

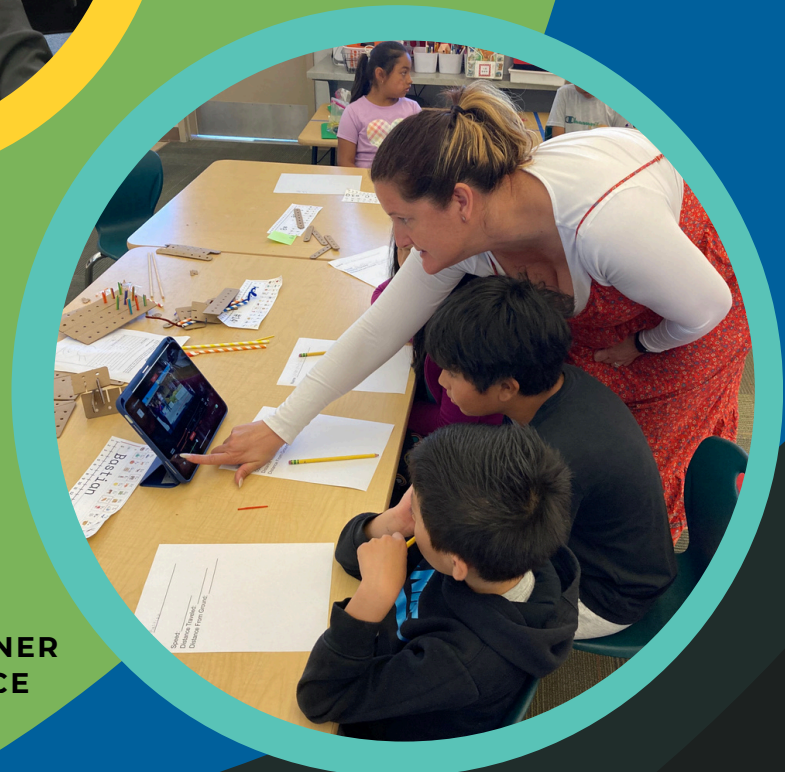


SAN MATEO-FOSTER CITY
SCHOOL DISTRICT



MULTILINGUAL LEARNER DISTRICT PLAN

SAN MATEO-FOSTER CITY SCHOOL DISTRICT



JUNE 2024

A LIVING DOCUMENT

PREPARED BY

**THE MULTILINGUAL LEARNER
DISTRICT PLAN TASKFORCE**

Table of Contents

Executive Summary.....	III
Message from the superintendent	IV
Acknowledgements.....	V
Introduction.....	1
Chapter 1: Identification, Placement & Reclassification Process.....	5
Chapter 2: Program Options.....	13
Chapter 3: Staffing.....	24
Chapter 4: Access to Core Instruction.....	29
Chapter 5: English Language Development.....	44
Chapter 6: Professional Learning.....	56
Chapter 7: Family & School Partnerships.....	68
Chapter 8: Assessment & Student Monitoring.....	85
Chapter 9: Program Monitoring & Evaluation.....	100
Chapter 10: Summary of Recommendations	107

Executive Summary

***Let's build a future where every student in America is multilingual – where every young person understands their native language is an asset and learning more than one is a superpower. ¡Ya es tiempo de aprender otro idioma!--
Secretary of Education Miguel Cardona, US Dept of Ed***

The Multilingual Learner District Plan is a living document that informs and guides the education of multilingual learner students in the San Mateo-Foster City School district. It was developed by a group of educational partners that represent our SMFCSD community: parents, students, teachers, community service specialists, school principals, district leaders and members of the multilingual learner services team during the 2023-24 school year.

The Multilingual Learner District Plan uses an asset-based approach to carry out our district's mission and vision around providing the best education to our students. Each of the chapters describes and explains how to support multilingual students from the moment that they enroll in our schools as young learners to the time that they graduate from middle school and continue their education at the high school level. This document is meant to be read by all of our educational partners: parents, educators, and any staff member who supports the education of our multilingual learner students.

Message from the Superintendent



I want to begin by thanking the talented leaders who have been the driving force behind this process. Executive Director Aleyda Barrera-Cruz and her team have done outstanding work in service of our students. Our diverse stakeholders must play a crucial role in ensuring that our students receive the tailored support they need to reach their full potential. As educators, we are at the forefront of this effort to provide our students with the necessary tools and resources to excel in their language proficiency. Our dedication and commitment to the success of each and every student is a must, and it is through our hard work that our students will be able to achieve high levels of proficiency. I am grateful for this plan because it will encourage us to continue developing the language skills of our multilingual students in all four domains. By providing our students with the support and guidance they need, we can ensure that they are well-equipped to succeed in their academic endeavors and beyond.

Diego R. Ochoa

Superintendent,
San Mateo- Foster City School District

Acknowledgements

The Multilingual Learner District Plan Task Force is composed of diverse stake holders that represent the multilingual students and family demographics of our district. The task force met from August 2023 through June 2024 to develop each of the elements and chapters included in this living document. We acknowledge the following stakeholders for their participation and feedback in the development of this living document:

District Leaders & Administrators

David Chambliss, Assistant Superintendent of Educational Services
 Aleyda Barrera-Cruz, Director of Multilingual Learner Services
 Dr. Christian Rubalcaba, Director of School Leadership
 Dr. Margaret Heredia, Director of Student Services
 Jeannette Ramirez, Principal on Special Assignment of Multilingual Learner Services
 Dr. Ryan Haven, Principal on Special Assignment of Student Services
 Amanda Driscoll, Principal on Special Assignment of Preschool
 Kenyetta Cook, Director of Middle School Curriculum & Instruction
 Nancy Bui, Director of Equity & Inclusion
 Pam Bartfield, Director of Elementary Curriculum & Instruction
 Dr. Brenda Jarillo Rabling, Coordinator of Multilingual Learner Services
 Dr. Sofía González Otero, Coordinator of Multilingual Learner Services
 Stephanie Gibson, Coordinator of Student Services
 Suzi Riley, Coordinator of Student Services
 Monique Arbuckle, Coordinator of Special Education

Site Administrators

Angienette Estonina (College Park Elementary)
 Jessica Notte (Borel Middle School)
 Rangel Fernandez (Abbott Middle School)
 Amy Snow (Beach Park Elementary)
 Nelson Hunter (Laurel Elementary)

Classroom Teachers

Nanette Wright (Bowditch)
 Kadir Cook (Special Education, George Hall)
 Lauren Long (Beresford)
 Cindy Buenavista (Baywood)
 Jessica Laura (Sunnybrae)
 Tedi Mills (Fiesta Gardens)





Acknowledgements

Teachers on Special Assignment

Alicia Barry (Multilingual Learner ToSA)
Thomas Prieto (Multilingual Learner ToSA)
Brian Purcell (Multilingual Learner ToSA)
Katrien Hemelsoet (Multilingual Learner ToSA)
Kellyann Copeland (Multilingual Learner ToSA)
Sandra Gonzalez (Language & Literacy ToSA)

Parents

Alberto Belmudez (College Park)
Alma Morales (Fiesta Gardens)
Clara Díaz (Lead/ Bayside)
Katherine Garner (LEAD)
Veronica Fuata (Fiesta Gardens)
Lorry Morales (LEAD)

Classified Staff

Elen Gutiérrez (Community Service Specialist)
Veronica Caballero (Community Service Specialist)
Miriam Cruz (Community Service Specialist)
Kenya Barba (Community Service Specialist)

Acknowledgements

Students

Genesis Palacios, 6th Grade student, Abbott Middle School
Luna Pressman, 7th Grade student, Bayside Middle School
Shawn Palma, 8th Grade students, Bayside Middle School
Vlad Model, 7th Grade student, Borel Middle School
Grace de la Cruz, 8th Grade student, Bayside Middle School

Field & Research Experts

Dr. Guillermo Solano-Flores, Stanford School of Education
Dr. Guadalupe Valdés, Stanford School of Education
Dr. Sarah Ansari, San Mateo County Office of Education
Carla Lewis Vasquez, San Mateo County Office of Education



Introduction

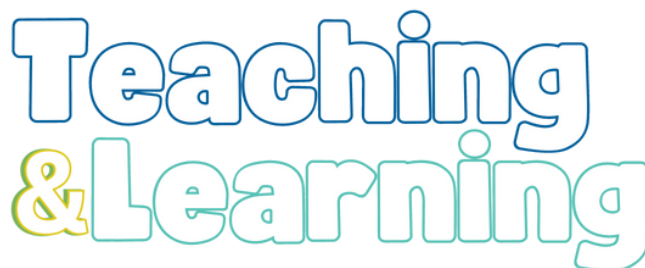
Rationale

San Mateo-Foster City School District serves a diverse student community across our 21 schools by providing a variety of pathways that focus on each student's needs and assets. We are diverse in language, ethnicity, socio-economic background, lived experiences and more. The Multilingual District Plan is a living document that has the objective of providing guidance and direction to administrators, teachers, families and students on the multilingual processes and programs available, taking into account the needs and strengths of the students with the objectives of reclassifying, having access and graduating from college and being successful in a collaborative, global, 21st-century society. We motivate all of our students to be active citizens of the world through: critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity and social skills.

Mission & Vision

The San Mateo-Foster City School District provides rigorous, high quality and equitable education while partnering with our families and community to support all students to achieve their full academic, social and emotional potential.

The San Mateo-Foster City School District welcomes and embraces multilingual students and creates equitable systems that support students' academic and social-emotional success by partnering with all stakeholders, promoting a sense of belonging, engaging in culturally responsive and asset-based instruction so that students can reach their full potential.



Strategic Plan 2022-2027

The San Mateo-Foster City School district engaged stakeholders during the 2021-22 school year and developed a strategic plan to guide our goals and initiatives. The three main goals are: 1) student achievement, 2) student equity, and 3) student wellness. More information about the strategic plan can be found in the Appendix.

Strategic Plan KEY STRATEGIES



ACHIEVEMENT GOAL

1 Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

ACHIEVEMENT STRATEGIES

- Provide annual professional development from 2022-2027 focusing on early literacy, math, ELD, classroom instructional models, and science.
- Implement district-wide system of data collection, review, analysis, and reporting to drive instructional change.
- Implement district-wide math instructional coaching model focusing on intensive supports in grades 3 & 7-8 in 2022-2023.
- Implement Cultivating Linguistic Awareness for Voice and Equity in Schools (CLAVES) serving upper elementary English learners to develop strong language and literacy skills.

EQUITY GOAL

2 Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

EQUITY STRATEGIES

- Implement district-wide system of data collection, review, analysis, and reporting to investigate instances of inequity related to programs.
- Implement district-wide School Discipline Matrix resulting in increased restorative responses to school behavior.
- Convene districtwide Inclusion Task Force responsible for evaluating data, reviewing research, and recommending district-wide strategies for implementation in 2023-2024.
- Convene districtwide Culturally Responsive Curriculum and Practices Task Force responsible for evaluating data, reviewing research, and recommending districtwide strategies for implementation in 2023-2024.

WELLNESS GOAL

3 Provide a safe, caring, nurturing, and culturally responsive environment for all students to meet the needs of the whole child.

WELLNESS STRATEGIES

- Create District Social Worker positions to remove barriers to learning and address issues that may affect the well-being of the student, both in and out of the school environment.
- Create spaces at sites for students and staff to serve as Wellness Centers.
- Staff training in trauma informed care and restorative practices.
- Wrap-around services (social, medical, mental) for Newcomer students.

SAN MATEO-FOSTER CITY SCHOOL DISTRICT STRATEGIC PLAN 2022-2027



5 BUILDING BLOCKS

Our 5 Building Blocks serve as a structure for developing action plan goals. They are deeply embedded in all of our strategies, actions, practices, programs, and processes. If we remain committed to these building blocks, we will achieve all of our Strategic Plan goals.

1

Family & Community Engagement

Our commitment is to create a culture in which parents, school staff, and community partners work together to facilitate student growth before, during, and after the school day.

2

Professional Development

The Strategic Plan goal attainment is deeply connected to providing our classified, certificated, and administrative staff with the research-based professional growth they need and deserve.

3

Data-Informed Decision Making

As a high-performing school district, our focus will be on creating data-driven decision-making systems. Every aspect of our work will connect to a process of identifying data, collecting data, analyzing data, and using data to improve.

4

Shared Leadership

The work of guiding programs and schools is not done in isolation. Shared leadership will allow us to tap into the skills and background of all our stakeholders, regardless of language, race, income, positional authority, or access.

5

Responsible Fiscal Support

Sustainability is a vital component of any Strategic Plan, and ours will be bolstered by thoughtful, well-reasoned fiscal strategies. We will not over-spend or under-resource our goal strategies.



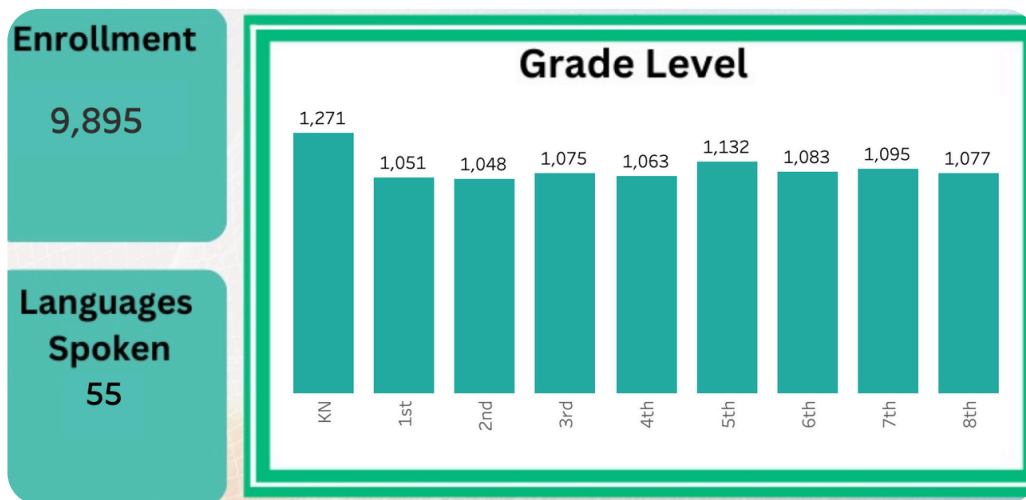
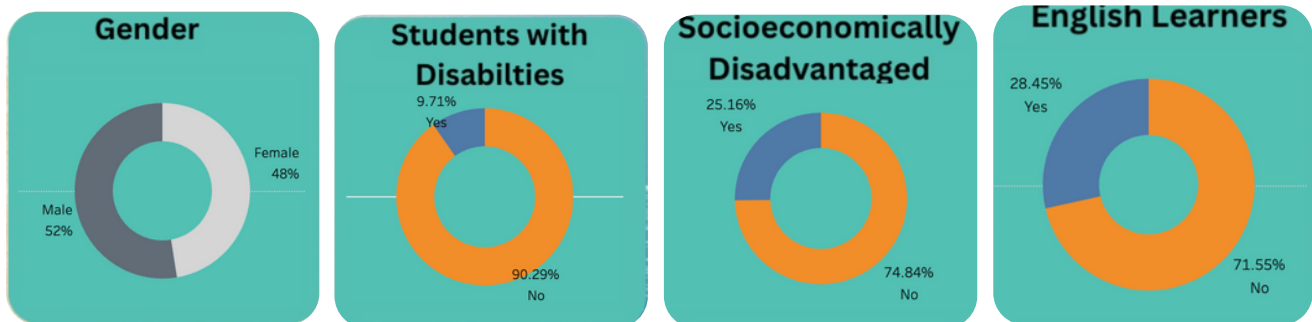
STRATEGIC PLAN
2022-2027

San Mateo-Foster City Student Data Overview

The San Mateo-Foster City School District is a preschool through 8th grade school district that serves a diverse student population with approximately 10,000 students. During the 2022-23 school year, about 10% of students had a disability and about 25% were considered to be socioeconomically disadvantaged. During that same year, approximately 29% of our students were considered to be Multilingual Learners who had not reached reclassification status yet. Our multilingual students speak a variety of languages, over 55 languages with Spanish and Chinese being the most spoken language outside of English. On the 2022 ELPAC scores, approximately 53% of students made progress towards reclassification.

During the 2023-24 school year, the number of students identified as socio-economically disadvantaged rose to 42.97% while the number of students identified as Multilingual Learners continued at about 295.

San Mateo-Foster City Student Data for 2022-23



Research & Policies Informing the Multilingual Learner District Plan

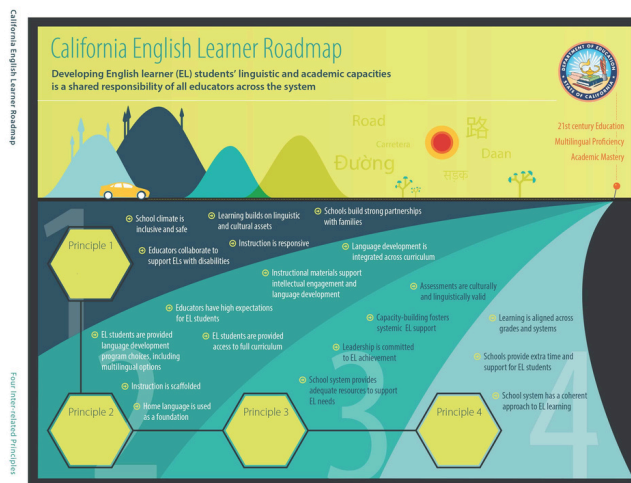
Along with district values and beliefs, there are policies and initiatives that inform the work we do. As new state and federal guiding policies are enacted, we respond and adjust our local plans to accommodate services for our multilingual students and families using an MTSS inquiry based approach. The following educational policies and documents have influenced the work described in the document:

- 2010 - Common Core Standards
- 2012 - California English Language Development Standards
- 2012 - State Seal of Biliteracy- Assembly Bill 815
- 2014 - English Language Arts/English Language Development Framework
- 2016 - Proposition 58
- 2017 - English Language Proficiency Assessment for California (ELPAC)
- 2017- California English Learner Roadmap
- 2021- English Learner Master Plan Playbook from CEEL at Loyola Marymount University

Guiding Principles

The California Multilingual Learner Roadmap informs and guides the work that we develop for multilingual learners in SMFCSD. This roadmap has four main principles:

- Principle #1: Assets based and needs responsive schools
- Principle #2: Intellectual quality of instruction and meaningful access
- Principle #3: System conditions that support effectiveness
- Principle #4: Alignment and articulation across system



Chapter 1: Identification, Placement, and Reclassification

Initial Identification

San Mateo-Foster City School District is dedicated to providing the best education to our multilingual learner students. In order to do so, we must be able to identify them, place them accordingly, and reclassify them.

Enrollment Process

The initial identification of a multilingual learner begins with the enrollment process. This process starts at the school level when a parent or guardian fills out the enrollment form, which is also available online. It is recommended that the parent or guardian fill out the forms with support from a school representative if there are questions. During the enrollment process, the parents or guardians are asked to fill out the Home Language Survey (HLS), which is a questionnaire used to determine the student's primary language and whether the student will need to take the Initial or Initial Alternate English Language Proficiency Assessment of California (ELPAC) (see 2022-2023 English Language Proficiency Assessments for California Information Guide, page 35).

Home Language Survey

The HLS survey consists of four main questions:

- What language did the student learn when he or she first began to speak?
- What language do you use most frequently to speak to this student?
- What language does this student most frequently use at home?
- What is the language most often spoken by the adults at home?

If the answers to all four questions are “English”, then the students will be identified as English Only and will not have to take the English Language Proficiency test (ELPAC). Please see Chapter 8: Student Assessment & Monitoring for more information about the ELPAC.

If the answers to any of the first three questions are a language other than English, then the student will be assessed using the English Proficiency test (ELPAC). The Assessment, Data and Research team notifies the parents that the students will have to take the initial ELPAC test and determines the date of the assessment.

If the answer to the fourth question is a language other than English, the district should collect further information in the form of a follow-up conversation with the parent or guardian regarding the student's interaction with the language other than English on whether the student meets the criteria to be assessed with the English Language Proficiency Assessment of California.

The parents or guardians have the right to amend the HLS at any time before the student takes the summative English language proficiency test (ELPAC). The schools must honor the parents' right to change the HLS. *See Identification Flow Chart on the following pages.*

“The HLS should not be re-administered every year, even if a student enrolls in a new LEA in California. The LEA will populate the primary language (it refers to the language other than English) field in their student information system, which feeds into the California Longitudinal Pupil Achievement Data System (CALPADS)” (see 2022-2023 English Language Proficiency Assessments for California Information Guide, page 35).

Plan for Correcting Misplacement of Multilingual Students

We consider three potential reasons why multilingual students can be misplaced. In the following paragraphs we will describe the process that families or legal guardians or school staff can follow to address each situation.

1. Home Language Survey Corrections

The home language survey (HLS) is completed only once by the parent or guardian at the time when the student is initially enrolled in the district. If the HLS is completed incorrectly, parents/guardians have the right to request a correction, as long as it is done before the student takes the Summative ELPAC.

2. Disagreement on ELPAC Results.

Parents, guardians or certified employees may disagree with their child's designation based on initial ELPAC results. For example, if the student was timid during the Initial ELPAC or Initial Alternate ELPAC administration and is classified as an EL, but evidence collected demonstrates the student's ability to listen, speak, read, and write in English in the classroom. The multilingual team at the district office must collect evidence to support or deny a request to correct the classification of a student. This process must occur before the first administration of the Summative ELPAC.

3. Reasonable Doubt.

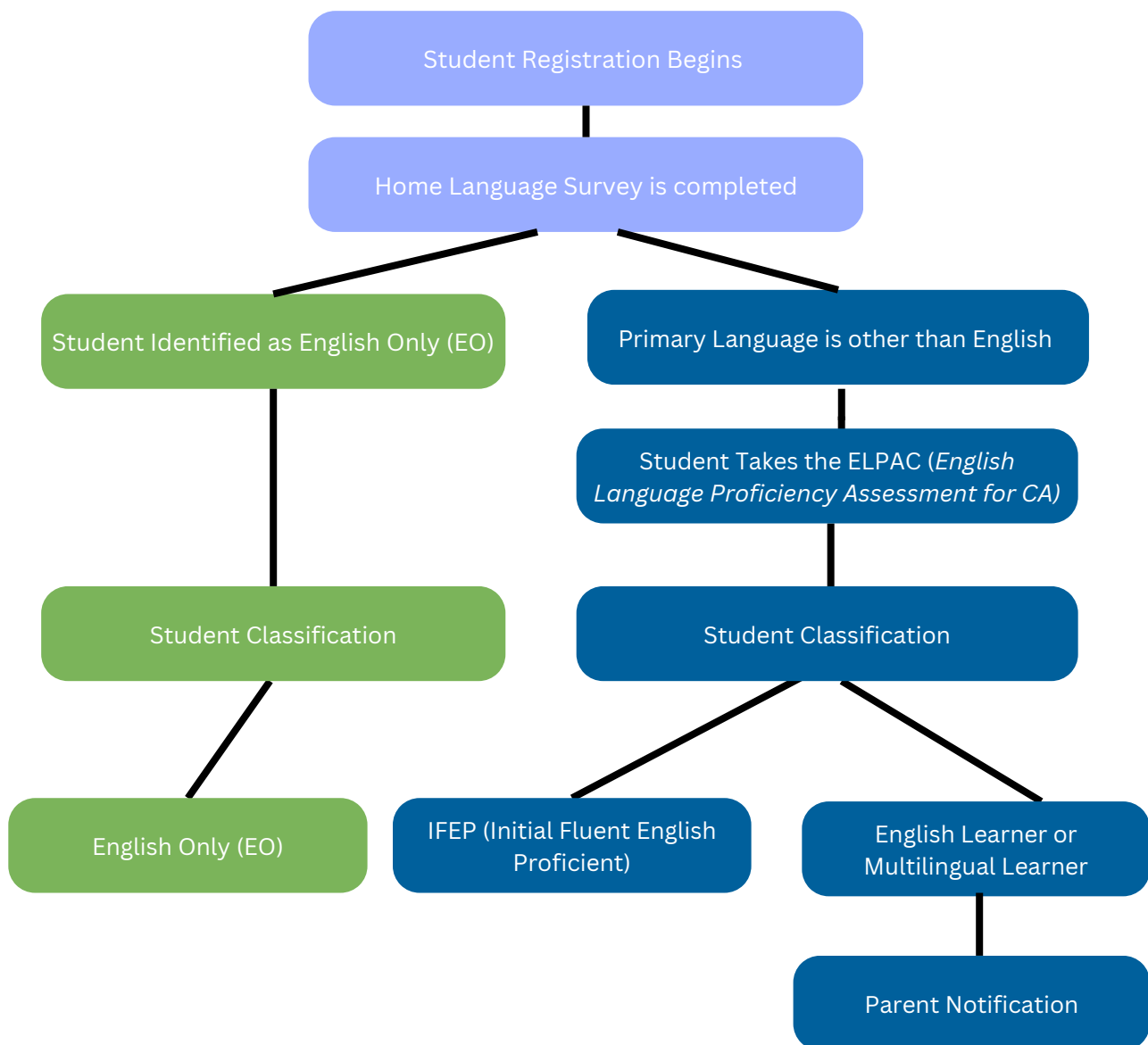
If the school administrator in coordination with the student's multilingual team has a reasonable doubt that a student who was classified as “English Only” is not performing grade-level academic work in the classroom and is indeed an Multilingual Learner/ Multilingual Learner, it is possible to correct the student's status from “EO” to “to be determined” (TBD) if:

- There is an indication that the student has a language other than English.
- The student is unable to perform classwork in English.

The multilingual team at the district office must collect and review evidence to determine whether the student should be administered the Initial ELPAC or Initial Alternate ELPAC.

Initial Identification Flowchart

The following flowchart describes the process that our district has to identify our Multilingual Learner/ multilingual learner students. The process begins at the registration stage with the home language survey and ends with an appropriate placement in any of our language programs.



Multilingual Learner Typologies

The following table describes the different typologies of multilingual learners that are served in our district once these have been identified:

Table #1

Typology	Description	Implications
Newcomer	<p>A student who has been in the US for 3 or less years and has immigrated from another country.</p> <p>Well-educated Newcomer: A student with strong schooling in the home country.</p> <p>Under-Schooled (Students with Interrupted Formal Education): A student with interrupted or disjointed schooling.</p>	<p>The student can make rapid progress towards English proficiency and will need support with cultural transition.</p> <p>The student will be slower to acquire English skills and will need support with foundational literacy and math skills.</p>
Initial Fluent English Proficient (IFEP)	A student who has recently entered US schools and has scored at the level 3 of the initial ELPAC assessment.	The student does not need to participate in ELD instruction. The student may or may not have a strong home language.
Continuing Multilingual Learner	A student who has been in the US between 3-4 years.	The students may or may not be making progress towards reclassification.
At Promise	A student who has been in the US for 4-6 years.	The students may be at risk of becoming Long-Term Multilingual Learners.
Long-Term Multilingual Learner (LTEL)	A student who has been in US schools for 6 or more years without reaching English proficiency.	The students will need more focus on academic English and literacy skills (reading and writing). The student can benefit from courses to develop literacy in the home language.
Redesignated Fluent Multilingual Learner (RFEP)	A student who has reached English proficiency and has met the criteria to be redesignated.	The student no longer needs to participate in ELD but needs to be monitored for 4 years.

Additional Information Gathering for Newcomer Students

If a student enters our schools as a Newcomer student, our school staff will collect additional information about the student and the family in a Newcomer Screener Form. This will allow the school staff to get to know the needs of the student better and provide additional support as needed. The Newcomer Screener form should be completed within the first 30 days that the student arrives and can be completed by a Community Service Specialist, a school counselor or anyone else who has received training to fill out the form with the family.

Parent/ Guardian Notification Requirements

Our district supports parents and legal guardians to receive communication in English and in the parents' primary language, at a minimum, to the extent required under the education code (EC) section 48985. It is a legal requirement for LEAs to translate parental notification and other communication into a language other than English when 15% or more of students at a District school speak that language. Currently, Spanish and Chinese Mandarin represent the languages (other than English) that are spoken by more than 15% of our students and families.

Program Options & Selections

SMFCSD provides various language instructional programs for Multilingual learners across our schools. All our instructional programs are expected to provide a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels in order to allow multilingual learners to meaningfully participate in their learning. The following table describes the different programs offered in our district. More information can be found on Chapter 2 of this document.

Table # 2

Program Name	Grades	Language of Instruction
Spanish Immersion	K-8	Spanish & English
Mandarin Immersion	K-8	Mandarin & English
Structured English Immersion	K-8	English

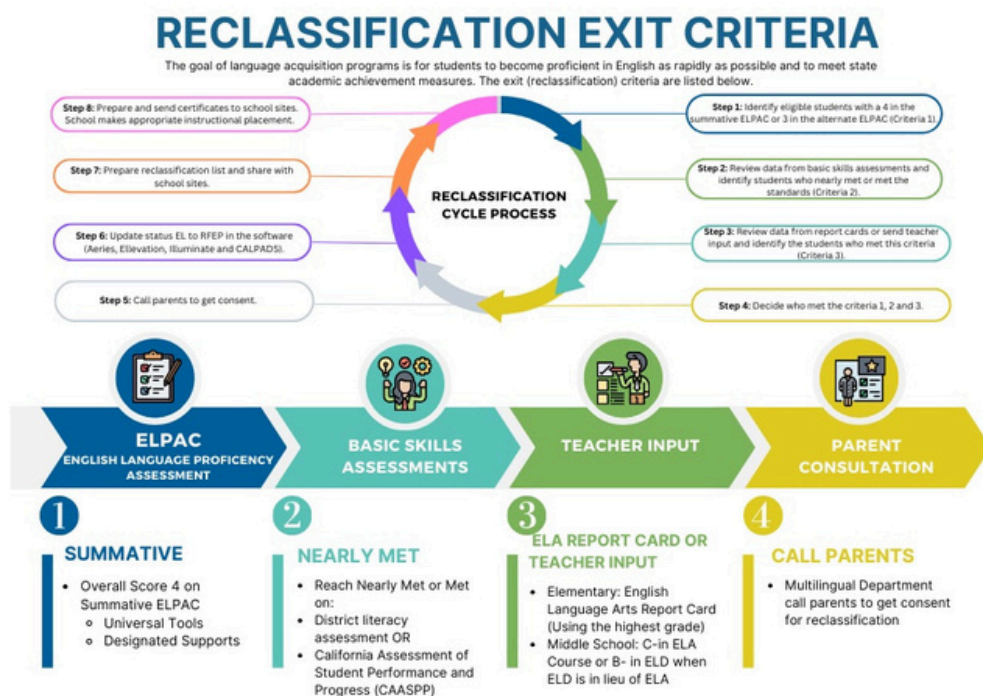
Reclassification Criteria & Process

The criteria and procedures for reclassifying Multilingual Learners have been developed by the district's EL Reclassification Committee using research and student data to guarantee a successful transition to fluent English proficiency (RFEP). All students with an ELPAC Overall 4 are eligible to be considered for reclassification in conjunction with other locally determined reclassification criteria outlined in state law under EC 313 (f).

Reclassification of General Education Students

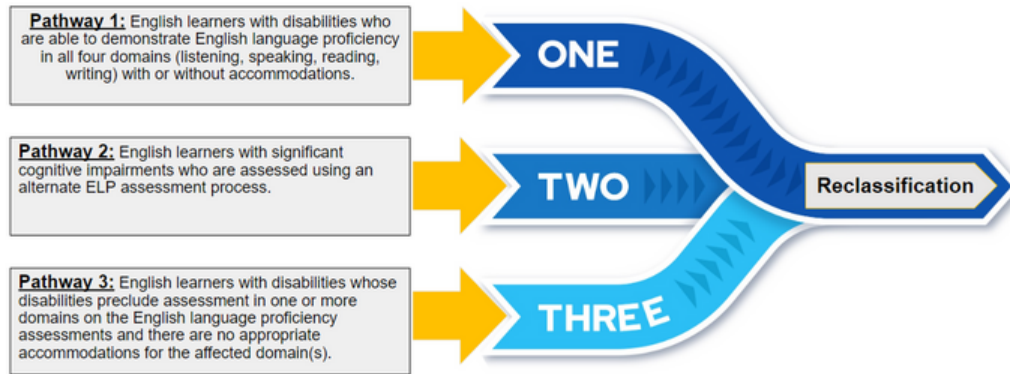
In order to reclassify, students must meet four criteria described below:

1. English Language Proficiency Assessment for California (ELPAC). Students who score at Summative ELPAC Overall 4 and Summative Alternate ELPAC Overall 3.
2. Basic Skills Assessment: meeting or exceeding established ELA assessment benchmarks (PAF, SBAC/CAASPP, SRI, or NWEA).
3. Teacher Input: For our district, the teacher input means having the classroom teacher fill out a Teacher Input Form on the ELlevation platform. In the absence of a Teacher Input Form, literacy grades can be used. Elementary students should have at least 2 in ELA in any of the ELA markings. For middle school students, they must attain a C- in ELA or a B- in English Language Development (ELD) if ELD is in lieu of ELA.
4. Parent Consultation: Once students meet all the specified criteria, we proceed to contact their parents or guardians for a consultation. Link to the [Reclassification Posters](#)



Reclassification of Students in Special Education

In the SMFCSD, students with Individualized Education Programs (IEPs) are offered three distinct pathways to support their process toward meeting the reclassification (see chart below).



Pathway 1 (Summative ELPAC), caters to English learners with disabilities who exhibit proficiency across all four domains of language as listening, speaking, reading, and writing either with or without accommodations.

Pathway 2 (Alternate ELPAC), addresses the needs of English learners facing significant cognitive impairments, necessitating an alternative assessment process for evaluating their English language proficiency. This pathway ensures that these students receive tailored support to reach their full potential.

Pathway 3 (Summative ELPAC), is designed for English learners with disabilities whose specific challenges prevent them from undergoing assessment in one or more language domains using conventional proficiency measures. In such cases, accommodations may not suffice, and a more customized approach is taken to address their learning needs.

Students with a 504 plan will be following Pathway 1 and Pathway 3.

See a summary of the pathways in the table below:

SMFCSD MULTILINGUAL LEARNER DISTRICT PLAN

Pathway 1: Summative ELPAC

- ML students with disabilities
- Summative ELPAC with or without accommodations.
- No exemptions of any domains
- Students with 504 plan will follow this pathway

Pathway 2: Alternate ELPAC

- ML students with significant cognitive impairments.
- No exemptions of any domains

Pathway 3: Summative ELPAC with Exemption

- ML students with disabilities have exemptions from assessments in 1 or 2 domains on the Summative ELPAC.
- There are no accommodations for the effective domain (s).
- Example of 1 exempted domain (choose 1 domain from oral or 1 written)
- Example for 2 exempted domains: choose 1 oral domain and 1 written domain.
- Students with 504 plan will follow this pathway

RECLASSIFICATION

- Overall Summative ELPAC Score: 4
- Reach Nearly Met in District Literacy Assessment or CAASPP
- Teacher Input or ELA Report Card
- Parent Consultation

- Overall Alternative Summative ELPAC Score: 3
- Reach Nearly Met in District Literacy Assessment or California Assessment of Student Performance and Progress (CAAs)
- Teacher Input or ELA Report Card
- Parent Consultation

- Overall Summative ELPAC Score: 4
- Reach Nearly Met in District Literacy Assessment or CAASPP
- Teacher Input or ELA Report Card
- Parent Consultation

- At least 10 days before ELPAC assessment, the IEP at an annual, triannual or addendum meeting, select accommodations for students as needed for state testing: ELPAC/CAASPP/CAA

Reclassification Cycles

Students will have multiple opportunities to reclassify during the school year following the four criteria. Below is a summary of the reclassification cycles during the school year.

Summer:

- May - June: Reclassification begins for middle school students and for students for whom Summative ELPAC and Spring literacy scores have been received.
- August- Reclassification continues for students in grades K-8 using the Spring Summative ELPAC and Spring literacy assessment scores.

Fall:

- October-November: Reclassification continues for students who got a 4 on the Spring Summative ELPAC but did not meet the literacy assessment criteria previously.

Winter:

- December-January Reclassification continues for students who got a 4 on the Spring Summative ELPAC but did not meet the literacy assessment criteria previously.

Chapter 1 Recommendations

The following are recommendations for Chapter 1:

- It is recommended that schools sites have an assigned staff member to help families fill out the Home Language Survey in case there are any questions from families.
- It is recommended that each school site identify a staff member to support Newcomer/ Newly arrived families to complete the Newcomer Intake Form.

Chapter 1 Resources & References

[CDE Home Language Survey](#)

[English Language Proficiency Assessment for CA \(ELPAC\) Information Guide](#)

[Correction of Classification Process](#)

[Multilingual Learner Typologies](#)

[Newcomer Intake Form](#)

[Reclassification Criteria](#)

[California Practitioners' Guide for Educating Multilingual Learners with Disabilities](#)

[CDE Reclassification Guidance](#)

Chapter 2: Program Placement

Description of Programs Offered for Multilingual Students

According to the California Department of Education (CDE), our schools are required to support our Multilingual Learners to meet the following goals:

1. Ensure that English learners acquire full proficiency in English rapidly and effectively to attain parity with native speakers of English.
2. Ensure that English learners achieve the same rigorous grade-level academic standards that are expected of all students.

SMFCSD offers the following language programs outlined below, to support our Multilingual learners to achieve these goals.

Elementary School (Grades preschool-5th Grade)

Table # 3

Language Program	Grades	Description
Structured English Immersion	Preschool-5th	Instruction in these programs takes place in English for all content areas.
Language Immersion	Preschool-5th	Programs are offered in Spanish and Mandarin. The Spanish Dual Language Immersion program is a 90/10 model. The Mandarin Chinese is a One-Way 50/50 model.
World Language	4th-5th Grade	This is a class that students take in 4th and 5th grade offered at College Park Elementary school for students in the Gifted and Talented Program

Middle School (Grades 6th-8th Grade)

Table # 4

Language Program	Grades	Description
Structured English Immersion	6th-8th	Instruction in these programs takes place in English for all content areas.
Dual Language Immersion	6th-8th	Programs are offered in Spanish and Mandarin. The Spanish Dual Language Immersion program is a pathway at Abbott Middle School. The Mandarin Chinese is a pathway at Bayside Middle School.
Designated ELD	6th-8th	Multilingual Learners who do not meet reclassification criteria by the end of 5th Grade are required to take an ELD Course in Middle School.

Integrated & Designated ELD

Both Designated and Integrated ELD are required by State and Federal [Education Code](#). For more information on San Mateo - Foster City's Guidance on Designated & Integrated ELD see [SMFCSD Designated ELD and Integrated ELD](#).

Structured English Immersion (SEI)

The goal of the Structured English Immersion (SEI) program is to support multilingual learners' proficiency and mastery of grade-level core curriculum in the English language. Instruction is provided in English. The SMFCSD elementary schools that offer SEI include: Audubon, Brewer Island, Foster City, George Hall, Laurel, Meadow Heights, and San Mateo Park. Montessori Schools participating in SEI: Parkside Elementary and North Shoreview. Middle Schools participating in SEI: Abbott, Borel, Bayside, and Bowditch. Students develop proficiency in English and mastery of grade-level standards through high-quality instruction. In addition, multilingual learners receive Integrated English Language Development (ELD) support during the day through instructional strategies that enable English learners to access grade-level subject matter in all academic subjects. All multilingual learners in grades TK-5 receive 30 minutes daily of Designated ELD instruction during a protected time in their schedule.

SEI Program Expectations

- SEI program is available to all students in our district
- 30 minutes of Designated ELD instruction
- Integrated ELD is taught throughout the day for students to access academic content
- Grade-level instruction in English language arts, math, science and social science

Language Immersion Program Models Available for EL/Multilingual Learners

At SMFCSD, our language immersion programs reflect the cultural and linguistic capital of our district's diverse students and families. A language program creates a unique opportunity for students to learn language from and with each other, develop higher levels of academic achievement in two or more languages, and develop native-like capabilities in two languages. The San Mateo-Foster City School District offers two language immersion programs in Mandarin Chinese and in Spanish. Our Language Immersion (DI) Programs equip students to become bilingual, bi-literate, and bicultural. At the elementary level, the Spanish Dual Language Immersion program is offered at Fiesta Gardens International School and the Mandarin One Way Language Immersion program is offered at College Park.

Both of these programs are considered magnet programs: parents have to request the programs during the enrollment process and there is a lottery process to enter into these schools. Families interested in opting into one of the Elementary language immersion programs are required to apply to these programs after first enrolling at their neighborhood school.



Spanish/ English Dual Language Immersion Program

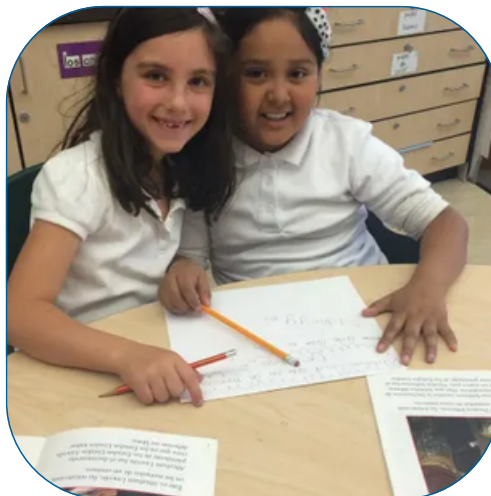
The Spanish/ English Dual Language Immersion Program is a Preschool through 8th grade 90/10 program. Students begin their education at Fiesta Gardens International School and continue at the middle school level at Abbott Middle School, through advanced Spanish language courses. At Fiesta Gardens, students follow the 90/10 Two-Way model. The model is considered Two-Way because native speakers of English and Spanish participate in instruction. In Kindergarten, 90% of classroom instruction is in Spanish and 10% is in English. In grades 1st and 2nd, 80% of classroom instruction is in Spanish and 20% is in English. The percentage of English instruction increases until 4th and 5th grade, when approximately 50% of the instructional day will be in Spanish and 50% in English.

For middle school, students can continue in the dual language track by enrolling in Spanish I (6th grade), Spanish 2 (7th grade) and Spanish 3 (8th grade). The coursework in the content areas of Spanish Language Arts, Science and Social Studies are taught exclusively in Spanish in order to ensure that students are receiving continued grade level instruction in the target language. Beginning on August 2025, Fiesta Gardens will become a K-8 Spanish Dual Language school, providing our elementary Spanish dual language students with the opportunity to continue their middle school education on the same campus.

SMFC Spanish Language Immersion District Plan

Table # 5

Language	TK	K	1st	2nd	3rd	4th	5th
Spanish	90%	90%	90%	80%	70%	60%	50%
English	10%	10%	10%	20%	30%	40%	50%



Mandarin/ English One-Way Language Immersion Program

The Mandarin language program is a preschool through 8th grade 50/50 program. Students can attend the Mandarin preschool at Turnbull Preschool. At the elementary level, students attend College Park Elementary School. At the middle school level, students attend Bayside middle school. The Mandarin language program is considered a 50/50 program because 50% of the instruction is in Mandarin and the other 50% in English. This program is also considered a one-way program because it includes students who are mostly native English speakers. The K-5 students in the Mandarin program receive content-based, thematic Mandarin Immersion instruction. During the Mandarin portion of the day, students learn Mandarin Language Arts, Science and History/Social Studies and during the English portion of their day, they learn English Language Arts, Mathematics, and History/Social Studies. Physical Education, Art and Music are also an integral part of the program and are taught in English. For middle school, students enrolled in this program can take advanced Mandarin courses at Bayside Middle School.

World Language Models

SMFCSD also offers a Mandarin world language program at College Park for students who are enrolled in the Gifted and Talented Education (GATE) program in grades 4th and 5th. This program is not considered a dual language model as students only take one mandarin language course and do not learn content in Mandarin. For the 2024-25 school year, the Mandarin language program will develop a District Plan that will outline the program.

SMFC Mandarin Language Immersion District Plan



Middle School Designated ELD Pathways

SMFCSD middle schools serve a diverse range of multilingual learners. Therefore, we provide designated ELD courses that are tailored to the needs of our multilingual students taught by credentialed middle school teachers. Our Middle School Designated ELD courses are standards-based and designed to ensure that students have access to all grade level content classes, including electives. Current research on multilingual learners emphasizes the importance of access to grade level content standards, including electives, along with adequate support to reach the goal of reclassification and increase high school graduation rates. The US Department of Education provides the following guidelines in this area:

Providing Meaningful Access to All Curricular and Extracurricular Programs

- *EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.*
- *EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.*

Avoiding Unnecessary Segregation of EL Students

- *School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregate manner consistent with achieving the program's stated educational goals.*

Student Eligibility

Students who are eligible for these courses are multilingual learners for whom the initial ELPAC identified as Multilingual Learners. Other considerations:

- Newcomers who will be in the process of taking the initial ELPAC and while identified as To Be Determined will be eligible for Newcomer if they had Limited or Interrupted Formal Education or limited English education.
- Students who are Initial Fluent English Proficient (IFEP) are not eligible for these courses.
- Students who are reclassified as English Language Proficient (RFEP) should be exited from the ELD courses.

Below is a description of the proposed middle school designated ELD course sequence for middle school multilingual learners, which includes offerings for Newcomers, Continuing Multilingual Learners (CEL) and Long-Term Multilingual Learners (LTEL). The criteria used as a reference to initially place students in the course would be based on their years in the US school date and/or their ELPAC scores. The criteria allows flexibility to exit the student from the ELD course in order to advocate for their academic progress.

SMFCSD MULTILINGUAL LEARNER DISTRICT PLAN

Other factors might be considered for placing students in middle school courses:
basic skill assessment feedback from teachers and counselors

Table # 6

Course Title	ELD 1	ELD 2	ELD 3	ELD 4
Designed for	Newcomer	Newcomer	Continuing EL and At Promise	Long-Term EL
Years in US Schools	0-1	1-1.9	2.0-5.9	6+
ELPAC Levels (used to support proper placement but students do not necessary have to meet the ELPAC levels as years in the US are also considered)	1	1-2	2-3	2-3
Periods per day	2 periods	1 period	1 period	1 period
Grade Levels	6th-8th	6th-8th	6th-8th	6th-8th
Considerations	Newcomers who arrive with more English language knowledge could skip this course if they meet initial ELPAC levels 2-3		Students who have been in Us schools for 2 or more years should begin in ELD III regardless of ELPAC level	

Considerations for Specific Groups

Dually Identified Students

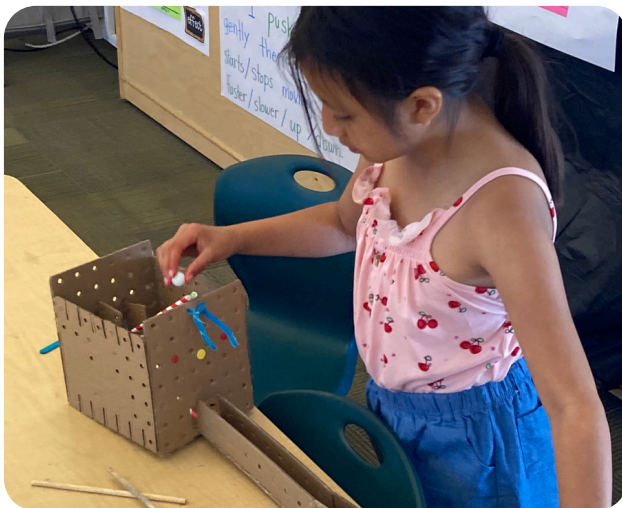
Students who are identified as multilingual learners and have an IEP are provided both integrated and designated ELD as any other multilingual learner in SMFCSD. The IEP team shall meet to determine what integrated and designated ELD will look like for the students.

Special Education Referral Process for Multilingual Learners

The Student Study Team, or SST, makes decisions regarding whether to refer students for assessment to determine their potential eligibility for special education. Therefore, it is highly recommended that the multidisciplinary (CARE) team determine if continuing academic difficulties are truly the result of a disability or language factors and if the student may ultimately need a referral for special education assessment to determine eligibility. Additionally, it is recommended that school-site multidisciplinary (CARE) teams use a process that involves the collaboration of general, English learner, and special education staff. A collaborative approach will help ensure that multilingual learners receive effective academic support they need to be successful and are not inappropriately identified as having a disability.

To make appropriate recommendations, it is important for the SST to be aware of the three categories of multilingual learners who may experience academic difficulties:

1. Those who receive inadequate instruction or learning in their teaching or learning environment and/or lack effective ELD instruction and support
2. Those experiencing academic difficulties not related to a learning disability, interrupted schooling, limited and formal education, medical problems, low attendance, high mobility, or other factors
3. English learners who truly have a disability and need special education services



Biliteracy Pathway Recognition Proposal

The Biliteracy Pathway Recognitions are special awards that celebrate students who are making great progress in speaking, listening, reading, and writing in one or more languages alongside English. SMFCSD offers two types of recognition: 1) Biliteracy Program Participation Award and 2) Biliteracy Attainment Recognition Award.

Biliteracy Program Participation Recognition

The Biliteracy Program Participation Recognition is available to students enrolled in programs leading to biliteracy in preschool, kindergarten, elementary, and middle school. As a participation recognition, this award is provided to all students enrolled in the program and is not based on the student's proficiency.

Biliteracy Attainment Recognition

The Biliteracy Program Attainment Recognition is available to students enrolled in elementary, and middle school. This recognition is in line with the State Seal of Biliteracy requirements, and it shows that if a student keeps up their hard work in high school, they will be all set to earn that prestigious State Seal of Biliteracy. To earn a Biliteracy Attainment Recognition, the 5th or 8th graders, need to meet specific criteria in English and the assigned world language, which include the following methods.



English Language

Table # 7

Method	Assessment	Grade 5	Grade 8
Method 1	CAASPP	32- Standard Nearly Met or Higher	32- Standard Nearly Met or Higher
Method 2	NWEA	2 - Nearly Met or Higher	2- Nearly Met or Higher
Method 3	ELPAC	4 - Well Developed	4 - Well Developed

Table # 8

World Language: Spanish & Mandarin

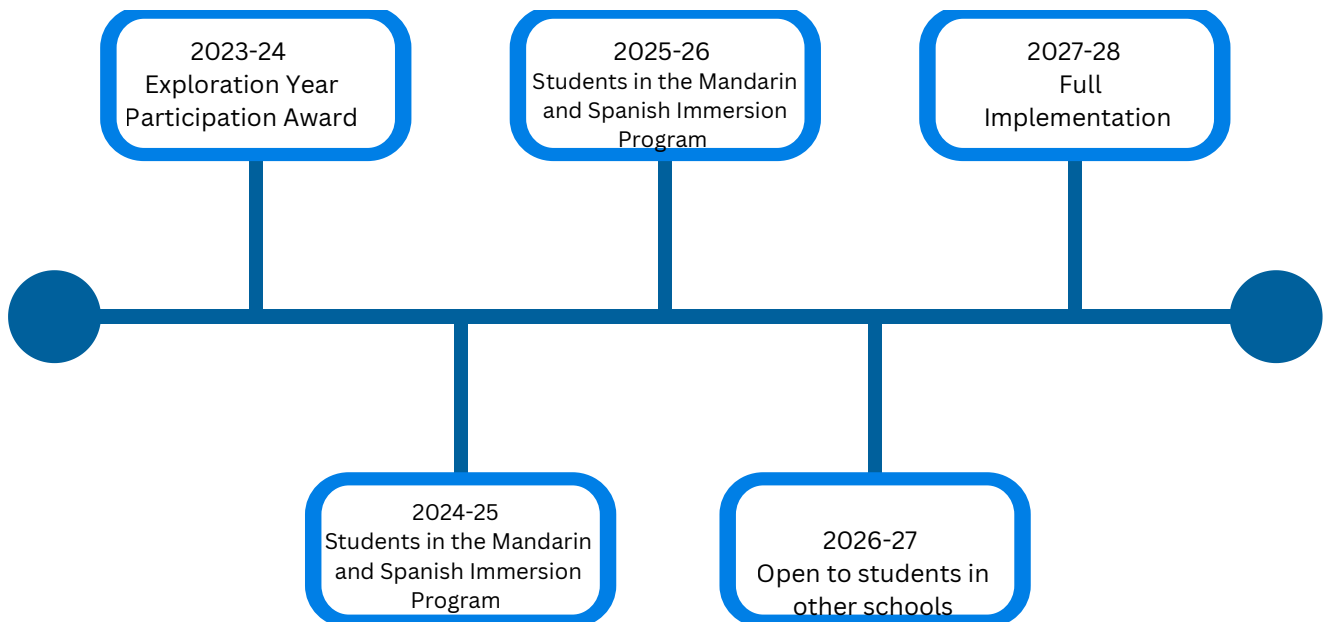
Method	Assessment	Grade 5	Grade 8
Spanish	CSA	Range 3 (449 - 499)	Range 3 (744-799)
Mandarin	STAMP	Range 4 Intermediate Low (497-507)	Range 5 Intermediate Mid (520-530)

Home Language Development Recognition

The Home Language Development Recognition is a special acknowledgement available to students who continue to develop their home language and who do not already participate in one of the school district's Language Programs.

The Biliteracy Attainment Recognition Timeline

The Biliteracy Attainment Recognition will follow the following timeline:



Chapter 2 Recommendations

The following is a recommendation for chapter 2

- It is recommended that SMFCSD establish clear criteria in Mandarin for students to receive the Mandarin Biliteracy Attainment awards at the end of 5th grade and 8th grade.

Chapter 2 Resources & References

- CA Global 2030 <https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>
- CDE Facts About Multilingual Learners <https://www.cde.ca.gov/ds/ad/cefelfacts.asp>
- CA EL Roadmap <https://www.cde.ca.gov/sp/el/rm/>
- CA ELD Standards
<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>
- CA Common Core State Standards (English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects)
<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
- CA Ed.G.E. Education Code <https://www.cde.ca.gov/sp/el/er/edgeregsedcode.asp>
- US DoJ and DoE Ensuring Multilingual Learner Students Can Participate Meaningfully and Equally in Educational Programs
<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- Renewing our Promise, Californians Together https://californiantogether.org/wp-content/uploads/2021/10/Renewing_Our_Promise_to_LTEs.pdf
- Biliteracy Pathway Recognitions <https://www.cde.ca.gov/sp/el/er/blitoverview.asp>
- CA State Seal of Biliteracy (with updates pursuant to Assembly Bill 370)
<https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>
- [Fiesta Gardens International School District Plan](#)

Chapter 3: Staffing

Introduction

The San Mateo Foster City School District provides all multilingual learners with a high-quality education in a safe and supportive environment. To do this, SMFCSD prioritizes hiring and retaining a team of strong, effective educators who bring varied cultural and linguistic experiences to their work. The district's [Strategic Plan](#) is the driving force for recruiting, retaining, and placing teachers. This document ensures that we are providing an equitable education to our multilingual learners.

State requirements for staffing EL programs; district recruitment and retention plans

All teachers in SMFCSD must hold the appropriate base credential and authorization (see chart below). Teachers are responsible for providing multilingual learner services, including Designated ELD or Integrated ELD, to multilingual students. In alignment with [California requirements](#), SMFCSD ensures multilingual students, identified in TK–8th grade, receive services designed to meet their linguistic and academic needs, from authorized teachers. To further meet the needs of our multilingual students SMFCSD closely monitors California policy changes and updates to teacher credentialing and requirements.

Table # 9

TYPE OF INSTRUCTION	REQUIRED AUTHORIZATION FOR ALL TEACHERS
<p>Integrated ELD</p> <p>Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards.</p>	<p>For Elementary Schools, California Teaching Credential (Multiple Subject or Educational Specialist) and one of the following:</p> <ul style="list-style-type: none"> • EL Authorization • Crosscultural Language and Academic Development Certificate (CLAD) • Bilingual Crosscultural Language and Academic Development Certificate (BCLAD) <p>For Middle Schools, California Teaching Credential (Single Subject or Educational Specialist) and one of the following:</p> <ul style="list-style-type: none"> • EL Authorization • Crosscultural Language and Academic Development Certificate (CLAD) • Bilingual Crosscultural Language and Academic Development Certificate (BCLAD)
<p>Designated ELD</p> <p>Instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards</p>	<p>For Elementary Schools, Base Credential (Multiple Subject or Educational Specialist) and EL Authorization, Crosscultural Language and Academic Development Certificate (CLAD), or Bilingual Crosscultural Language and Academic Development Certificate (BCLAD)</p> <p>For Middle Schools, California Teaching Credential (Single Subject or Educational Specialist) and EL Authorization, Crosscultural Language and Academic Development Certificate (CLAD), or Bilingual Crosscultural Language and Academic Development Certificate (BCLAD)</p>

Table #10

TYPE OF INSTRUCTION	REQUIRED AUTHORIZATION FOR ALL TEACHERS
Language Immersion Spanish and Mandarin Biliteracy Programs	For Elementary Schools , California Teaching Credential (Multiple Subjects, or Educational Specialist) and Bilingual Crosscultural Language and Academic Development Certificate (BCLAD) in the target language For Middle Schools , California Teaching Credential (Multiple Subjects, Single Subject, or Educational Specialist) and Bilingual Crosscultural Language and Academic Development Certificate (BCLAD) in the target language

Recruitment Efforts

The SMFCSD Human Resources Department actively recruits strong, effective educators. We hire strong effective educators who bring varied cultural and linguistic experiences to their work.



Some of the strategies that our district has developed to attract and retain a diverse teacher workforce include:

1. Hosting internal recruitment fairs to open our doors to meet those interested in working with our students. We provide an opportunity for our administrators to meet, interview, and job offer qualified candidates during the recruitment fair.
2. Attending career fairs at universities to make connections, increase visibility, and create partnerships.
3. Attending educational conferences to provide opportunities to engage with prospective employees, be visible, and encourage them to apply in our district.

Some of the university and educational conferences our Human Resources team has attended includes:

- IASHA American Speech-Language-Hearing Association
- Bay Area Diversity Career Fair, 2024
- Program of National Equity Project, Oakland
- CABE (California Association for Bilingual Education)
- Cal Poly Pomona
- Cal State East Bay
- Cal State Monterey Recruiting Fair, in person
- Cal State Monterey Recruiting Fair, in person: EDUCATION
- CASP CA Association of School Psychologist Conference
- CSHA CA Speech Language Hearing Association
- CSU Chico Education Hiring Fair
- CSUEB Education & Health Career Summit
- College of San Mateo
- Foster City Senior Showcase
- NAEYC National Association for the Education of Young Children
- National Association of School Psychologists
- Ohlone STEM Career Fair
- Oregon Professional Educator Fair
- Sacramento County Office of Education (previous "Hybrid PK-12 Educational Employment Fair-NorCal")
- San Mateo County Office of Education-Educator Recruitment Fair
- Silicon Valley Annual Diversity Employment Day Career Fair
- Silicon Valley/San Jose Diversity Career Fair
- Skyline College Career Fair
- SFSU - Part-Time Job Fair and Career & Internship Fair
- Sonoma State University Educator Job Fair
- Stanford Fall Career Fair
- Tuesday Tabling at SFSU
- ASHA American Speech-Language-Hearing Association
- Bay Area Diversity Career Fair, 2024
- Cal Poly Pomona
- Cal State East Bay

District prioritization process for assigning qualified personnel

All teaching staff in SMFCSD are responsible for teaching Multilingual Learners and must hold appropriate certification to provide necessary instructional services. SMFCSD incentivizes certificated and classified staff with a stipend based on the following criteria:

- Highly qualified teachers in Title 1 schools and schools with the highest percentage of English learners.
- Teachers holding a BCLAD authorization teaching in bilingual classrooms.
- Classified staff are eligible for additional pay after successful completion of a bilingual exam administered by the multilingual services team.

Annual Staffing Report:

An annual staffing report is compiled each Spring by the Human Resources Department. The report includes enrollment projections by school site, number of retirements, transfers and number of classified and certified vacancies.

District Efforts to Grow Paraeducators into Credentialed/EL or Bilingually Authorized Teachers

The SMFCSD partners with the San Mateo County Office of Education in providing a pathway for paraeducators and other classified staff members to obtain a teaching credential. We value our highly qualified classified staff and encourage their growth in becoming credentialed educators who provide our multilingual students with a rich educational experience.

SMFCSD invests in the following supports for our paraeducators and classified staff members who want to pursue a teaching credential:

Examples of Supports Available to Individual Candidates

- Tuition reimbursement or living stipends, depending on the program.
- CSEA members are eligible for tuition and course materials reimbursements for one course each semester.
- Assistance with program placement advisement, applications, and enrollment.
- Community events to connect participants with additional support and resources.
- The SMFCSD also allocates funding in the Local Control Accountability Plan (LCAP) for paraeducators and other classified staff members to pursue teaching credentials.
- Additional financial support is available for staff who are obtaining a teacher credential through our educational partners in the [San Mateo County Office of Education](#).

Chapter 3 Recommendations

The following are recommendations to continue to grow our educator workforce in support of multilingual students.

- Identify a process to support current teachers with opportunities for continued education towards receiving a BCLAD.
- Create a pathway for paraprofessionals to learn about and obtain a teaching credential.
- Develop a process the involves site administrators, in collaboration with district partners, to assign support staff based on the number of multilingual learners at each site and the need for primary language support using the data compiled from the Annual Report. The support staff to be considered includes Bilingual Paraprofessional, Translations Specialists, Community Specialists and Newcomer Program Specialists.

Chapter 3 Resources & References

California *Education Code (EC)* Section 44258.9

CA Dept. of Ed (CDE) EL Teacher Authorizations

CA Commission on Teaching Credentialing (CTE) EL Teacher Authorization

CA CTE Literacy & Reading Instruction updates

Chapter 4: Access to Core Curriculum

Introduction

It is essential that Multilingual Learners have access to core and high quality instruction as any other student would. Remediation and intervention programs often take up multilingual students' schedules, precluding access to a full curriculum. *Intellectual quality of instruction* means providing access to a full curriculum and not watering down the curriculum. The California Multilingual Learner Roadmap and the Multi-Tier Systems of Support Framework inform and guide the work that we develop for multilingual learners in SMFCSD.

CA EL Roadmap



The CA EL Roadmap has four main principles:

- Principle #1: Assets based and needs responsive schools
- Principle #2: Intellectual quality of instruction and meaningful access
- Principle #3: System conditions that support effectiveness
- Principle #4: Alignment and articulation across system

In this section, we highlight Principle #2 as the grounding principles that informs how we provide access to curriculum and instruction to our multilingual students. Principle #2 refers to how we instruct our multilingual learners. These are the elements that are involved in Principle #2:

A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).

B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation, and mastery.

C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking—with the same high expectations for multilingual learners as for all.

D. Multilingual learners are provided access to the full curriculum along with the provision of EL supports and services.

E. Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is designed to high levels of literacy and proficiency along with English.

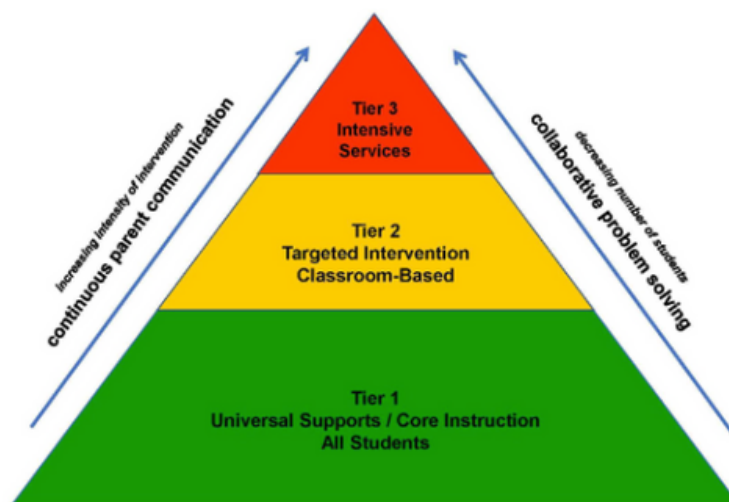
F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.

G. Multilingual Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.

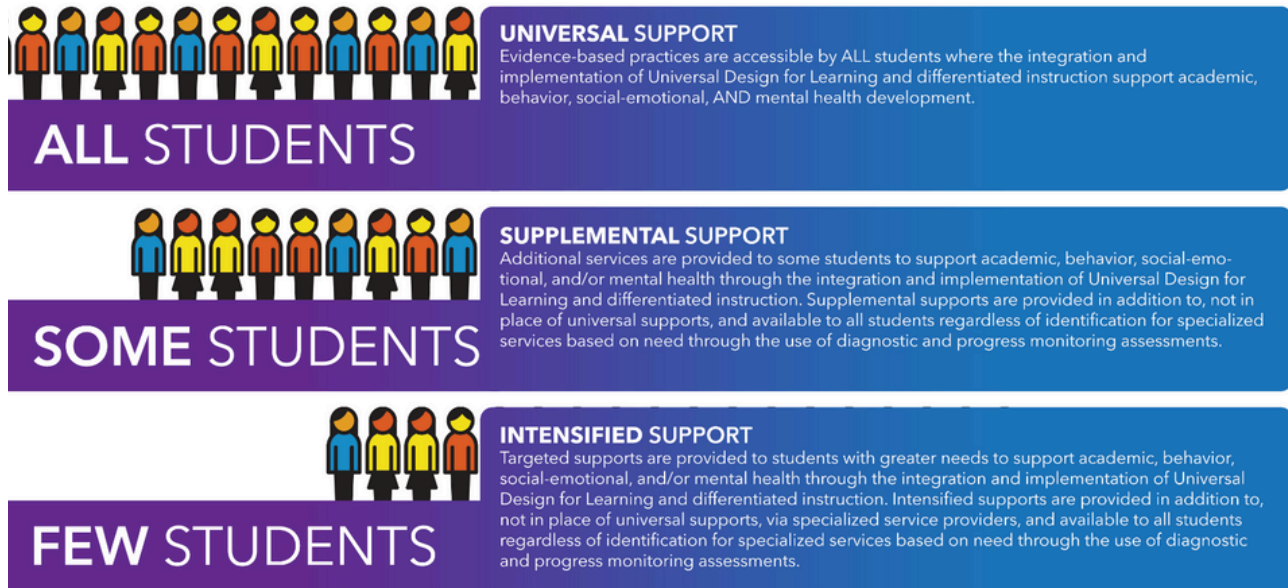
Multi-Tier System of Supports

At SMFCSD, we use the Multi-Tier System of Supports framework to inform our instruction for all students, including our Multilingual Learners. The Multi-tier System of Supports (MTSS), is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for all students, which includes comprehensive English language development (ELD) for multilingual learners, along with any necessary supplemental and intensive instruction students may need to be successful. This framework unifies and amplifies the range of support systems for multilingual learners, students with disabilities, students who are identified as gifted and talented, and students who are academically underperforming.

The multi-level system has three tiers and students can move through these tiers based on their academic, behavioral and social emotional progress. Tier I are universal supports provided to ALL students. Tier II are supplemental/targeted supports given to some students. Tier III are intensive supports given to few students. There are multiple tiers for academic, social-emotional and behavioral supports.



SMFCSD MULTILINGUAL LEARNER DISTRICT PLAN



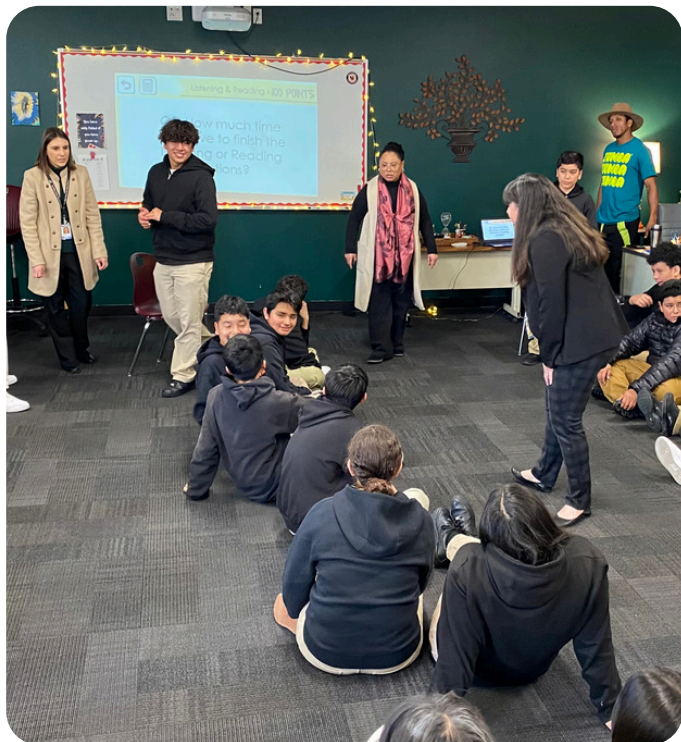
Tier I means universal support that is provided to all students in the classroom. For multilingual students, Tier I involves high quality, grade-level standards-based, culturally sustaining teaching and learning with comprehensive ELD (integrated and designated). As mentioned above, a comprehensive program to serve multilingual learners includes “Designated ELD” curriculum focused on the ELD standards with attention to linguistic demands of other content area standards, and “Integrated ELD”, or language development and comprehension strategies integrated into the teaching of all academic content, which focus on content standards.

Tier 2 & 3 means supplemental support that is provided to some students above and beyond the Tier 1. Above are some helpful guidelines from the [California Practitioners’ Guide for Educating Multilingual Learners](#) for Site Care Teams to support staff & understand the organizational factors and duration of Tier 2 & 3 supports. It is important to identify who is responsible for the interventions and supports, how data is collected, and who is responsible for monitoring the effectiveness of the supports.

Culturally Sustaining Pedagogy

An important factor for educating multilingual learners is creating a classroom environment where their language and culture are celebrated and sustained. Culturally and linguistically sustaining pedagogy seeks to address and redress the inequities and injustices in school systems that harm culturally and linguistically diverse (CLD) students. Some of the characteristics of culturally and linguistically sustaining pedagogy include the following:

- It teaches to and through the strengths of CLD students and is therefore validating and affirming.
- It recognizes and uses in daily classroom practice the cultural and linguistic knowledge, home and community experiences, frames of reference and world views, and learning styles of CLD students to make learning more relevant to and effective for them.
- It integrates the history and culture of students into the curriculum in all disciplines.
- It promotes CLD students' healthy perceptions of their cultural and linguistic identity, along with a sense of inclusion and belonging in school.
- It supports students to sustain their cultural and linguistic identity while they simultaneously develop advanced academic proficiency and critical awareness.
- It is focused on issues of social justice for all marginalized and oppressed people.



Expectations for Rigorous Standards-Based Instruction

All multilingual learner students from preschool through 8th grade need to have access to grade-level content area instruction using our district adopted curriculum materials and our Common Core State Standards through the MTSS framework. All access to rigor strategies are rooted in the belief that all students bring assets to the classroom. These instructional moves serve to cultivate the genius that students already bring into their learning. The following table describes the curriculum used in our district for educating our multilingual and all students.

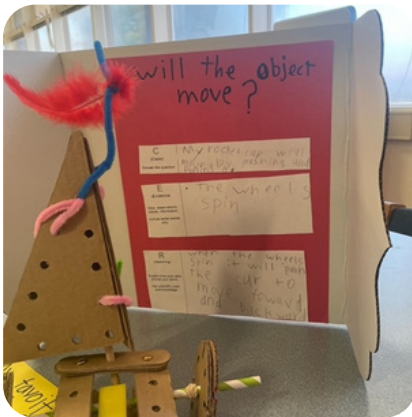
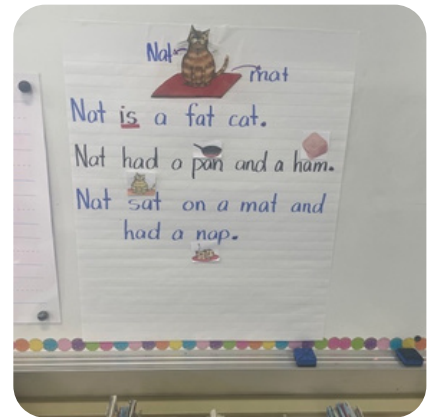


Table # 11

CONTENT AREA	ELEMENTARY	MIDDLE
ELA/ ELD	<u>Benchmark Advance PAF (K-2)</u> Dual Language Instruction: Spanish Immersion: Benchmark Adelante Mandarin Immersion: Better Chinese	ELA: <u>SAVVAS my Perspectives</u> ELD: <u>SAVVAS iLit</u>
Math	<u>Zearn</u>	<u>Desmos</u>
Science	<u>Twig Science</u>	<u>OpenSciED</u>
Social Studies	Harcourt	<u>History Alive!</u>

To ensure that multilingual students have access to intellectual quality of instruction, we highly suggest the following recommendations from the CA EL Roadmap:

Table # 12

<p>Language Development Integrated with Content</p>	<ul style="list-style-type: none"> • Interdisciplinary, thematic units are in place. • Language targets and content objectives are transparent - posted in the classroom with student friendly language. • Varied opportunities for students to demonstrate their learning through performance tasks with scaffolds. Scaffolds are instructional practices where guidance is slowly removed so that students work towards independence. • D-ELD is planned in response to student need and preparation for language demands of the academic content being studied.
<p>Active Engagement/ Critical Thinking and Inquiry-Based Learning</p>	<ul style="list-style-type: none"> • Use and/or create hands-on activities and project-based, inquiry-based assignments. • Collaborative work and cooperative strategies with scaffolding for ELs are used. • Use a variety of questioning styles including open-ended, high-level, and critical thinking questions—with scaffolds for responses if needed. • Students are encouraged to question, investigate, and research to dig deep for answers, and contribute to classroom learning. • Students are guided on how to critically research topics of learning. • Foster and create conditions for students to make meaning through exploration.
<p>Primary Language Resources and Opportunities</p>	<ul style="list-style-type: none"> • Multilingualism and biliteracy celebrated and affirmed. • All languages are recognized and being used as an opportunity to learn. • Primary language instruction and support are used intentionally. • Students are encouraged to use home language for brainstorming and drafts. • Use primary language to support comprehension and participation. • Primary language books and resources are accessible • Cognate charts support cross-language connections. • Translanguaging - using both languages fluidly within communication and learning - is encouraged. • Comparing, contrasting, and making connections across languages to build deeper understanding about how language works.

Table # 13

<p>Classroom Environments Aid Language and Content Learning</p>	<ul style="list-style-type: none"> • Clutter free environment is print rich and language focused based on current content and vocabulary being taught. • Walls have many teacher and student created visuals and charts as purposely taught as resources and references. • Cognate charts visible for reference. • Color coding is strategically used to highlight specific parts of speech/language features. • Realia and hands-on materials related to content are accessible. • Learning centers are stocked with materials that support and reinforce content. • Use voice amplification system for clear verbal communication.
<p>Scaffolds</p>	<ul style="list-style-type: none"> • Variety of academic sentence frames and starters increased in complexity. • I do—we do—you do. Gradual release toward independent confidence. • Flexible groupings encourage social interactions and academic needs. • D-ELD is responsive to linguistic demands of content and student needs.
<p>Quality and relevance of curriculum and materials</p>	<ul style="list-style-type: none"> • Materials are standards-based, up-to-date, and inclusive with clear visuals and graphics to make content comprehensible. • Books and materials are inclusive and reflect the contributions of diverse groups. • Time and openings for students to make personal connections to course/curricula content and culture. • Mentor texts to enhance comprehension and learning.

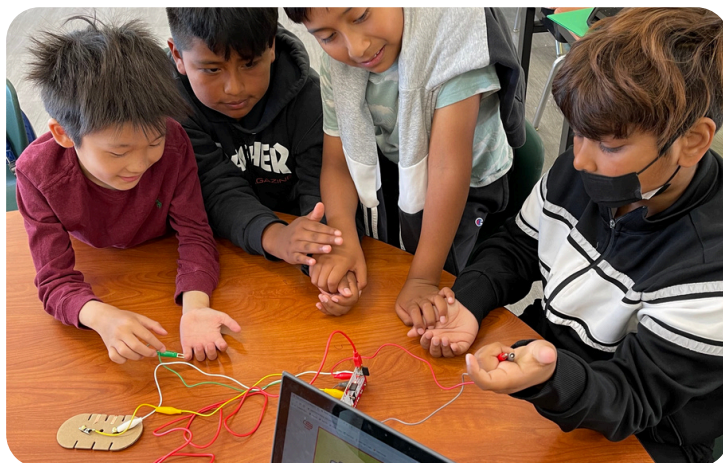
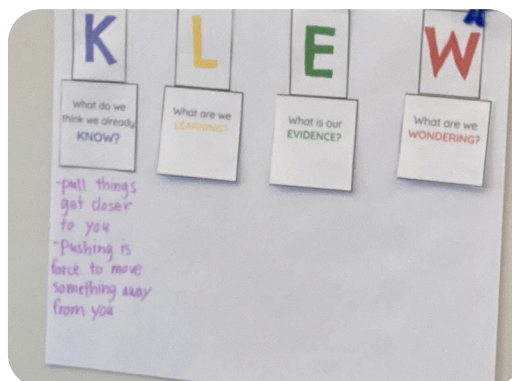


Table # 13 (continued)

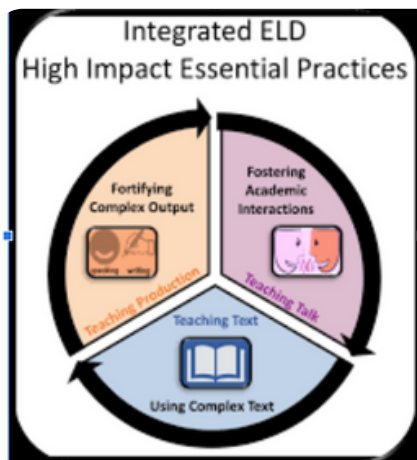
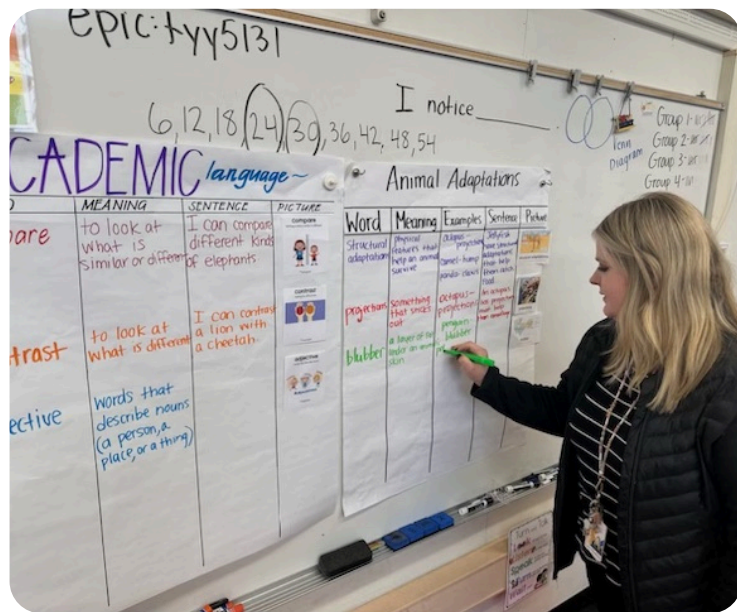
<p>Quality of language and talk</p>	<ul style="list-style-type: none"> • Model, teach, and promote the use of academic and complex language to encourage students to elaborate using more complex language. • Students are actively engaged in producing language—more student talk than teacher talk. • Language structures related to key academic functions are explicitly taught. • Students regularly engage in partner and small group discussion.
<p>Student grouping and support</p>	<ul style="list-style-type: none"> • Use strategic and flexible grouping depending on the purpose and task. • Regularly use small groups and rotate through centers where students engage in a variety of tasks—including collaborative work with peers, direct support from teachers, independent work, etc. • Formative assessment informs lesson planning and student grouping.
<p>Text Engagement and Print Rich Environments</p>	<ul style="list-style-type: none"> • Text sets, content-based, are accessible in different levels of complexity to support knowledge-building and expression through speaking, listening, reading and writing. • Opportunities exist to engage with text in multiple languages. • Opportunities are in place to draw, dictate, and write about what students have learned, experienced, and know. • Books have visuals to build comprehensibility and background knowledge. • Reading engages comprehension strategies, deconstruction, and organization of text. • Students' culture and ethnicity are reflected in the literature and materials. • Student work is published and celebrated throughout the school year.



Integrated ELD's Role in Accessing the Core Curriculum

Integrated ELD is one of the ways that we ensure that multilingual students get access to the full curriculum. Integrated ELD happens throughout the day (all disciplines, across the curriculum) as teachers use the CA ELD Standards in tandem with content standards to guide their lesson planning, support students during instruction, and evaluate student work. The focal standards for I-ELD are the content standards, and the purpose of the ELD Standards is to ensure that multilingual students are supported to participate in and be successful with core content learning. Previously used terms such as “sheltered instruction”, “SDAIE”, and “Content ELD” are incorporated into the more robust Integrated ELD definition.

Our goal as a district is to provide integrated ELD instruction that provides opportunities to actively engage in collaborative academic conversations, comprehend complex texts, and express themselves effectively when speaking and writing.



Integrated ELD has several characteristics. Below are most of the characteristics or elements that should be present during integrated ELD instruction. We recommend that these elements are incorporated into planning lessons and organizing instruction. We highly recommend that teacher teams work together collaboratively to examine:

- Texts & language that could be challenging for our English learners
- Reflect on how students are using targeted & home language
- Identify learning opportunities & multiple opportunities for academic discourse (precise vocabulary, sentence frames, etc.)
- Adjust future instruction & student groupings.

Table # 14

Standards-based and clear objectives	<ul style="list-style-type: none"> • It is clear to students what the language objectives, including form & function, and what the content objectives are for the lesson (e.g., posted on the board, referenced by the teacher, noted by the students). • The ELD standard(s) are clearly explained and why these are being addressed in a particular lesson to the students, and its relationship to the content standards/objectives.
Purposeful & flexible grouping and supports to promote academic discourse	<ul style="list-style-type: none"> • Students work in various types of flexible groups (identifying strategic partners, small groups, classroom circles, cross grade level activities & mentorship.) to have all students engage in academic discourse in order to complete academic tasks. The groups are fluid and change from time to time—sometimes homogeneous or heterogeneous by English proficiency level, sometimes defined by interests, etc. • There are multiple opportunities for students to respond (OTR) to build meaning & confidence, and to use language through interaction. Through shared learning activity, students engage in communication that is meaning-based and authentic. • Lessons include structured interaction and collaborative small-group work—with equity norms and scaffolds for participation.
Comprehension	<ul style="list-style-type: none"> • Graphic organizers and sentence frames are used to support comprehension of complex texts & conflict. In addition the resources help students understand how English works. • Students are engaged in using and creating graphic representations for organizing ideas and structures on how to share out. • Visuals and context clues, manipulatives, realia, and tangible, hands-on activities bolster comprehension of the content. Teachers use a variety of context clues, demonstrations, and linguistic cues to help students understand new vocabulary and concepts.
Language Intentionality	<ul style="list-style-type: none"> • Attention is drawn to language—analyzing language and the ways it works in the context of each academic context. Discourse patterns, language forms and key phrases for engaging in academic talk about the subject are explicitly taught and practiced. • Students are encouraged to actively produce and elongate oral & written language. • Essential vocabulary is identified and taught—using a variety of ways to elaborate on the meaning (synonyms, metaphors, amplification, etc.). Vocabulary previews identify and teach students essential words before they encounter them in text.

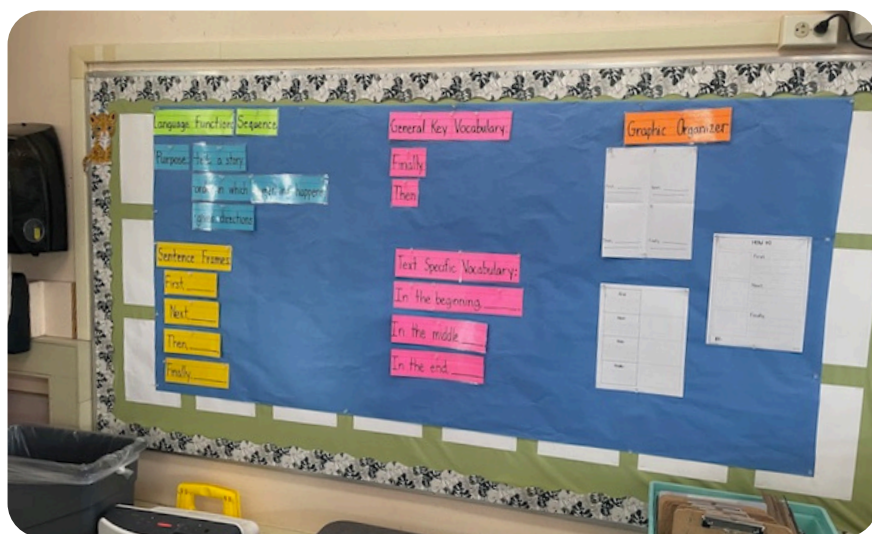
Table # 14 (continued)

Cross-language connections	<ul style="list-style-type: none"> • Contrastive analysis, invitations to reflect on home language, and identification of cognates enable students to draw upon their home language to bolster comprehension and language development. • Primary language reference tools (chromebooks, books and dictionaries) are available and used in assessments and in all classrooms.
Supportive climate	<ul style="list-style-type: none"> • Teachers work with students to build a sense of belonging and community in their classroom. Student work, Morning Meetings and/or Restorative Practice resources are utilized. • Positive Behavior Supports and Interventions are used to create a safe and low-anxiety environment for language learning and for multilingual students to take language risks. • Wait time is used after posing a prompt or question to our multilingual students to enable students to gather their thoughts and consider how to express ideas. A safe space is created and opportunities for oral rehearsal with a partner are provided.
Clear instructions and Checks for Comprehension	<ul style="list-style-type: none"> • Clear and explicit instructions are provided and rubrics and models of what good-quality finished products will look like are offered as well. • There are frequent checks for comprehension and informal formative assessments leading to review, repetition, and practice as needed and incorporated into the lesson. • Rephrasing, paraphrasing, amplifying concepts, and presenting information in a variety of ways helps students access the content. • Students are allowed to show understanding and mastery in multiple ways. • Students receive explicit and direct instruction in metacognitive tasks to understand how to approach new content and tasks.
Making connections	<ul style="list-style-type: none"> • The teacher taps students' prior knowledge. Strategies exist that systematically access and activate the students' prior knowledge to relate new concepts and course content to their lives. • Students learn through making connections between what they already know and the new experiences, perspectives, and information they encounter. <p>These strategies improve comprehension and engage students in learning.</p>

SMFCSD MULTILINGUAL LEARNER DISTRICT PLAN

All of these characteristics will utilize the CA State ELD standards and supports in their implementation. The ELD standards document has examples of each of these standards in lesson plan form and suggestions to apply each strategy.

At SMFCSD, we use the following Signature Strategies to support students to access core instruction during content area instruction: Constructive Conversations, Cognitive Content Dictionary, and Language Function Wall. Please refer to our [SMFCSD Signature Strategies Guide](#) for more information on these strategies.

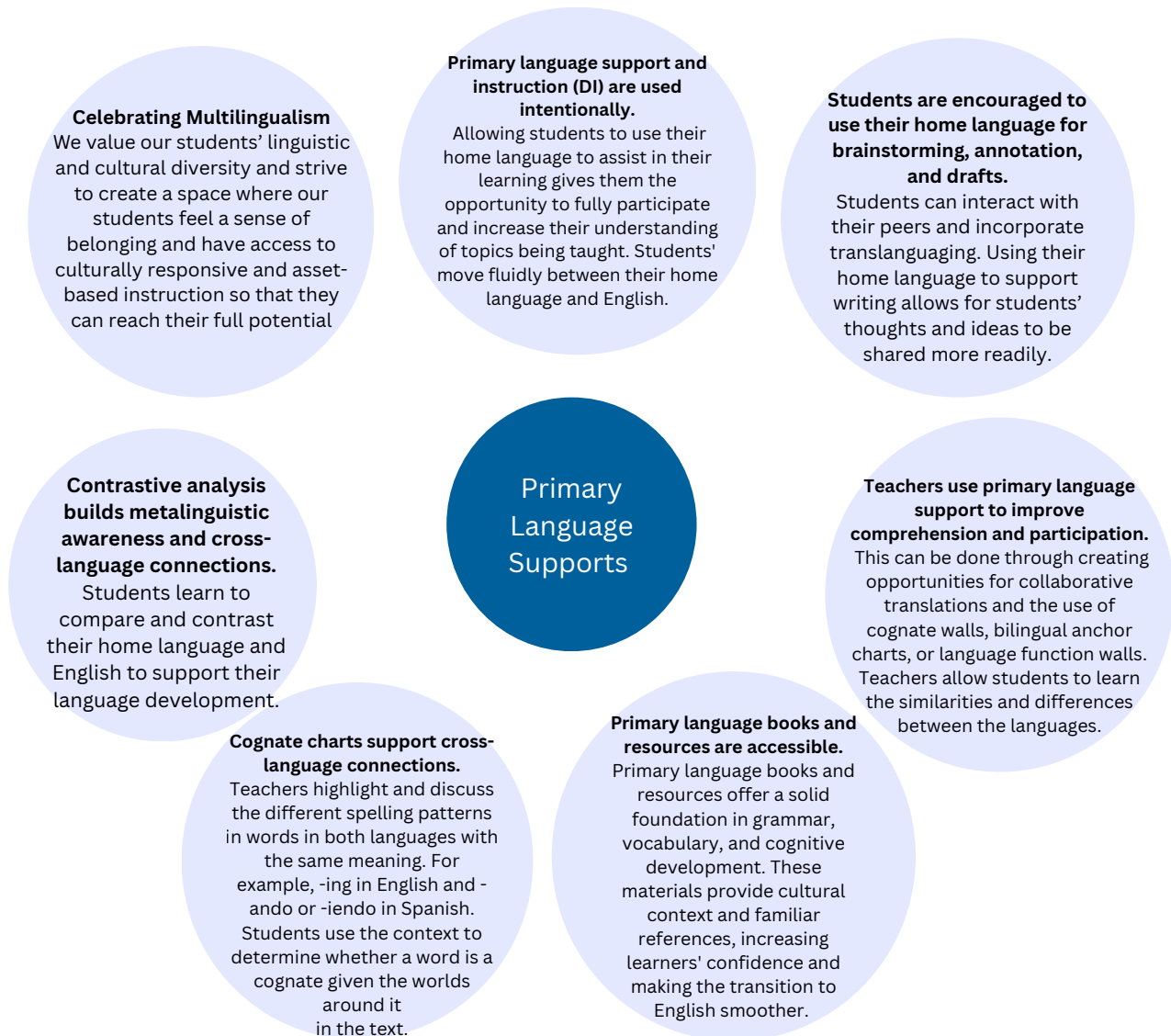


Role of Primary Language

Primary Language to access content instruction

One of the main ways to support multilingual students' access to core instruction is by providing opportunities for them to use their primary language throughout the school day. Some of the ways to do this include:

1. Celebrating Multilingualism
2. Primary language support and instruction (DI) are used intentionally.
3. Students are encouraged to use home language for brainstorming, annotation, and drafts.
4. Teachers use primary language support to support comprehension and participation.
5. Primary language books and resources are accessible.
6. Cognate charts support cross-language connections.
7. Contrastive analysis builds metalinguistic awareness and cross-language connections.



Primary Language to develop Bilingual and Biliterate skills

Research shows that Language Immersion programs help close the achievement gap between Multilingual Learners and their English-only counterparts. Multilingual Learners have a higher rate of success in Immersion Education versus English mainstream –this is because students have maximum access to the curriculum, and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and diverse cultures.

Currently, our district offers a Two-Way Spanish Dual Language Program and a Mandarin One-Way Dual Language Program. The Spanish Two-Way Dual Language Program is a 90/10 program that provides content instruction in Spanish and English. In grades kinder through third grade, Spanish language instruction is provided in language arts, math, science, and social studies. In grades 3rd-5th English content instruction is also provided for ELA, science and social studies. The Mandarin program is a 50/50 program, which means that students receive content instruction in both languages from kindergarten through fifth grade.

ELs' Access to Advanced Placement, Honors, Gifted and Talented, College and Career, etc.

Multilingual Learners have access to participate in our district's GATE program. Any student in the 3rd and 5th grade is eligible to sign up to take the test. Parents, teachers, and site administrators all have access to sign up a student.

Some of the ways that equity of access is ensured is by:

- assessment is given during the school day at the school site
- all communication about GATE is in English & Spanish
- directions can be read to students in Spanish during the assessment
- the assessment we use; the CogAT Form 8 does require a certain degree of language skills in order to score high on the test, however, the CogAT measures reasoning skills and cognitive abilities and these are the most important aspects of this test, rather than the language skills themselves.

Chapter 4 Recommendations

The following are recommendations to continue to provide multilingual learners access to core instruction.

- Teacher professional development focuses on and includes language development.
- Hire more Multilingual Teachers on Special Assignment so that classroom teachers have more in-house support at their school site.
- Provide teachers with information of common cognates in various languages that teachers can easily access or reference to make sure that cognates are being used in the classroom.

Chapter 4 Resources & References

Culturally Sustaining Pedagogy

MTSS Overview (from CA Guide for Educating EL with Disabilities)

Tier I Core Instruction, Tier II & III (from CA Guide for Ed EL with Disabilities)

EL Roadmap Principle 2 (Californians Together)

Translanguaging Overview

Translanguaging (CAL)

California Practitioners' Guide for Educating Multilingual Learners

California EL Roadmap Admin Toolkit Volume II

California EL Roadmap Admin Toolkit Volume III

California EL Roadmap Elementary Teacher toolkit

California EL Roadmap Middle School Teacher Toolkit

Multilingual Learning Toolkit

Orange County Department of Education: MTSS

H. Samy Alim and Django Paris, eds., *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*, Teachers College Press (2017).

Chapter 5: English Language Development

Introduction: The Purpose of English Language Development

When it comes to supporting multilingual learner students to have access to equal educational opportunities, have access to academic curriculum, and acquire academic English, there are three main responsibilities that we have:

1. We must provide access to grade-level content. This means using different strategies to make the content accessible.
2. We need to support multilingual students to develop the language that they need to participate in an academic setting. This means providing language support by using graphic organizers, sentence frames, using explicit instruction, and focusing on academic vocabulary.
3. We need to teach how English works. This means focusing on the structures and rules of how English works by providing designated ELD.

What is Designated ELD?

Designated ELD is a protected time during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. Designated ELD is no longer just a time to teach basic vocabulary and grammar, nor is it a time for the discrete and isolated practice of English—but is a daily designated ELD block of time that builds foundational knowledge of English in and through the content. (Source: California Multilingual Learner Roadmap Volume 3)

“Designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines it rather is an opportunity during the regular school day to support multilingual students in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas.” (Source: ELA/ELD Framework p. 115)

ELD Standards

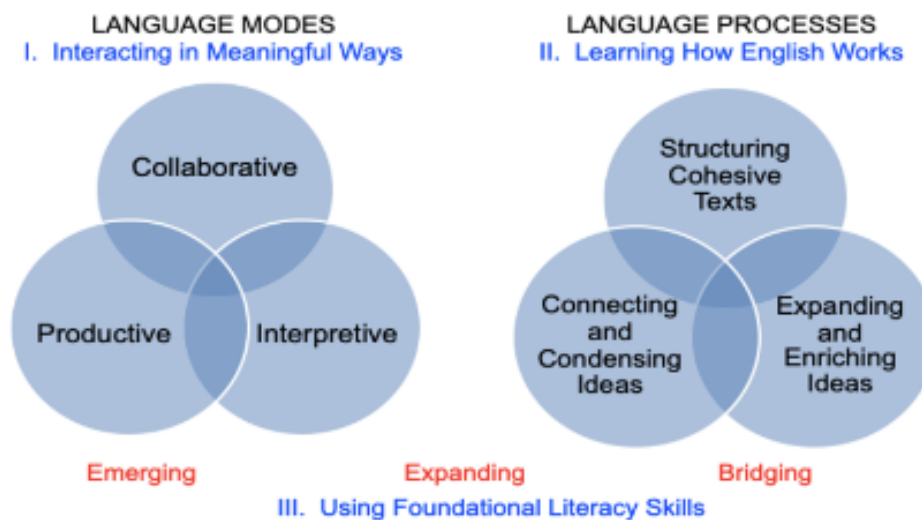
The ELD standards drive the ELD curriculum and instruction for designated ELD. There are three parts to the ELD standards.

Part 1: Interacting in Meaningful Ways

Part 2: Learning How English works

Part 3: Using Foundational Literacy Skills

The ELD Standards have three proficiency levels that students have to move along: Emerging, Expanding, Bridging.



Expectations for ELD Instruction

All multilingual students need to have access to designated ELD that is targeted toward their English proficiency level and language needs. This is true for all language models (English- structured or bilingual). In a two-way program, the time in which multilingual students are mixed with English fluent peers is integrated ELD and designated ELD should be provided in addition to this time. Designated ELD needs to be part of the multilingual students' yearly academic experience starting the first calendar day of each school year until reclassified. Designated ELD must be 30 minutes daily and must be outlined in the classroom schedule.

Designated ELD Principles

Designated ELD is specifically for multilingual learners	Initially, students are flexibly grouped by language needs, which is usually their English proficiency level.	Multilingual learners should be regrouped and monitored throughout the school year by language needs, formative assessment, and observation.	Designated ELD will focus on Part I, Interacting in Meaningful Ways and Part II, Learning About How English Works, of the California ELD Standards	Part III (Foundational Literacy Skills) of the designated ELD standards will be addressed during a separate foundational skills block.
--	---	--	--	--

ELD Expectations for Elementary Schools

Table # 15

Delivery model	Description	Who Does this?
Self-contained classroom delivery/ Homeroom model	Each classroom teacher delivers designated ELD to their own multilingual students while non multilingual students engage in independent literacy stations or small group work. Teachers need to understand and prepare for d-ELD for multiple levels of English proficiency. Lessons are 30 minutes a day	Classes in which the number of multilingual students is low (4-6 students).
Circling and clustering students across classrooms/ school-wide grouping	Schools/ grade levels schedule a common block of time to provide D-ELD. Students are shared across classrooms to group by proficiency level and regrouped based upon multiple measures including observation, formative assessment, and summative measures. Lessons are 30 minutes a day	Classes in which the number of multilingual students is high (closer to 50% or more) It is highly recommended at high density sites that a dedicated ELD block or blocks (e.g. a K-2 block and 3-5 block) is established to meet the diverse needs of the populations they serve.

ELD Expectations for Middle School

Table # 16

Course Title	ELD 1	ELD 2	ELD 3	ELD 4
Designed for	Newcomer	Newcomer	Continuing EL and At Promise	Long-Term EL
Years in US Schools	0-1	1-1.9	2.0-5.9	6+
ELPAC Levels (used to support proper placement but students do not necessary have to meet the ELPAC levels as years in the US are also considered)	1	1-2	2-3	2-3
Periods per day	2 periods	1 period	1 period	1 period
Grade Levels	6th-8th	6th-8th	6th-8th	6th-8th
Considerations	Newcomers who arrive with more English language knowledge could skip this course if they meet initial ELPAC levels 2-3		Students who have been in Us schools for 2 or more years should begin in ELD III regardless of ELPAC level	

Curriculum for ELD

At SMFCSD, we use the following curriculum to teach designated ELD.

Elementary School

Table #17

Grade	Curriculum
Kindergarten	Benchmark Advance for all typologies
First Grade	Benchmark Advance for all typologies
Second Grade	Benchmark Advance for all typologies
Third Grade	Newcomers: <u>Hello!</u> Continuing Multilingual Learners: Benchmark Advance
Fourth Grade	Newcomers: <u>Hello!</u> Continuing ELs : Benchmark Advance
Fifth Grade	Newcomers: <u>Hello!</u> Continuing ELs : Benchmark Advance At Risk of LTELs: <u>Benchmark Advance</u> or <u>CLAVES</u> supplemental curriculum

Middle School

Table # 18

Grade	Curriculum
Newcomers	<u>SAVVAS curriculum</u>
Continuing ELs	<u>SAVVAS curriculum</u>
Long-Term ELs	<u>SAVVAS curriculum</u>

Strategies and Practices for ELD

The following section describes the characteristics of designated ELD.

Table # 18

Characteristic	Description
ELD Standards-based and clear objectives:	<ul style="list-style-type: none"> Teachers are able to describe the ELD standard(s) they are addressing in a particular lesson. The teacher can articulate why they chose that particular ELD standard or focus for this group of students at this time (i.e., the assessment that informed the lesson). It is clear to students what the language objectives for the lesson are (i.e., posted on the board, referenced by the teacher, noted by the students).
Purposeful grouping:	<ul style="list-style-type: none"> Students are grouped for D-ELD by English fluency levels and/or assessed language needs.
Interactive:	<ul style="list-style-type: none"> Students work in various types of groups (with partners in dyads, small groups, etc.) to complete tasks. There are multiple opportunities for students to speak and listen, to build meaning, and use language through interaction. The lesson includes structured interaction and collaborative small-group work—with equity norms and scaffolds for participation.
Comprehension:	<ul style="list-style-type: none"> Teachers use a variety of context clues, visuals, demonstrations, manipulatives, tangible hands-on activities, and linguistic cues to help students understand new vocabulary and linguistic concepts. Graphic organizers are used to represent the relationship between ideas and as a bolster for language learning.
Language Intentionality:	<ul style="list-style-type: none"> The teacher encourages students to actively produce and elongate oral language. The teacher arranges ample time, support, and direction for students to practice new language skills. The teacher models expressive and authentic English, amplifying a range of language choices. Differentiated sentence frames and language supports are evident and accessible on the walls as resources for students—including, for example, a variety of differentiated sentence frames, cognate lists, language function walls. Lessons respond to the language demands students face in academic tasks in the rest of their academic curricula.

Strategies and Practices for ELD

Table # 18 (continued)

Characteristic	Description
Cross-language Connections:	<ul style="list-style-type: none"> • The teacher shows proficiency in contrastive analysis, inviting students to reflect on the relationship between • English and their home language, and to apply their knowledge of their home language to English vocabulary, forms, and function. • Explicit instruction on how English works. We recommend analyzing the structure of sentences, paragraphs, longer texts, and all types of language.
Materials:	<ul style="list-style-type: none"> • The teacher has sufficient and appropriate materials to support the lesson.
Planned and Sequenced lessons	<ul style="list-style-type: none"> • Lessons are planned and sequenced to build language proficiency along with content knowledge. • Teachers make every effort to make lessons fun and engaging by gamifying activities within lessons. • We recommend using Explicit Direct Instruction (EDI) lessons
Supportive Climate:	<ul style="list-style-type: none"> • It appears to be a safe and low-anxiety environment for language learning and for ELs to take language risks. • The teacher uses wait time after posing a prompt or question to an EL to enable students to gather their thoughts and consider how to express ideas. • The teacher creates a safe space where students feel a sense of belonging and provides authentic opportunities for oral rehearsal with student partners. • Lessons reflect Culturally Responsive and Culturally Sustaining Pedagogy. • Teachers and staff understand the importance of Culturally Responsive Pedagogy and that many of our students prefer and thrive in a more collectivist environment.

Strategies and Practices for ELD

Table # 18 (continued)

Characteristic	Description
Clear Instructions and meaningful tasks:	<ul style="list-style-type: none"> The teacher provides clear and explicit instructions, and offers rubrics and models of what good-quality finished products will look like. Students receive explicit and direct instruction in metacognitive tasks to understand how to approach new language challenges and tasks. Teachers structure and allow for multiple ways for students to show understanding and mastery.
Making connections	<ul style="list-style-type: none"> The teacher taps the students' prior knowledge. They incorporate strategies that systematically access and activate students' prior knowledge in order to relate new concepts and course content to their lives. Students learn through making connections between what they already know and the new experiences, perspectives, and information they encounter. These strategies improve comprehension and engage students in learning. Making connections with other content areas include content-based examples for all language skill practice. Connections may include experiential learning, Project Based Learning and Translanguaging strategies.
Checks for understanding and immediate feedback	<ul style="list-style-type: none"> Teachers frequently monitor student progress through informal means. We recommend checking for understanding every two to three minutes during a lesson to assess comprehension, calling on random students not volunteers. Whiteboards can also be used. Frequent checks for comprehension and informal formative assessments lead to immediate feedback, review, repetition, and practice as needed and incorporated into the lesson.

Expected ELD Progress & Monitoring

Monitoring Students Towards Reclassification

Multilingual students' progress should be monitored throughout the school year at the end of each trimester. Teachers will be assigned digital Monitoring Forms in ELlevation (EL Snapshot) in order to provide multilingual learner feedback during the parent conferences on things like:

- Assessments
- Progress towards reclassification
- Reclassification Input
- Designated Support Recommendations

The assessments that we currently use to monitor literacy progress include:

- PAF (grades k-2)
- North West Evaluation Association (NWEA) (grades 3-8)
- English Language Proficiency Assessments for California (ELPAC)
- California Assessment of Student Performance and Progress (CASSPP).

During the parent conferences teachers will share with the parents the progress that the student has made and establish goals with the family and the students.

The teachers should be sharing the progress monitoring with the students during ELD classes.

Students should have active participation in monitoring their learning to know their progress and placement in ELD.

Monitoring Students who have Reclassified (RFEP)

Students who have exited from Multilingual Learner (ML) status because they have been reclassified to fluent English proficient (RFEP) status require four years of monitoring to ensure their continued academic success. During this monitoring period, the teachers, school principals, and the SMFCSD Multilingual team will closely monitor the academic progress of these students. Reclassified students will be monitored by teachers filling out a monitoring form on the ELlevation platform. The ELlevation platform monitoring form includes course grades, assessment scores, and monitoring questions. The progress of multilingual learners and reclassified students are examined annually in comparison with the average English Only speaker.



Chapter 5 Recommendations Recommendations

The following is a list of recommendations for this chapter:

- It is recommended that more training be provided to educators on the delivery of designated ELD.
- It is recommended that more Tier II and III interventions be established and recommended for multilingual learners.

Chapter 5 Resources & References

Component #5 Overview

Culturally Sustaining Pedagogy

MTSS Overview (from CA Guide for Educating EL with Disabilities)

Tier I Core Instruction, Tier II & III (from CA Guide for Ed EL with Disabilities)

EL Roadmap Principle 2 (Californians Together)

Translanguaging Overview

Translanguaging (CAL)

Chapter 6: Professional Development

Introduction: Rationale for Professional Learning to Build and Sustain the Capacity of Multilingual Learners

Providing meaningful access and high-quality instruction for multilingual learners depends upon having educators who understand the strengths and needs of these students and have the capacity and skills that they need to educate multilingual students. Since the Common Core State Standards came to be in place, the language demands have increased the challenges for multilingual learners. The need for professional development for educators has increased and this professional development needs to support educators to deepen their understanding of content and mastery of instructional strategies that assist all students' attainment of more rigorous standards. Professional development also has to be provided to all educational partners: school administrators, teacher coaches, teacher leaders, classroom teachers, special education providers, school counselors and para educators and specialists. The California Department of Education has identified seven standards to measure quality professional development:

- Rooted in student and educator needs demonstrated through **data**.
- Focused on **content and pedagogy**.
- Designed to ensure **equitable** outcomes.
- Designed and structured to be **ongoing, intensive, and embedded** in practice.
- **Collaborative** with an emphasis on **shared accountability**.
- Supported by **adequate resources**.
- **Coherent and aligned** with other standards, policies, and programs.



Foundational Knowledge Expectations for Teachers of Multilingual Learners

High-quality professional learning builds teacher capacity to develop a deep understanding of how to effectively serve their multilingual students. When teachers learn more about their multilingual students' backgrounds, life experiences, and cultural and linguistic assets, they are better equipped to support them in the classroom. SMFCSD provides high quality professional development opportunities to all K-8 teachers, including Dual Language Teachers, Specialists and Para Educators.

SMFCSD provides professional development that is grounded in best research-based practices that:

- align with teachers' goals and experiences
- is sustained, ongoing and job-embedded
- includes high-leverage practices for Multilingual Learners
- is differentiated with multiple entry points

Key concepts and practices addressed are:

- How the dual-language and multilingual brain works
- Culturally and Linguistically Relevant Teaching
- The importance of creating learning environments that are inclusive and anti-bias

Key content addressed are:

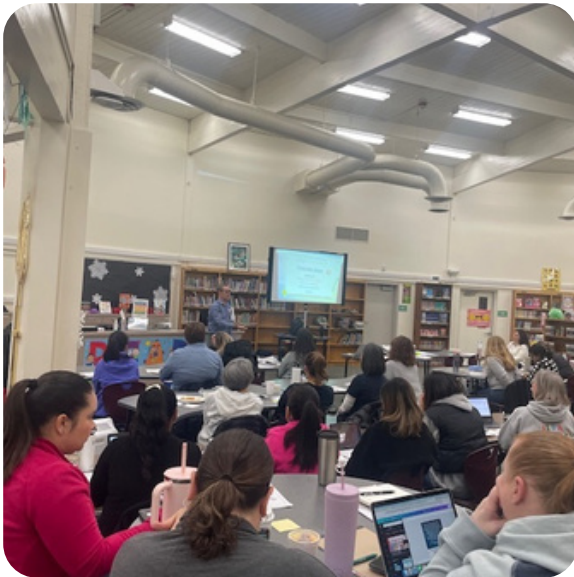
- Access to Core Instruction
- Integrated/ Designated English Language Development (ELD)
- Culturally Sustaining Pedagogy
- English Language Arts/ELD Framework and Frameworks for all Content Areas

Key Competencies for Teachers of Multilingual Learners

According to the CA EL Roadmap, teachers need to be competent in the following ways to support multilingual students:

1. Teachers integrate the ELD standards in order to provide the strategies, language, analytical practices, and content instruction that provide access to challenging grade-level content to English learner students.
2. Teachers design units of study using high-quality literature and academic texts, which explicitly and deliberately integrate language and content objectives.
3. Teachers plan differentiated lessons with multilingual learner students in mind and design appropriate and purposeful scaffolds required for ELs at various levels of English proficiency to master grade-level standards.

4. Teachers design and use a variety of approaches to formative assessment to inform the kinds of additional time and support ELs need to access and master grade-level content—and to gather evidence to guide productive next steps to support the simultaneous learning of conceptual understandings, analytical practices, and academic language development in disciplinary areas.
5. Teachers adapt and use grade-level, research-based curriculum, and materials to integrate cultural/linguistic knowledge that builds student understanding of the world and values student background, experiences, and cultural diversity.
6. Teachers use student data (i.e., nativity, proficiency levels, years of services, home language, prior schooling, prior performance, social-emotional experiences) to inform curriculum design and instructional practices—including understanding the various typologies of English learners.



Responsibilities for Coherent and Aligned Professional learning

SMFCSD believes in providing all educational professionals in our district with high quality, culturally relevant, social emotional and ongoing academic learning to support multilingual students, rooted in the seven standards of quality professional development. The table below describes how our educators' professional learning is aligned to the seven professional learning standards.

The following table describes how our district’s professional development for multilingual learners aligns to the CDE Standards for Professional Development.

Table # 19

<p>Rooted in student and educator needs demonstrated through data</p>	<p>Our educators and leaders will examine multilingual students' assessment data in literacy, math, social-emotional skills, and attendance to determine the assets and needs of students and the topics of professional development for educators.</p>
<p>Focused on content and pedagogy</p>	<p>The professional development opportunities are focused on learning and implementing the ELD standards across all content areas using district developed frameworks and district-adopted curriculum.</p> <p>Key themes present in professional learning include student access to complex and compelling text while focusing on meaning making, language development, effective expression, content knowledge, and foundational skills.</p> <p>In addition, SMFCSD signature strategies support both integrated and designated ELD and are provided as part of on-going learning and implementation.</p>
<p>Designed to ensure equitable outcomes</p>	<p>Professional development includes opportunities for educators to look at data in a disaggregated form by language typology (Newcomer, continuing EL, At Promise and Long-Term Multilingual Learner) to shine light on equity gaps that exist between our multilingual students.</p> <p>Professional development opportunities also emphasize learning how the multi-tiered system of support should be used to support multilingual students in tiers 1, 2 and 3.</p>



District's professional development for multilingual learners

Table # 19 (continued)

<p>Designed and structured to be ongoing, intensive, and embedded in practice</p>	<p>Professional development opportunities are provided through the school year in various forms (webinars, in-person training, hybrid mode). Learning happens during the district professional days, staff meetings and grade level/ department meetings.</p>
<p>Collaborative with an emphasis on shared accountability</p>	<p>Educating multilingual learners is a shared responsibility by district leaders, school leaders, teachers, specialists, and support staff. This creates a culture of inclusive learning in which all educational partners support the continuous learning cycle and outcomes for multilingual learners.</p>
<p>Supported by adequate resources</p>	<p>Our district LCAP and our school site Single Plan for Student Achievement (SPSA) designates financial allocations for professional learning. Planning and reflection time is provided for education staff to collaborate around the determined needs of multilingual learner students by examining data during meetings and having grade level release and planning time.</p>
<p>Coherent and aligned with other standards, policies, and programs</p>	<p>Our professional learning is aligned with Title I, Title III, state and federal laws regarding multilingual learners, the CA EL Roadmap, CA ELD standards, all state standards, and our district strategic plan around educating multilingual learners. This ensures that professional development is comprehensive, consistent, and meaningful to our population and demographics.</p>

To ensure high quality ongoing learning for all educational partners around educating multilingual learners, each educational partner needs to have shared roles and responsibilities that articulate how the professional development will be carried out and monitored. Below are the recommendations around shared responsibilities and roles to implement professional development to ensure rigorous, responsive, and high quality learning for multilingual students.

Table # 20

District Leaders	<ul style="list-style-type: none"> • Have a shared responsibility to learning state and federal regulations around educating multilingual learners. • Participate in ongoing district and state professional development around supporting multilingual learners at the district level. • Monitor and disaggregate student data by language to monitor progress for multilingual learner students.
Site Leaders	<ul style="list-style-type: none"> • Participate in district level professional development around learning the CA EL Roadmap principles and signature strategies for multilingual learner students. • Monitor multilingual data at their school sites and disaggregate it by language typology to examine equity gaps. • Provide educators with time to examine student data at staff meetings or at grade level release time. • Monitor the implementation of professional learning at the site level by conducting classroom walkthroughs and providing educators with feedback on how to implement the professional learning. • Collaborate with and create opportunities for teachers to share feedback about implementation and support in designing next steps.
Classroom Teachers	<ul style="list-style-type: none"> • Participate in ongoing professional development opportunities (district professional development days, staff meetings, grade level release time). • Participate in data meetings to understand multilingual student data needs. • Implement professional development learning and monitor multilingual student progress in the classroom while adjusting teaching as needed.
Support Staff (Support providers, para-educators, special education staff)	<ul style="list-style-type: none"> • Participate in professional development opportunities (district professional development days, staff meetings, grade level release time). • Participate in data meetings to understanding multilingual student data needs. • Implementing professional development learning and monitor multilingual student progress in the classroom.

Professional Learning for Educators of Multilingual Learners and Connections to the SMFCSD Strategic, Instructional, and Professional Development Plan

In 2022, SMFCSD implemented a robust strategic plan that includes academic achievement, equity, and wellness goals for our students. In order to achieve these goals, we focus on five building blocks, which include professional development: Strategic Plan goal attainment is deeply connected to providing our classified, certificated, and administrative staff with the research-based professional growth they need and deserve (SMFCSD Strategic Plan 2022-27). Our educators' professional development on multilingual learner students is strongly connected to our district strategic plan. The table below describes how our district will provide professional learning to our educational partners now and in years to come.

Table # 21

CA EL Roadmap Principles	Principle #1: Asset-Based and & Needs Responsive	Principle #2: Intellectual Quality of Instruction & Meaningful Access	Principle #3: System Conditions that Support Effectiveness	Principle #4: Alignment and Articulation Within and Across the Systems
SMFCSD Strategic Plan	(Wellness)	(Student Achievement)	(Student Achievement, Wellness, Equity)	(Equity)
District Office Staff	X	X	X	X
School Leaders	X	X	X	X
Classroom Teachers	X	X	X	X

Professional Learning for Educators of Multilingual Learners and Connections to the SMFCSD Strategic, Instructional, and Professional Development Plan

Table # 21 (Continued)

CA EL Roadmap Principles	Principle #1: Asset-Based and & Needs Responsive	Principle #2: Intellectual Quality of Instruction & Meaningful Access	Principle #3: System Conditions that Support Effectiveness	Principle #4: Alignment and Articulation Within and Across the Systems
SMFCSD Strategic Plan	(Wellness)	(Student Achievement)	(Student Achievement, Wellness, Equity)	(Equity)
Coaches & Teacher Leaders	X	X	X	X
Wellness Staff & School Counselors	X		X	X
Special Education Staff	X	X	X	X
Classified Staff	X	X		
Parents and Caregivers	X	X		

On-Going Professional Development

On-going professional development will be provided to all of our educational partners to enhance their understanding of the assets and needs of multilingual learners. The professional development will be provided around the CA EL Roadmap Principles to the following educational partners: district staff, school leaders, classroom teachers pre-K-8, coaches and teacher leaders, school counselors and wellness staff, special education staff, para educators, parents.

Professional Development for New Staff & Educators

Our new school leaders and educators will receive professional development in the following areas before the beginning of the school year:

- Introduction to the CA EL Roadmap
- EL Typologies
- Integrated/ Designated ELD
- Culturally sustaining pedagogy
- Build family connections and engagement

Additional Professional Development Opportunities

- The SMFCSD Multilingual Learner Services Team will support the different education partners on an ongoing basis through additional supports.
- School principals will have ongoing meetings with multilingual learner coordinators to debrief on instructional strategies, student needs, and student assessment data.
- Classroom walkthroughs will be conducted with support from the multilingual learner team to monitor the implementation of the professional development strategies.
- Additional coaching conversations will happen for principals and teachers.
- Staff meeting time will be used during the school to support teachers in the implementation of the strategies and continue to learn about the assets and needs of our multilingual students.

Three Year Proposed Professional Development Plan for Teachers

Table # 22

Year	2024-25	2025-26	2026-27
Focus Area using the MTSS Framework	Tier 1 Access to Core Instruction: Integrated ELD & Culturally Sustaining Pedagogy	Tier 1 Designated ELD & Culturally sustaining Pedagogy	Tier 2 & 3 Interventions & Dual Identified Learners
JULY	Instructional Leadership for MLs for school admin	Instructional Leadership for MLs for school admin	Instructional Leadership for MLs for school admin
AUGUST	Offerings: Integrated ELD and culturally sustaining pedagogy	Offerings: designated ELD and culturally sustaining pedagogy	Offerings: Tier 2 & 3 interventions and Dual Identified Students
SEPTEMBER (staff meeting)	Data Analysis and goal setting for multilingual learners	Designated ELD and culturally sustaining pedagogy	Tier 2 & 3 interventions and Dual Identified Students
OCTOBER (District PD day)	Integrated ELD: Signature Strategies using inquiry cycles	Designated ELD: Signature Strategies using inquiry cycles	Designing Tier 2 & 3 Interventions
NOVEMBER (staff meeting)	Teacher Monitoring & Reflection of Signature Strategies	Teacher Monitoring & Reflection of Signature Strategies	Teacher Monitoring & Reflection of Interventions
DECEMBER (staff meeting)	Culturally Sustaining Pedagogy	Culturally Sustaining Pedagogy	Dual Identified Learners

Three Year Proposed Professional Development Plan for Teachers (Continued)

Table # 22 (Continued)

Year	2024-25	2025-26	2026-27
Focus Area using the MTSS Framework	Tier 1 Access to Core Instruction: Integrated ELD & Culturally Sustaining Pedagogy	Tier 1 Designated ELD & Culturally sustaining Pedagogy	Tier 2 & 3 Interventions & Dual Identified Learners
JANUARY (District PD day)	Integrated ELD: Signature Strategies using inquiry cycles	Designated ELD: Signature Strategies using inquiry cycles	Designing Tier 2 & 3 Interventions
FEBRUARY (staff meeting)	Teacher Monitoring & Reflection of Signature Strategies	Teacher Monitoring & Reflection of Signature Strategies	Teacher Monitoring & Reflection of Interventions
MARCH (District PD day)	Integrated ELD: Signature Strategies using inquiry cycles	Designated ELD: Signature Strategies using inquiry cycles	Designing Tier 2 & 3 Interventions
APRIL (staff meeting)	Teacher Monitoring & Reflection of Signature Strategies	Teacher Monitoring & Reflection of Signature Strategies	Teacher Monitoring & Reflection of Interventions
MAY (staff meeting)	Culturally Sustaining Pedagogy	Culturally Sustaining Pedagogy	Dual Identified Learners
June (staff meeting)	End of Year Reflection	End of Year Reflection	End of Year Reflection

Chapter 6 Recommendations

The following are recommendations around professional development:

- It is recommended that the district adopt a long-term professional development plan for school site leaders around the CA EL Roadmap Guiding Principles.

Chapter 6 Resources & References

- Professional Learning (ELA/ELD Framework Ch. 11)
- Professional Development & Learning (EL-Roadmap-Admin-Toolkit-Vol-4)
- Critical Content for Professional Learning (ELA/ELD Framework Ch. 11)
- Leadership (ELA/ELD Framework Ch. 11)

Chapter 7: Family-School Partnerships

Introduction: The Role of Families in the Education of Multilingual Learners

The research has shown that meaningful family engagement positively affects student outcomes, including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment (Henderson & Mapp, 2002).

The San Mateo Foster City school district's mission around multilingual learner family engagement is to create effective family-school partnerships that support student and school improvement. The goal is to build the capacity of both multilingual families and schools to connect family engagement with learning and engage families in diverse roles (advocates, supporters, monitors, co-creators, models) to improve student and school outcomes. To support the development of family engagement initiatives, strategies and programs in our district, we adopted a framework for family-school partnerships inspired by Karen Mapp's Dual Capacity-Building Framework (DCBF).

To address the challenges that multilingual families might have in building positive connections to the schools, SMFCSD's family engagement initiatives aim at creating process conditions to build meaningful partnerships. To build an effective partnership, educators and families need to develop the knowledge and skills to work together, and schools must purposefully integrate family engagement with goals for students' learning and thriving" (California Department of Education, 2017a, Definition, para. 3).



Interactions with families should be culturally and linguistically sustaining, linked to learning, relational, built in mutual trust, and collaborative.

Educators and school staff need to build their capacity by acquiring skills to create a welcoming and inclusive environment, honor family's funds of knowledge and create opportunities to connect family engagement with learning. Once staff and families have built the requisite capabilities, they will be able to engage in partnerships that will support student learning.

Families can engage in diverse roles such as:

- Supporters of their children's learning and development
- Engaged in their children's time, behavior, boundaries and resources
- Advocates for improved learning opportunities for their children and at their schools
- Decision-makers influencing what and how programs are implemented at district and school level
- Collaborators with school staff on issues of equity and school improvement



Serving the Needs of Newly Arrived Families

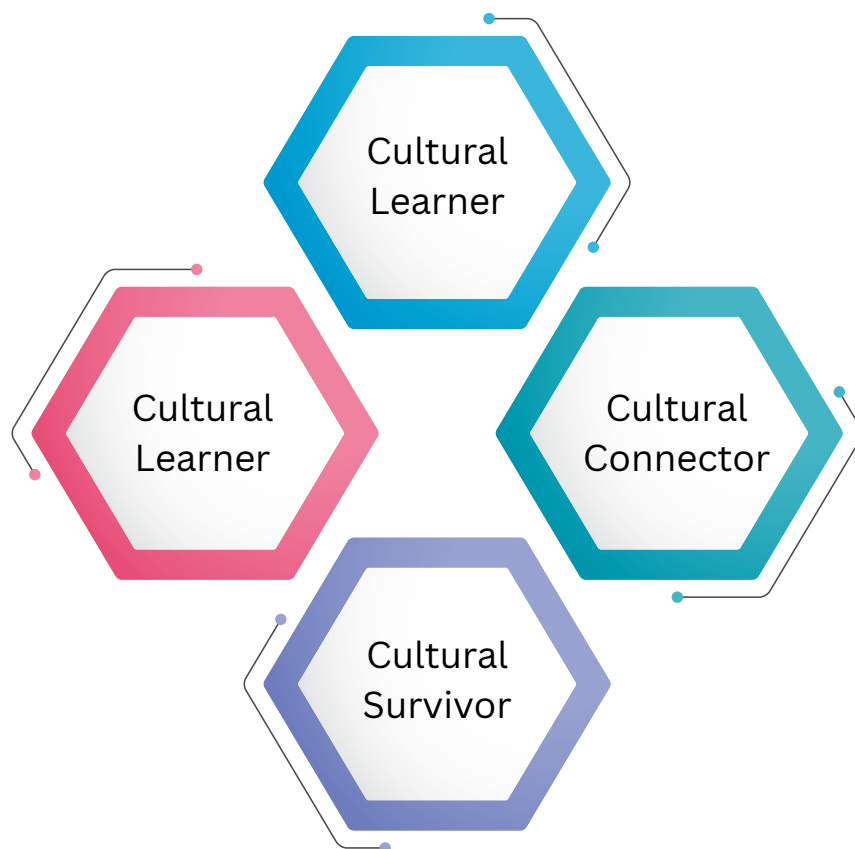
Our district serves a significant population of newly arrived (Newcomer) families, who come with specific needs. Newcomer families need specific information on how to support their children's learning and development as these families adapt to a new culture and, in many cases, a new language (Castellón et al., 2015).

Families leave their home in another country for one or more of the following reasons:

- (1) to find better educational opportunities,
- (2) to enhance economic opportunity,
- (3) to unify the family, and/or
- (4) to escape political unrest

(Center for Mental Health in Schools at UCLA, 2011; Fuligni, 2005).

In addition to having specific needs, our multilingual families can go through the four stages of involvement with different timing and not in any particular order or within one generation. According to Han, the four stages include: cultural survivor, cultural learner, cultural connector, cultural leader. Our Community Service Specialists work closely with our families to access resources and get the support they need to assist with the academic and social emotional learning of their children. We partner and collaborate with district and school personnel to strategize the best way to involve all of our families.



Rights of Parents/Families

Responsibilities and Commitment

Multilingual learner families have several rights in our district. These include the following:

The right to enroll and attend K-12 public education.

Your child has the legal right to receive an education without fear of deportation or discrimination. This means that undocumented immigrant students have a right to attend public schools without having to disclose immigration status. You don't have to present an alien registration number, social security number, or any other proof of citizenship or immigration status to get your child enrolled.

The right to be free from discrimination.

Your child has the right to feel safe and welcome in the classroom, free from bullying and harassment. Schools have a legal obligation to ensure that students are not denied opportunities, treated differently, discriminated against, or harassed because of their race, color, or national origin.

The right to learn English and get translation services.

If parents aren't fluent in English, you have the right to ask for an interpreter to communicate with schools. All schools are required to offer English as a second language to support immigrant children.

The right to be informed about English learner status, assessments, and placement in schools.

Parents have the legal right to meet with their child's teacher to discuss the child's progress in school (parent-teacher conferences), receive student testing results, have access to their students' records, and participate in the development of school rules, helping to establish and review standards. Students do not have to take the ELA state test who are in their first 12 months of attending school in the United States. Language supports are provided during the test to help students better understand the test. Families have the right to excuse their students from taking state testing.

The right to be Involved In School Decisions.

Families have the right to make decisions and provide ideas about the school by becoming a member of school councils and committees. Families can join the School Site Council (SSC), the Multilingual Learner Advisory Committee (ELAC), parent-teacher conferences, and other councils and committees.

The right to choose the Language Acquisition Program for your child.

Before enrollment, parents are made aware of the different language programs available in the district, such as Mandarin and Spanish immersion. Parents receive a description of each program and can select the program that best suits their child.

Primary Language Communication/Translation

Responsibilities and Commitment

The SMFCSD translation and interpretation service's goal is to provide clear, accurate and efficient communication between school staff and families that need language support in order to access the information and resources our district has to offer. We follow the CDE guidelines to provide interpretation support to our educational partners. Our district makes all efforts to provide translation and interpretation for languages that represent 15% or more of any given student school population. As of 2024, the languages that represent 15% of our schools population include: Spanish, Chinese, and Japanese. Our district also provides translation and interpretation services in other languages as these are available.

How we satisfy demands

Our district is a multicultural organization and many members of our community require language support in order to communicate with schools and engage with their children's education. We have a team of district translators/interpreters that play an important role in facilitating the communication between schools and parents. When the demand for interpretation/translation services from the schools is not fulfilled by our team, we employ a language services company.

On-demand translation

Educators and schools can also access on-demand interpretation services through dialing a direct line that will connect them with someone who can provide this service to them. Schools are expected to call our group of SMFCSD translators first. If no one is available, they have the option to contact on demand translation from the external language service company.

Expectations and Systems for Multilingual Families, including Students, to Engage in LEA Activities/Education

What is Family Engagement?

To foster a strong sense of belonging, SMFCSD recognizes and values the linguistic and cultural diversity that our multilingual families bring to our community. We believe that family participation is an important factor in students' success. Families are empowered by building collaborative relationships with the SMFCSD community.

To strengthen students' learning and achievements, parents have the opportunity to participate in multiple district and school gatherings such as Parent Teacher Conferences, District English Language Advisory Committee, English Language Advisory Committee, Parent Teacher Association, Back To School Nights, Open Houses, Town Halls, monthly Board Meeting, Coffee with Principal and Superintendent among others.

Responsibilities & Tools for Success for Meaningful Partnerships

School officials are partners with multilingual parents and families in educating all children. Every parent, guardian and family member of the school community shares in the responsibility for educating children. Parents share in this responsibility when they:

- Make sure their student(s) attend(s) school, on time, every day.
- Make learning a priority.
- Support their student progress in school. For example, connecting school/home activities at home every day.
- Attend parent-teacher conferences to discuss their student's progress and how they can support their success.
- Maintain regular communication with their children's teachers, school administrators, and other school staff members.
- Stay informed of their child's academic progress, and advocate for their child's learning needs.
- Time permitting, get involved at their child's school. Schools have many areas in which parents can participate.

Types of Engagement

- Volunteer Opportunities
- Resource Fairs
- Job Fairs
- Fiesta de Opciones
- PTA Meetings
- Variety of school committees
- Newcomer Family Support



To create strong trusting relationships, educators and school staff are expected to be culturally responsive and have the skills and knowledge of families to build partnerships. All families feel welcome and respected at their child's school. Educators work in close collaboration with family leaders to plan and lead family engagement activities. Our Community Service Specialists work closely with our families to access resources and get the support they need to assist with the academic and social emotional learning of their children. We partner and collaborate with district and school personnel to strategize the best way to involve all of our families.



Role of Advisory Committees

Parent Advisory Committees

A priority of our multilingual family engagement framework is to seek family input in making decisions for the school district and each individual school site. At SMFCSD, there are several forums for communication between families and school staff. These advisory committees have the main goal of receiving and responding to family's feedback around how our schools support multilingual students.

Table # 23

Advisory Committee	Description	Role & Responsibility
District Multilingual Learner Advisory Committee (DELAC)	The District Multilingual Learners Advisory Committees (DELAC) is composed of representatives from each schools' Multilingual Learner Advisory Committee (ELAC).	The committees' role is to advise the district on programs and services for Multilingual Learner students. The information shared and discussed will be then shared back at each school site by each DELAC representative.
Multilingual Learner Advisory Committee (ELAC)	Multilingual Learner Advisory Committee (ELAC) is a school-based committee required if there are more than 21 Multilingual Learners at a school.	The committees' role is to advise the school on programs and services for Multilingual Learner students.
School Site Council (SSC)	The School Site Council (SSC) is required to conduct a comprehensive needs assessment to provide recommendations related to the Title 1 program and participate in the development and approval of the school School Plan for Students Achievement - SPSA	Develop and approve the SPSA. Recommend the SPSA. Provide ongoing review of the implementation. Make modifications to the SPSA. Annually evaluate the progress that is made towards school goals.

Role of Advisory Committees

Parent Advisory Committees (Continued)

Table # 23(Continued)

Advisory Committee	Description	Role & Responsibility
Sanctuary Task Force	The Sanctuary Task Force's mission is to create a safe and inclusive environment for families and students of all birthplaces and immigration status. Members are teachers, school staff, administrators, families.	Its role is to recommend school protocols and systems, support school sites in establishing and nurturing a welcoming and inclusive culture, and enhance partnerships with community-based organizations.

Forms and Purpose of Communicating with Families

Purpose of Communicating with Families

Effective communication is essential for family-school partnerships. We recommend the district and schools to adopt effective communication systems and strategies to improve school engagement among multilingual families from diverse backgrounds.

Table # 24

FAMILY ENGAGEMENT FRAMEWORK: COMMUNICATION

 DEVELOP AND PUBLICIZE REGULAR, RELIABLE, VARIED TWO- WAY COMMUNICATION SYSTEMS	 ENSURE THAT PARENTS HAVE NEEDED INFORMATION TO SUPPORT CHILDREN'S EDUCATIONAL PROGRESS	 CREATE OPPORTUNITIES TO COMMUNICATE AND BUILD TRUST BETWEEN HOME AND SCHOOL	 COMMUNICATE EXPECTATIONS AND SHARED RESPONSIBILITY BETWEEN FAMILIES AND SCHOOLS	 ONGOING COMMUNICATION & MONITORING OF THE CHILD'S PERFORMANCE.
<ul style="list-style-type: none"> • Offer a variety of formats and strategies for exchanging information including: - audio communication (robocalls and short videos). • Ask families to indicate their communication preferences. • Address communication challenges (such as language barriers or access to technology). 	<ul style="list-style-type: none"> • Encourage parent support groups to disseminate information on school performance. • Home visits. • Home-school contracts with follow-up. • "What my kid is learning" nights. • Monthly meetings on topics of mutual interest. • Video newsletters 	<ul style="list-style-type: none"> • Unidos Podcast Gathering. • Use social media to list exciting upcoming content and celebrate school/classroom events. • Multicultural nights. • Grade-level <i>cafecitos</i>. • Family fun nights. • Committees designed to address home-school issues. • Workshops where parents and school personnel learn together. • Different timing when planning ELAC or sending out newsletters 	<ul style="list-style-type: none"> • Communicate the importance of school attendance throughout the year in different formats: including short text messages to families • Communicate the importance of family engagement • Establish shared learning goals at Back to School Night, parent-teacher conferences, open house, etc. 	<ul style="list-style-type: none"> • Bi-directional communications about classroom activities, progress, and suggested activities for parents. • Home-school notebooks. • Family-school meetings with students present. • Shared parent-educator monitoring system (e.g., digital educational file and contract).



The Sanctuary Task Force recommends establishing a communication protocol across SMFCSD to welcome newly arrived students and their families.

Step 1: Welcoming week

- Meet and Greet! - Begin building relationships with our newcomer students and families by:

- 1) Establishing two-way communication with our families
- 2) Exchanging information
- 3) Building relationships student success at school by establishing

Recommended strategies include: assisting families with online registration, have an orientation session with student and family, administer newcomer intake form, provide student backpack and other supplies.

Help newcomer students feel welcome and safe. We propose pairing the newcomer student with a student ambassador, plan a school tour for the newcomer with a student ambassador led by an adult, schedule check-ins at lunch time or at the end of the day with a counselor, and continue to gather data about the newcomer student's needs and strengths.

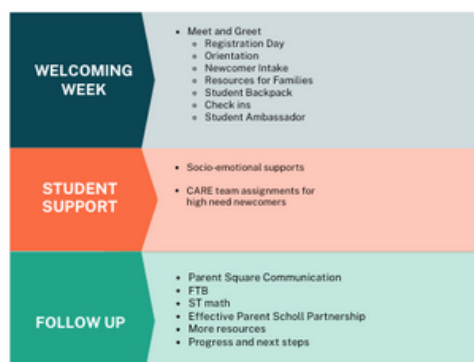
- Student Interventions:
 - Asset-Based and Trauma-Informed Approaches interventions will be assigned as needed.
 - If the newcomer students are flagged as high-needs based on their socio-emotional wellbeing, they would be assigned to the CARE team.

Step 2: Family and Student Follow up

Provide families with one-on-one or small workshop opportunities to learn how to use key computer applications at home, such as ParentSquare, Footsteps to Brilliance, ST Math, and key information on successful parent-school partnerships, as well as information on more community resources.

A meeting with counselor, teacher and parents to discuss student progress on socio-emotional adjustment to school life and academic engagement, and, delineate next steps.

NEWLY ARRIVED STUDENTS PROTOCOL



Forms

Table # 25

Form	Purpose	Communication Strategy
Develop and publicize regular, reliable, varied two-way communication systems	Program options	Office staff shared content with newcomer families
Ensure that parents have needed information to support children's educational progress	Learn more about student's academic and social emotional background and needs	<p>School staff provide the form and fill out the form together with parent/guardian.</p> <p>The Newcomer Screener form will be uploaded to ELLevation platform in the section "Documents" in the student profile.</p>
Multilingual Learner Family Brochure	Program support and description	School staff provides this to any multilingual family who has questions about the programs and services offered to multilingual students.
EL snapshot	Student progress towards reclassification	<p>Teacher provides this information during parent-teacher conferences. Make sure to explain technical language.</p> <p>Teachers can print the EL snapshot form from ELLevation and give it to parents</p>
Report card	Student progress in core classes	School staff share basic information about report card content and how to read a report card to the Newly arrived students and families.

Forms (Continued)

Table # 25 (Continued)

Form	Purpose	Communication Strategy
Home language survey	To identify students who speak another language at home	School staff explain the purpose of the survey to parents before filling out the survey
ELPAC Family letter	To inform about the ELPAC progress and levels	District and teachers share the ELPAC report with families
Notification of English Language Program Exit	To inform families if the student exited from the EL status	The district sends out the English Language Program Exit
Initial English Language Program Placement	To inform families about the initial English language program placement	The district informs about the initial English language program placement sending the families a form

Capacity Building for Families and Community

The purpose of the Dual Capacity Building framework is to improve and build supports for families to create effective partnerships with schools. We recommend investing time and resources in establishing a series of workshops for families to acquire the skills and knowledge to effectively support their multilingual students. Schools need to improve and build supports to better engage families and build trusting relationships.

The following table recommends different topics that families should know to better support their students at school.

Table # 26

Topic	Description
Entering school expectations	Provide workshops for families and school staff about different elements of being in the United States school system: Attendance policies, room parents for volunteering, field trip experiences, understanding report cards, how to engage in parent teacher conferences, after school events, sports, accessing financial assistance, state testing, supporting staff, and more.
School communication & partnership	School staff train parents on how to use the district's different systems of communication that are currently in place such as email and other apps.
Educational supports at home	Learn school expectations and strategies to strengthen the love for learning, a growth mindset and student academic progress at home. Learn to use the district's current educational programs.
Parenting & child development	Learn strategies to build a healthy and positive parent-child relationship to nurture children's success, including learning, feelings and how they interact with others.
Reclassification & ELPAC	Learn about the process students go through to reclassify and how we monitor language development progress before and after reclassification. Reclassification means students have shown they have developed the skills to read, write, speak, listen, and understand the English language.

Table # 26 (Continued)

Topic	Description
Reclassification & ELD	Families are aware that students who are identified as English learners and have not reclassified receive teaching in class to develop their English language skills. This instruction is called ELD (English Language Development).
The importance of bilingualism	Learn how the bilingual brain works and how to support student's bilingualism at home. Families learn ways to celebrate, and maintain the home language and culture as their student also learns English.
Advocacy and Leadership	Learn how to advocate (speak up and ask for) resources (educational, legal, health-related) for me or my family. Learn the importance of participating in different advisory committees and ways to partner with the school or district to support other families.



To cultivate and sustain respectful and effective partnerships with families, we recommend that educators and school staff build their capacity in the following topics. These topics can become part of our district’s professional development plan for educators of multilingual learners.

Table # 27

Topic	Description
Culturally sustaining practices	Honor and recognize families’ existing knowledge, skill, and forms of engagement. Nurture families' cultural ways of being. Strive for a positive rather than a deficit-based communication, focusing on strengths rather than weaknesses.
Create welcoming and inclusive environments	Build trusting relationships with families and students. Step in to support students and families if they are targeted by discriminatory language and behavior. Make diversity visible in the school community. Recognize inequities and provide opportunities to take action Communication: Reframe language from problems to goals for the student or families.
Connect family engagement to student learning	Create initiatives that are aligned with school and district goals, and connect families to the teaching and learning goals.

Chapter 7 Recommendations

The following are additional recommendations to continue to build strong family-community partnerships.

- Implementation of a Parent Resource Center. The role of this center will be to empower families and to provide equitable access to resources. It will also be instrumental in ensuring the implementation of family and community involvement district-wide.
- Continue to develop parent education and empowerment events/workshops and community building events (ie, Cafecitos / Coffee Chats, multicultural nights, etc); build a strong foundational understanding of the school system and provide the tools needed to support their child's academic achievements and social-emotional needs.
- Define which staff will support the implementation of the Newcomer Intake Form at each school site.
- Hire more Community Service Specialists so that parents can have someone who specializes in supporting them at each school.
- Provide all school staff the ability to access all the parent forms to be able to share the forms with parents.

Chapter 7 Resources & References

CDE/Policy Documents

Parent Involvement & Family Engagement

ELAC and DELAC

CA Ed.G.E (handbook)

Translation Requirements

Frameworks/Toolkits

Family Engagement (Toolkit V2)

Family Engagement Framework (full doc)

Family Engagement Core Competencies (NAFSCE)

Effective Family Engagement (Toolkit)

Parent Rights (Toolkit V2)

Dual Capacity-Building Framework (full doc)

Chapter 8: Assessment & Student Monitoring

Comprehensive Assessment Program

San Mateo Foster City School District uses an asset-based approach in collaboration with students, teachers, support staff, administrators and community partners to provide quality effective instructional programs for Multilingual Learners. In accordance with the California EL Roadmap Guiding Principles and Elements from the California Department of Education, SMFCSD uses multiple measures to assess and monitor Multilingual Learners while working towards reclassification as well as continued monitoring afterwards to ensure students are accessing grade level content successfully.

Monitoring

The EL Snapshot Monitoring Form is completed annually for all Multilingual Learner students. This is an overview of the students' progress towards English language proficiency, along with progress in English Language Arts. Additionally, it informs specific achievement goals for the student which are constructed in consultation with families during parent- teacher conferences. Students that have reclassified as English Proficient continue to be monitored for four years and are tracked through the RFEP Monitoring form.

Table # 28

MONITORING FORM TYPE	WHEN?	WHO?	MONITORING MULTILINGUAL STUDENTS
EL SNAPSHOT MONITORING FORM	September of each academic year	Elementary: Homeroom teacher Middle: ELD teachers	<ul style="list-style-type: none"> • Progress report on how EL/ Multilingual Students are doing toward meeting Reclassification Criteria • Used by teachers to create goals with EL/ Multilingual Students each year • Monitor students' English Language Development progress and criteria for Reclassification • ELlevation system automatically sends teachers an email with the link to the monitoring forms for their assigned students • EL Snapshot automatically included in the student profile.

Monitoring (Continued)

Table # 28 (Continued)

MONITORING FORM TYPE	WHEN?	WHO?	MONITORING MULTILINGUAL STUDENTS
<p>RFEP MONITORING FORM</p> <p>For a Multilingual Learner student who has been reclassified as English Proficient.</p>	<p>February- March of each academic year</p>	<p>Elementary: Homeroom teachers Middle: ELA</p>	<ul style="list-style-type: none"> • "Monitoring" must continue for four years after exiting the program. • Teachers receive an email from ELlevation to complete the form based on academic achievement. • Students who are not progressing towards their academic goals, supports and interventions will be prompted to establish a support plan in the RFEP Monitoring form.

Assessments

San Mateo Foster City School District uses a combination of formative assessments to guide learning, interim assessments to guide and track learning, and summative assessments to certify learning. In addition to state mandated assessments, SMFCSD conducts common formative assessments across content areas. This along with school and teacher derived assessments, inform instructional practice and facilitate reporting to families.

State Level

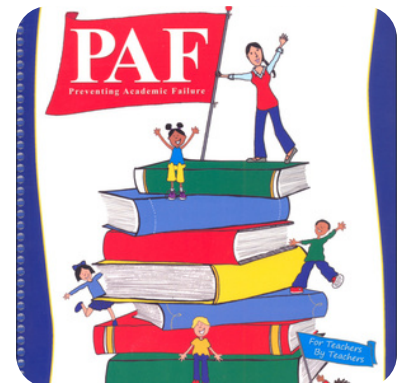
- ELPAC (English Language Proficiency Assessment for California)
- CAASPP English Language Arts, Math (California Assessment of Student Performance and Progress)
- CSA (California Spanish Assessment)
- CAA (California Alternate Assessments)
- CAST (California Science Test)
- PFT (Physical Fitness Test)

District Level

- PAF (K-2 Literacy Assessment)
- NWEA (3-8 Literacy Assessment)
- Math CFA
- Math Mindset
- GATE (Gifted and Talented Education)
- Algebra
- Double Math

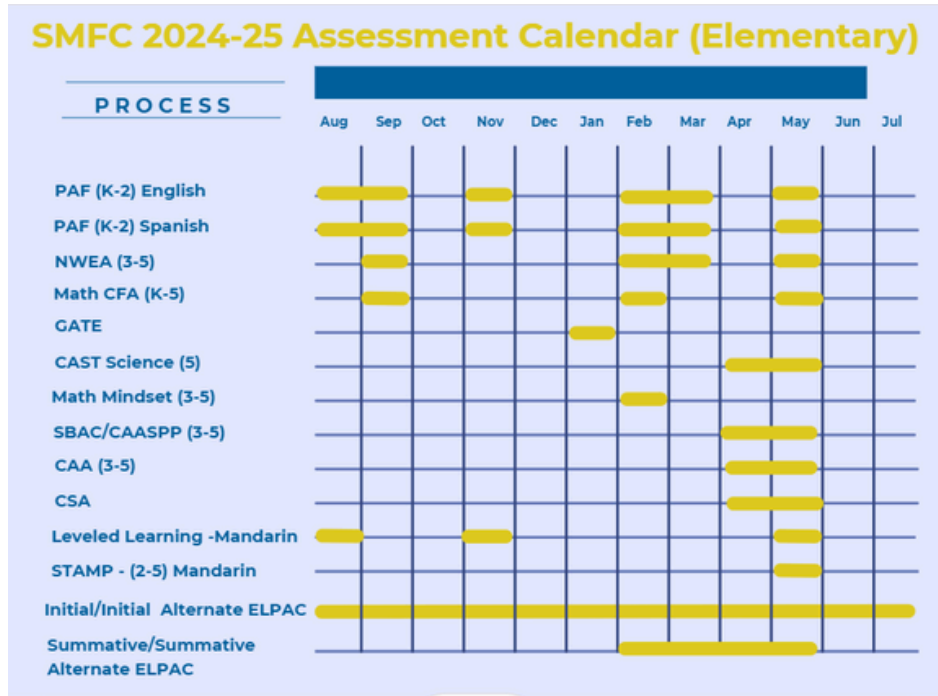
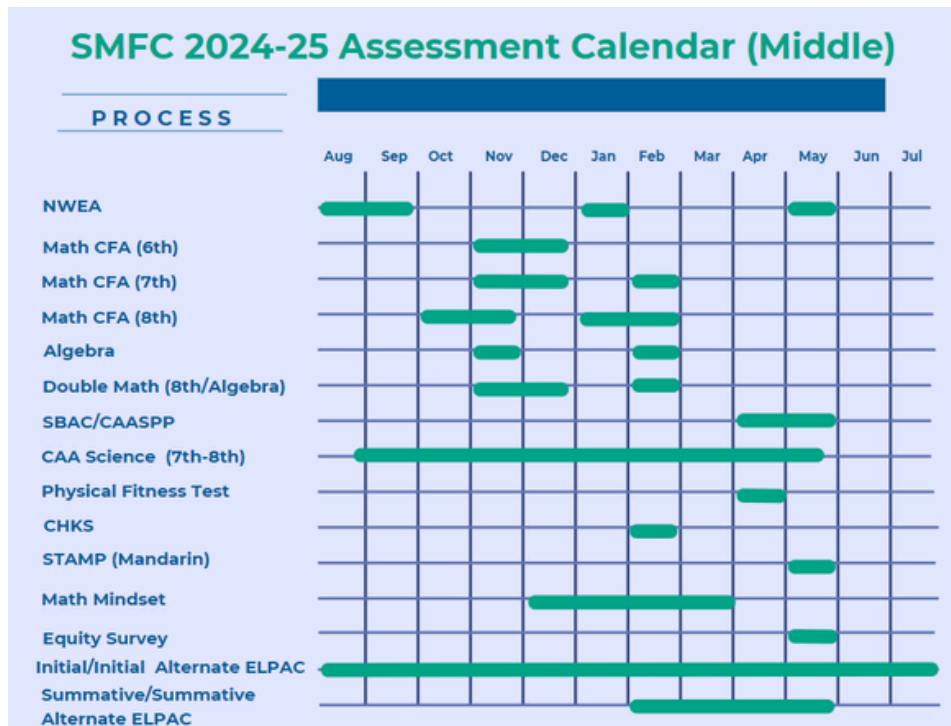
School Site Level

- Leveled Learning (Mandarin)
- STAMP (Mandarin)
- Aprendo Leyendo (Spanish)



Assessment Calendar

San Mateo Foster City School District has developed assessment calendars for testing based on the federal, state, and LEA mandated guidelines. The tables below show a summary of the timing for each assessment.



ELD Assessments to Measure Progress in Speaking, Listening, Reading and Writing

English Language Assessments

SMFCSD uses the English Language Performance Assessment of California (ELPAC). The Initial and Summative ELPAC are aligned with the 2012 CA ELD Standards. The Initial Alternate and Summative Alternate ELPAC are aligned with the 2012 CA ELD Standards via the English Language Development Connectors.

Initial ELPAC Assessment

Table # 29

INITIAL	English Language Proficiency Assessments for California (ELPAC)
WHY IS THE INITIAL ELPAC GIVEN?	<ul style="list-style-type: none"> • ELPAC is a required California's assessment system for LEA's to use in order to determine the English language proficiency (ELP) of students whose primary language is not English. • ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. • Initial ELPAC is used to identify students as either an Multilingual Learner or Initial Fluent English Proficient (IFEP). It is administered only once during a student's time in the California public school system and based on the results of the home language survey. • The Initial ELPAC is locally scored and determines the official ELP of the students (see link here)
WHAT IS THE INITIAL ELPAC?	<ul style="list-style-type: none"> • The Initial ELPAC determines the English proficiency of students entering California schools for the first time. • Identify students who may require Multilingual Learner Services in order for them to receive Designated and Integrated English Language Development gain access to all school subjects.

Initial ELPAC Assessment (Continued)

Table # 29 (Continued)

INITIAL	English Language Proficiency Assessments for California (ELPAC)
WHO TAKES THE INITIAL ELPAC?	<ul style="list-style-type: none"> Students in kindergarten (K), through grade twelve whose primary language is not English. <p>NOTE:</p> <ul style="list-style-type: none"> Students with disabilities who cannot take one or more domains on the ELPAC with allowed universal tools, designated supports, or accommodations are eligible for a domain exemption(s). Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take an alternate assessment, as noted in their Individualized Education Program (IEP).
HOW IS THE INITIAL ELPAC GIVEN?	<ul style="list-style-type: none"> ELPAC is a computer-based test except for writing, which is a paper pencil test. ELPAC is administered in six grade spans—K, 1st Grade, 2nd Grade, 3rd-5th Grades, 6th-8th Grades and 9th-12th Grades. For K and 1st Grade, all domains are administered one-on-one. In grades 2nd-12th, the test is administered in groups except for writing, which is assessed one-on-one. Testing times vary depending upon the grade level, domain, and individual student. Estimated testing times are available on the ELPAC website at https://www.elpac.org.
WHEN IS THE INITIAL ELPAC GIVEN?	<ul style="list-style-type: none"> Initial ELPAC administration window is open from July 1 through June 30.



Initial ELPAC Alternative Assessment

Table # 30

INITIAL	English Language Proficiency Assessments for California (ELPAC)
WHAT IS THE INITIAL ALTERNATE ELPAC?	<ul style="list-style-type: none"> The Initial Alternate English Language Proficiency Assessments for California (Alternate ELPAC) is the test that is used to measure how well students in Kindergarten through 12th Grade understand English when their English is not their primary language as indicated on the Home Language Survey. The test is designed for students with the most significant cognitive disabilities who are potential English learners (ELs) whose Individualized Education Program (IEP) team has determined that they are eligible for an alternate assessment.
WHY IS THE INITIAL ALTERNATE ELPAC GIVEN?	<ul style="list-style-type: none"> The Initial Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP). The Initial Alternate ELPAC will provide information to determine a student's initial classification as an EL student or as fluent English proficient (FEP).
WHO TAKES THE INITIAL ALTERNATE ELPAC?	<ul style="list-style-type: none"> The Initial Alternate ELPAC will be administered to all eligible students with the most significant cognitive disabilities in grades K through grade twelve, including students through twenty-one years of age, whose primary language is a language other than English and are determined eligible for alternate assessments by an IEP team.
HOW IS THE INITIAL ALTERNATE ELPAC GIVEN?	<ul style="list-style-type: none"> This is a computer-based assessment administered one-on-one in person by a trained test examiner who is familiar with the student and their needs. The student will interact with a test examiner who will collect and record responses, although some students may navigate the test independently, depending on their abilities. The Initial Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete the assessment.
WHEN IS THE INITIAL ALTERNATE ELPAC GIVEN?	<ul style="list-style-type: none"> The Initial Alternate ELPAC administration window is from July 1 through June 30. Note that eligible students will only take the Initial Alternate ELPAC once, upon first enrolling in a California public school.

Summative ELPAC Assessment

Table # 31

SUMMATIVE	English Language Proficiency Assessments for California (ELPAC)
WHAT IS THE SUMMATIVE ELPAC?	<ul style="list-style-type: none"> • ELPAC is California’s assessment system that is used to determine the English language proficiency of students whose primary language is not English. • ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. • The Summative ELPAC is given only to students who have previously been identified as English learners (EL students) based upon Initial ELPAC results. • The Summative ELPAC measures how well students are progressing with English development in each of the four domains (see here)
WHY IS THE SUMMATIVE ELPAC GIVEN?	<ul style="list-style-type: none"> • The Summative ELPAC measures progress toward English proficiency, informs proper educational placement, and helps determine if a student is ready to be reclassified. • It is important to ensure that students who require Multilingual Learner services receive the supports they need to access core instruction.
WHO TAKES THE SUMMATIVE ELPAC?	<ul style="list-style-type: none"> • The Summative ELPAC is given only to students who have been identified in K-12th Grade to receive Multilingual Learner services. • These students take the ELPAC every year until they are reclassified as fluent English proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their Individualized Education Program (IEP).

Summative ELPAC Assessment (Continued)

Table # 31 (Continued)

SUMMATIVE	English Language Proficiency Assessments for California (ELPAC)
HOW IS THE SUMMATIVE ELPAC GIVEN?	<ul style="list-style-type: none"> • The Summative ELPAC is a computer-based assessment for all domains for grades three through twelve, and for all domains for K through grade two, except writing which is a paper-pencil test. • In K through grade two, all domains are administered individually, except grade two writing which may be administered in small groups. • In grades three through twelve, the test is administered in groups exclusive of speaking, which is assessed one-on-one. • Testing times vary depending on the grade level, domain, and individual student.
WHEN IS THE SUMMATIVE ELPAC GIVEN?	<ul style="list-style-type: none"> • The Summative ELPAC administration window is open from February 1 through May 31.



Academic Assessments

1. Local Literacy Assessments: Our local literacy assessments are administered three times a year (Fall/ Winter/ Spring). These assessments measure students' progress in reading.
2. Local Math Assessments: Our local math assessments are administered three times a year (Fall/ Winter/ Spring). These assessments measure students' progress in the Common Core Math standards.
3. State Academic Assessments: The following assessments are administered at the end of the school year for students in grades 3rd through 8th grade and measure students' performance on the Common Core State Standards. The CAST science assessment is administered in grades 5th and 8th and measures students' performance on the Next Generation Science Standards.
 - a. CAASPP- ELA
 - b. CAASPP- Math
 - c. CAASPP-CAST Science
 - d. CAASPP-CSA Spanish

Additional Language Assessments

1. STAMP (Standards-based Measurement of Proficiency) - Mandarin: The STAMP test is an online assessment for measuring reading, writing, speaking, and listening skills in Mandarin. STAMP Benchmark Scale Test takers receive a score (Benchmark Level) for each section of the test. Benchmark Levels are grouped by major levels (Novice, Intermediate, and Advanced). Within each major level are three sub-levels (low, mid, and high) that are aligned to the ACTFL Proficiency Guidelines.



Structures and Systems to Intervene Based on Student Progress

Multi-Tier Systems of Supports

SMFCSD uses the Multi-Tier System of Supports framework to inform our instruction for all students, including our multilingual learners. The Multi-tier System of Supports (MTSS), is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for all students. This includes comprehensive English language development (ELD) for multilingual learners, along with any necessary supplemental and intensive instruction students may need to be successful. This framework unifies and amplifies the range of support systems for multilingual learners, students with disabilities, students who are identified as gifted and talented, and students who are academically underperforming and at risk of not succeeding. The multi-level system has three tiers and students can move through these tiers based on their academic, behavioral and social emotional progress. Tier I are universal supports provided to ALL students. Tier II are supplemental/targeted supports given to some students. Tier III are intensive supports given to few students. There are multiple tiers for academic, social-emotional and behavioral supports.

Tier I means universal support that is provided to all students in the classroom. For Multilingual Learners, Tier I involves high quality, grade-level standards-based, culturally sustaining teaching and learning with comprehensive ELD (integrated and designated). As mentioned above, a comprehensive program to serve multilingual learners includes “Designated ELD” curriculum focused on the ELD standards with attention to linguistic demands of other content area standards, and “Integrated ELD”, or language development and comprehension strategies integrated into the teaching of all academic content, which focus on content standards.

Tier II & III means supplemental support that is provided to some students above and beyond the Tier I. Below are some helpful guidelines from the California Practitioners’ Guide for Educating Multilingual Learners for Site Care Teams to support staff & understand the organizational factors and duration of Tier II & III supports. It is important to identify who is responsible for the interventions and supports, how data is collected, and who is responsible for monitoring the effectiveness of the supports.

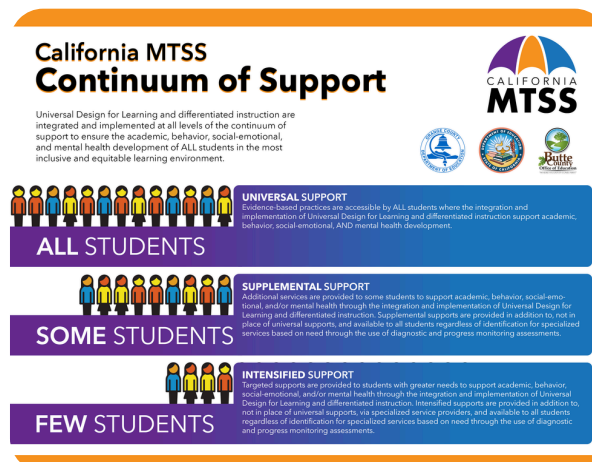


Table # 32

TIER II IS...	TIER II IS NOT...
Supplemental instruction (in addition to the core grade-level instruction)	A replacement of core curriculum (If students do not have access to the core curriculum, they will only fall further behind.)
Focused and targeted to specific skills that are associated with broader academic success	Time to reteach concepts or skills that students did not master, such as changing decimals to percent in math or character traits in language arts (This re-teaching needs to be done in Tier I.)
Designed for students who are not making adequate progress on core skills that are associated with broader academic success	Designed for students who did not master a specific skill or concept (These students need to receive differentiated instruction in Tier I.)
Explicit instruction aligned with the CA ELD Standards	A replacement for English language development
For approximately 15 percent of the students in a given class, grade level, or school	For more than 15 percent of the students in a given class, grade level, or school (If more than 15 percent, this may reflect inadequate Tier I instruction.)

Table # 33

INSTRUCTIONAL FACTORS	TIER II	TIER III
Opportunities to respond (OTRs)	Ensure at least 6 to 8 OTRs/minute	Ensure at least 8 to 12 OTRs/minute
Instructional focus	Use of core and supplemental programs to support the group's needs	More strategically structured, remediation intervention programs focused on individual students' needs

Table # 33 (Continued)

INSTRUCTIONAL FACTORS	TIER II	TIER III
Behavioral expectations	Provide more structured systems to reinforce and correct challenging behavior	Use functional behavioral assessment to plan an individualized intervention
Amount of review and repetitions	Review and practice of core concepts taught in Tier I	More intensive practice of core and remediation content Considerably more time spent on reviewing concepts and allowing practice
Error correction	Prompt students to correct errors themselves (e.g., “Look at the word again...”)	Provide direct error correction procedures (“That word is ____. What is that word?”)
Scaffolding	Use “I do, we do, you do together, you do alone” model	Provide more intensive guided practice during “we do” phase

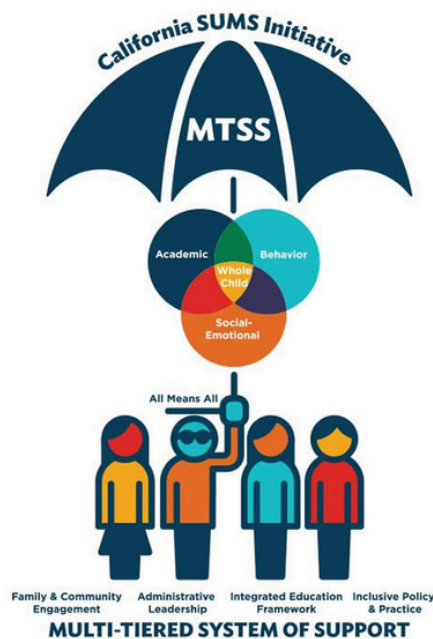


Table # 34

DIFFERENCES BETWEEN TIER II AND TIER III SUPPORT		
ORGANIZATIONAL FACTORS	TIER II	TIER III
TYPICAL TIME ALLOTTED FOR INSTRUCTION	30 minutes, 3 to 5 days/week	45 to 120 minutes, 5 days a week
TYPICAL INSTRUCTIONAL GROUPING	4-6 students	1 to 3 students
TYPICAL DURATION OF INTERVENTION	8-15 weeks, <20 weeks	20+ weeks
INTERVENTIONIST FACILITATING GROUP	General education teacher, interventionist specialist	Intervention specialist, content specialist, special education teacher

Table # 35

ASSESSMENT FACTORS	TIER II	TIER III
Level of diagnostic assessment	Group (and sometimes individual) diagnostic assessment	Individual diagnostic assessment
Intensity of progress monitoring	Biweekly or monthly	Several times/week or weekly

Chapter 8 Recommendations

The following are a list of recommendations around assessment:

- It is recommended that SMFCSD administer additional linguistic assessment to progress monitor Multilingual Learners in Spanish and English.
- In addition, it is also recommended that SMFCSD implement a writing assessment to monitor multilingual learners' progress in writing.
- Implementation of formative assessments and ELPAC Interim Assessments is to provide educators with results they can use to support teaching and learning in the classroom. While the interim assessments provide meaningful information for gauging student progress toward mastery of their English language proficiency, they are not designed to be predictive of summative outcomes.

Chapter 8 Resources & References

English Language Proficiency Assessment Requirement (CDE)
Tiered Instruction & Monitoring (from CA Practitioner's Guide...)
Monitoring and Exiting ELs (from Ch. 8, US Dept. of Ed)

Initial ELPAC

- Initial Listening Domain(PDF)
- Dominio de Auditiva Inicial(PDF)
- Initial Speaking Domain(PDF)
- Dominio de Expresión Oral Inicial(PDF)
- Initial Reading Domain(PDF)
- Dominio de Lectura Inicial(PDF)
- Initial Writing Domain(PDF)
- Dominio de Escritura Inicial(PDF)
- Summative ELPAC
- Summative Listening Domain(PDF)
- Dominio de Auditiva Sumativo(PDF)
- Summative Speaking Domain(PDF)
- Dominio de Expresión Oral Sumativo(PDF)
- Summative Reading Domain(PDF)
- Dominio de Lectura Sumativo(PDF)
- Summative Writing Domain(PDF)
- Dominio de Escritura Sumativo(PDF)

Chapter 9: Program Monitoring & Evaluation

This chapter describes the monitoring, evaluation, and accountability processes at the school site and district level for multilingual learners.

Roles & Responsibilities of Staff Supporting Multilingual Learners

In order for any Program to function effectively, all educational partners must know their roles and responsibilities. The [link](#) describes the roles that every educational partner play and their key responsibilities in supporting Multilingual Learners:

Evaluation of Program Goals for Multilingual Learners

District Level

At the district level, SMFCSD has multiple measures to monitor the progress on our programs and services for Multilingual Learners.

1. CA EL Roadmap Reflection Rubric: SMFCSD uses this tool to inform the SMFCSD strategic plan and LCAP around goals for Multilingual Learners.
2. Multilingual Learner Assessment Period Analysis: At the end of each assessment period, the multilingual learner team runs several reports to analyze the progress of multilingual learners on our local academic assessments, which include literacy and math. This data is also used to determine the number of students who meet the reclassification criteria.
3. CA Dashboard Data Analysis: At the end of each academic year, the multilingual team also runs an analysis of the progress that Multilingual Learners make towards meeting the reclassification criteria. We expect to see students making progress every year on the summative ELPAC assessment. This analysis is done by schools and grade level to determine any additional support that Multilingual Learners may need to continue to make progress.
4. Educational Partner Surveys: In addition to the Reflection Rubric, SMFCSD also collects data from different educational partners to inform creation, implementation, and monitoring of initiatives for multilingual learners. Some of these include family surveys, teacher surveys, and principal surveys.



Site Level

At the site level, the monitoring of the Multilingual Learners falls under the Multi-tiered System of Support (MTSS) framework. Principals, coaches and teachers engage in reflecting about the progress that Multilingual Learners make through various tools and at various times during the year:

1. CA EL Roadmap Reflection Rubric: Site leaders use this tool to engage with their leadership teams on the implementation of the CA EL Roadmap. It is recommended that leaders do this work at the end or beginning of the school year to develop strategic school goals for Multilingual Learners. School leaders use this rubric to inform the development of goals in the Single Plan for Student Achievement (SPSA document).
2. EL Snapshot & RFEP monitoring Form: The EL Snapshot is an annual form that educators of Multilingual Learners fill out by the Fall conference week on the database to analyze current student assessment data and set learning goals for that academic year. The EL Snapshot is shared with families during the conference week. The REFP monitoring form is a form that teachers fill out at the end of each school year for students who have already reclassified. Both EL Snapshot and RFEP monitoring form is completed digitally in an EL program management tool, such as Ellevation.
3. Data Meetings: School site leaders engage with teachers or teacher teams at the end of each assessment period to analyze the needs of Multilingual Learners using the district and state assessment data. Based on the students' performance we utilize a tiered system of support.
4. Teacher Collaboration: Teachers engage in regular conversations around formative assessment data that they have collected on their Multilingual Learners and how to implement the curriculum based on students' needs.
5. Additional Parent Input: schools provide a Multilingual Student Needs Assessment at the beginning of the year to parents, to collect data to inform the SPSA (Site Plan for Student Achievement).

Federal, State and LEA Requirements and Evaluation Processes

The state and the federal government have set in place structured monitoring systems to ensure that our district is meeting the needs of our Multilingual Learners. The EL Program Instrument from the CA Department of Education describes the compliance requirements for LEA and district. Sites are required to provide evidence of the following areas:

- EL 01: Multilingual Learner Advisory Committee (ELAC)
- EL 02: District Multilingual Learner Advisory Committee (DELAC)
- EL 03: EL Identification and Assessment
- EL 04: Implement, Monitor & Revise Title III Plan
- EL 05: EL Program Inclusion in the SPSA (Schoolwide)
- EL 06: Title III Inventory
- EL 07: Supplement, Not Supplant with Title III
- EL 08: Time and Effort Requirements (Title I and Title III)
- EL 09: Evaluation of Title III-Funded Services and Programs
- EL 10: Reclassification
- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English learners
- EL 13: Program Options and Parent Choice
- EL 14: ELD
- EL 15: Access to Standard Instructional Program

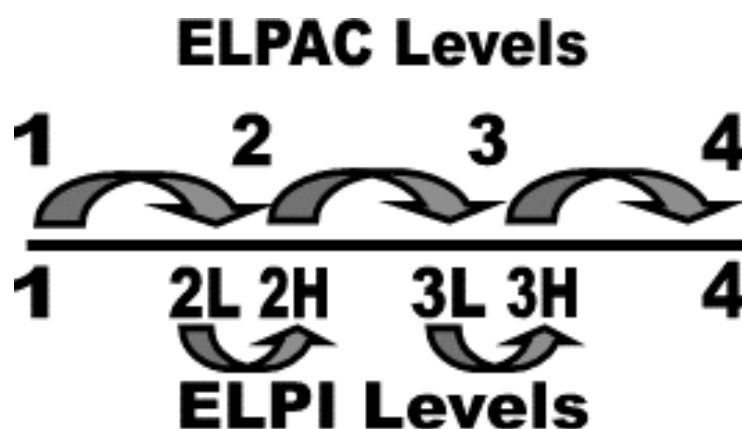
Success Criteria for Multilingual Students Linguistic and Academic Outcomes

San Mateo-Foster City School District has several measures to monitor the linguistic and academic outcomes for Multilingual Learners at the district level. These include the following:

- Reflecting on the implementation of the EL Roadmap for a site and as a district Rubric link: <https://www.cde.ca.gov/sp/el/rm/documents/selfreflection.docx>
- District EL reclassification rate: This is the percentage rate of students who are meeting the reclassification criteria every year. It is calculated by taking the total number of Multilingual Learners and dividing it by the number of students who met the reclassification criteria during that same year.
- Multilingual Learner Progress Indicator (ELPI): It represents the percentage of English learner students who are progressing towards English language proficiency.
- The CDE measures progress toward English language proficiency by comparing Multilingual Learner students' results from the current Summative English Language Proficiency Assessments for California (ELPAC) or Summative Alternate ELPAC to the prior year ELPAC results. To show progress toward English language proficiency, English learners must increase at least one ELPI level from the previous year or maintain a level 4 from one year to the next.
- Standardized State and District Assessment: CAASPP ELA, Math and CAST or CAAs- Alternative ELA and Math assessments.
- Attendance indicators for Multilingual Learners

Qualitative Measures:

- RFEP Monitoring Form: This is a form that teachers fill out every year for four years for students who have already reclassified. The form is an opportunity for teachers to give input on how well reclassified students are doing to meet academic expectations.



Core Base Program vs. Supplemental Supports

A portion of the General Funds must be used to provide services and programs for Multilingual Learners, including ELD and access to the standard instructional program. SMFCSD uses aspects of the CA EL Roadmap Self-Reflection Rubric to guide SMFCSD's Strategic Plan and Local Control and Accountability Plan (LCAP), and to monitor progress and funding for Multilingual Learner achievement.

LCFF

In California, school districts are funded through the Local Control Funding Formula (LCFF). This gives school districts more freedom on how to spend their funds, but it also requires the creation of a Local Control and Accountability Plan (LCAP). Under LCFF, school districts receive a uniform base grant for every student, adjusted by grade level. Additionally, school districts receive supplemental funding for Multilingual Learners. The LCFF Priority 8 Statement of Model Practices guides this process. This map outlines the Local Control Funding Formula (LCFF) priorities.

LCAP

The LCAP outlines the plan for the funding that SMFCSD receives from diverse sources to support the educational needs of Multilingual Learners. These funding sources include local, state and federal sources. The LCAP links spending to specific goals for students. Families are an essential part of the planning and decision-making process for developing the LCAP.

Supplemental Funds (Not Supplant)

Districts also receive funding through federal programs that support Multilingual Learners. These include:

- Title I: Improving Academic Achievement
- Title II: Supporting Effective Instruction
- Title III: Limited English Proficient and Immigrant Funds. These are provided to supplement direct services to multilingual learners. These funds must be used to provide direct services to multilingual learners above and beyond the core program.
- Title IV: Student Support and Academic Enrichment

Evaluation of Base/Supplemental Funding

SMFCSD provides funding for programs and services for Multilingual Learners in the district's Local Control Accountability Plan (LCAP). The district's LCAP goals correlate to our district's strategic plan goals: student achievement, equity and wellness. Funds have been set aside to support Multilingual Learners under each of these goals. The table below shows how specific funds are allocated for Multilingual Learners for each of these areas.

Table # 36

Student Achievement
Short-term intensive support such as (Ch.6) Multilingual Teachers on Special Assignments (ML ToSAs)
Middle School ELD Supports (Ch.5)
Elementary Integrated/ Designated ELD Professional Development Plan (Ch.6,7)
Elementary Newcomer Supports (Ch.5)
Equity
Culturally Responsive Curriculum & Practices (CRCP) (Ch.7)
Site-based Multilingual Learner (EL) Family Engagement (Ch.8)
Sanctuary Task Force (Ch.8)
Community Outreach Staff (Ch.8)
Wellness
Wellness Social Workers and Program Specialists

Chapter 9 Recommendations

The following is a proposed recommendation for program monitoring and evaluation:

- It is recommended that specific funding is provided for ELPAC Assessment program monitoring and coordination.

Chapter 9 Resources & References

EL Roadmap Self-Reflection Rubric (CDE)

FPM EL Program Instrument (CDE)

Evaluating Effectiveness of EL Programs (US Dept. of Ed)

State and Federal Program Evaluation

LCAP Toolkit Rubric (full doc)

Chapter 10: Summary of Recommendations

Chapter 1 Recommendations

- Assign a staff member to help families fill out the Home Language Survey in case there are any questions families
- Identify a staff member to support Newcomer/ Newly arrived families to complete the Newcomer Screener Form

Chapter 2 Recommendations

- Establish clear criteria in Mandarin for students to receive the Mandarin Biliteracy Attainment Award at the end of 5th grade and 8th grade

Chapter 3 Recommendations

- Identify a process to support current teachers with opportunities for continued education towards receiving a BCLAD
- Create a pathway for paraprofessionals to learn about and obtain a teaching credential
- Develop a process that involves site administrators, in collaboration with district partners, to assign support staff based on the number of multilingual learners at each site and the need for primary language support using the data compiled from the Annual Report

Chapter 4 Recommendations

- Include teacher professional development that focuses on and includes language development.
- Hire more Multilingual Teachers on Special Assignment so that classroom teachers have more in-house support at their school site
- Provide teachers with information of common cognates in various languages that teachers can easily access or reference to make sure that cognates are being used in the classroom

Chapter 5 Recommendations

- It is recommended that more training be provided to educators on the delivery of designated ELD.
- It is recommended that more tier II and III interventions be established and recommended for multilingual learners

Chapter 6 Recommendations

- Adopt a long-term professional development plan for school site leaders around the CA EL Roadmap Guiding Principles

Chapter 7 Recommendations

- Implement a Parent Resource Center
- Continue to develop parent education and empowerment events/workshops and community-building events (i.e., Cafecitos / Coffee Chats, multicultural nights, etc.)
- Define which staff will be supporting the implementation of the Newcomer Intake Form at each school site
- Hire more Community Service Specialists so that parents can have someone who specializes in supporting them at each school
- Provide all school staff the ability to access all the parent forms to be able to share the forms with families

Chapter 8 Recommendations

- Administer additional linguistic assessment to progress monitor Multilingual Learners in Spanish and English
- Implement a writing assessment to monitor Multilingual Learners' progress in writing
- Implement formative assessments ELPAC Interim Assessment

Chapter 9 Recommendations

- Add specific funding for ELPAC Assessment program monitoring and coordination