

Update on District English Language Advisory Committee (DELAC)



Board of Trustees
February 27, 2020

DELAC

Purpose: To advise the district on educational programs and systems for English Learners

Composition: Two representatives from each site

Meetings:

- **Held:** November 5, 2019 at 6:00 PM and January 28, 2020 at 6:00 PM
- **Scheduled:** April 28, 2020 at 6:00 PM, May 12, 2020 at 6:00 PM, and May 26, 2020 at 6:00 PM

Essential Practices



ACCESS & RIGOR



**INTEGRATED and
DESIGNATED ELD**



DATA-DRIVEN DECISIONS



ASSET-BASED APPROACH



WHOLE CHILD

The Essential Practices ensure our ELLs succeed at high levels.

They are designed to both guide and hold accountable all SMFCSD educators as we take collective responsibility for the academic, linguistic, and socio-emotional needs of our ELLs.

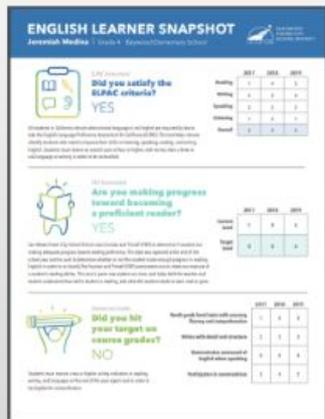
Big Picture: Roadmap for English Learners (ELLs)

**Monitoring,
Evaluation and
Accountability**

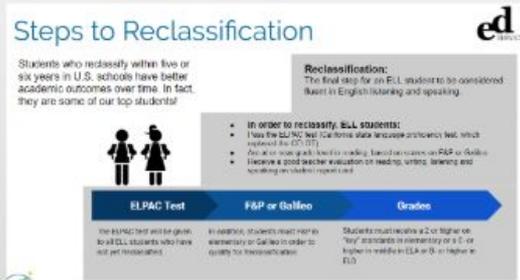
**Advance
Rigorous
Instruction**

**Ensure High-
Quality
Language
Programming**

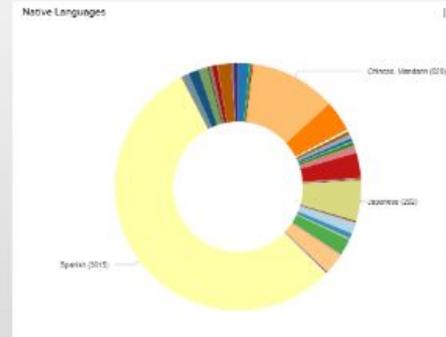
Monitoring, Evaluation and Accountability



ELL Snapshot



Reclassification & RFEP



Data Dashboards

Advance Rigorous Instruction



**Guidance
Materials**



**Professional
Learning**



**High-Quality
Materials**

Ensure High-Quality Language Programming



**Newcomer
Programs**



**Dual Language
Programs**



**LTEL Programs
(Coming Soon!)**

A Closer Look at the ELL Snapshot

- Information on the Snapshot:
 - Progress on each Reclassification gatekeepers
 - Space to create goals/support plans
- Presented in to all students ELD and LTEL Boost classes
- Reactions from students:
 - Most did not know they were still considered English Learners
 - Most students told us they had not known the importance of the ELPAC Test, Galileo or their ELA/ELD grade
- Encouraging data on the most recent Galileo test

ENGLISH LEARNER SNAPSHOT

Grade 2 - Fiesta Gardens International School



SAN MATEO-
FOSTER CITY
SCHOOL DISTRICT



ELPAC Assessment
Did you satisfy the ELPAC criteria?
NO

All students in California schools whose home language is not English are required by law to take the English Language Proficiency Assessment for California (ELPAC). This test helps schools identify students who need to improve their skills in listening, speaking, reading, and writing English. Students must receive an overall score of four or higher, with no less than a three in oral language or writing in order to be reclassified.

	2017	2018	2019
Reading	-	2	2
Writing	-	2	2
Speaking	-	2	2
Listening	-	2	2
Overall	-	3	2



IFP Assessment
Are you making progress toward becoming a proficient reader?
YES

San Mateo-Foster City School District uses Fountas and Pinnell (IFP) to determine if students are making adequate progress toward reading proficiency. This data was captured at the end of the school year and is used to determine whether or not the student made enough progress in reading English in order to re-classify. The Fountas and Pinnell (IFP) assessments are an intensive measure of a student's reading ability. This test is given one student at a time, and helps both the teacher and student understand how well a student is reading, and what the student needs to learn to grow.

	2017	2018	2019
Current Level	-	A	J
Target Level	-	B	F



Elementary Grades
Did you hit your target on course grades?
YES

Students must receive a two or higher on key indicators in reading, writing, and language on the end of the year report card in order to be eligible for reclassification.

	2017	2018	2019
Meets grade level tests with accuracy fluency and comprehension	-	3	3
Writes with detail and structure	-	3	3
Demonstrates command of English when speaking	-	2	3
Participates in conversations	-	3	3

Middle School Newcomer Programs

Middle School Model

- 2 Bilingual Para Educators
- Two 3-period cohorts focusing on English Language Arts and Math
- Currently 42 Newcomers from Mexico, El Salvador, Guatemala, Brazil, Nicaragua, Honduras and China



LTEL Programs

- Rigorous activities that are **scaffolded** to accelerate learning and encourage academic communication (researched-based activities/strategies by Aida Walqui's work at Stanford's Understanding Language Program)
- **Interrelated** ideas centered on texts that are **interconnected** by theme or purpose
- Communicating for different **audiences and purposes**
- Teacher assesses student needs based on participation, then determines **future support**



Gracias

