

## Long Term English Learner Course Handbook

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## 1. Understanding Long Term English Learners (LTELs)

### 1.1 English Learner Overview

English Language Learners (ELLs) comprise close to one-fourth of San Mateo-Foster City School District's (SMFCSD) student population. ELLs are persistently one of the lowest performing student groups on nearly all academic performance indicators.

The number of ELLs in SMFC has profound implications for how schools structure and deliver educational services.

### 1.2 LTELs in San Mateo Foster City School District

While the attention to our newcomers is clearly needed, the vast majority of SMFC's ELLs have spent most of all of their educational career in US schools.

English Language Learners who have been enrolled in U.S. schools for at least six years but have not met the language or literacy competencies needed to reclassify as Fluent English Proficient are classified as Long Term English Learners (LTELs).

LTELs may appear to be proficient because they typically have a strong command of language needed in most social contexts, yet have weak academic language. The longer an LTEL persists in ELL status, the worse he or she tends to perform academically. LTELs are among the least likely in California schools to graduate, to complete A-G requirements, and to read at grade-level. LTELs have significant deficits in reading and writing, weak academic language, and are often stuck at the Intermediate level of English proficiency. Additionally, over years of not feeling academically successful, LTELs have developed habits of non-engagement, passivity, and invisibility in school. For additional information on LTELs see [\*Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunities for California's Long Term English Learners\*](#) written by Laurie Olsen.

#### 2019-2020

SMFCSD serves 2,817 ELLs of those English Learners

- 25% Newcomers - students enrolled fewer than 12 months in US school (this includes both young students new to school AND newcomer students)
- 46.8% Continuing ELLs- students enrolled for 3-6 years in US school
- 28.1% Long Term English Learner (LTEL) or At Risk for LTEL - enrolled more than 6 years in US school or 3-6 but demonstrating risk factors for becoming an LTEL
- ELLs are categorized as:
  - Newcomers: arrived within 12 months
  - Continuing: 3-6 years as an ELL and progressing toward reclassification
  - At-risk: 4-5 years as an ELL and indicating risk factors of becoming an LTEL
  - Long-Term English Learner (LTEL): 6+ years as an ELL without being reclassified

## 2. Identification, Placement and Exit Criteria

### 2.1 Procedures for the Identification of LTELs

Over the past year, SMFCSD has streamlined the process for identification of LTELs, making it easier for sites to better serve these students. All schools in SMFC have access to a [\*Ellevation\*](#). This live data dashboard lists all English Language Learners at a site and includes relevant student-level information and data, including home language and number of years in the US. Ellevation lists the number of ELLs at a site, and then sorts the ELLs by typology, giving the number of Newcomers, Continuing ELLs, ELLs at Risk for LTEL, and LTELs. Ellevation can easily produce *fluency subgroup group* lists by grade level. A reminder, LTELs are English Language Learners who have been enrolled in U.S. schools for 6+

years. Other fluency subgroups are further explained in Appendix A, *A Guide to ELL Data at San Mateo-Foster City School District*.

## 2.2 Language Proficiency Assessment

Students in kindergarten through grade eight whose home language is not English are required by law to be assessed in English language proficiency. In California, the assessment is the [English Language Proficiency Assessments for California \(ELPAC\)](#), which is the successor to the CELDT.

The English Language Proficiency Assessments for California (ELPAC) Summative Assessment measures student progress toward meeting the [California English Language Development Standards \(ELD Standards\)](#), which describe the English language skills that students need to succeed in school. The Initial ELPAC is given to students when they first enter the district and mark a language other than English as their home language. The Summative ELPAC is given each spring to all ELLs.

ELPAC reports provide information on student progress in each of the domains, as well as an overall score. The four ELPAC levels shown in the table below describe what students at each performance level on the ELPAC can typically do in English. LTELs often plateau at Level 2 or 3.

ELPAC Level	What Students Can Typically Do at Each Level
<b>LEVEL 4</b>	Students at this level have <b>well developed</b> English skills. <ul style="list-style-type: none"> <li>• They can usually use English to learn new things in school and to interact in social situations.</li> <li>• They may occasionally need help using English.</li> </ul>
<b>LEVEL 3</b>	Students at this level have <b>moderately developed</b> English skills. <ul style="list-style-type: none"> <li>• They can sometimes use English to learn new things in school and to interact in social situations.</li> <li>• They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</li> </ul>
<b>LEVEL 2</b>	Students at this level have <b>somewhat developed</b> English skills. <ul style="list-style-type: none"> <li>• They usually need help using English to learn new things at school and to interact in social situations.</li> <li>• They can often use English for simple communication.</li> </ul>
<b>LEVEL 1</b>	Students at this level are at a <b>beginning stage</b> of developing English skills. <ul style="list-style-type: none"> <li>• They usually need substantial help using English to learn new things at school and to interact in social situation</li> </ul>

For more information on the administration of the ELPAC, visit the [ELPAC website](#).

## 2.3 LTEL Course Placement

Once a site has identified their LTELs, the next step is to determine how to best serve students through LTEL acceleration classes. We recommend class sizes of about 20 students, and that students be group by grade level when possible. The small size enables teachers to provide maximum support to students, which allows students to move towards reclassification at an accelerated rate.

What data sources should I look at when supporting LTELs:

Data Source	Information to Consider
Number of Years in the Country	The majority of LTELs in SMFCSD were born in the U.S. Students who have been in the country all, or most of their lives, should be prioritized for goal setting using the EL Snapshot.
ELPAC Score	Students who have low scores in the speaking and listening sections should be monitored for participation in academic discussions in class and be given opportunities to <a href="#">fortify complex output</a> .
RI	<p>Students in the LTEL ELD Academic Language Acceleration Course will need substantial support to access text and engage in text based discussions if they're Reading Inventory score is below 500.</p> <p>Further, because reading inventory assessment data is new to SMFC it may cause the data to be unstable. Because of this we recommend that you triangulate this data with SBAC and Galileo to better understand students' strengths and challenges.</p>

\*Two additional optional data sources sites may want to refer to when prioritizing students are 1) student writing sample and 2) teacher recommendation (if possible).

## 2.4 Exit Criteria

Students are exited from the LTEL course when they reclassify as Fluent English Proficient (RFEP). See the reclassification section 6.1 and Appendix B for more information about reclassification criteria for each grade level. Upon exiting the course, sites should host a family meeting to celebrate the student's accomplishments, and set new academic goals.

In addition, sites should have a plan to monitor student progress once they have reclassified. Students may stay in the LTEL course during part, or all, of their two years of RFEP monitoring if there is space and this is deemed helpful by staff teaching in the program.

### 3. Components of an Effective LTEL Program

#### 3.1 Curriculum and Instruction

Quality instruction and pedagogy is the foundation of a successful LTEL program. Historically, LTELs have been over prescribed to generic reading and literacy development courses that focus heavily on decoding, fluency, and reading comprehension. Typical intervention or support classes do not emphasize writing or oral language development. LTELs need instruction in both literacy (decoding, fluency, reading comprehension, writing, etc.) and language (grammatical structures, syntax, oral language, discourse, etc).

Laurie Olsen, author of *Reparable Harm*, suggests including the following components in a LTEL course:

Focus Areas	Description	Rationale
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>Students are provided frequent opportunities to engage in structured oral language practices</li> <li>Students are engaged in oral language output or academic conversations a minimum of 50% of class time</li> <li>Student talk may be short and structured initially building to sustained academic discussions</li> <li>Oral language opportunities emphasize equity of voice</li> <li>Students are provided frequent opportunities to participate in authentic text-based discussions*</li> </ul> <p>*Discussions are not spontaneous. See routines</p>	<ul style="list-style-type: none"> <li>When students are engaged in talking about what they are learning, they are digesting and processing the content</li> <li>Oral language is the foundation for literacy</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>Students are expected to be active participants in class</li> <li>Teachers use strategies to support engagement</li> <li>Students are given the appropriate supports, including language supports, to facilitate engagement</li> <li>Student achievement and growth is celebrated publicly on an ongoing basis through assemblies, certificates of recognition, and awards</li> </ul>	<ul style="list-style-type: none"> <li>LTELs are often well behaved students who do not display behavior issues. LTELs intentionally attempt to disappear and disengage</li> <li>Due to years of non-engagement, LTELs need significant support and guidance on how to engage in a classroom</li> <li>Traditionally LTELs have not been recognized for academic achievement. Ongoing celebration and recognition of students' growth and progress boosts confidence and engagement, which is key for academic success.</li> </ul>
<b>Academic Language</b>	<ul style="list-style-type: none"> <li>Students are expected to use content specific language forms and vocabulary</li> <li>Students have access to readily available resources to support use of academic language</li> <li>Teachers develop language objectives that explicitly teach precise content</li> </ul>	<ul style="list-style-type: none"> <li>LTELs need to learn the language of academics. Without academic language LTELs cannot fully comprehend complex, grade-level texts or participate in academic discourse</li> <li>Without academic language instruction and practice, students use social dialogue</li> </ul>

	specific academic language	
<b>Expository Reading and Writing</b>	<ul style="list-style-type: none"> <li>Students are explicitly taught reading strategies to access informational texts</li> <li>Students are taught academic writing structures and conventions</li> </ul>	<ul style="list-style-type: none"> <li>Academic learning requires ability to access academic texts</li> <li>Expository reading and writing are used across all content areas. The ability to access and engage with expository texts is critical for success in all content areas</li> </ul>
<b>Consistent Routines</b>	<ul style="list-style-type: none"> <li>Predictable classroom routines are incorporated into every aspect of instruction</li> <li>Tasks have clear targets, criteria, and expectations</li> </ul>	<ul style="list-style-type: none"> <li>English Learners benefit from highly structured classrooms</li> <li>Consistency in routines and expectations lowers affective filter</li> </ul>
<b>Goal Setting</b>	<ul style="list-style-type: none"> <li>Students are provided information on LTEL status and class placement</li> <li>With teacher support, students identify goals, timelines, and benchmarks to track and measure success of goals</li> </ul>	<ul style="list-style-type: none"> <li>LTEs typically aspire to attend college but lack the information on how to achieve goals</li> <li>Goal setting allows for students to clearly identify path to success</li> </ul>
<b>Empowering Pedagogy</b>	<ul style="list-style-type: none"> <li>Classroom is designed to facilitate connections</li> <li>Student experiences, culture, heritage, and language are valued and incorporated into the classroom</li> </ul>	<ul style="list-style-type: none"> <li>LTEs feel disconnected from school</li> <li>Empowering pedagogy maximizes learning, engages students, and connects students to their own learning and education</li> </ul>
<b>Rigor</b>	<ul style="list-style-type: none"> <li>Teachers design curriculum and instruction that focus on critical thinking</li> <li>Classrooms are student focused</li> <li>Students are consistently challenged and cognitively engaged</li> </ul>	<ul style="list-style-type: none"> <li>LTEs need rigorous accelerated curriculum to overcome gaps</li> <li>LTEs are typically enrolled in slowed down intervention classes that don't accelerate learning</li> </ul>
<b>Community and Relationships</b>	<ul style="list-style-type: none"> <li>Teachers cultivate student-teacher and student-student relationships</li> <li>Strategies to create a positive and trusting classroom are integrated into the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>LTEs, due to a lack of language and understanding, feel uncomfortable and fear making mistakes and being ridiculed</li> <li>A positive classroom culture and trusting relationships encourage student engagement and risk-taking needed to excel</li> </ul>
<b>Study Skills</b>	<ul style="list-style-type: none"> <li>Students are provided explicit instruction on note-taking, organization, time management, etc.</li> <li>Teachers explicitly teach metacognitive processes</li> </ul>	<ul style="list-style-type: none"> <li>LTEs lack study skills, problem solving skills, and rarely seek help resulting in chronic underachievement</li> <li>Study skills instruction improves overall academic performance</li> </ul>

### 3.2 Curriculum Considerations and Resources

LTEL acceleration courses utilize high-interest and grade-level appropriate materials. The curriculum provides opportunities for active engagement and heavily emphasize oral and written language. All four domains of language (listening, speaking, reading, writing), grammar and language structures, vocabulary development, and multiple genres of text are key curricular components. Additionally, whole books are incorporated into the curriculum.

#### Currently Available Curriculum:

##### UNDERSTANDING LANGUAGE UNITS:

The structure for these units was based on the design work of Dr. Aida Waqui, with the goal of these units is to provide exemplars illustrating how English Language Arts Common Core Standards in Reading Informational Text and Writing Arguments can be used to deepen and accelerate the learning and instruction of English Language Learners (ELLs), especially at the middle school level. It is based on the notion that ELLs develop conceptual and academic understandings as well as the linguistic resources to express them simultaneously, through participation in rigorous activity that is well scaffolded. Practices focus student attention and activity on key concepts--which are presented and discussed in their interrelatedness--with invitations for students to engage in higher order thinking throughout. These practices, and the intentional support offered to students throughout the unit, are designed to constitute an apprenticeship for students that over time builds their agency and autonomy.

**SPRINGBOARD ELD:** Language Workshops, Springboard ELD, deliver grade-level ELA content and tasks through the lens of developing students' academic language skills. Every activity in every workshop gives students an opportunity to listen, speak, read, and write at a level that can grow with them as they become more proficient in English. Speaking and listening are essential skills for participating in a rigorous academic classroom. With integrated speaking and listening opportunities, English language learners can learn the academic language they need to succeed.

##### RIGOR:

[RIGOR \(Reading Instructional Goals for Older Readers\)](#) is advertised by Benchmark publications as, "Comprehensive Literacy Instruction with Effective Support for Language Development and Content Understanding." It is an intervention for ELL students grades 4th through 12th to build foundational skills, including developing phonemic awareness and phonics skills, intensive vocabulary instruction of Tier 1, Tier 2, and Tier 3 words, and model comprehension strategies that support content reading. Fluent reading is modeled and practiced through read alouds, repeated reading with partners, and independent audio and tech supported reading experiences. Student scaffolds are provided to move students from shared to independent writing activities that reinforce phonics, vocabulary, and content, while building academic oral language. There are three levels of the Rigor program that support a range of language and literacy skills. Rigor Level 1 is intended to support newcomers. Rigor 3 might be appropriate for secondary LTELs who are working toward foundational language and literacy skills in their IEP. Teachers who adopt RIGOR need to make a concerted effort to embed structured oral language practice throughout the curriculum.

### 3.3 Professional Development

Systematic school-wide and targeted professional development can significantly impact LTEL growth and achievement. LTEL focused professional development addresses language development and culture, classroom engagement and instructional materials, and research-based teaching strategies.

#### LTEL Course Instructor

The LTEL course instructor should have numerous opportunities to engage in professional development. The fidelity of implementation of curriculum and use of research-based teaching strategies can greatly impact student outcomes. Teaching with a language stance, while simultaneously addressing the focal areas identified in section 3.1, can be incredibly challenging. All instructors, regardless of teaching years of service, should receive ongoing support and training on LTEL best practices.



### **Full Teaching Staff**

To maximize LTEL growth and achievement, the full teaching staff should be provided professional development opportunities. Schools should begin by building awareness and understanding of LTELs as an ELL typology. Additionally, both the qualitative and quantitative characteristics should be examined and understood by the full teaching staff. Principals have access to LTEL data on Ellevation and through the ELL snapshots. Schools should build time into professional development schedules to critically examine LTEL data. Data provides a launching pad for determining issues and areas of greatest need. Based on data, school sites can decide on professional development focal areas and develop a professional development arc. Additionally, content area teachers benefit from opportunities for collaborative planning and coaching.

### **Ed Services office support**

Ed Services is available to provide guidance and support for developing LTEL courses and larger schoolwide programs. Please contact Dale Rogers ([drogers@smfc.k12.ca.us](mailto:drogers@smfc.k12.ca.us)), English Learner Coordinator, for additional information on course development, implementation, and professional development.

## 4. Designing Effective Programs to Meet the Needs of LTELs

### 4.1 LTEL Course Design

LTEL courses are ELD classes designed to explicitly address the language and literacy gaps that impede academic success for LTELs. LTEL acceleration courses focus on academic language and literacy development and emphasize student engagement, expository text, goal setting, and empowering pedagogy. Key components include writing from evidence, vocabulary development, reading of increasingly complex texts and text-based academic discussions. Ideally, LTEL classes are small, with no more than 20 students, so that students receive targeted language instruction and progress towards reclassification at an accelerated pace. LTEL courses are taken in addition to core ELA classes, not in lieu of them. Before implementation of an LTEL course, school sites should designate a specific person to oversee the program. Some of the roles and responsibilities of this individual may include: assessment and identification of students, ongoing analysis of student assessment data, program evaluation, supporting teachers with implementation of new curriculum, and organizing student assemblies to acknowledge and celebrate progress. Language and Literacy Specialists in SMFCSD who have implemented LTEL pilot courses have experienced tremendous success with their LTELs.

LTEL courses are specifically designed for second language students. The [National Literacy Panel on Language Minority Youth](#) released a review of research of over 3000 publications and articles. They found that **instructional strategies that are effective with struggling native speakers are not as effective for second language learners**. Typical literacy acceleration courses do not emphasize oral language, writing, grammatical structures, and syntax, whereas these elements are at the forefront of LTEL designed courses.

### 4.2 LTEL Course Models (Coming Soon!)

Understanding that schools have unique scheduling constraints, individual sites within SMFCSD have flexibility on how to integrate an LTEL acceleration course into their master schedule. Below are three different LTEL course models.

Understanding Language Units	
Supporting Factors	Challenges
•	•

Springboard ELD Units	
Supporting Factors	Challenges
•	•

### 4.3 Comprehensive School Wide LTEL Programs

In addition to offering LTEL specific courses, schools should develop a comprehensive school program for LTELs. A comprehensive program includes: intentional placement in grade-level content classes, explicit language and literacy instruction across all content areas, and access to native speakers classes when possible. Additionally, teachers need ongoing professional development opportunities and appropriate curricular resources (see section 3.3, Professional Development).

## 5. Monitoring and Assessing LTELs

### 5.1 Annual Assessments

The ELPAC assessment, also described in section 2.2, is a mandatory statewide assessment taken by all English Language Learners. ELLs take the ELPAC annually during the spring until reclassifying as fluent English proficient.

ELPAC data provides insight into students' language abilities and limitations. LTEL course instructors, site administration, and content area teachers can benefit from understanding ELPAC domains and criteria. ELPAC data should be reviewed at the beginning of the academic year. In addition to school personnel, ELLs and their parents should have an opportunity to explore ELPAC scores.

### 5.2 Site-Based Assessments

Additional assessments are administered at school sites and within LTEL courses to monitor growth and achievement. Results of assessments are used to guide instruction, modify or adapt curriculum and pacing, and determine classroom groupings.

**RI:** The Scholastic Reading Inventory test is a district adopted computer adaptive reading assessment. Currently in SMFCSD, students take the RI three times a year. Scaled scores for RI are reported in Lexile measures. Lexile scores provide teachers guidance in selecting independent reading material in the appropriate ZPD. LTEL course instructors use SRI to create goals, select materials, and monitor reading comprehension growth.

**Galileo: (Coming Soon! ... a description of how to use Galileo data to inform instruction for LTELs)**

**Writing: (To be developed)**

## 6. Reclassification

### 6.1 Reclassification Overview

Reclassification is the process for determining that an English Language Learner (ELL) has become Fluent English Proficient.

Reclassification is important for a variety of reasons. ELLs who reclassify by 5<sup>th</sup> grade, or within 6 years in US schools, have better long-term academic outcomes. Conversely, students not reclassified within six years (Long Term ELs) are disproportionately at risk on all academic measures including SRI, A-G completion and graduation rates. In addition, reclassification data helps us:

- guide placement and provide appropriate levels of support.
- monitor progress of our ELLs on key metrics.
- demonstrate evidence of the quality of our programs and instruction for ELLs.

Per state guidelines, reclassification criteria must include:

- Language proficiency as measured by ELPAC 4
- Assessment of performance in basic skills (F&P or Galileo)
- Teacher evaluation: Grades
- Parent consultation

#### Reclassification Criteria 19.20

Criteria	Grades TK-2 <sup>1</sup>	Grades 3-5	Grades 6 to 8
Language proficiency	ELPAC score from spring 2019 of <b>4 Overall</b>		
Basic Skills	See F&P Chart Below		Galileo Cut Points (below)
Teacher Evaluation	Approaching ELA grade level standards (2 or higher in ELA average on the standards-based report card)*	Approaching all ELA grade level standards (2 or higher in ELA on standards-based report card)*	C- in ELA Course <b>OR</b> B- in ELD when ELD is in lieu of ELA
Parent Communication	Communicate with parents Parents sign or by phone authorize reclassification This is documented and put in the student's CUM folder		

For more information regarding reclassification, please see [Reclassification Plans 19.20](#)

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<sup>1</sup>Additional corroborating data may include local writing assessments (e.g., Benchmark Advance Assessments)  
For any comments or questions, please contact Dale Rogers-Eilers at [drogers@smfcsd.net](mailto:drogers@smfcsd.net)

## 7. Family Engagement

### 7.1 Meaningful Family Engagement

Engaging families is an essential component in supporting LTEL students. Meaningful and intentional family engagement empowers families with the information they need to support and advocate for their child's academic success.

Educating families about their child's LTEL status, informing them about reclassification, and inviting them to be a part of their child's academic goal setting, are all important steps when partnering with families. Families who are included in this process understand they are valued by the school community and work hand in hand with the site to support the academic success of their child.

Ideas for engaging LTEL families include:

- Host a meeting with families to educate them about their child's fluency status. Support them in understanding what it means to be an LTEL and what it means to participate in an LTEL Acceleration course that is designed to address the challenges LTELs face.
- Host a Reclassification meeting where families learn about what reclassification is, why it is important to their child's academic success, and what they can do at home to support their child's language and literacy development.
- Integrate the SMFCSD's ELL Student Snapshot into fall and spring family conferences. Engage parents in discussions about reclassification and use the data tool to support students and families set academic goals towards reclassification.

## 8. Evaluating and Managing Programs for LTELs

### 8.1 Program Evaluation

Site leaders should engage in ongoing evaluation of LTEL programs, practices, and procedures. Both formative and summative evaluation should be employed. Formative evaluation usually occurs when new programs and procedures are being developed and implemented. Summative evaluation typically occurs at the end of a year to monitor success of programs and procedures. A site self evaluation tool is located in Appendix D. The evaluation tool can be used as a guide to developing an LTEL program or to evaluate current programs.

### 8.2 ELL Shadowing

ELL Shadowing is a process to support sites to better serve their Long Term ELLs grounded in a student-centered observation protocol.

The goals are:

- to better understand how Long Term ELLs experience and participate in classroom instruction
- to measure Long Term ELLs' engagement in academic discussion
- to co-construct a short-term and long-term action plan to better meet the needs of Long Term ELLs
- to align support (site-based and Central Support) to accelerate achievement of Long Term ELLs

Numerous studies have found that ELLs spend minimal to no time of their school day engaged in academic talk. And yet, there is substantial research to illustrate the critical role of oral academic language development for ELL language and literacy development. In order to ensure that our ELLs are fully engaged in their classroom experience in general, and are participating in and benefitting from academic discussions specifically, we need to take a closer look at the student experience. ELL Shadowing is a way to draw attention to and better understand the needs of these students, as well as to support instructional leaders in identifying long-term and short-term actionable steps to address the needs of these students.

During the ELL Shadowing experience, each member of the team will be matched with a student to shadow for a minimum of two hours. The observer will monitor students' academic speaking and listening, at three-minute intervals. The students and teachers should not be aware of who is being shadowed so behavior and instruction does not deviate from the norm. Following the shadowing experience, the team will convene to aggregate and analyze the data to note trends, outliers, and implications for planning and instruction. See appendix E for more information about how you can use ELL Shadowing at your site.

### 8.3 Recommended Implementation Timeline

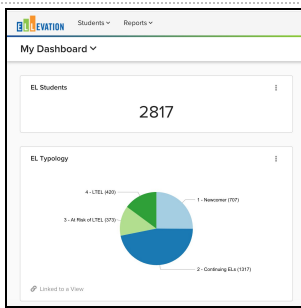
Phase 1	Phase 2	Phase 3	Phase 4
January, February, March <i>Prior to Implementation Year</i>	April, May, June <i>Prior to Implementation Year</i>	1st Semester <i>Year of Implementation</i>	2nd Semester <i>Year of Implementation</i>
<input type="checkbox"/> District pilot of LTEL Course materials  <input type="checkbox"/> Leadership team develops Action Plan to	<input type="checkbox"/> Use LTEL Course Handbook as a guide to build out a program. Key decisions include: curriculum, master	<input type="checkbox"/> Identification and placement of LTELs in course(s)*  <input type="checkbox"/> LTEL Course Kick Off!	<input type="checkbox"/> Ongoing progress monitoring of students  <input type="checkbox"/> Students reflect on progress towards goals

<p>support current LTELs at the site</p> <p><input type="checkbox"/> Decision about how to move forward with planning for LTEL ELD Course to be implemented in the following academic year</p>	<p>schedule, staffing</p> <p><input type="checkbox"/> Ongoing support from ED Services to design LTEL course</p> <p><input type="checkbox"/> Professional development for teachers related to components of an effective LTEL Program</p> <p><input type="checkbox"/> Identification and placement of LTELs in course(s)*</p> <p>*Identification and placement timing will vary from site to site. Sites can begin identifying and placing at the end of the current school year, if data is available.</p>	<p>Family engagement to inform students and families about purpose, goals and expectations of course</p> <p><input type="checkbox"/> Students set language and academic goals</p> <p><input type="checkbox"/> Ongoing coaching and professional development support from Ed Services</p> <p>*Due to insufficient data, some schools may need to identify and place students at the start of the school year. It is important that schools make appropriate placements and understand that scheduling adjustments will occur.</p>	<p><input type="checkbox"/> Data collection for program evaluation. Data may include:</p> <ul style="list-style-type: none"> <li>● Curriculum embedded summative assessments</li> <li>● Reclassification data</li> <li>● Observation data</li> <li>● Student and teacher surveys</li> </ul> <p><input type="checkbox"/> Make improvements based on program evaluation results.</p>
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Appendix A:

ENGLISH LANGUAGE LEARNER  
A GUIDE TO ELL DATA AT SAN MATEO-FOSTER CITY SCHOOL DISTRICT

Q. WHAT DATA REPORTS SHOULD I LOOK AT FIRST?



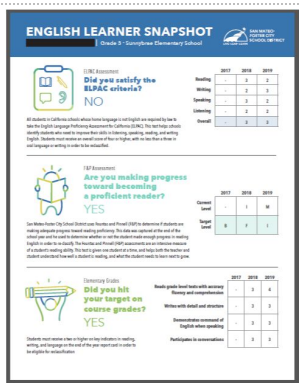
MY DASHBOARD

This report was designed to help users quickly identify the number of ELLs at each school. Each report contains additional information on ELL by Typology. To learn more about ELL’s by Typology, refer to the last page of this document.

The screenshot shows the 'ELL Student List' report. It displays a table with columns for Grade Level, LEP Status, and Overall Level. The table lists several students with their corresponding data.

ELL STUDENT LIST

This report is generated by selecting EL Students on the Ellevation live data dashboard. This list will include students’ names, grade level and overall ELPAC score. Lists can also be generated here by ELL Typology and/or grade levels.



ELL SNAPSHOT

These student level reports were designed to help users develop a better understanding of the reclassification process with actionable supplemental data. Each PDF report is sorted by teacher, fluency subgroup, grade level, and student name. Data points include performance levels from 3 years worth of ELPAC, Galileo Scores, Fountas & Pinnell and Marking Period 3 grades.

Q. WHAT IS THE CRITERIA FOR DEFINING ELL SUBGROUPS?

**NOTE:** Calculating EL years is based on the oldest school entry date available in AERIES. The school entry dates used for this calculation are US school entry date, California school entry date, and District school entry date available.

ELL  
SUBGROUPS

LONG TERM ENGLISH LANGUAGE LEARNERS

Students who are formally identified as English Language Learners and who have been in US schools more than 6 years. Frequently these students are born in the US. They appear to be proficient because they typically have a strong command of language needed in most social contexts, yet have weak academic language. Their language development tends to stagnate at the intermediate level of English proficiency or below. They may struggle academically, especially with reading and writing skills. Many have developed habits of non-engagement, passivity and invisibility in school.



	<p><b><u>AT RISK OF BECOMING LONG TERM ENGLISH LANGUAGE LEARNERS</u></b></p> <p>English Language Learners who have been enrolled in US Schools more than 3 years and less than 6 years, and are not demonstrating adequate progress. They have remained at the same ELPAC level for at least 2 years, and have not met the criteria for reclassification. These indicators are early warning signs that they may become LTELs.</p> <p><b>NOTE:</b> Remaining at a ELPAC level of 4 for at least 2 years is counted as growth.</p>
	<p><b><u>CONTINUING ENGLISH LANGUAGE LEARNERS</u></b></p> <p>Students who have been English Language Learners for less than 6 years. They may or may not be making progress toward reclassification.</p>
<p><b>RFEP SUBGROUPS</b></p>	<p><b><u>RECENTLY PROFICIENT</u></b></p> <p>RFEPs who were redesignated less than or equal to 2 years ago. Recently Proficient RFEPs need monitoring to ensure they don't stagnate or slide back.</p>
	<p><b><u>LONG TERM PROFICIENT</u></b></p> <p>RFEPs who were redesignated more than 2 years ago.</p>
<p><b>NEWCOMER</b></p>	<p>A Newcomer is defined as a student who has been in the United States for less than 1 year. Data for defining a newcomer relies entirely on the US Entry Date field submitted into AERIES.</p>

# RECLASSIFICATION OVERVIEW 19.20

## What is Reclassification?

Reclassification can be thought of as an ELL's language graduation. It is the process for determining that an [English Language Learner \(ELL\)](#) has become Fluent English Proficient (RFEP). It is a major milestone and accomplishment for all ELLs.

## Why is it important?

ELLs are reclassified based on multiple criteria. Because of this, reclassification serves as an indicator of a district or school's:

- Overall ELL language development and academic achievement
- Overall effectiveness of Designated and Integrated English Language Development instruction
- Overall effectiveness of specific approaches designed for ELLs and ELL subgroups (e.g. extended after school programs for newcomer students)

Reclassification data, both of students that are eligible and those that are not, should help to guide placement, provide appropriate levels of support, and monitor progress against key metrics at each site. In addition, research indicates that ELLs who show the language proficiency needed to reclassify by 5<sup>th</sup> grade or within 6 years in US schools have better long-term academic outcomes. Conversely, students not reclassified within six years (Long-term ELLs) are disproportionately at risk on all academic measures including SRI, A-G completion and graduation rates.

## What's new?

The **2019-20** round of reclassification is available for any students who met the ELPAC cut point last Spring, and have now met the criteria listed below. Teachers will no longer receive a teacher input form to fill out during the reclassification window, instead teacher evaluation will be captured from the report card.

### Reclassification Criteria 19.20

Criteria	Grades TK-2 <sup>2</sup>	Grades 3-5	Grades 6 to 8
Language proficiency	ELPAC score from spring 2019 of <b>4 Overall</b>		
Basic Skills	See F&P Chart Below		Galileo Cut Points (below)
Teacher Evaluation	Approaching ELA grade level standards (2 or higher in ELA average on the standards-based report card)*	Approaching all ELA grade level standards (2 or higher in ELA on standards-based report card)*	C- in ELA Course <b>OR</b> B- in ELD when ELD is in lieu of ELA
Parent Communication	Communicate with parents Parents sign or by phone authorize reclassification This is documented and put in the student's CUM folder		

## Basic Skills Cut Points for Reclassification

	<b>2019-2020 Reclassification</b>
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<sup>2</sup>Additional corroborating data may include local writing assessments (e.g., Benchmark Advance Assessments)  
For any comments or questions, please contact Dale Rogers-Eilers at [drogers@smfcsd.net](mailto:drogers@smfcsd.net)

<b>Grade Level</b>	<b>Cutpoint</b>
TK	<b>Early Literacy Behaviors</b> <i>(Total score needed: 10)</i>
K	<b>B</b>
1	<b>F</b>
2	<b>I</b>
3	<b>L</b>
4	<b>O</b>
5	<b>R</b>
6	1060
7	1150
8	1250

#### **Reclassification Process:**


Students are identified as eligible for reclassification using the above criteria. Using our English learner platform, Ellevation, a list is generated of students eligible for reclassification.

Translation services notifies the parents/guardians in their home language that the student is eligible for reclassification. Translation services explains that English Language Learner reclassification is the process for determining that an ELL has become Fluent English Proficient. Once a student has become Fluent English Proficient they are considered RFEP (Redesignated Fluent English Proficient). Translation services explains that this is a huge accomplishment and asks the family if they agree that the student is ready for reclassification. The translator then records the parents' response.

If the parents/guardians agree to reclassification, the documents are printed and distributed to the school site to put in the CUM folder. The families are then sent a letter confirming that the process is complete.

Appendix C: ELL Signature Strategies

Q. WHAT ARE THE SMFC ELL SIGNATURE STRATEGIES?



### STAND UP, HAND UP, PAIR UP

Stand up, Hand up, Pair Up is a strategy that can be used Pre-K to 8 to support students with three big shifts in the CCSS: engaging with complex and compelling text, making evidence-based arguments, and have an academic discussion. English learners benefit from this strategy because the supports are embedded as part of the lesson.

**Materials:**

- Provide several short readings of complex text on a grade-level topic. These are often called from a text that students will later read in its entirety.
- Have at least 6 different colored sheets of paper (if you don't have colored paper, use highlighters or markers to distinguish the texts.)


**Procedure:**

1. Put colored text in the air.
2. Find a partner with a different color sheet and high five.
3. Read your quote.
4. Say something about the text.
5. Partner reads their quote.
6. They say something.
7. Switch quotes.
8. Hand up and repeat steps 1-7.

**Considerations:**


- Consider using pictures connected to the content for students in TK or kindergarten.
- In emergent ELL, students read and discuss the shorted text before whole-class engagement to ensure sufficient support.

Common "Question" design/question set



STAND UP, HAND UP, PAIR UP

Stand up, Hand up, Pair Up is a strategy that can be used Pre-K to 8 to support students with three big shifts in the CCSS: engaging with complex and compelling text, making evidence-based arguments, and have an academic discussion. English learners benefit from this strategy because the supports are embedded as part of the lesson.



### MULTI-COLORED POSTER

Multi-Colored Poster is a strategy that can be used Pre-K to 8 to record, develop and synthesize student knowledge as it builds throughout a lesson and/or unit of study. Multi-Colored Poster is a strategy that can be used Pre-K to 8 to support students with three big shifts in the CCSS: engage with complex and compelling text, make evidenced-based arguments, and have an academic discussion. English learners benefit from this strategy because the supports are embedded as part of the lesson.


The poster becomes a living artifact that represents shifts in student thinking and knowledge base over time as the class adds to it repeatedly after different learning experiences (e.g. academic conversations, science experiments, readings of complex text). A Multi-Colored Poster is also a great anchor chart of key concepts and vocabulary to support writing assignments and academic discussions.

**Procedure:**

1. Give the learning target, essential question or topic in the middle of a poster.
2. Students all get the same color marker to record what they know.
3. After a learning experience, the students add their new knowledge to the poster in a different color.
4. This process is repeated weekly 2 or 3 more times, each time the students add to their poster with a new color.


**Considerations:**

- Consider using post-it notes at each round so that items can easily recognize the information for different purposes.
- For younger students, allow pictorial representations of ideas.
- To promote equity, consider assigning roles such as facilitator, scribe, etc.



MULTICOLORED POSTER

Multi-Colored Poster is a strategy that can be used Pre-K to 8 to record, develop and synthesize student knowledge as it builds throughout a lesson and/or unit of study. Multi-Colored Poster is a strategy that can be used Pre-K to 8 to support students with three big shifts in the CCSS: engage with complex and compelling text, make evidenced-based arguments, and have an academic discussion. English learners benefit from this strategy because the supports are embedded as part of the lesson. The poster becomes a living artifact that represents shifts in student thinking and knowledge base over time as the class adds to it repeatedly after different learning experiences (e.g. academic conversations, science experiments, readings of complex text). A Multi-Colored Poster is also a great anchor chart of key concepts and vocabulary to support writing assignments and academic discussions.



### LINES OF COMMUNICATION

The purpose of Lines of Communication is to provide practice interacting in meaningful ways with multiple partner combinations. Students form two lines facing each other, responding to a prompt or question that is connected to grade-level content. Students use their language resources to speak clearly and actively listen to a partner. When prompted by the teacher, students move to a new partner and listen to the teacher for a new prompt.

**Materials:**

- Discussion worthy prompts aligned to grade-level content.
- Access to academic language through word banks or sentence stems.


**Procedure:**

Students will:

- Line up facing a partner.
- Share ideas with each partner.
- Take turns speaking & listening.
- Change partners at the signal.

Teachers will:

- Model the interaction using taught vocabulary and language structures.
- Monitor the length of each interaction. Signal to change partners.
- Monitor participation and student language approximations.



LINES OF COMMUNICATION

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Appendix D: Site Self-Assessment Tool for Long Term English Learner Plan and Evaluation

Please complete this form by marking your school’s status for each row with an “x” in the appropriate Yes or No column.

Category 1: Knowledge of LTELs	Yes	No
The full staff is knowledgeable of the definition for Long Term English Learners		
Teachers and staff can identify the LTEL population		

Total		
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Category 2: Data Review and Analysis	Yes	No
Administrators and teachers review EL achievement data (ELPAC) by length of time in the U.S. schools and proficiency levels		
Administrators use analyzed data to identify LTELs and provide appropriate supports		
Data is analyzed to identify students “at risk” of becoming an LTEL and develop a catch up plan		
Data is analyzed to inform curriculum and instruction decisions		
The full staff understands the purpose of ELPAC and knows how to interpret data on how English Learners are doing academically and progressing towards proficiency		
An inquiry has been conducted to develop a deeper understanding of our own LTEL population		
School site conducts ELL Shadowing to monitor LTEL class participation and engagement		
Total		

Category 3: Scheduling and Curriculum	Yes	No
LTELs are placed in mainstream academic classes		
LTELs are placed in a specialized LTEL ELD class to address their language needs		
ELD occurs across the curriculum (inclusion of explicit language objectives in all content areas)		
LTELs receive a full curriculum (math, science, history, ELA, ELD)		
LTELs are provided quality reading materials selected for their relevance and expressive uses of language		
Books, glossaries, and materials are available in home language to enable students to receive primary language support		
School counselors or designated individual received professional development and training in appropriate placement of LTELs		
LTELs have access to native speakers course		
Total		

Category 4: Instruction and professional development	Yes	No
All teachers use differentiated strategies to ensure access and participation		

All teachers receive training on language development across the curriculum		
Classroom instruction emphasizes student talk and interaction		
In all classes, LTELs are provided appropriate scaffolds to engage with material		
Teachers have access to an instructional coach who is knowledgeable of EL supports and strategies		
School site has collaborative time devoted to LTEL professional development		
Total		

Category 5: Reclassification	Yes	No
The school provides recognition and celebration for students who meet criteria for reclassification as Fluent English Proficient		
Reclassification criteria is well understood by students and families		
Reclassification criteria is well understood by staff and teachers		
Total		

## Appendix F: ELL Shadowing Overview

### What is it?

ELL Shadowing is a process to support sites better serve our Long-term ELLs centered on a student-centered observation protocol.

### Our goals are:

- To better understand how Long-term ELLs experience and participate in classroom instruction
- To measure Long-term ELLs' engagement in academic discussion
- To co-construct a short-term and long-term action plan to better meet the needs of Long-term ELLs
- To align support (site-based and Central Support) to accelerate achievement of Long-term ELLs

### Why?

Numerous studies have found that ELLs spend minimal to no time of their school day engaged in academic talk. And yet, there is substantial research to illustrate the critical role of oral academic language development for ELL language and literacy development. In order to ensure that our ELLs are fully engaged in their classroom experience in general, and are participating in and benefitting from academic discussions specifically, we need to take a closer look at the student experience. ELL Shadowing is a way to draw attention to and better understand the needs of these students, as well as to support instructional leaders in identifying long-term and short-term actionable steps to address the needs of these students.

### How does the protocol work?

Each member of the ELL Shadowing team will be matched with a student to shadow for a minimum of two hours. The observer will monitor students' academic speaking and listening, at three-minute intervals. The students and teachers should not be aware of who is being shadowed so behavior and instruction does not deviate from the norm. Following the shadowing experience, the team will convene to aggregate and analyze the data to note trends, outliers, and implications for planning and instruction.

The process takes place over three short stages. In most cases, each stage occurs on a different day.



## **Appendix G: MIDDLE SCHOOL LANGUAGE PATHWAY FREQUENTLY ASKED QUESTIONS**

### **WHAT IS DESIGNATED ELD?**

Designated ELD is defined as instruction provided during a protected time during the regular school day, for focused instruction on state-adopted ELD standards to assist ELs to develop critical English language skills necessary for academic content learning in English. CA Code Red Title 5, Section 11300A. Designated ELD is core instruction for English Learners equal to other core instruction such as math, English Language Arts, science, social studies and PE.

### **WHAT ELSE DOES THE LAW SAY ABOUT DESIGNATED ELD?**

Any language acquisition program provided by a local education agency (LEA) shall be designated using evidence-based research and include both designated and integrated ELD. Designated and Integrated ELD instruction is a component of Tier 1 instruction for all ELs. 5 CCR Section 11309(C)(1).

### **DO ALL ENGLISH LEARNERS NEED TO BE ENROLLED IN ELD?**

Yes. Designated ELD needs to be provided by skilled teachers during a protected time during the regular school day.

### **CAN DESIGNATED ELD BE PROVIDED OUTSIDE OF THE SCHOOL DAY?**

No. ELD is core instruction and must be provided within the school day.

### **HOW MANY MINUTES OF DELD DOES A STUDENT NEED PER DAY?**

Although the state does not provide a minimum number of minutes for any core instruction, other than PE, the state's guidance is that the block of time for DELD must be long enough to teach a lesson. Due to the nature of a middle school student schedule, the vast majority of middle schools offer DELD as one class period. SMFCSD requires no less than 30 minutes per day or 150 minutes per week. These decisions must be made in the best interest of students.

### **WHY DO WE NEED TO PROVIDE A MINIMUM OF 30 MINUTES PER DAY?**

Less than 30 minutes per lesson would be inadequate to deliver a complete lesson.

### **WHAT ABOUT STUDENTS WHO ARE BOTH ENGLISH LEARNERS AND QUALIFY FOR SPECIAL EDUCATION?**

Dual identified students should be placed in language classes that are aligned to the language goals written in the IEPs. There is flexibility regarding placement as outlined in their Individual Education Plan. However, like all English learners, dual identified students must be provided with both designated and integrated ELD daily. Placement decisions rest with the IEP team. Team may consult with site literacy specialist, as needed.

### **WHAT IS BEST PRACTICE FOR GROUPING STUDENTS IN A DELD COURSE THAT ARE NOT PART OF A NEWCOMER PATHWAY?**

Best practice is to group students by grade level and language proficiency level to ensure that the ELD standards are being taught in tandem with the state-adopted academic content standards. However, if the numbers do not

allow students to be grouped by grade level, students can be grouped across grade levels, but still need to be grouped by proficiency.

### **HOW MANY STUDENTS SHOULD BE IN A MIDDLE SCHOOL LANGUAGE PATHWAY COURSE?**

Whether it is, Academic Language & Literacy Acceleration, Foundational Language & Literacy or a Newcomer course class sizes should remain small and no more than **20 or less** is recommended with 17 students as an ideal class size. (Although our recommendation is to provide small class size, this is pending Executive Cabinet approval.)

## **Appendix F: FAQ: ELL Snapshot**

### **What is the English Learner (EL) Snapshot?**

The English Learner Snapshot is a two-page document that demonstrates the three gatekeepers to reclassification on one side (an ELPAC score of four, meeting the cut point for F&P or Galileo, and teacher grades) and on the other side is a goal setting template. (See [Reclassification Guidelines for 19.20](#))

### **How should I use the English Learner Snapshot?**

The EL Snapshot is designed to be used by a caring adult (teachers, counselors, etc.) with students and families to ensure that all stakeholders understand the gatekeepers to reclassification. Goals should be written on the back of the EL Snapshot from the data on the front.

### **Are the reclassification reading levels cut points the same as “on grade level”?**

No, the cut points for reclassification reading data are not the same as on grade level. The cut points for reclassification are “approaching” the standard not “meeting” the standard.

### **What should I do if I believe there is a data error on the English Learner Snapshot?**

If you believe that there is a data error on EL Snapshot, please contact Cameron Lewis, Coordinator of Assessment and Data for San Mateo Foster City School District. [clewis@smfc.k12.ca.us](mailto:clewis@smfc.k12.ca.us)

### **What should I do with the English Learner Snapshot after I’ve met with students and families?**

Once you have that with students and families, you should send the home language version of the EL Snapshot home with the family and another copy should go into the student’s CUM folder. We are required by the federal government to monitor and set goals regarding English learners’ progress. The ELL Snapshot is what we use to document this.

### **What should I do if I have questions about how ELPAC is scored?**

[A Parent Guide to Understanding the ELPAC](#) is a resource that explains the difference between the Initial and Summative ELPAC. [Unpacking the ELPAC](#) is a presentation specifically for parents and teachers in SMFCSD who want to learn more about the ELPAC, including how scores are weighed.



