including developmental bilingual and two-way immersion models, at six different sites.

Biliteracy is achieved through a two-fold approach that first includes standards-based instruction in the primary language utilizing strategic practices such as explicit instruction and secondly, through Spanish-English Biliteracy Transfer instruction when both languages are deepened. Linguistic elements in Spanish are reviewed. The similarities or differences are explicitly pointed out. Then the elements are taught in English with a focus on how they impact English literacy. Some focal areas of language that biliteracy transfer helps clarify are phonemic awareness, phonics, word fluency, semantics and morphology. From here teachers continue to compare languages at the text level by examining reading and writing.

In addition to Biliteracy Transfer, Designated English Language Development (ELD) is taught in dual language programs. The two types of language instruction work together to give students the understanding of the English language necessary to comprehend grade level texts and the proficiency necessary to compose oral and written discourse.

PROGRAM OPTIONS

At the time of registration, all receive information detailing the program options. All RCSD students are eligible to apply for alternative language placements. Regardless of program placement, all English learners receive English Language Development (ELD) as part of their instructional program. At any time during the year a parent or guardian may deny language support options. In the succeeding pages the various program options in the district are described.

ENGLISH LANGUAGE MAINSTREAM PROGRAM

ELM

Summary

The goal of the program is for students to reach grade level content standards as well as to reach the level of English proficiency to be reclassified as fluent English proficient as per the ELPAC and district requirements. An appropriately certified teacher with a focus on English language development (ELD) and Specially Designed Academic Instruction in English (SDAIE) will teach in the English Language Mainstream program. Students may receive primary language support to facilitate English acquisition and academic progress. At any time during the year a parent or guardian may request a placement in the English Language Mainstream (ELM) program regardless of whether their student meets the criteria for the ELM placement.

Students Served

- ELs who are reasonably fluent at ELPAC levels 4 or 5
- IFEPs – Students who were initially fluent on ELPAC, therefore were not ELs
- RFEPs – Students who were ELs and have been reclassified as fluent English proficient
- EOs - Native English language speakers
- ELs who are less than reasonably fluent, but whose parents have declined participation in a Structured English Immersion Program
- Grades K-8

Credentialing Requirements

- Multiple Subject or Single Subject credential with Cross-Cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) authorization
- SB 1969 or SB 395 equivalents to CLAD
- Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) certificate
- Internship Credential with BCLAD emphasis
- CTEL Certificate

Program Components

Integrated ELD
Differentiated language support throughout the day in all content area instruction

Monitoring Instruments

Annual ELPAC
Language Learner Continuum
Fountas and Pinnell for Grades K-2
Site-based formative and summative assessments

STRUCTURED ENGLISH IMMERSION PROGRAM

SEI

Summary

The goal of the program is for students to increase their proficiency in the four language domains and to access the core curriculum through scaffolding and differentiated instruction. Nearly all classroom instruction is in English but the curriculum and its implementation is designed for students who are learning the language. Primary language support may be provided.

Students Served

- English Learners

Credentialing Requirements

- Multiple Subject or Single Subject credential with Cross-Cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis
- SB 1969 or SB 395 equivalents to CLAD
- Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) certificate
- Internship Credential with BCLAD emphasis
- CTEL Certificate

Program Components

Designated ELD instruction
Primary language support as needed
Access to core curriculum

Monitoring Instruments

Annual ELPAC
Language Learner Continuum
Fountas and Pinnell for Grades K-2
Site-based formative and summative assessments

BILINGUAL PROGRAM MODELS

Two-way Immersion

Summary

Two-way Immersion is a program model where native English speakers and native Spanish speakers are learning together both Spanish and English. Much of the instruction, textbooks, and teaching materials are in the students' target language of instruction.

The goals of the program are:

- to attain high levels of fluency in communication, reading, and writing in two languages,
- to meet grade level state content standards as per district and state requirements, and to develop positive self-esteem through an understanding and appreciation of other cultures

Overview

*Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306). **There are two models of dual language or bilingual classes in our district. They are described below.***

Two-Way Dual Immersion

Students Served

- English Learners
- IFEPs – Students who were initially fluent on ELPAC, therefore bilingual
- RFEPs – Students who were ELs and have been reclassified as fluent English proficient
- EOs - Native English language speakers
- Grades K-8

Credentialing Requirements

Multiple Subject credential with Bilingual

Cross-cultural Language and Academic

Development (BCLAD) authorization or equivalent

Program Components

90:10 ratio of Spanish to English instruction in the first year.

50/50 native English speakers to native Spanish speakers in each class

Separation of languages

Designated ELD instruction

Spanish -English Biliteracy

Monitoring

Annual ELPAC Progress

Language Learner Continuum

Site-based formative and summative assessments in both languages

Fountas and Pinnell for grades K-2

Dual Language Bilingual

Summary

Dual Language is a program model where native Spanish speakers are acquiring proficiency in their primary language and learning English as a second language. Both languages are used for instruction beginning in the first year with one or two subjects remain in the primary language so that literacy in both languages can be maintained.

Goals of the program:

- To attain high levels of biliteracy in Spanish and English
- To meet grade level state content standards as per district and state requirements
- To develop positive self-esteem through the validation of the primary language

Dual Language Program

Students Served

- English Learners at all language levels
- RFEPs – Students who were ELs and have been reclassified as fluent English proficient
- Pre-School Kindergarten – 8th grade

Credentialing Requirements

Multiple Subject or Single Subject credential with Bilingual Cross-cultural Language and Academic Development (BCLAD) authorization or equivalent

Program Components

50:50 ratio of Spanish to English instruction in the first year
Designated ELD instruction
Spanish-English Biliteracy Transfer

Monitoring

Annual ELPAC
Language Learner Continuum
Fountas and Pinnell Assessments (K-2)
Site-based formative and summative assessments in both languages

Newcomer Support Program

Summary

Newly arrived students who are non-speakers of English scoring at level 1 on the ELPAC in grades 4-8 receive additional support from Newcomer teachers and instructional assistants who supplement the instruction that the classroom teacher provides. This support is temporary and the amount of time the student is supported depends on the level of schooling the newcomer student has received prior to coming to the United States.

Newcomer Support

Students Served

- EL students 24 months or less in the US schools
- ELPAC Beginning levels of English
- Grades 4 - 8

Credentialing Requirements

Multiple Subject or Single Subject credential with Bilingual Cross-cultural Language and Academic Development (BCLAD) authorization or equivalent

Program Components

Spanish to English explicit connections
Designated ELD instruction
Access to core through primary language whenever possible
Initial Spanish Literacy when possible

Monitoring

Annual ELPAC
Language Learner Continuum
Fountas and Pinnell Reading Assessment
Site-based formative and summative assessments in both languages

ACCESSING CONTENT INSTRUCTION FOR ENGLISH LEARNERS

In order to best meet the needs of the ELs, the RCSD ensures that students have access to the core curriculum through a variety of techniques, strategies, methods of instruction, and professional development opportunities for teachers and support staff. Following is a description of the essential strategies that are a part of the educational experience for all ELs to ensure there is support as needed across content areas throughout the day.

Strategies in Content Instruction

Throughout the day, PreK-8 teachers use content and language objectives to focus their instruction for English learners. This focus on objectives helps teachers make grade level standards accessible to ELs. Teachers make appropriate adaptations to the state-adopted curriculum materials to focus content instruction on grade level standards. They weave the language objective into their lessons thereby increasing comprehension of content and providing language for students to convey their understanding of the content. Teachers use explicit vocabulary routines to embed the academic language of mathematics, science, social studies and language arts into daily interactions with and among students.

Long-term English Learners

RCSD have continued to develop their understanding of teaching language learners. RCSD has worked to decrease the numbers

of Long-term English Learners by implementing the latest research when working with English Learners. We closely monitor EL student progress by providing students both Designated and Integrated ELD.

Teachers implement strategies that engage students in using targeted language structures and vocabulary across content areas while emphasizing the use of graphic organizers. Additional strategies include structured choral and partner responses, and reading activities with built-in instructional routines for student engagement and accountability. All students are provided with content-based instruction that includes access to Science and Social Science to ensure rigor and grade level appropriate lessons. SEAL (Sobrato English Language Acquisition) aligns effective instructional strategies across the PreK-3rd grades.

GATE ENGLISH LEARNERS

It is apparent that there are many gifted English learners in the Redwood City School District. Data from our schools with bilingual programs show that bilingual classes often outperform their SEI counterparts on English assessments. Many educated newcomer students very quickly excel in mainstream classes. However, these students are currently underrepresented in the district's current GATE programs. The district has implemented assessments that are non-language based that can more readily identify these students so that they can receive the support they need to reach the advanced levels of performance of which they are capable.

CULTURALLY RESPONSIVE

INSTRUCTION

The leadership of the Redwood City School District understands that in order to close the achievement gap for ELs and other at-risk students, instruction needs to be relevant and culturally appropriate. Furthermore, adults must build trusting relationships in order to engage students in the process of learning.

English Learners with IEPs

When ELs are not progressing in language development and in other academic or behavioral areas, and multiple intervention efforts over a period of time have not proven effective, the possibility of a learning issue is considered. Special Education staff members administer identifying assessments that are not language based to identify areas of processing deficit.

There are important factors to consider when identifying and supporting students with disabilities who are also ELs. RCSD has procedures in place to ensure that students who are learning English as a second language are not mistakenly identified as special education students solely due to their language status. Special education teachers, speech and language therapists, and psychologists are trained to use special assessment tools to discern the difference between language acquisition and learning issues. If a student presents the same learning difficulty in his/her primary language as well as in English, it is likely that the

student has a learning difference that will need Special Education support. Proposed changes to further services will be always be considered from both the Special Education and the English learner perspective until the student is reclassified.

An IEP or Individualized Educational Plan will be developed for the student with specific goals connected to the student's needs. One of these goals will be an English language development goal. The student will be monitored for language development as well as for progress on his/her other goals.

EQUITABLE INSTRUCTION

Equity is a foundational tenet of the district's Local Control Accountability Plan (LCAP). The leadership of the Redwood City School District understands that in order to close the achievement gap for English learners and other at-risk students, instruction needs to be relevant and culturally appropriate. Furthermore, adults must build trusting relationships in order to engage students in the process of learning. Ongoing professional development for Culturally Responsive Teaching is at the center of our work and highlighted across all content areas.

Chapter **THREE**

Monitoring and Reclassification



Chapter THREE

MONITORING AND RECLASSIFICATION

This section describes how English learner progress is monitored through a system of assessments. Expectations for progress are delineated and the process of reclassification is described.

In this chapter:

Assessments

Expectation of Progress

Reclassification

ASSESSMENTS

RCSD has implemented a system of assessments to monitor progress in both academic and language proficiency. RCSD has implemented district-wide assessments that are administered at regular intervals throughout the school year.

District Reading Assessments

Reading assessments given three times a year is an important measure used by teachers to monitor academic growth. This assessment measures student progress in attaining grade level standard content in language arts. The resulting data gives teachers the information they need to plan and focus their instruction for the next trimester. These results also serve as a source of discussion and inquiry.

Fountas and Pinnell/ STAR Reading

Reading is one of the most important skills that students need to master in order to be successful academically. There are several foundational skills acquired by students in kindergarten through second

order to monitor the growth of students in these foundational skills, teachers administer the Fountas and Pinnell Benchmark Assessment System, kindergarten through second grade, and in dual language classes they also give its Spanish counterpart, Sistema de Evaluación de La Lectura. These assessments measure student growth in phonemic awareness, phonics, decoding, reading comprehension and reading fluency. These assessments also give teachers the knowledge they need to set up in-class intervention lessons during daily targeted reading groups. Targeted reading is a time during the language arts period when teachers group students for targeted instruction based on their assessed needs.

Students in grades 3 and above take the STAR Reading Assessment. The assessments determine progress in vocabulary and comprehension through an online reading assessment. The results determine placement in reading groups for grades 3-5. Students reading one year or more below grade level in reading are also given the Fountas and Pinnell assessment.

grade that are critical to building successful readers. In

EXPECTATION OF PROGRESS

There are expectations for the progress of English learners in English language acquisition and in academic subjects. These expectations are also referred to as the catch-up plan. Students are expected to make one years' growth each year in their language acquisition as per the ELPAC and are expected to maintain the same expectations for reading and math benchmarks as all other students.

RECLASSIFICATION

When an EL demonstrates English language proficiency comparable to that of average native speakers and can participate equally in the school's regular instructional program, the EL is reclassified as Fluent English Proficient (RFEP). Students demonstrate proficiency through their scores on the (ELPAC) and on the reading assessments for English reading. In addition, teachers and parents must approve the reclassification. The teachers sign the reclassification document to indicate their approval. Parents receive a letter also delineating the qualifications of their children. A two-week time period is given for parents to respond with their approval, questions or disapproval. If no response is received by the end of the two-week period, the students will be

Annually, reclassification ceremonies are held to honor the students who have reclassified. Parents, principals, teachers, district staff including the superintendent, the governing Board of Trustees and community members attend this event.

Students who have been reclassified are monitored for four years. During this time teachers make every effort to support students to maintain if not improve their level of proficiency in grade level work. If students fall behind, interventions are put in place to provide the support needed to bring the student back to proficiency.

Students are officially monitored through a report located on the report card system. Each trimester the teacher completes the report by indicating if the student is or is not working at grade level. If the student is not working at grade level, the teacher indicates the action(s) being taken to provide additional instructional support to the student if needed.

In Redwood City School District, students who score at Advanced level overall on the ELPAC may be considered for reclassification. The ELPAC domains are Listening, Speaking, Reading and Writing. 2nd through 8th grade students must also be at the high end of "near" Standards or above

reclassified. Assessments will be used. Students who meet the above criteria become candidates for reclassification.

Alternative Reclassification

English learners who receive Special Education services sometimes cannot access the assessments used to determine eligibility for reclassification due to their significant disabilities. However, in order to reclassify, the students must also demonstrate English language proficiency and academic proficiency within their adapted or modified assessments. Teachers must consider if students are functioning in the classroom with the same level of language competence and scope of their disability.

Each student's IEP delineates any accommodations or modifications that may be needed during standardized testing. Students with significant disabilities are administered the California Alternative Assessment. Students who take the CAA may qualify to take the Alternative Language Proficiency Instrument (ALPI) rather than the ELPAC. Alternative reclassification may be done on a case-by-case basis, however, the reclassification criteria are similar to those students taking the ELPAC adequate performance on basic skills using an agreed upon instrument, teacher approval, and a "met" in second language acquisition on the ALPI.

on the reading assessment to be considered for reclassification.

The Director of Special Education and the English Learner Director work collaboratively to consider these individual cases. Teachers and parents are also consulted as part of the alternative reclassification process.

Reclassification Criteria

Grade	Linguistic and Academic Criteria
Kinder-First (Initial Assessment)	<ul style="list-style-type: none"> ● Overall proficiency level is Level 3 Moderately Developed on the ELPAC ● Domain scores on Listening, Speaking are at Moderately Developed <ul style="list-style-type: none"> ○ Reading or Writing Scores are not considered for K-1 ● The student is designated Initial Fluent English Proficient (IFEP)
2 nd -8 th grades (Initial Assessment)	<ul style="list-style-type: none"> ● Overall proficiency level of Level 3 Moderately Developed on the ELPAC ● All 4 Domains at Level 3 or higher on the ELPAC ● The student is designated Initial Fluent English Proficient (IFEP)
1 st - 3 rd grades (Annual Assessment)	<ul style="list-style-type: none"> ● Overall proficiency level of Level 4 Well Developed or above on the ELPAC ● Level (3) or higher on all four subtests of Listening/ Speaking/ Reading/ Writing on the ELPAC (except first grade considers only Speaking and Listening) ● 1st grade: On Grade Level using Fountas and Pinnell Benchmark Assessment (<u>95% or above in reading fluency and 7/10 in comprehension</u>) ● 2nd – 3rd grade: On Grade Level using Fountas and Pinnell Benchmark Assessment at an <u>independent reading level- 98% or above in reading fluency and 7/10 in comprehension</u>) ● Teacher evaluation and approval ● Parent approval signed on Parent Consent Letter
4 th -8 th grades (Annual Assessment)	<ul style="list-style-type: none"> ● Overall proficiency level of Level 4 or higher on the ELPAC AND ● Score of high level of “Nearly Met” OR “Met” or above on the SBAC ● Teacher evaluation and approval ● Parent approval signed on Parent Consent Letter
RSP Students	<ul style="list-style-type: none"> ● Overall proficiency level on the upper end of the Level 3 if additional measures determine the student is proficient in English. ● Reading score within two grade levels (any standardized assessment, i.e. F and p, STAR, or Brigance, etc.) ● Teacher evaluation and approval ● Parent approval signed on Parent Consent Letter
SPED CAPA Students (Annual Assessment)	<ul style="list-style-type: none"> ● IEP Team determines whether a student should take an Alternative Language Proficiency Instrument (ALPI) ● Completed (ALPI) with results indicating Fluent English Speaker ● Reading and Writing progress as measured on approved assessment (CAPA, Fountas and Pinnell, Brigance, Woodcock Johnson, etc) ● Teacher evaluation and approval ● Parent approval signed on Parent Consent Letter <p>* Submit the completed ALPI to the Department of English Learner Services</p>

Chapter FOUR

Staffing and Professional Development



Chapter **FOUR**

Staffing and Professional Development

This section describes the authorizations teachers must have to instruct English learners. It also reviews the staff development provided to teachers and other staff members so that they may more effectively support English learners.

In this chapter:

Teacher Authorizations

Instructional Assistants

Recruitment and Hiring

Professional Development

TEACHER AUTHORIZATIONS

The Redwood City School District ensures that all teachers hold the proper certification to provide the appropriate instructional services to English learners. Teachers working in all of our EL support program models, SEI, EL mainstream, Newcomer and dual immersion or bilingual programs, must be properly authorized or “actively pursuing” authorization. Refer to the table on the next page, which lists the English learner authorizations.

Teachers must hold these special authorizations to provide the following types of instructional services:

- English Language Development (ELD)

ways. In the Newcomer program, under the direction of the teacher, they provide extra English language support, other academic support or primary language support, if needed to make content more comprehensible to newly-arrived immigrant students.

In special education, instructional assistants primarily provide developmental support, and if a student is an EL they also provide English language and/or primary language support.

RECRUITMENT AND HIRING

- Specially Designed Academic Instruction in English (SDAIE)
- Content instruction delivered in the primary language
- Instruction for Primary Language Development.

In our district all K-8 teachers are required to hold CLAD certification or its equivalent to provide SDAIE and/or ELD instruction. Teachers who teach in the primary language in our alternative bilingual or dual immersion programs are required to hold a BCLAD credential or its equivalent.

INSTRUCTIONAL ASSISTANTS

In our district, bilingual teacher assistants support English learners primarily in two

The district recruits instructional assistants and teachers who have the proper certification to provide the services required in our various support programs. Teacher applicants are interviewed by personnel from the Human Resources department then put forth as teacher candidates to the principals.

At times it is difficult to find a teacher with the necessary certification, especially in the case of primary language teachers. If a teacher does not have the proper certification, the district makes sure the teacher is in the process of acquiring it. and monitors the teacher’s progress.

The district also works closely with the San Mateo County Office of Education in order to connect teachers to the teacher education programs they provide.

PROFESSIONAL DEVELOPMENT

The district’s LCAP, Title I and Title III Plans include training for administrators and teachers in English language development, effective delivery of content instruction for ELs, and targeted vocabulary instruction. Special sessions are held for new teachers through our BTSA program.

Training for Administrators

District and Site administrators meet regularly as a management team. Some of those meetings are designated as curriculum meetings and data analysis meeting. In these meetings administrators receive previews and frontloading of district training

Principals and assistant principals have the opportunity to set expectations for their teachers’ practices as a result of the Platinum Ticket feedback. Principals also meet in professional learning communities. In these contexts they are given opportunities to share their experiences with the implementation of strategic practices at their schools as a result of teacher professional development.

Teacher Professional Development

Teachers receive district professional development on effective instructional practice to support English learners based on the strategies set forth in the district’s LEA and Title III plans. The district plans to increase follow-up support to teachers after professional development sessions through coaching. The Redwood City School District has adopted an ELD Classroom

their teachers will receive with regards to improving instruction for English learners.

Ongoing work has included building capacity on effective instructional practices for English Learners, ways to build Culturally Relevant practices at the schools, and ways to support teacher effectiveness through coaching. We have developed a tool to align our expectations, the Platinum Ticket, on effective instruction across all content areas. A scoring rubric, call the Platinum Ticket Scoring Guide, is used to determine areas for growth.

Observation Protocol that principals and teachers can implement to increase teacher expertise. See Appendix for the ELD Classroom Observation Protocol.

Teachers also meet at their schools as professional learning communities (PLC). The PLCs provide the opportunity for teachers to identify and intentionally implement English learner strategies and practices learned through professional development, and then come together and analyze the effects of those practices on EL student performance. Teachers are then able to refine their practice to further improve results for English learners.

Chapter FIVE

Family and Community Involvement



Chapter FIVE

Parent and Community Involvement

This chapter describes the work of parents in developing the knowledge and skills to support their English learner students and to advise the district on the needs of their children.

In this chapter:

Our Commitment

Parent Advisory Committees

Parent Education

OUR COMMITMENT

The Redwood City School District understands the important role of parents in the education of their children. It is important for all parents, particularly those of EL students to feel empowered to advocate for the needs of their children. Our district is committed to providing a welcoming environment to parents of English learners, to listening and responding to the needs they express for their students, and to support them in guiding their children to academic success. Parents from throughout the schools participate in the LCAP Steering Committee in order to ensure parents from across the district are heard.

PARENT ADVISORY COMMITTEES

Most schools in the RCSD have an English Learner Advisory Committee (ELAC). Each school's ELAC designates a representative to be part of the District English Learner Advisory Committee (DELAC). Both groups work together to educate parents about the programs, goals and expectations for the progress of English learners. Parents' leadership skills are developed as well so they can more effectively advise the district and schools regarding the effectiveness of our EL programs and the impacts they have on their children.

ELAC

Each school holds regularly scheduled ELAC meetings at a time that is agreed upon by the EL parents at the

school. In some cases, the ELAC votes to combine its meetings with site council. If this occurs, it is noted in the ELAC minutes and the required ELAC topics are still addressed in the combined meetings. Meeting procedures and topics are based on state and federal requirements. ELAC members also identify additional topics, which are relevant to the school community. These are also added to meeting agendas. ELAC parent leaders make every effort to increase participation in ELAC meetings and to increase communication and awareness of EL issues among all parents at their schools.

DELAC

DELAC serves as a forum for ELAC leaders to exchange successful strategies around family engagement and to gain support with challenges at their school sites. Meetings cover the state and federally required agenda topics, generating information and resources that can be used to discuss those same topics at ELAC meetings. DELAC reviews and provides input on district LCAP plans and policies regarding issues of English Learners.

DELAC also sets goals for increasing communication, for building leadership and for increasing parent participation in ELAC and other parent organizations. These goals are reviewed with the governing board twice a year. The district continues to build the leadership and participation of parents of English learners.

PARENT EDUCATION

Redwood City School District has formalized its partnerships with many community organizations and governmental agencies through its Community Schools. Five school sites operate under the designation of “Community Schools”. Along with the services these schools are able to offer families, they are able to provide parent education as well. These parent education models serve parents of English learners directly. They also provide models for other schools to replicate. Examples of these models are Latino Literacy Project, the Parent Leadership Series hosted by Peninsula Conflict Resolution Center and Hoover School’s Parent Literacy Project. In addition the district continues its partnership with Cañada College in providing CBET classes, which provide English and computer literacy to parents of English learners.

Chapter **SIX**

Funding



This section describes how the District uses State and Federal funding sources to support the education of English Learners and their families.

In this chapter:

- LCFF (Local Control Funding Formula)
- Title III/LEP (Limited English Proficient)
- CBET (Community Based English Tutoring)
- Title I /
- CBET (Community Based English Tutoring)

FUNDING FOR EL'S

The Department of English Language Learner Services is funded through state and federal monies.

The Department of ELL Services is supported by the Local Control Funding Formula and Federal funds from Title III/LEP, Title III Immigrant, and Title I and delineated in the Local Control Accountability Plan (LCAP).

Students in the Redwood City School District receive LCCF Base resources to ensure an appropriate education while meeting state and federal guidelines regarding core curriculum. Materials provided by the Base include curriculum materials, instructional supplies, teachers' salaries, librarian salaries, food, and interventions as needed. The English Learner students further receive learning opportunities in the area of English Language Development through LCFF Concentration Funds. These materials include ELD program materials and in some designated schools primary language materials in Spanish for bilingual and Dual Immersion alternative programs.

The Redwood City School District personnel ensures funds are allocated following mandates by the Education Code, state and federal regulations and district policies, Expenditures are audited by the district's Business Office and by external auditors.



TITLE I and III/LEP (LIMITED ENGLISH PROFICIENT)

Title I and III/LEP federal funds are used to improve the education of EL's by assisting them to learn English and meet state academic standards. Title I and III/LEP funds are supplemental and must be used toward providing additional resources to EL's and their families that have proven effective in increasing English proficiency and academic achievement. The supplemental funds are to be used to provide high quality professional development in areas proven effective in improving instruction, understanding and use of curricula, and further develop understanding in data analysis that guides instruction.

TITLE III/ IMMIGRANT

Title III/ Immigrant funds are used to provide supplemental support for immigrant students in meeting annual achievement objectives and language development objectives. Funding may be used toward family literacy and parent outreach, tutoring, curriculum materials, and instructional assistants who provide direct support for immigrant students.

Figure 4: Funding Source Description

Funding Sources Description	Funding Description	Students to be served	Inappropriate Expenditure Examples	Appropriate Expenditure Examples
LCFF Local Control Funding Formula (Base and Supplemental)	A state program that creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs	Supplemental and Concentration: English Learners, Foster Youth, Free or Reduced-price meal students	*Supplanting General Funds with Supplemental Funds	Supplemental for three identified subgroups of students
Title III/LEP Limited English Proficient	A federal program providing funding to improve the education of EL’s by assisting them in learning English and meeting state academic standards. Providing “high quality language instruction programs”; high quality professional development to classroom teachers, administrators and other school or community based organizational personnel; Upgrading program objectives and effective instructional strategies, Improving the instructional program for ELL’s by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment	English Learners	Supplanting General Funds	Curricula, instructional materials, educational software and assessments, Professional Development targeting English Learners
Title III Immigrant (not received at this time)	A federal program providing support services to immigrant EL’s by orienting them to the U. S. school system and assisting them in learning English	Immigrant English Learners	Supplanting General Funds	Supplemental for Immigrant students
CBET Community Based English Tutoring	The purpose of the CBET funds is to provide free or subsidized adult English instruction to parents or other community members who pledge to provide English tutoring to California school children with limited English proficiency	Family members of EL Students Interested community members	Expenditure related to students in the District Child care for parent classes	Contract with local Community College to ensure classes are offered to parents
Title I	A federal program providing funding to improve the academic achievement of underserved students.	Underserved youth failing to meet academic standards	Supplanting General Funds	Reading/Math and ELD Coaches, Intervention Teachers, Instructional Assistants, supplemental materials

Chapter SEVEN

Standards, Assessment and Accountability



Chapter SEVEN

Standards, Assessment and Accountability

This section describes how the District how the district monitors its program for ELs and how it is held accountable for the progress of EL students.

In this chapter:

ACCOUNTABILITY FOR PROGRAM IMPLEMENTATION

Accountability for Program Implementation

Program Effectiveness

Data Analysis

DELAC

ELAC

SSC

Through it's monitoring of EL student performance on district and state assessments, classroom walkthroughs, and review of data with principals the Redwood City School District is able to determine the level of implementation occurring at each school. Schools with ineffective levels of implementation are supported through targeted professional development and coaching to improve the academic achievement of students.

The system of professional learning communities (PLC's) also brings awareness to effective implementation of EL programs because as data is shared among administrators and teachers in their PLCs the results reveal those areas where effective implementation has occurred. RCSD is deeply committed to the implementation of effective PLC's as part of the implementation of district goals and objectives. PLC's have been formed at all levels of the district including; principals across school sites, teachers within school site, teachers across school sites, and at the district level across district personnel. In this way, assessment data is shared across the district to ensure ongoing monitoring. For example, a checklist for ELAC/DELAC topics is disseminated to ensure consistency and compliance across school sites. An EL Services team member collects the ELAC agenda and minutes for ongoing monitoring. In this way, administrators are

clear about implementation requirements and deadlines.

RCSD has an established English Learner Services team to assist with program implementation as per the Master Plan. The English Learner Services team works with school site faculty to ensure the implementation and monitoring of the following:

- Initial identification of English Learners
- Reclassification and ongoing monitoring
- DELAC/ELAC meetings
- Outreach to parents to discuss the academic and language development of students
- Requirements of the ELPAC and the state standardized assessments
- Ongoing professional development
- Requirements for appropriate allocation of district and site level funds designated for English Learners
- Appropriate placement of qualified personnel to work with English Learners

In order to ensure program implementation, the Director of English Learner Services works closely with site administrators as they are responsible for the daily site level implementation of the EL Master Plan. Throughout the academic year, the principals meet to review data to determine programs needing improvement. Plans are developed with the School Site Council (SSC) and English Language Advisory Committee (ELAC). Both the SSC and ELAC serve as an integral part of the accountability process.

PROGRAM EFFECTIVENESS

The data from the district's system of assessments along with AMAOs are used to measure the effectiveness of district programs.

The Redwood City School District implements targeted high quality assessments and an approved assessment schedule to determine program effectiveness. School sites administer formative and summative assessments. Ongoing data analysis is required as part of the school site level PLCs using agreed upon data analysis tools.

Data Analysis

Data is analyzed through the system of Problem Solving Leadership Teams beginning with the superintendent's Cabinet. The Problem Solving Leadership Teams serve to raise critical questions about the quality of programs after consistent and sustained efforts have been made to implement. This analysis contributes to the writing of the LEA Plan and the Title III Plan. Strategies and actions identified in these plans transfer to each schools' Student Plan for Student Achievement (SPSA).

The data reveal where curriculum needs enhancement, where strategies may need to change and where programs may need modification. Each school site administrator meets with district personnel to review effectiveness. In turn, the District English Language Advisory Committee (DELAC), reviews district wide data to determine district LEA plan and program effectiveness.

The Role of DELAC

The DELAC also reviews data from an annual English Language Advisory Committee Parent Survey. All parents of English Learners are asked to complete a survey in regards to their perceptions on: classroom instruction in core content areas, school climate, safety of students, school communication practices, and school governance structures. Parents can also provide open-ended comments. Each year the DELAC members review the results and make recommendations for program improvement. The DELAC presents at least three times a year to the Redwood City School Board.

The Role of SSC and ELAC Site Committees

In addition, each school receives their site results to analyze. The SSC and ELAC at each site may also make recommendations in regards to the advancement of English Learner academic and language development. The SSC and ELAC committees meet for ongoing monitoring of ELs.

The RCSD is committed to ongoing review of district programs toward the achievement of English Learners.

The progress of the close to 42% of ELs in the district is of high priority. There is a clear academic focus and accountability system in place to ensure continued growth using only research-based curriculum materials and instructional practices.

Figure 5: RCSD Adopted Assessments

GRADES	ASSESSMENT TOOL	PURPOSE
K	Kindergarten Assessment Packet	Provides benchmark indicators toward grade level standards.
K - 2	Fountas and Pinnell	Provides benchmark indicators to assess student progress toward learning to read.
3-5	STAR Online reading assessment	Provides benchmark indicators to assess student progress toward learning to read.
K - 8	English Language Proficiency Assessment of Ca (ELPAC)	Monitors annual progress in English language development in the areas of reading, writing, listening and speaking.
3- 8	RCSD ELA and Math Aligned Assessments	Measures students' progress toward meeting California CC Standards in ELA
3-8	Smarter Balanced Assessments	Measures students' achievement in meeting California CC Standards in Math and ELA
5th and 7th	Science	Measures students progress toward meeting Science Standards

APPENDIX



LEGAL REQUIREMENTS

Historical perspective

LAU VS. NICHOLS

In 1974, the parent of an Asian student named Lau filed legal suit against San Francisco Unified School District. He claimed that his legal rights were violated because he was instructed in a language he could not understand (English), thus denying him equal access to education. This landmark case laid the groundwork for the Equal Education Opportunities Act.

The United States Supreme Court decreed that Limited English Proficient (LEP) children were denied equal educational opportunities when instruction was not delivered in a language they could understand. The Lau ruling has been codified in Section 1703 (f) of the Equal Education Opportunities Act. The statute states that:

No state shall deny equal education opportunity to an individual on account of his or her race, color, sex, or national origin, by . . . (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

This federal law remains in effect to date.

CASTANEDA VS. PICKARD

In *Castañeda vs. Pickard*, the United States Court of Appeals for the Fifth Circuit interpreted Congress' use of the term "appropriate action" in the EEOA as an indication that state and local education authorities are to be given a substantial amount of latitude in choosing the programs and techniques they utilize to meet their legal obligations. This position allows local authorities to choose between such educational alternatives as sequential English immersion or bilingual education (simultaneous approach).

There the appropriateness of a particular school system's language remediation program is challenged under the EEOA, the *Castañeda* court set forth the following requirements:

- 1 The court must examine carefully the evidence concerning the soundness of the educational theory of principles upon which the challenged program is based;
- 2 The court must determine whether the programs and practices actually used by the school system are reasonably calculated to effectively implement the educational theory adopted by the school;
- 3 The court must determine whether the school system has adopted a sound program for alleviating the language barriers impeding the educational progress of its students and made bona fide efforts to make the program work; in other words, the court will measure the program's success in terms of overcoming linguistic barriers.

Redwood City School District Goals

1. Ensure that all students are prepared to be successful in high school and beyond.
2. Ensure a safe, healthy and respectful environment for students, staff and community.
3. Ensure that all schools are places where children grow intellectually, socially, physically, and emotionally.
4. Work with our community to engage, support and take collective responsibility for our children and our schools.



Reclassification to Fluent English Proficient (R-FEP)

Reclassification is the process whereby an English Learner is reclassified as Fluent English Proficient (RFEP) student after meeting linguistic and academic criteria set by the state and district. Students are initially identified an English Learner based on the results of the Home Language Survey and the results of the English Language Proficiency Assessment of California (ELPAC).

Redwood City School District Reclassification Timeline

- SBAC results arrive in September.
- ELPAC is administered between February - March.
 - Initial Fluent English Proficient (IFEP) students are not considered for reclassification as they have reached English proficiency as per the ELPAC results. Parents are notified. This applies to Kindergarten and new arrivals.
- ELPAC results arrive at the end of May.
- A list of eligible students is generated and sent to school sites by mid-October.
- Teachers sign the approval for reclassification.
- Parent approves reclassification recommendation documented by the Parent Consent Letter. At this point the student is identified as RFEP.
- A reclassification ceremony is held to honor the students' achievement.
- Once students are reclassified they are monitored in both Language Arts and Math for four years beginning the Fall of their reclassification year. Teachers complete the RFEP Monitoring Forms at each report card period.

Reclassification Monitoring Form

Habit Indicators				
3= At or Above Grade Level				
2= Approaching grade level				
1= Below Grade Level				
RECLASSIFIED STUDENT MONITORING				
	Trimester	1	2	3
English Language Arts				
Math				
<u>Interventions: Check those that apply</u>				
Individual/small group support				
Conference with parent				
Student Study Team Meeting				

English Learner Continuum

Language Learners Indicators 1=Emerging 2=Expanding 3=Bridging			
Language Learner Continuum	1st	2nd	3rd
Collaborative (Participating in conversations/discussions)			
Exchanges information and ideas			
Offers and supports opinions			
Interpretive (Comprehending by listening and reading)			
Understands information presented orally			
Understands text read independently			
Productive (Expressing information and ideas using varied and precise grammar and vocabulary)			
Presents information orally			
Composes written text			

Glossary

BCLAD:

Bilingual Cross-cultural linguistic Academic Development. Newest certification for bilingual teachers replacing the BCC.

Bicultural

Able to function in two distinct cultures.

Bilingual

Able to use two languages with native or near-native ability.

Bilingual, Cross-cultural, Language and Academic Development (BCLAD):

Authorizes the holder to provide: English Language Development (ELD); Specially Designed Academic Instruction Delivered in English (SDAIE); Instruction in the primary language and instruction for primary language development.

Bilingual Alternative Program:

A program option for ELL students who choose biliteracy as an academic program option. The program provides a language acquisition process that develops academic language and literacy in both English and Spanish.

Biliterate

A person who is able to read and write in two languages with native or near-native ability.

CABE

California Association for Bilingual Education

CATESOL

California Association of Teachers of English to Speakers of Other Languages

CDE

California Department of Education

Cross Cultural, Language and Academic Development (CLAD)

Authorizes the holder to provide the ELL student with English Language Development and Specially Designed Academic Instruction Delivered in English (SDAIE)

CTEL

California Teacher of English Learners Examination.

DELAC

District English Learner Advisory Committee. An advisory committee that advises the districts governing board on programs and services for English Learners.

Dual Language Immersion Program

The goal is acquisition of Academic proficiency in two languages: English and additional language, together with mastery of academic core content. Instruction is in Spanish and additional language

ELD

English Language Development. English language instruction which assists EL acquire listening, speaking, reading, and writing skills in order to be both socially fluent and academically proficient in English.

EL

English Learner. Also known as LEP (Limited English Proficient). Used in many state documents.

ELL

English Language Learner. Also known as LEP (Limited English Proficient).

ESL

English as a second language

ELA

English Language Arts

ELAC

English Learner Advisory Committee. A committee that advises the principal and school staff on programs and services for English Learners.

ELD

English Language Development. A broad term encompassing all aspects of English language development for English Language Learners. It includes speaking and listening as well as reading and writing at developmentally appropriate language levels.

ELD Content

Secondary courses such as math and science taught using SDAIE (Specially Designed Academic Instruction in English) techniques.

EO

English Only Student

ESL

English as a Second Language

FEP

Fluent English Proficient. The designation given to an EL who has acquired fluency in English after meeting district criteria. The FEP student is deemed capable of working at least the average level in a mainstream English class.

GATE

Gifted and Talented Education

HLS

Home Language Survey

HLS in Registration Form

Home Language Survey included in registration form in English and Spanish.

Home Language Survey

The form parents must complete before registering a student asking what languages they speak at home.

IEP

Individualized Educational Plan

IFEP

Initially Fluent English Proficient

IPT

Idea Proficiency Test. An assessment tool for determining a student's proficiency in oral language, reading, and writing.

L1

The language that has been identified as the student's primary or home language.

L2

The second language student acquires (usually refers to English)

LDS

Language Development Specialist Certificate

LEA

Local Education Agency

LEP

Limited English Proficient. A term used by the state referring to EL.

Mainstream English

A classroom in which the students are either native English language speakers or already have acquired reasonable fluency in English.

Mainstream English Program

The goal for English Language Learners in the mainstream program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However special support options are provided for ELLs as needed.

Newcomer

A student who is a recent immigrant to the United States.

OCR

Office for Civil Rights

Primary Instruction

The use of the student's home language as a vehicle to access the core curriculum and as a stepping-stone to English acquisition.

Primary Language (L1)

The first language the student learns to speak at home or the most often spoken language.

Primary Language Support

The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

Principals Assurance Checklist

Calendar dates for procedures and documents that are periodically turned into the district. (Form ELL 62)

Reclassification

When a student has met all district criteria, he/she is reclassified from ELL to Fluent English proficient (FEP) student.

RFEP

Reclassified Fluent English Proficient.

SDAIE

Specially Designed Academic Instruction in English. The approach of using special techniques and strategies to teach EL in content area, grade level classes (not remedial). SDAIE incorporates a variety of teaching techniques including comprehensible English, visuals, props, and drama. It helps students acquire a large amount of academic English while focusing on the subject area and curriculum.

Second Language (L2)

The second language a student learns to speak.

SEI (Immersion)

Instruction is in English but with the curriculum and instruction designed for children who are learning the language.

SIP

School Improvement Program

SLL

Second Language Learner

SSC

School Site Council

SST

Student Study Team. A group, which meets to pool information and strategize when a child experiences learning difficulties or a lack of progress. The group includes the classroom teacher, school and district specialists, and parent. SST is a required step prior to any assessment for special education.

Structured English Immersion Program

A specialized process of teaching in English language to students whose first language is not English. The goal is for students to develop academic proficiency in English. Instruction is nearly all in English. Primary language support is used for clarification and explanation when available.

Title I

A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically based research and data that verify action resulting in increased student achievement.

Title III

A program providing funding to improve the education of ELLs by assisting them in learning English and meeting state academic standards.

Transferability of Skills

Instruction within a program where transferable skills are directly taught so that students make the connection between their primary language and English