

LAS LOMITAS ELEMENTARY SCHOOL DISTRICT
ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Annual Report for 2007-2008

INTRODUCTION:

The mission of the English Language Development (ELD) Program is to provide meaningful supplementary instruction in English, both social and academic, in a safe and stimulating environment in order for non- or limited-English speaking students to become successful learners in an English mainstream classroom in a timely manner. 19 percent (19%) of the students in the Las Lomas Elementary School District come from families who speak a language other than English. There are 24 different languages spoken by students and their families, including Spanish, Japanese, Tongan, Arabic, Bengali, Cantonese, Danish, Dutch, Farsi, Finnish, French, German, Hindi, Italian, Korean, Mandarin, Norwegian, Polish, Portuguese, Hebrew, Hungarian, Russian, Swedish and Vietnamese. Forty-seven percent (47%) of the students from these families are limited in English proficiency. The English Language Development Program is essential for these English learners (ELs).

The ELD specialists provide instruction in addition to that provided by the regular classroom teachers. Specialists at both schools work with students in a small-group setting, enabling the students to comfortably take risks in their spoken English that otherwise may not take place in the mainstream classroom. Instruction is given in a clear manner with repetition when necessary. Learning takes place through literature, games, art and science projects and other hands-on activities so that real world connections can be made. These techniques are also used to preview classroom material, which helps to build confidence in the mainstream setting. Specific support for vocabulary and concept development in the subject matter content areas is also provided. The children are actively engaged in learning listening, speaking, reading and writing skills in English. The ELD teachers work collaboratively with classroom instructors, other specialists and administrators to ensure that our program is meeting the needs of our students and teachers, as well as state requirements.

STUDENT PROFICIENCY DATA:

Each year, we are required to assess each English learner's English proficiency on the California English Language Development Test (CELDT). During the 2007-2008 school year, we tested 151 students, 104 at Las Lomas and 47 at La Entrada. Their proficiency levels are listed in Table I on page 2.

Of the 151 students tested, 18 (LL) and 2 (LE) scored Initial English Fluent Proficient (I-FEP). These students do not receive ELD instruction, but they are monitored for two years to ensure success in the mainstream classroom.

Students who score at an Early Advanced or Advanced level, and who were previously designated as English learners, are eligible for redesignation. Many, especially at the primary grades, continue to receive ELD instruction until the classroom teacher is confident that the student can be successful in the mainstream program and/or until all redesignation criteria are met, including standardized test scores. As a result, most students are redesignated in grades 4 and above. Table II, on page 3, shows the number of students who were redesignated to Fluent English Proficiency (R-FEP) in 2007-2008.

TABLE I
Student Proficiency Levels in 2007-2008

Grade	Beginner	Early Intermediate	Inter-mediate	Early Advanced	Advanced	Total Tested	I-FEP*
K	8	3	5	9	3	28	12
1st	4	2	18	6	8	38	3
2nd	2	1	2	4	0	9	1
3rd	7	4	9	3	6	29	2
4th	2	0	7	2	2	13	0
5th	1	0	5	3	0	9	1
6th	0	2	7	2	2	13	1
7th	0	2	3	3	1	9	0
8th	0	0	0	3	0	3	0
TOTAL	24	15	56	32	22	151	20
	16%	9%	37%	23%	15%		13%

* Initial Fluent English Proficient (included in numbers tested)

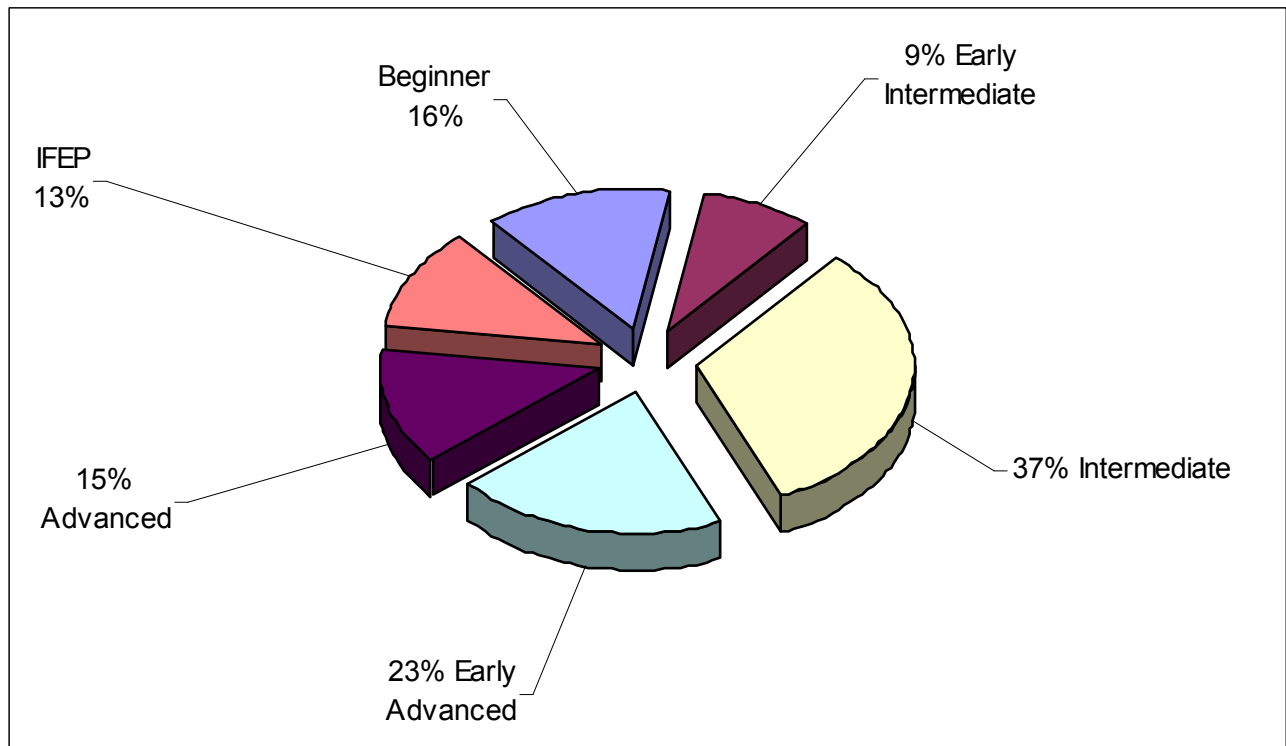


TABLE II
Students Redesignated as Fluent in 2007-2008

Grade	Number of Students	Number of Years in ELD before Redesignation
1 st	0	
2 nd	0	
3 rd	2	1 after two years 1 after three years
4 th	5	1 after one year 2 after two years 2 after four years
5 th	2	1 after two years 1 after six years
6 th	4	2 after four years 1 after five years 1 after six years
7 th	4	1 after 1 year 1 after two years 1 after six years 1 after seven years
8 th	2	2 after eight years

The ELD specialists consolidated student test data into a format that allows for overall monitoring of year-to-year student progress. A spreadsheet (the Worksheet of Identified Need, or “WIN”) monitors student performance on the CELDT as well as standardized test scores. This spreadsheet allows us to review performance by grade level and number of years in the District. The spreadsheet contains data required for state and federal reports. In addition to the WIN, each student's EL folder contains a form documenting when federal and state mandated compliance tasks have been completed.

ELD specialists worked with classroom teachers to establish promotion benchmark criteria in ELD for English Learners. The K-3 benchmarks were adopted by the Board in June 2004 and the 4-8 levels in 2006. La Entrada faculty, in collaboration with Claire Abrams, Teacher on Special Assignment, reviewed student performance in May of 2006 to determine if assessment tools and target levels were appropriate. The faculty was not satisfied with the assessment selected for 2006 and continues to seek an appropriate tool that is easily administered at all grades that aligns with the benchmarks.

La Entrada piloted a new ELD report card that provides a more teacher-friendly format, and focuses on progress from one level to the next. The report card is more concise and individualized. Teachers found that it allowed for improved communication between ELD students, Language Arts teachers and the ELD specialists. This format will be reviewed and aligned to be used by all grades, K-8, in the 2008-2009 school year.

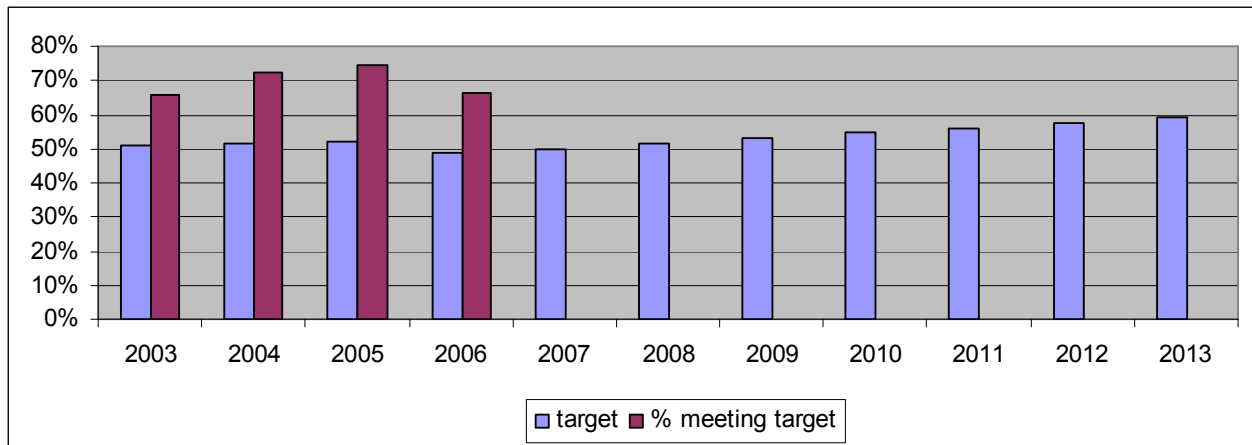
TITLE III ACCOUNTABILITY REPORT:

The 2001 No Child Left Behind Act includes accountability requirements and achievement targets for English learners. There are three Annual Measurable Achievement Objectives (AMAOs) established for English learners. AMAO 1 requires that students make annual progress in learning English. AMAO 2 requires that students attain English Proficiency (i.e. are fluent proficient) as measured by the California English Language Development Test (CELDT).

Las Lomitas is a member of a consortium of small districts for Title III funding and reporting purposes. The Consortium is comprised of Menlo Park, Las Lomitas, Portola Valley and Woodside School Districts. In past years, each district received individual AMAO reports; however, this year's reports were only given to the Consortium as a whole. As a Consortium, all AMAOs were met in 2006-2007. Results for 2007-2008 have not yet been published. Consortium performance is reported for AMAO 1 and 2 on the following charts.

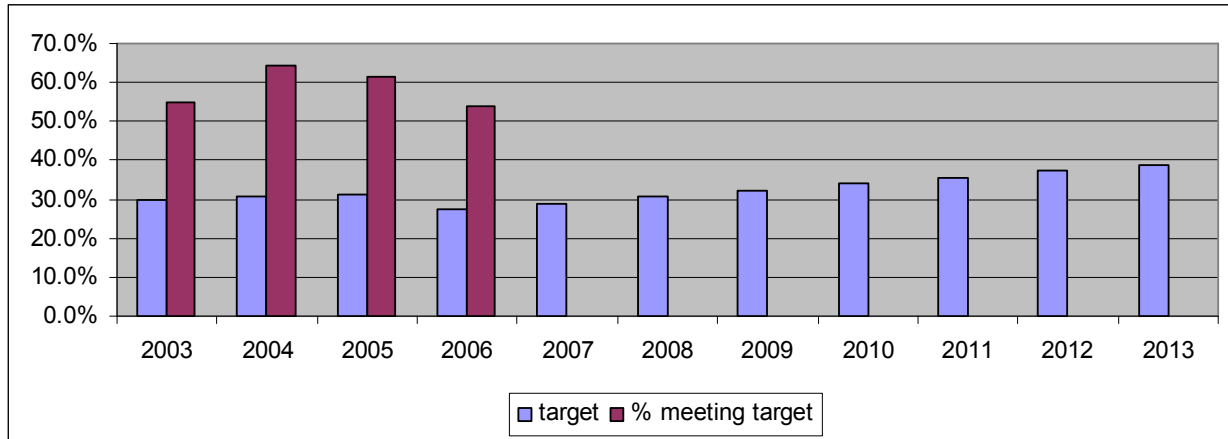
AMAO 1 – Percent of Students Making Annual Progress in Learning English

Number of Annual Consortium CELDT Takers	Number/Percent with Required Prior CELDT Scores	Number in Cohort Meeting Annual Growth Target	Percent Meeting AMAO 1 in Consortium	<u>2006-2007</u> Target - Met Target?
196	196 / 100%	130	66.3%	48.7% - Yes



AMAO 2 – Percent of Students Attaining English Proficiency on the CELDT

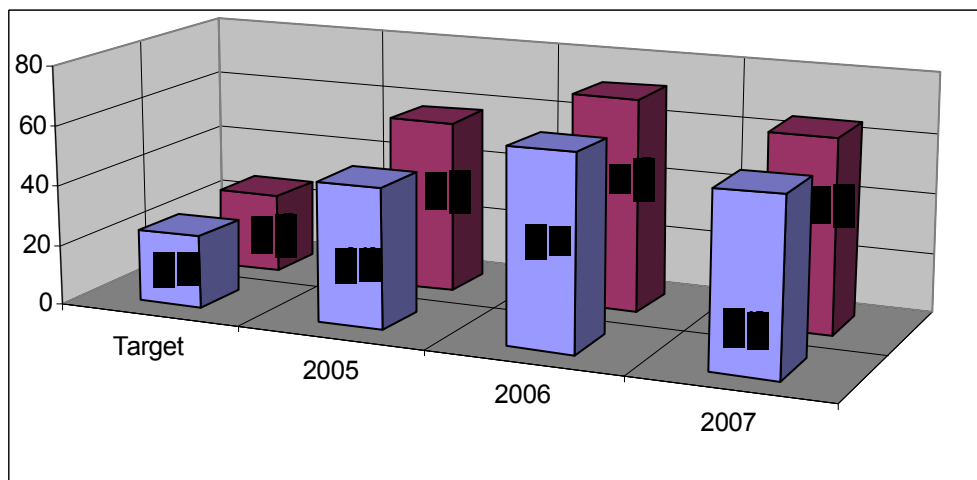
Number of 2006 Annual CELDT Takers in Cohort	Number in Cohort Attaining English Proficient Level	Percent Meeting AMAO 2 in Consortium	2006-2007 Target / Met Target?
104	56	53.8%	27.2% - Yes



AMAO 3 requires that English learners meet performance targets as assessed through the California Standards Tests. The Consortium report does not report a detailed data analysis, but the Consortium did meet participation rates and proficiency rates for the English learner subgroup. Data for our district is available through the California Department of Education and is reviewed each year as part of our evaluation process. The table and graph below reflect District English learner student achievement towards this objective as reported on the California Department of Education website.

AMAO 3 – Percent of Students Proficient or Above on the California Standards Test

Number of Annual CST Takers	Percent Proficient or Above in ELA	2006-2007 Target / Met Target?	Number Proficient or Above in Math	2006-2007 Target /Met Target?
73	57.5%	24.4% / yes	64.4%	26.5% / yes



STUDENT SERVICES:

100% of the English learners in the district were assigned to regular education classrooms and taught by teachers who hold appropriate certification to teach English learners. ELD specialists providing supplementary ELD instruction at both sites also hold appropriate certification.

A. English Language Development Instruction at Las Lomitas:

At Las Lomitas Elementary School, the specialists provide supplementary ELD instruction four days per week in the Language Lab. Two credentialed teachers, Lesli Leong and Rebecca Garcia, share the specialist position. They, with the assistance of two bilingual paraeducators, Vanessa Lezcano and Johanna Camahort, provide instruction for identified students in grades K-3. First and second grade students attend an extended-day program either before or after school. Kindergarten and third grade students receive ELD instruction during the school day on a pull-out basis. Newcomers who score at the beginning level on the CELDT in grades 1st-3rd may receive additional time in the Language Lab. In addition to the above services, the paraeducators are available to work with students in their regular classrooms, and do so on a regular basis.

68 students (an increase of 20 over the past two years) attended the Language Lab this year:

- 16 in kindergarten (1 entered in November)
- 26 in first grade (1 entered in November; 1 moved in January; 1 entered in December; 1 student receives services in the classroom)
- 8 in second grade (1 entered in September; 1 moved in March; 3 moved in October)
- 18 in third grade (1 entered in November; 2 entered in December; 1 entered in January; 1 moved in January; 1 moved in February; 2 entered in March)

Instruction in the Language Lab is provided in a thematic format and utilizes the Hampton Brown *Into English!* text book series, supplementary and teacher-created materials. The emphasis for emergent learners is on speaking and listening. More advanced students are provided with instruction in reading and writing skills. The ELD specialists work closely with the classroom teachers to support classroom content vocabulary and individual needs.

Students in the Language Lab participate in a daily take-home reading program where they may select and borrow books with audiotapes to read at home. This program provides our language learners with an opportunity to develop vocabulary and fluency, as well as an ear for English. Title III funds are available to purchase supplementary materials used for ELD instruction. This year's purchases included primary and English language assessment materials, materials for newcomers, leveled books for reading support programs, picture cards, science supplies, headphones, listening center materials and picture dictionaries. Reference books purchased to use district-wide include those on sheltered-English strategies, exemplary ELD instruction, accelerating vocabulary development and a DELAC/ELAC training manual.

In addition to the Language Lab program, Las Lomitas offers a Homework Club during lunch for students who need additional assistance. Our paraeducator, Vanessa Lezcano, provides this support four days a week. The PTA also provides tutors for identified students.

B. English Language Development Instruction at La Entrada

Lynelle Gordon and Joanne Tinkham provide ELD support instruction at La Entrada. This year they met with 24 English learners. Other students scored at the early advanced or advanced level on the CELDT and received ELD instruction from their core, classroom, RSP or language arts support teacher, or were redesignated as fluent-proficient.

La Entrada students receiving ELD support instruction by the specialists is as follows:

- 6 in fourth grade (1 moved in December; 1 entered in February)
- 5 in fifth grade (1 entered in September, then moved in January; 1 entered in January; 2 moved in February)
- 7 in sixth grade (1 enrolled in August but arrived in November; 1 entered in September, then left in January; 1 entered in October; 1 entered in January; 1 entered in February)
- 5 in seventh grade (1 entered in September; 2 moved in December; 2 entered in January)
- 1 in eighth grade

Mrs. Gordon meets with the 4th and 5th grade students two to three times a week, for 43 minutes, either in her classroom or the students' classrooms. These classes focus on reading, writing, speaking, and listening. Lessons are primarily from *Step into English* or the student's supplementary ELD lessons from the Language Arts program.

Students in 6-8th grade receive one period of instruction daily in ELD from Mrs. Tinkham. This period serves as an elective for these students. Classes focus on building background knowledge for academic content instruction and areas of need as demonstrated on the CELDT. Each week's lessons rotate skill practice in reading, writing, listening or speaking. Instruction is designed to support the core curriculum subjects and to build understanding, especially in grammar and vocabulary. *English for Tomorrow: The Junior Files* was a particularly effective curriculum due to its high-interest reading and writing lessons.

Materials used at La Entrada also include the Hampton Brown *English at Your Command*, the Houghton Mifflin *High Point* series and *The Rosetta Stone* software program. *Open Court* ELD component materials are also utilized, as well as supplementary materials to support core curriculum including realia. Mrs. Tinkham and Mrs. Gordon worked closely with classroom teachers to support the core curriculum and identified needs.

In addition to the classroom program, La Entrada offers a Homework Center that meets three days per week after school. A significant number of EL students attend the Homework Center, and particularly enjoy the computer lab. Classroom teachers provide this instruction while the technology aide monitors students working in the computer lab. The English Language Acquisition Program (ELAP) for 4th- 8th grade students provides funds to support Homework Center teacher stipends. Peer tutors are also available to help students at that time.

A new tutoring program began last spring under the leadership of the School Site Council. Last March, the Council voted to approve the expenditure of Block Grant funds to provide stipends to experienced teachers who tutor EL students twice weekly after school. Six teachers were recruited to work with twelve children. Tutoring began the last week of April. The plan, and the commitment of the teachers and students, allowed for similar working groups to be in place at the start of the 2007-2008 school year. Students selected for tutoring are those with STAR scores at Basic or below, and participation in the ELD program for more than one year. This year nine English learners participated in the program. STAR scores and teacher feedback forms are used to evaluate the program. Teacher report card comments show evidence of academic improvement, and we are confident that there will be improved test scores and increased redesignations of English Learners due to this intensive intervention program.

C. ELD Coordinator and Specialist Responsibilities

Mrs. Sartor, the ELD Coordinator, in collaboration with district administrators, is responsible for all state testing and compliance matters regarding English learners. She meets monthly with the site specialists as the ELD Steering Committee to review and plan the English learner program each year. The site specialists serve as primary contacts for parents of EL students. They assist the ELD Coordinator in preparing for all site English Language Advisory and District English

Language Advisory Committee (ELAC / DELAC) meetings, the annual state census and federal immigration report, coordinate the ELD Program with classroom teachers, collect and monitor all data for EL students, as well as purchase texts and materials for the regular classroom and support programs. All four ELD specialists attend grade-level and faculty meetings at their sites to coordinate instruction with regular classroom teachers.

Each year, Mrs. Lowe, La Entrada school counselor, meets with current 8th grade students to discuss high school registration, placement and appropriate summer support programs such as summer school, AVID, COMPASS and College Track. She provides written information to parents, as well as the opportunity to meet personally with a translator if necessary. Letters and forms sent home to parents are available in Spanish.

COMMUNICATION REGARDING STUDENT PROGRESS:

Communication regarding student progress is ongoing for both teachers and parents. The regular classroom teachers are kept abreast of the progress of their students through informal conversations memos, emails and written reports. At Las Lomitas, the ELD specialists and the paraeducators meet regularly to plan program. This time allows for training in specific lessons, as well as for gathering and sharing information. Teachers at each grade level (K-8) meet with their respective ELD specialist to discuss individual student and program needs. This practice is particularly effective when collaborating on support for current content areas of instruction. The ELD teachers meet regularly with site administrators to report on and plan program.

La Entrada and Las Lomitas PTAs hosted an evening in the fall to assist parents in the completion of school and district forms. Both sites provide informational sessions at Parent Information Night in the fall as well as STAR testing information in the spring.

The District has made a concerted effort over the past several years to provide more translated information for parents:

- Paraeducators, county translators or bilingual parent volunteers, as appropriate, are made available to translate at Student Success Team (SST) meetings, at Individual Education Plan (IEP) meetings and at parent/teacher conferences. Ms. Lezcano provides translation services at Las Lomitas; Mrs. Dunne is available to translate at La Entrada.
- Both schools had another successful year with their Bilingual Buddy program, which pairs bilingual parents with families who speak Japanese, Korean, Tongan, and Spanish. Carmen Patino, DELAC member, was the program coordinator this year. Buddies are available to answer parents' questions or to make calls home upon a teacher's request.
- Certain articles in the PTA newsletters are translated into Spanish, particularly those concerning ELAC and/or DELAC meetings and activities. At Las Lomitas a monthly newsletter is sent home to Language Lab families in both English and Spanish. Ms. Lezcano translates written materials for both sites as needed. This year's work included translating teacher newsletters, Speech and Language referral questionnaires, field trip information, Conflict Resolution materials, PTA forms, Reading Recovery letters, SST notes, DELAC parent survey as well as other school related correspondence.

STAFF DEVELOPMENT:

Each year we seek to improve materials and instruction for English learners. All of our self-contained, core classroom teachers and specialists hold appropriate certification to teach English learners. Certification requirements change over time, so district teachers vary in certification titles. At Las Lomitas, twenty-three hold Cross-cultural Language and Academic Development (CLAD) certification, and

twelve hold SB 1969/395 certification. La Entrada has twenty-seven teachers with CLAD certification, and six teachers with CCTC Specially Designed Academic Instruction in English (SDAIE) authorization. In 2007, three ELD specialists and two instructional paraeducators were trained to administer the CELDT test. Tanya Rianda, former ELD specialist, was also trained and assisted with CELDT testing at La Entrada last fall. Due to the changing format of the test, examiners must be trained annually. Training is provided by representatives from the California Department of Education and by the San Mateo County Office of Education.

This year the ELD Coordinator, specialists and classroom teachers attended conferences such as the *ELD Accountability Institute*, and the *Sixth Annual Academic Success for English Learner Conference*. Specialists also attended bi-monthly ELD Coordinator meetings at the County Office of Education in order to stay abreast of current events.

Mrs. Sartor and Mrs. Leong provided ongoing staff development for Mrs. Gordon and Mrs. Tinkham, who were new to their ELD positions. Susan Gogas, Student Data Technician, also worked closely with Mrs. Tinkham and Mrs. Sartor, to organize data for ELD student progress tracking purposes. Better organization of data allowed staff to monitor student progress more effectively, especially at La Entrada. Susan Gogas' support also streamlined data collection for reports such as the Students' National Origin Report, Language Census, and the District Annual Report.

Staff development was provided at both sites. Mrs. Tinkham worked directly with teachers to implement new progress tracking forms and highlight ELD standards students had mastered. Las Lomas teachers met with grade levels to restructure the Language Lab schedule to minimize interruptions to classroom instruction and maximize ELD learning. They piloted and surveyed responses to a new third grade block schedule and two-session kindergarten options. Las Lomas ELD specialists also met with third grade teachers to collaborate on how to support classroom topics, such as Ohlone report projects, paragraph writing, and content vocabulary. Specialists at both sites reviewed test score data for English learners to determine appropriate instructional strategies, skills emphasis and service for students who continue to fall below state and/or grade level expectations.

THE ENGLISH LANGUAGE DEVELOPMENT STEERING COMMITTEE:

The ELD Coordinator and ELD teachers meet monthly as the ELD Steering Committee to address program needs. 2007-2008 was a very productive year. The emphasis was on the team's staff development, updating monitoring tools and implementation of the instructional program.

In 2007-2008, Team members:

- Reviewed the budget – identified revenue sources and expenditure categories
- Prepared and submitted the state's annual Language Census Report (R-30)
- Prepared and submitted the federal annual Students National Origin Report (SNOR)
- Reviewed the Master Plan for English Learners (available at schools and District Office)
- Reviewed CELDT notification forms
- Offered presentations in August to explain CELDT requirements and placement options
- Presented information about ELAC/DELAC, recruited nominees, implemented balloting and organized the Committees.
- Prepared for, and attended ELAC/DELAC meetings to meet legal requirements
- Focused on data analysis, format and standardization district-wide
- Collaborated to align services and programs district-wide

All agendas and minutes of the ELD Steering Committee meetings are kept on file in the ELD Coordinator's office. The Team plans to continue the monthly meetings in 2008-2009.

PARENT ADVISORY COMMITTEES:

A. English Language Advisory Committees (ELAC)

In compliance with State requirements, each school established an ELAC in 2007-2008. Nominations were solicited through an announcement in the PTA newsletters, as well as at the Parent Information Night meetings. Parents elected for the Las Lomitas ELAC were Carmen Patino, Silvia Giorguli-Calderon, and Satu Mielikainen. Rebecca Garcia, Lesli Leong and Jerry Traynor served as staff representatives. Akira Muraoka, Roger Trejo and Susan Petersen were selected to be the parent representatives to the La Entrada ELAC. Joanne Tinkham, Lynelle Gordon and Larry Thomas serve as the faculty representatives.

B. District English Language Advisory Committee (DELAC)

Following last year's DELAC recommendation, ELAC members chose to meet together as a whole district (DELAC) meeting, rather than in site groups only. The committee met five times this year as a DELAC. At the first DELAC meeting of the year, District representatives reviewed member responsibilities according to Ed. Code regulations. Each member received a packet outlining these responsibilities and information about the ELD program. The DELAC members established meeting dates for the remainder of the year.

DELAC meeting agendas addressed topics that were site specific as well as those focused on district-wide needs. All DELAC agendas and minutes are kept on file in the ELD Coordinator's office.

In 2007-2008 this Committee:

- Reviewed Operating Procedures
- Reviewed the District's Master Plan for English Learners
- Created, implemented and reviewed parent input through a survey
- Made recommendations for program improvement based on the survey (see below)
- Reviewed redesignation procedures, criteria and notification letters
- Reviewed forms and letters to parents regarding CELDT proficiency scores
- Reviewed grade-level benchmarks
- Discussed attendance issues
- Sponsored five parent education events (all but one followed regularly scheduled DELAC meetings) on state testing, parent involvement opportunities, information about the secondary education systems and district ELD technology support
- Provided childcare at parent education events
- Selected rotation of members to continue in 2008-2009; enlisted new members to serve

C. DELAC Recommendations for Next Year

Based on the 2008 parent survey and discussions, DELAC members have made the following recommendations for next year:

- Continue combined ELAC/DELAC meetings in 2008-2009
- Improve communication regarding DELAC meetings and parent education events through newsletters, calendars and the website to encourage attendance and participation. Create a logo and personalize invitations

- Provide information with translation services prior to *Meet the Teacher* at both sites to explain the event, suggest ways to participate in school even if limited-English proficient, and connect with Bilingual Buddies.
- Provide opportunities for new families to get to know others in the community in forums that are personal and non-threatening.
- Continue the Outreach and Bilingual Buddy programs to include “support networks” that link newcomers with “experienced” families who speak the same language or come from the same country
- Continue to provide the Frequently Asked Questions (FAQs) brochure to new families upon enrollment
- Finalize a brochure that provides “tips” to help your child learn English
- Explain to parents how and when student progress in ELD programs is reported

PARENT INVOLVEMENT:

Parents of English learners are encouraged to participate in their students' schooling by volunteering at school and by attending school-family functions. This year, parents volunteered in lunchtime activities, PTA events such as the Holiday Workshop/Faire, Pancake Breakfast, the Las Lomitas Dance Festival, and in the ELD classrooms.

The DELAC sponsored five parent education opportunities in 2007-2008 to meet parent needs as reflected in the prior year's *Needs Assessment Survey*:

- On the evening of the first day of school, parents of English Learners were provided assistance in completing school forms through the La Entrada and Las Lomitas PTA Outreach Committee. Parent volunteers provided information in both English and Spanish. Over 20 families participated.
- In December, Suzanne Mitchell, Director of Technology, presented information about websites for English learners on *NetTrekker*. Staff and parents explored the website at the school's computer lab with Mrs. Mitchell's guidance.
- In January, Mrs. Lowe, counselor, provided information about high school enrollment and program options for students including AVID, COMPASS and College Track. Former La Entrada students attended to speak about their personal experiences at Menlo Atherton High School.
- In March, representatives from the Parent Teacher Associations, and Las Lomitas Education Foundation explained their programs and the many ways parents may participate at school or from home.
- In April, Claire Abrams, Teacher-on-Special-Assignment for Curriculum and Instruction, presented information about the State's assessment program (STAR). Parents were particularly interested in the purpose of the test and how scores are utilized to meet individual student needs.

At Parent Information Nights on both campuses, the ELD specialists explained ELD program options, as well as general school information, to help parents become familiar with events and opportunities available for their children. The Outreach programs at each site continued to provide financial support for participation in all our school activities for those children in need.

ELD PROGRAM PLANS FOR 2008-2009:

Although much was accomplished this year, there is still much to do in order to ensure the best possible program for English Learners, as well as comply with state and federal regulations. Below are the items that the ELD Team and the ELAC/DELAC members will focus on in 2008-2009:

