The Report of the San Francisco Unified School District Bilingual Education Task Force

February 2002

**Commissioned by
Dr. Arlene Ackerman
Superintendent of Schools**

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Executive Summary

The San Francisco Unified School District, under the direction of Superintendent Dr. Arlene Ackerman, convened the Bilingual Education Task Force to develop an improved Bilingual Education Master Plan for the district. The Task Force was commissioned 1) to develop a plan that directly addresses the needs of English Learners; 2) to integrate these services within the District's goals to provide all children with the opportunity to become multilingual; 3) to do this within the context of the Consent Decree's integration plan; and 4) to complete the planning process initiated through Dr. Ackerman's district plan *Excellence for All* and developed by the Bilingual Task Force to assure participation of and support from all sectors of the school district and community. More importantly, the Bilingual Task Force was asked to fully investigate and address the primary barrier to the District's historical failure to implement an effective program for English Learners. Quite simply, no systemic process was ever developed to assure full implementation of the program. To arrive at a systemic model, it is important that all schools are able to deliver a quality model of academic development for English Learners which is supported by the District and community and responds to the compliance items required by state and federal law.

The Task Force began by developing a set of Guiding Principles that would serve as the ethical foundation for its work. The Guiding Principles illustrate the mission of the Task Force in developing recommendations to improve the academic achievement of English Language Learners and English proficient students in the San Francisco Unified School District. As adopted by the Task Force, the Guiding Principles articulate the overall framework within which the District must address the specific needs of English learners as it considers the education needs of all students:

- Provide and promote the opportunity for all students to develop competence in two or more languages, academic competence, and a positive self-image and attitudes toward other cultures, as mandated by SFUSD School Board Policies already in place.
- Achieve racial, linguistic, and ethnic integration throughout District schools and

classrooms.

- Demonstrate high expectations and high standards for all students, with particular attention to early childhood and special education programming
- Demonstrate high standards for teachers (curriculum and instruction) and administrators (curriculum, instruction, organization and leadership) through on-going professional development opportunities and support to assure the academic success of English Language Learners and English proficient students.
- Promote meaningful participation and collaboration among families, the community, and school/district personnel.

Beginning in June 2001, the committee met and interviewed parents, community members, teachers, principals, resource teachers, central office administrators and staff (responsible for bilingual services, special education, research and evaluation, professional development, and parent involvement), and the Consent Decree Monitor, as well as the Directors of Curriculum and Instruction, Finance, the Superintendent, and the Commissioners of Education. In addition, the Task Force formed four working groups corresponding to the primary components of a Master Plan: Program Models, Instruction and Professional Development, Home-School-Community Collaboration, and Assessment and Accountability. These working groups were comprised of parents, teachers and principals from elementary, middle, and high schools, community representatives, and key central office personnel. The Task Force developed a set of principles and questions to guide the efforts of each working group. Each working group reviewed the District's prior efforts to serve English Learners, assessed the current status of these services, and developed recommendations for their improvement. The Task Force then used their findings and recommendations to prepare this Bilingual Education Master Plan. Finally, a series of town hall meetings were held throughout the city to maximize teacher, student, parent and community involvement in the planning process.

Through these efforts, The Task Force concluded that prior District initiatives and programs developed and implemented to serve English Learners had limited success because they were not systemic. First, the Task Force found that although English Learners now comprise over half

of the total student population in the District, responsibility for serving these children fell primarily to the Bilingual Education and Language Academy (now Multilingual Programs) Office. Yet the Task Force found that this office does not have the line authority or necessary resources to provide the level of support needed by teachers, school and central office administrators to assure that each English Learner receives quality instruction.

Second, the Task Force found that school and central office personnel in general lack a comprehensive understanding of what educational services English Learners need and their own roles and responsibilities in meeting these needs. It seems that prior efforts to improve services to English Learners were directed primarily to the limited number of personnel specifically assigned to meet those educational needs. However, the majority of English Learners in the District spend most of their instructional day in "traditional core English-only classes." The majority of personnel involved in providing and supporting the "core instructional program" by and large have not been involved, or have been marginally involved, in training that would help them develop the skills they need to better address the growing numbers of English Learners in their "core curriculum" classrooms. This situation is especially true in middle schools and high schools where services to English Learners are severely limited.

Third, the Task Force concluded that educational programming for English learners has been inconsistently implemented across the District resulting in uneven academic success for students. In some schools, programs have produced highly successful and impressive outcomes while in other schools programs designed for such success have failed to thrive. The District is now called on to build from its successes in bilingual programs that have demonstrated their effectiveness within the framework of moving children from native language proficiency to competencies in that language and in English in challenging academic contexts.

Clearly, the lack of a systemic approach, including a well articulated accountability process, seems to have contributed to marginalizing responsibility for English Learner services both in the various offices and departments in the central office as well as among teachers and principals. To address these issues, this Task Force will recommend three major efforts. These recommendations rest on a wealth of educational research that consistently reports that major

educational change comes about when it is done incrementally and systemically. In San Francisco there is a need to work both broadly and deeply to develop an appropriate systemic initiative. For this reason, Task Force members assumed the major responsibility for the broader issues affecting English Learners while the details (i.e., the deeper issues) of the Master Plan were articulated by the Working Groups.

With this in mind, we recommend that the District complete three tasks: a) move towards the development and implementation of a systemic change process that holds all school and District Office personnel accountable for full and successful implementation of educational programming that serves the academic development of English learners in the context of serving all students; b) Initiate systemic programmatic attention to District wide efforts that build on the successes of its bilingual education efforts and ensure the opportunity for students to become bilingual and biliterate; and, c) require that every school provide an articulated academic English language development throughout the instructional program.

The following activities will be implemented to realize Task 1. The Task Force has designed a systemic reform initiative that will lead to the development of a comprehensive District Wide accountability process to assess the progress made in implementing the Master Plan. This accountability process will begin in January 2002. The roles, responsibilities, and timelines for implementing, monitoring, and evaluating the Master Plan are herein detailed for: Education Commissioners, Superintendent, Deputy Superintendent, Assistant and Associate Superintendents, each Department Manager and their staff, principals, teachers, paraprofessionals, and parents. We propose that this information be integrated in their annual performance review for the first time in the history of the SFUSD.

With regard to Tasks 2 and 3, every school will begin to plan for and begin implementing an articulated quality academic development program for English Learners grades k-12; b) each principal and classroom teacher will be held accountable through an annual performance review for making this happen; and, c) all Central Office personnel will be similarly held accountable for facilitating and supporting each school through their annual performance evaluations. This will be the primary thrust of a broad-based initiative.

Further, district-wide priorities and resources were re-examined and prioritized with community involvement for broader impacts.

We also propose that the Central Office work intensively and comprehensively with six pilot schools (selected no later than February 2002) to provide them with the ongoing support they will need to fully implement one of the currently available program options identified by the district no later than Fall 2002: a) ELD/SDAIE, sheltered content; b) ELD/SDAIE and primary language development through content or language arts, or foreign language; and c) ELD/ SDAIE, primary language development through language arts and content instruction. Each of the six schools will be asked to assess their current personnel and resources and select which of these three options they can realistically implement immediately. Then they will select one of the following programs to work towards providing students with the opportunity to become bilingual: Two-Way Bilingual Education, Foreign Language Education, or late-exit transitional bilingual education programs.

The deep, intensive work with pilot sites will also affect systemic change by helping district staff clarify roles, responsibilities and coordination needs. The six intensive schools will be comprised of two schools at each grade level: elementary, middle, and high school. Of the two schools within a grade level, one school will be selected that has been identified as under-performing by the state. The second school will be selected where the services to English Learners are very limited, but where staff commitment and school organization are disposed to developing a quality program.

Each of the divisions and/or offices in the Central Office will assign a member of their group to form a Support Team to work intensively with each of the selected schools to help them implement the instructional services delineated in the Master Plan. As each of the offices represented in the Support Team begins to service each school they will begin to more clearly understand their individual and collective responsibility for implementing the Master Plan and Consent Decree as well as the type and intensity of support needed by schools at different grade levels and with different challenges.

This systemic initiative has several advantages. It is manageable, yet represents a significant effort by the District Office to begin to make everyone responsible for the Master Plan and Consent Decree. The diversity of schools by grade level and individual challenges should provide the Support Team with a range of issues that will need to be addressed if the Master Plan and the Consent Decree are to be fully implemented. The Support Team concept provides all of the major offices in the District a venue wherein they will learn what they need to do and how they must work together to realize the goals of the Master Plan and Consent Decree. The outcomes will be refinement of the accountability process for all school personnel, revised organizational procedures supporting the Master Plan and Consent Decree, and a detailed plan for the best implementation of these services and accountability processes systemically throughout the District.

All of the Task Force efforts described require sufficient time if they are to be completed successfully. Initial efforts have generated a great deal of interest and enthusiasm among those with whom the Task Force engaged, which was echoed when shared with the larger community, giving the Bilingual Education Task Force just cause for optimism in accomplishing the goals of the recommendations contained herein.

Introduction

In response to a request by SFUSD Superintendent Dr. Arlene Ackerman, the Bilingual Task Force established a process to examine the state of Bilingual Education in the SFUSD. Task Force members examined student data and research, interviewed witnesses, and sought the input of the greater SFUSD home-school community to complete this task. Evidence of this participation may be seen in the appendices attached to this document that are witness to the breadth and depth of the investigations carried out by the Task Force and its working groups.

After a careful review of all the collected evidence, the Task Force found that the SFUSD has historically failed to implement an effective program for all English Learners–either for the purpose of developing English language or Content area skills. The Task Force established that the primary barrier to full implementation of an effective program is the lack of a systemic accountability process. The Task Force further determined that a significant improvement in this situation will require that all schools deliver a quality model (or models) of language acquisition and content skills development for English Learners, and that schools will only be empowered to achieve this with the full, participatory support of the District and the community.

Historically, responsibility for English Learners has rested on the shoulders of the Bilingual Education and Language Academy Department (currently known as the Multilingual Programs Department). However, this entity does not have the line authority or the necessary resources to provide the level of support needed by teachers, school and central office administrators to assure quality instruction for all English Learners.

Due to this history, school and central office personnel lack an awareness of their responsibility for serving English Learners and possess little understanding of how to best serve these students. In the past, the Multilingual Programs Department largely targeted improvement efforts to personnel specifically assigned to English Language Development (ELD) instruction, Specially Designed Academic Instruction in English (SDAIE) and primary language content classes. In undertaking these professional development efforts, the Multilingual Programs Department relied almost entirely on sources of funding outside the general fund.

While it is true that English Learners require specially trained teachers familiar with language acquisition pedagogy and practice to help them develop the "competency in at least two languages" recommended by Board policy[1], it is also true that the majority of SFUSD English Learners spend most of their instructional day in "traditional core English-only classes," especially at the secondary level.

Nonetheless, the majority of personnel involved in providing and supporting the "core instructional program" have by and large not been involved, or have been marginally involved, in training that would help them develop the skills they need to address the needs of the growing numbers of English Learners in their "core curriculum" classrooms. The Task Force discovered that this is especially true in middle and high schools, where services to English Learners are severely limited.

The Taskforce concluded that the lack of a systemic accountability process has contributed to a "marginalization" of responsibility for English Learners services, among the various departments and offices of the Central Administration as well as among teachers and principals.

To address these issues, the Taskforce recommends that the district commence the completion of three critical tasks:

Task 1. Move towards the development and implementation of a systemic change process that holds all school and District Office personnel accountable for full and successful implementation of educational programming that serves the academic development of English learners in the context of serving all students;

Task 2. Initiate systemic programmatic attention to District wide efforts that build on the successes of its bilingual education efforts and ensure the opportunity for students to become bilingual and biliterate;

Task 3. Require that every school provide an articulated academic English language development program throughout the instructional program.

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[1] See *Mission Statement and Guiding Principals* below.

Mission Statement and Guiding Principles

> *"The Mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability."*

The Taskforce recognizes that the education of San Francisco's English Language Learners requires combining the support and resources of the District, schools, teachers, parents, community, State and Federal agencies. With this in mind, the Task Force's mission is to:

1. Recognize the previous efforts in the District to serve these students. [Identify the past circumstances of these students and policies/programs/efforts related to their education within the district.]

2. Understand the present circumstances of these students. [Specifically, who they are, how they are served and by whom, in what form (program and instruction), and their educational achievement status.]

3. Provide the San Francisco Unified School District with recommendations for implementing its comprehensive and integrated short-term and long-term plan in a manner that is consistent with all applicable Consent Decrees.

The Guiding Principles direct the mission of the Taskforce in developing recommendations to improve the academic achievement of English Language Learners and English proficient students in the San Francisco Unified School District:

1. Provide and promote the opportunity for all students to develop competence in two or more languages, academic competence, and a positive self-image and attitudes toward other cultures, as mandated by SFUSD School Board Policies already in place.

2. Demonstrate high Expectations and high standards for all students, with particular attention to early childhood and special education programming

3. Demonstrate High standards for teachers (curriculum and instruction) and administrators (curriculum, instruction, organization and leadership) and administrators through on-going professional development opportunities and support to assure the academic success of English Language Learners and English proficient students.

4. Promote meaningful participation and collaboration among families, the community, and school/district personnel.

DIVERSITY RESPONSIVE SCHOOLING

The mission of the SFUSD is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

Why is equity an important educational issue?

We live in a world of difference. How each of us responds, personally and professionally, to diversity remains one of our most formidable challenges. Rapid demographic changes in our local communities and the growing interdependence of communities across the globe increasingly present us with opportunities to interact with those who differ from us, e.g., by income, race/ethnicity, language, language proficiency, religion, culture, gender, immigrant status, sexual orientation, and special needs. Schools have a central role in helping students develop the skills to successfully respond to these differences: multilingualism, multiculturalism, information literacy, technological fluency, and of course, high levels of knowledge and skill proficiency. Equally important, students also need to fully develop democratic citizenship skills that will allow them to negotiate, cooperate, and collaborate in a just manner for the mutual good in a world of difference. It is within this context that equity is regarded as central to teaching and learning in our schools.

Educational equity is concerned with issues of resources and the impact of those resources. Educational equity is concerned with both student access to resources (who has it and who doesn't), the meaningfulness of those resources to students within and between classrooms and schools across the district, and, with those students who are learning and those that are not. It means affirming that groups of students, regardless of their differences, are provided with the appropriate meaningful and demanding teaching and rigorous learning opportunities to help each group become successful democratic citizens to support the development of a just society.

The educational reform effort of the past twenty years focused on identifying and strengthening key systemic processes in education that directly impact the quality of teaching and learning with a concern for all students. An assessment of equity must necessarily document

how the educational reform efforts are directly responsive to issues of diversity, and how these diversity responsive reform efforts are shaping the teaching and learning opportunities provided to all students.

The following highlights student goals and objectives.

1.	Provide and promote opportunity for all students to develop two or more languages.

2.	Promote cultural and linguistic sensitivity among all students.

	Objectives:

	a.	Achieve racial, linguistic, and ethnic integration of students in all academic and non-academic activities provided to students throughout district schools and classrooms.

	b.	All teaching and learning activities will incorporate language development, anti-racist education, critical pedagogy, and multicultural education concepts.

	c.	Teachers and students will demonstrate equity performance standards. (See Table 1)

3.	Create high expectations and high standards for all students

4.	Provide early childhood and special education services to all students in need.

5.	Establish high standards for teachers and administrators through on-going professional development opportunities and support.

	a.	Differentiate instruction

	b.	Teaching and learning based on students' lived experiences

	c.	Integration of key diversity issues into all aspects of systemic reform (See Table 1)

Promote meaningful participation and collaboration among families, the community, and school/district personnel. Realizing this mission and these goals and objectives requires integrating issues of diversity regarding race, language, culture, national origin, special needs, and gender in all aspects of systemic educational reform to support the inclusion of all students in all instructional and non-instructional activities.

Table 1: Proposed Standards for Democratic Citizenship

Dimensions of Multicultural Education	Augmented Content Standards	Indicators of Multicultural Classroom	
		Proposed Teacher Democratic Citizenship Performance Standards	Proposed Student Democratic Citizenship Performance Standards[2]
Content Integration	*The content in each subject area and discipline draws from different cultures to illustrate key concepts, principles, generalizations, and theories.*	*Teacher has the cross-cultural knowledge and pedagogic skills to draw from the experiences of different cultures to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.*	*Student is able to demonstrate understanding of key concepts, principles, generalizations, and theories in each subject area or discipline drawing examples from a variety of cultures and communities.*
Knowledge Construction Process	*The content in each subject area and discipline explicitly articulates its underlying assumptions, frames of references, perspectives, and biases as to how knowledge is constructed within it as well as alternative conceptualizations.*	*Teacher has the knowledge and skills to helps students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it.*	*Student is able to demonstrate understanding, investigate, and explain how underlying cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is within it.*
Equity Pedagogy	*The content in each subject area and discipline supports a range of instructional approaches and strategies that are responsive to the varied academic learning needs of linguistically, culturally, racially/ethnically, or economically diverse student populations.*	*Teacher has the knowledge and skills to provide varied modes of presentation, delivery, practice, and applications to accommodate the range of learning needs of linguistically, culturally, racially, and/or economically diverse students.*	*Student is able to meet grade level content and equity standards regardless of gender, race/ethnicity, culture, language, language proficiency, income level, immigrant or migrant status*
Prejudice Reduction	*The content in each subject area and discipline provides a basis for helping students understand difference in our lives and an appreciation and respect for differences.*	*Teacher has the knowledge and skills to provide learning materials and activities that will help students develop an understanding of difference in our lives (how it develops, why it develops, how it is maintained, and how to change it) as well as an appreciation and respect for differences.*	*Student demonstrates appreciation and respect in their work and play for others that differ in by gender, race/ethnicity, language, language proficiency, special needs, income level, immigrant or migrant status.* *Student understands how difference is socially constructed, why it is constructed, how it is maintained, how it can be changed, and their responsibility for helping with this change process.*
Empowering School Culture and Social Structure	*The content in each subject area and discipline explicitly provides a range of learning opportunities that validate and empower students' perceptions of themselves as learners and producers of knowledge, sufficiently flexible to accommodate a range of learning needs and styles, and that facilitate positive cross group collaboration (e.g., gender, race/ethnicity, language, income, culture, immigrant status, and sexual orientation).*	*The teacher has the knowledge and skills to create and sustain a validating and an empowering learning and school environment for students as evidenced in grouping and labeling practices, participation rates in all classroom and school activities, comparability of academic achievement across all student groups, as well as how students and faculty interact among and between one another by areas of difference (e.g., gender, race/ethnicity, language, income, culture, immigrant status, and sexual orientation).*	*Student is able to work and play with others who differ by gender, race/ethnicity, language, language proficiency, special needs, income level, immigrant or migrant status.*

What areas of systemic reform for educational equity need to address diversity? Educational equity requires that diversity be fully integrated into each of the elements of school reform:

1)   Content*: what is taught;*

2)   Pedagogy*: how it is taught;*

3)   Roles and Responsibilities*: how people in schools work together;*

4)   Organization and Administration*: how the school/district is organized and managed;*

5)   Parent/Community Involvement*: how the home, school, and community collaborate to support student learning;*

6)   Accountability*: how to assess effectiveness of systemic reform efforts on how services are provided (i.e., quality) and student success (i.e., achievement).*

We also understand that effective integration of diversity into teaching and learning, as with systemic educational reform, requires intervention and changes at several levels: district, school, and classroom. Proper integration of educational equity also requires that we determine how diversity is integrated into each of the elements of reform and within and across each change level.

If diversity responsive school reform is to support inclusion the current exotic notions of multicultural education that seem to pervade most classrooms and schools such as celebrating heroes and holidays need to be substituted by concepts and approaches that help teachers and students: 1) to relate what they are teaching or learning to their lived experience; 2) to clarify the role of difference in their own lives; 3) to understand how these differences and those of others are socially constructed as a result of differential social, economic, and political power; 4) to recognize how their unique life experiences (i.e., privileges and barriers) flow from these inequities in power; and, 5) to learn what action they can take individually and collectively to rectify these injustices (Fabos and Young, 1999).

What action is needed to help teachers and administrators develop, implement, and sustain a diversity responsive teaching and learning environment? We propose two major efforts. First, intensive professional development will be provided to teachers and administrators to help

them develop basic understanding of: 1) those processes and systems that create and maintain inequities in teaching and learning, 2) strategies and approaches for identifying and rectifying inequities in teaching and learning. Such inequities include, but are not limited to, the type, access, and meaningfulness of available resources (e.g., learning materials, computers, trained teachers, and advanced placement classes) as well as differential teacher expectations. Such training will draw from research in three areas: critical pedagogy, multicultural education, and anti-racist education. Multicultural education provides a framework for making explicit the impact of institutional racism and attempts to reveal inequities and to advance equity by helping individuals and groups to identify and to take the necessary action to work towards not only creating a more equitable learning environment for all students, but to provide students with the skills needed to create a more just society.

Secondly, evaluation procedures will be re-designed and/or developed to provide an on-going assessment of progress towards assuring equity in each of the six elements of school reform listed above. Assessments of educational equity will surface and examine the relationship between observed differences in content and learning activities and any differences in teacher expectations by type of student (i.e., data disaggregated by race, income, language status, gender, special needs, etc.). This is accomplished by documenting how the teacher differentiates instruction while maintaining the same breadth and depth of content standards, and holding all students accountable for the same performance standards. Documenting differentiated instruction means more than simply determining whether the teacher is using passive or active learning pedagogy or whether students participate in project based learning tasks and cooperative learning groups. It means assessing how teaching and learning draw from a student's background knowledge, how assigned learning tasks consider the extent to which a student must speak, read, write, and comprehend English to do a given task, and how teaching and learning consider the distribution and availability of resources to assure a level playing field for students. Without a focus on diversity, the assessment will only document "generic" educational innovation.

Appendix C

How will this effort begin? As noted earlier, we propose to pilot both the diversity responsive professional development and accountability process in the six intensive school sites. This pilot effort will provide a laboratory setting for developing, implementing, and evaluating diversity responsive systemic school reform efforts to support inclusion of all students throughout the school day.

Structure and Charges of the Task Force Working Groups

The Task Force convened four working groups to address various aspects of the situation in the SFUSD. These were the following: Program Models (Chair-Mary Ellen Gallegos, Executive Director of the Multilingual Programs Department); Instruction and Professional Development (Chair, Linda Luevano, Instructional Support Office-Elementary); Assessment & Accountability (Chair, Lydia Stack, Administrative Supervisor, Multilingual Programs Department); and Home, Community, School Collaboration (Chairs, Christina Wong Chinese for Affirmative Action and Dr. Anthony Andersen, Executive Director, Educational Placement Center SFUSD). The Task Force furnished each working group with a particular charge as well as guiding questions as a starting point for their work[2] The Guiding Principles that each group developed are described below.

Program Models

The Program Models Working Group was asked to recommend instructional program models that would meet the academic (i.e., language and content learning) and non-academic (e.g. cross-cultural competence) needs of English Learners and English proficient students that they serve. The group created the following Guiding Principals:

- All students need to develop literacy and content knowledge in English and at least one other language.

- All students need to develop cultural competence.

- Resources are made available to ensure full implementation of these models (logistics, professional development, etc.).

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[2] See Appendix A.

- Program models must meet the specific unique needs of all children, including literate and pre-literate newcomers.

Instruction and Professional Development

This group was asked to recommend a plan to improve the quality of instruction and curriculum for English Learners. Their Guiding Principles are:

- Every English Language Learner will have equitable opportunities to learn the standards-based curriculum in all content areas from qualified teachers who are knowledgeable in content and use diverse, research based academic development strategies to assure success for ALL STUDENTS.

- Every teacher is responsible for providing English Language Learners with equitable access to the core curriculum, utilizing appropriate modifications to instruction to make the content comprehensible.

- Every teacher will demonstrate these strategies in their classroom at high levels of competence.

- Primary and English Language Development Instruction will be integrated across the curriculum, not separately. The integration of listening, speaking, reading and writing must be seen as mutually supportive towards the achievement of complete academic language proficiency for all students.

- ELD and primary language standards need to follow a logical, researched based progression from beginning to advanced language skills regardless of entry level (e.g., elementary vs. middle or high school entry).

- The District will provide for every teacher to learn and practice academic Language Development strategies.

- Professional Development models should be central and site-based.

- The models need to include coaching, and/or school partners.

Resources

A Resources Working Group was initially proposed with the task of recommending how best to use available resources to support implementation of the models, instruction and curriculum that address the learning needs of English Learners. However, the Task Force decided that it would be necessary to formulate specific recommendations before a fiscal analysis could be undertaken. For this reason, it was decided to conduct that analysis during the second phase of the Task Force process, that is, once the recommendations from the other working groups were made available. Nonetheless, an initial fiscal analysis was undertaken to determine current funding patterns supporting the education of English Learners.

Assessment & Accountability

This group was asked to recommend both District level accountability and student assessment to ensure high levels of achievement for English Learners. Their Guiding Principles are:

• All high stakes assessments, such as those required by the state and/or federal agencies, of English Learners should be fair, valid and reliable.

• All stakeholders should be informed about the assessments for English Learners, including the purpose, the structure, the timeline, the reporting of results and the use of results for curriculum planning and accountability.

• All assessments for English Learners should have a clear purpose, be tied to standards and curriculum at the State or District level and in line with SFUSD's *Excellence for All* plan.

• In the administration of the assessments for participants in Multilingual Programs (English Learners, Fluent English, and English Only), the district should promote, develop and utilize accommodations, adaptations and alternative assessments that consider fluency of the participants in the language of the assessment and that are directly aligned with the instruction the student is receiving.

• Results from the assessments, including initial assessment for English Language Learners should be used not only as a measure for accountability but also as a tool to improve instruction and to support differentiated instruction (or individualized instruction) with the aim of

ensuring academic growth of English Learners toward meeting State, district program model standards and articulated expectations.

• programs for English learners should be monitored and periodically evaluated to ensure that program implementation is consistent with the program model, address the standards and articulated expectations, and adhere to the curriculum.

Home, Community, School Collaboration

The charge of this group is to propose a plan for developing and maintaining school/home/community collaboration inn SFUSD. The Guiding Principles are as follows:

• The recommendation must truly reflect the theme, "Excellence for All," with an emphasis on "*All"*–individual students and their individual language needs must be met.

• The recommendations should identify whom we serve, where we are and where we need to go.

• The recommendation should reflect a new vision of global education that encourages multilingualism and multiculturalism.

• The District should develop a better system to educate and inform families of available programs, whereby all students should be given the opportunity to develop culture and language acquisition.

• School staff should promote and actively encourage, and facilitate collaboration with community-based organizations and families.

• Mutual communication between home, school and community organizations must be ensured. Families and community organizations should participate in defining communication models that are feasible and effective.

• All the recommendations developed by the Home, Community and School Working Group should reflect high expectation of authentic participation of home, community, and school.

Appendix C

English Learners in the SFUSD: Recent History and Data

In spring 2000, San Francisco Unified School District (SFUSD) served 18,851 English Learners (ELs), or approximately one-third of the total district enrollment. About half of district students are language minorities, many of them redesignated FEP students with ongoing language needs.

SFUSD serves 64 different language groups; in 2000, the five largest groups consisted of speakers of Chinese (various dialects) (43%); Spanish (37%); Filipino (4.9%), Vietnamese (3.1%); and Russian (2.7%).
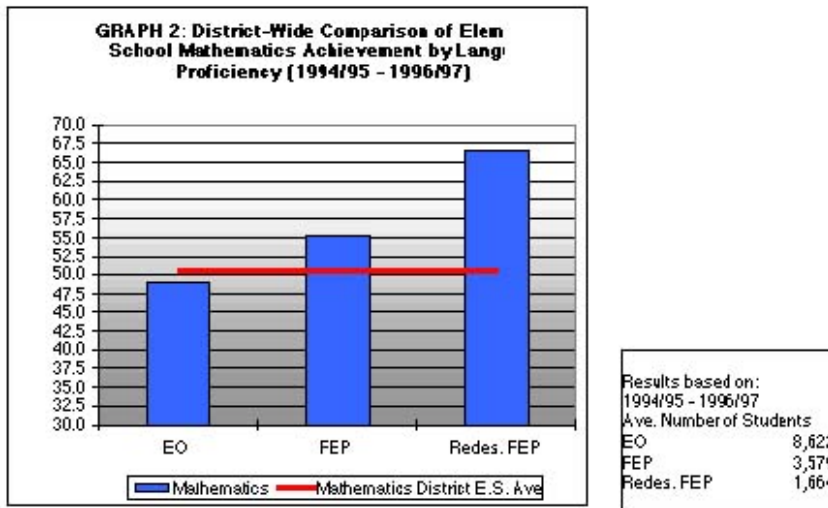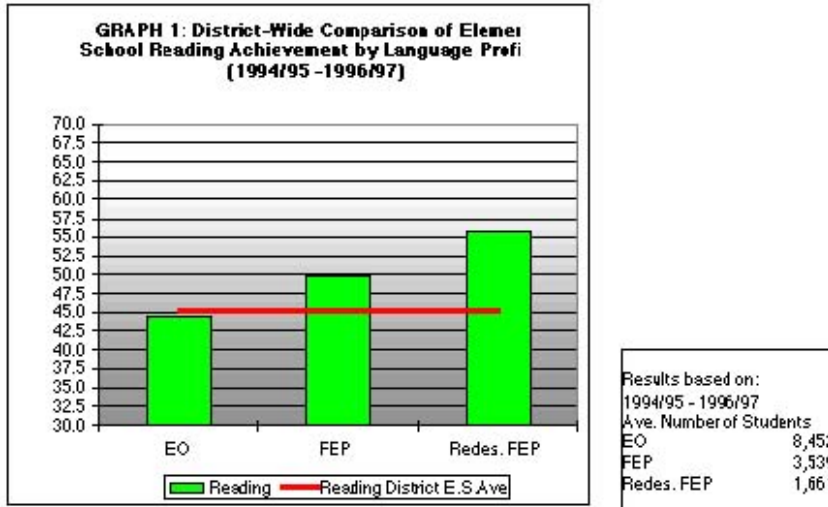
National data reveals that low-income language minority students are particularly at risk for dropping out (Secada et al, 1998; Krashen, 1998). The 1998 dropout rates for San Francisco language minority students reflect a need for early intervention and continuity of support, K-12. In 1998, nearly one-third of all Latino students and nearly 15% of all ethnic Chinese students dropped out. Other language minority students combined accounted for 20.2% of district dropouts. This does not include language minorities identified by the district as White or African American, which could not be discerned from available data, because the 1998 data is not disaggregated by English proficiency, only by ethnicity.

In addition, 8.5% of district students are recent immigrants with urgent acculturation and academic adjustment needs. Many English Learners live below the poverty line in a city with an exaggerated cost of living. In 1999, LEP students comprised 39% of students in the district's Title I program; of LEP children; Latinos were most likely to qualify for these services, however, both Latino and Chinese students were overrepresented in relation to their proportion of the total school population.

Academic Achievement Data: Proficiency in English and the Native Language & Academic Standing in Relation to the English Proficient Peers

In 1996, SFUSD initiated a major reform effort to meet the needs of the English Learner population, the *Language Academy Programs*. This five-year, Title VII-funded reform concentrated resources at the elementary level, where the biggest improvements were concentrated. A three-year analysis of achievement data (1995-98) was conducted by an outside

GRAPH 1: District-Wide Comparison of Elemer
School Reading Achievement by Language Profi
(1994/95 – 1996/97)

Results based on:
1994/95 – 1996/97
Ave. Number of Students
EO   8,452
FEP   3,539
Redes. FEP 1,661

GRAPH 2: District-Wide Comparison of Elem
School Mathematics Achievement by Lang
Proficiency (1994/95 – 1996/97)

Results based on:
1994/95 – 1996/97
Ave. Number of Students
EO   8,622
FEP   3,579
Redes. FEP 1,664

evaluator in 1998[3] (see this data and appendices). The evaluation indicated that English Learners who participated in Language Academy programs and were redesignated as fully English proficient (FEP) outscored all other students, including native English speaking students. This indicates that the replication of such a reform in the context of a more systemic approach could lead to dramatic improvements for English Learners.

During the *Language Academy* reform years, the department concentrated on many compliance issues and was able to lead the SFUSD out of *comité*, i.e., non-compliance status. For example, during this time, students who had been languishing in English Learner programs

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[3] Dr. J. David Ramírez was the evaluator contracted by the SFUSD.

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for too many years were redesignated and placed in the mainstream program. It is useful to note that second language skills for academic learning require, on average, five or more years to develop (Ramirez, et. al., 1992; Collier, 1989; Genessee, 1989; Skutnabb-Kangas, 1981). Further, "second language skills for academic learning" refers to a fluency in English beyond the façade of oral competence (normally gained after about three years) which often obscures an underlying lack of competence in reading and writing skills required for content area coursework. In 1997-98, the SFUSD redesignation rate was 16%; in contrast, in 2000, the redesignation rate was 7%[4], and on average, students were enrolled in bilingual or ELD programs for 5.7 years.

While redesignated former English Learner students (RFEPs) have made steady progress, most English Learners are below 50 Normal Curve Equivalents (NCEs) on the Stanford 9 Achievement Test Battery (SAT 9). Prior to 2000-01, the district used matched scores for reporting purposes, i.e., only the scores of students who have been in the district for two or more years were compared. Additionally, district policy formerly allowed LEP students with less than 30 months in the district to be exempted from standardized testing (about 20% of students with less than 30 months took the tests anyway). Exempted students were assessed using alternative assessments; therefore, the SAT-9 scores may seem higher in comparison to districts that did not use matched scores or exempt students. The table below shows a comparison of Stanford 9 Reading Scores for District English Learners (EL) and English Proficient (EP) students by grade level. At the elementary level, EL students trail EP students by 15.5 NCEs. It should be noted that the use of the SAT 9 to assess academic development has been disputed by the district. moreover, many elementary students in the district were/are receiving their primary academic instruction in a language other than English. For these students the use of other standardized academic measures is much a more appropriate measure of academic achievement.

The district also administers the SABE/2 test to native Spanish speakers in bilingual programs. Reported below are both the matched and unmatched NCE scores in grades 6-11. Unmatched scores are reported here because they include students who have less than two

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[4] Redesignation rates are cyclical because students learn English at different rates due to individual differences.

years in the district; thus, lower matched scores at the secondary may indicate recently arrived

students with educational difficulties in the native language.

SABE/2 Matched Vs. Unmatched Reading Scores (Mean NCE), Spring 1999

Grade Tested	Matched Score	Unmatched Score
6	50.5	24
7	56.5	29
8	59.3	32.1
9	44.3	21.5
10	47.8	25.4
11	47.2	25.1

At the middle school, this differential increases to 21 NCEs. By high school, EL students

trail EP students by 24 NCEs. Relative to the reading outcomes, all district students fared better

in mathematics; this may be due to a district-wide mathematics reform initiated in 1995. Still, EL

students scored significantly lower than EP students: by 8.4 NCEs at the elementary; by 17.4

NCEs at the middle school and by 13.7 NCEs at the high school.

SFUSD Stanford 9 Reading & Math Scores-Spring 1999: Comparison of English Learner & English Proficient Students (mean NCE)

	GRADE LEVEL	EL	EP	Difference
READING	Elementary	37.6	53.1	15.5
	Middle School	33.3	54.3	21
	High school	25.3	49.3	24
MATHEMATICS	Elementary	47.5	55.9	8.4
	Middle School	41.9	59.3	17.4
	High school	46.1	59.8	13.7

In 2000-01, the Multilingual Programs Department commenced a second Systemwide

Improvement reform effort funded by Title VII, *Academic Literacy Across the Curriculum for*

Achieving the Standards (Project ALACASA).[5] After analyzing the evaluations that resulted from

the Language Academy reform, it was decided to concentrate the available resources on

improving the literacy skills of English Learners in Middle School and High School, where access

to academic content becomes the primary concern. This made sense because, as a group,

elementary students showed higher achievement in reading than secondary students, and at the

middle school, students' scores began to decline steadily and continued dropping throughout high

school. A glance at the Stanford 9 Test Reading Test Scores for the schools targeted by Project

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[5] For more information, visit the Multilingual Programs web site, http://sf.bilingual.net/interact/index.html.

ALACASA is a good indicator of this phenomenon (see table below). For example, at Mission High School, 61% of English Learners scored in the lowest quartile (<25th percentile) in Reading. A comparison of feeder middle schools and their corresponding high schools reveals a pattern of underachievement, particularly in the area of reading.

Percentage of English Learner Students Scoring BELOW 25th Percentile on Stanford 9, Spring 1999

SCHOOL	% LEP at site	READING	LANGUAGE	MATH
Galileo HS	**37%**	**43%**	**32%**	**22%**
Franklin MS	48%	29%	22%	18%
Francisco MS	43%	55%	36%	32%
Marina MS	24%	49%	33%	20%
Mission HS	**44%**	**61%**	**48%**	**32%**
Everett MS	47%	45%	38%	35%
Mann MS	28%	64%	53%	59%
Lick MS	23%	61%	55%	56%
Marshall HS	**8%**	**79%**	**47%**	**30%**
Vis. Valley MS	35%	45%	36%	30%
King MS	18%	58%	36%	32%
Davis MS	19%	51%	43%	46%5

The table below illustrates the percentage of English Learner students at each project school that received grades of D, F, or I (incomplete) in the content area courses of Science, Social Studies or Math in the spring 1999. The significant percentages of English Learner students earning these grades underlines the need to increase student reading comprehension skills and expository writing skills in the content areas. It also emphasizes the need to target content area teachers for professional development around academic literacy development for English Learners.

Percentage of English Learners Earning Grades of D, F, or I for Science, Social Studies or Math, Spring 1999

SCHOOL	Science	Social Studies	Math
Galileo HS	**39%**	**36%**	**39%**
Franklin MS	24%	25%	25%
Francisco MS	15%	13%	11%
Marina MS	14%	19%	23%
Mission HS	**50%**	**27%**	**43%**
Everett MS	27%	18%	27%
Mann MS	22%	29%	28%
Lick MS	18%	16%	23%
Marshall HS	**26%**	**13%**	**31%**
Vis. Valley MS	11%	16%	16
King MS	24%	19%	27%
Davis MS	19%	6.3%	30%

Appendix C

Need to Meet Standards and Assessments

In 1999, the California Department of Education (CDE) established a new assessment program, the Academic Performance Index (API), which ranks every school in the state according to a formula that combines school characteristics (e.g., socioeconomic status, ethnic/racial makeup) and SAT-9 scores. The charts below compare the ethnic makeup of high performing schools with high EL enrollment with those of low performing schools with high EL enrollment.

JANUARY 2001 API STATEWIDE RANKINGS[6]

	EL %	L	OW	AA	C	F	ONW	EDY%	API Rank	API Similar School Rank
SFUSD	31.5	21.7	11	15.6	29.6	6.9	12.0	43.1	NA	NA
High Performing Schools with High EL Enrollment										
Cabrillo	53.1%	5.4	19.9	3.6	47.3	5.1	14.4	33.2	8	9
Chin	79.9%	4.7	3.0	0.9	65.8	3.4	20.1	39.7	7	10
Garfield	64.8%	14.1	2.2	16.3	53.7	2.2	7.9	29.5	7	10
Key	52.5%	3.8	12.1	1.6	52.5	4.8	18.6	24.6	8	10
Lau	82.5%	34.2	0.6	1.2	55.4	0.6	4.8	37.7	7	10
McCoppin	50.3%	3.5	11.5	6.4	53.2	3.5	15.3	25.2	8	9
Moscone	61.7%	46.4	3.2	6.1	35.4	2.9	5.5	38.0	9	10
Sunset	53.4%	8.3	11.9	4.0	49.8	6.5	11.2	27.4	8	8
ER Taylor	59.0%	25.5	1.6	9.0	43.6	8.6	11.5	32.8	7	10
Low Performing Schools with High EL Enrollment										
	EL %	L	OW	AA	C	F	ONW		API Rank	API Similar School Rank
Chavez	76.3%	60.0	3.0	5.1	24.1	3.2	3.4	57.9	2	3
El Dorado	43.1%	15.8	1.4	31.6	31.6	8.0	9.8	50.3	2	1
Fairmount	35.3%	54.2	10.2	13.4	2.6	7.6	8.2	55.4	2	1
Marshall	71.5%	63.8	3.8	6.5	2.7	7.7	15.4	55.0	2	2
Monroe	61.1%	43.5	0.8	3.4	33.3	14.9	3.0	52.4	3	1
Revere	32.6%	38.1	4.0	27.4	2.1	15.2	11.2	60.4	2	1
Sanchez	51.0%	53.8	0.8	26.6	7.8	4.2	5.6	54.6	2	2
Starr King	32.0%	NA	NA	NA	NA	NA	NA	NA	1	1
Burbank	32.5%	34.5	4.2	17.9	17.2	12.8	13.2	66.7	2	1
Everett	43.9%	55.4	3.7	18.5	6.2	7.6	7.0	66.1	2	1
Lick	28.9%	46.9	14.1	24.3	3.5	2.6	7.4	61.6	3	2
Potrero H	29.9%	39.8	4.4	31.7	2.3	11.9	9.0	65.1	1	1
Balboa	27.8%	27.1	5.4	22.9	9.4	22.6	11.5	71.2	1	1
McAteer	27.9%	30.3	9.5	27.4	15.4	4.9	10.7	58.2	1	1
Mission	46.3%	49.3	3.7	17.8	11.1	9.2	8.1	63.8	1	2
O'Connell	29.3%	59.1	10.2	13.3	6.8	5.1	5.3	70.0	1	1

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[6] Key: EL=English Learner; L=Latino; OW=Other White; AA=African American; C=Chinese; F= Filipino; ONW= Other Non White –includes SE Asians; EDY= Educationally Disadvantaged Youth; NA=Not Available.

Schools are assigned a numerical score between 200-1000, a rank between 1 (worst) and 10 (best) and a growth target for the year. Although diversity of the student body is factored into the API, it is interesting to note that the lowest/highest ranking schools have markedly different student populations. Schools that are doing well have higher numbers of Chinese students and fewer Educationally Disadvantaged Youths. In contrast, lower ranking schools have more Latino and African American students and student bodies that are characterized by very high numbers of Economically Disadvantaged Youths.

An examination of the rankings of the highest and lowest achieving schools serving English Learners illustrates the need for active intervention by the district. Most project schools are ranked at the low end of the scale between 1-5. In order to meet the annual growth targets required by the state, these schools are going to need sustained, research-based professional development support.

What Does the Research[7] Say About English Learners?

The Task Force examined the rich and wide-ranging body of research published on the education of English Learners to ensure that the recommendations made to the district are pedagogically sound. The following is a brief review of the research encapsulated below.

- There is a difference between social and academic language skills

- Second language skills for academic learning require, on average, five or more years to develo.

- Language development requires an articulated Pre-K through Grade 12 instructional framework for Speaking, Reading, Writing, and Listening Skills

- Increased proficiency in the primary language facilitates development of second language skills.

- Language acquisition is facilitated when language is used purposefully and meaningfully. Content instruction in a second language should reflect a continuum of instructional approaches that considers both the students' level of second language and content skills

development. This is done by integrating second language teaching and content methodology.

- Access to the core curriculum in the English Learner's primary language allows them to catch up to their native English-speaking peers in the content areas.

- The instructional program must have a strong multicultural component that is infused throughout the curriculum, because learning is most effective when it builds upon the learner's prior knowledge and is perceived as relevant to the learner.

- Providing second language instruction, including primary language instruction (for English Learners), does not cost any more than the cost of providing traditional instructional services.

• Primary Language (L1) Development • Second Language (L2) Development • L1 Sheltered Content Instruction • L2 Sheltered Content Instruction • Multicultural/Anti-Racist Education • Critical Pedagogy • Technology	**Essential Program Components**

- There must be effective outreach to involve ALL parents in the schooling of their children. Student success is the result of both parental involvement and the quality of instructional services.

- As accountability is a central activity to an effective program, there must be a well-delineated evaluation process to assess the delivery of services and their impact upon student achievement.

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[7] See Bibliography at end of this document.

- The most successful program for meeting the English language and content skills needs of English learners, is also the most effective program in helping native English speakers acquire foreign language skills.

What are the Research/Policy Implications for the Services Provided to English Learners and Native English Speakers?

From their examination of the research, Task Force Members were able to visualize a systemic structure for optimally providing services to English Learners and Native English Speakers, the elements of which are delineated below.

What Does the Research Say about Multilingualism?	- Greater cognitive flexibility - Increased employment opportunities - Strengthens families - Strengthens communities
- High Content Standards - Multilingual - High Linguistic Proficiency - Critical Thinker - Information Literate - Multicultural - Technologically Literate	**Elements of School Change**
Ambitious Pedagogy	- Linguistically demanding - Cognitively demanding - Critical pedagogy - Collaborative Worker - Technologically rich

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- Develop academic language frameworks for each language of instruction (i.e., content and performance standards).

- Develop content and student performance standards that clearly delineate and integrate subject matter and language.

- Specify the instructional program design which delineates when and where each language of instruction is to be used for each grade level and content area.

- Provide all instructional personnel with professional development training in first language development, second language acquisition, and sheltered content instruction.

- Provide English Learners with substantial opportunities to develop their primary language skills.

- English language development is most successful when it is introduced systematically, e.g., content-based ESL, primary language, and sheltered content instruction.

- English Learners should be provided with access to the core curriculum in their primary language.

- Curriculum should build upon a student's prior knowledge and be relevant to their lived experience.

- Provide students with opportunities to develop communication and group process skills to work collaboratively with others.

- Provide students with opportunities to become information literate.

- Provide students with opportunities to become technologically literate.

- There should be effective outreach and collaboration with family and community.

- The accountability process should disaggregate data to confirm that ALL students are learning to high standards in L1 and L2 in both their development of each language and content.

Literacy Skills that English Learners Need to Acquire

     Academic Literacy is a term that has been defined differently in many academic contexts (Scarcella, 1999). Bilingual educators are well acquainted with the BICS/CALP[8] (Cummins, 1981) distinction of language acquisition, that distinguishes basic oral language proficiency for everyday communication from oral, reading and writing proficiency for academic purposes. At the secondary level, development of higher order literacy skills is required if students are expected to master local, state and national standards for language arts and other content areas, or as the National Council of Teachers of English puts it, "new [standards-based] skills…that go well beyond the 'subject-verb' agreement drills of traditional basics" (Myers,1996).

Fillmore and Snow (1999) examined prototype test items for a high school qualifying examination for one of the 23 states that has adopted this requirement. Their analysis reveals that students must have competence in academic English to do well on the test. The language used in the test is not different from that ordinarily used in school textbooks and academic discussions about science, mathematics, literature or social studies. This focus on "text book language" points to the need to develop an academic literacy in students that gives them proficiency in thoughtful analysis, criticism and evaluation in situational contexts and across various textual genres (Goodson, 1994), in order to facilitate attainment of the standards by SFUSD students.

A Comparison of the Types of Proficiencies Associated with Ordinary English and Academic English (From Scarcella, 1999)

	Components of Ordinary English	Components of Academic English
LEXICAL	Knowledge of the forms and meanings of words occurring in everyday situations; Knowledge of how words are formed with prefixes, roots, and suffixes, the parts of speech of words, and the grammatical constraints governing words.	Knowledge of *general words* that are used across academic disciplines (as well as in everyday situations outside of academic settings), *technical words* that are used in specific academic fields, and *non-technical academic words* that are used across academic fields

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[8] Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency

GRAMMATICAL	Knowledge of morphemes entailing semantic, syntactic, relational, phonological, and distributional properties; knowledge of syntax; knowledge of simple rules of punctuation	Knowledge that enables students to make sense out of and use the grammatical features (morphological and syntactic) associated with argumentative composition, chronological development, definition, procedural description, and analysis, for example; knowledge of the grammatical co-occurrence restrictions governing words; knowledge of more complex rules of punctuation
SOCIO-LINGUISTIC	Knowledge that enables English Learners to understand the extent to which sentences are produced and understood appropriately; knowledge of frequently occurring functions and genres	Knowledge of an increased number of language *functions*. Functions include the general ones of ordinary English such as apologizing, complaining and making requests as well as ones that are more common to all academic fields, and technical ones that are associated with specific disciplines; knowledge of an increased number of genres, including expository and argumentative text
DISCOURSAL	Knowledge of the basic discourse devices used, for instance, to introduce topics and keep the talk going and for beginning and ending informal types of writing, such as letters and lists	Knowledge of the basic discourse devices and features used in specific academic genres including such devices as conclusions, transitions and other organizational signals that, in reading, aid in gaining perspectives on what is read, in seeing relationships, and in following logical lines of thought; in writing, these discourse features help ELs develop their theses and provide smooth transitions between ideas.
STRATEGIC	Knowledge of strategies that may be called into action either to enhance the effectiveness of communication or to compensate for breakdowns in communication due to limiting factors in actual communication or to insufficient competence (Swain, 1989)	Knowledge of cognitive and metacognitive strategies for reading, writing, speaking and listening related to academic contexts--underlining, highlighting, paraphrasing in the margins, outlining, identifying key ideas and using context and word attack strategies to determine meaning

Assessment for English Learners

The Council of the Great City Schools & National Clearinghouse for Bilingual Education recently convened a panel of experts to examine the issues concerning English Learners and assessment. The result was a document in progress: *Assessment Standards for English Language Learners: Executive Summary* [DRAFT] (September 2001). The following are excerpts of that document that illuminate the issues for educators and offer some recommendations.

"*All students face numerous tests throughout their school years. [EL] students are assessed from the day they enter a school. To be identified as [EL] students, their language proficiency and academic achievement must be assessed, then there are batteries of assessments each year to determine their progress in academic skills and language proficiency. Often these assessments are presented to them in unfamiliar formats, to assess unfamiliar materials, in an unfamiliar language. This is only part of the reason that, historically, [EL] students have not been well served by U.S. Schools (Carbo in Cole, 1995). While we now have developed some pedagogical*

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strategies to begin to address the needs of these students, the assessment of their language proficiency and of their achievement in content areas has remained problematic. While all agree that assessment should be valid, reliable, and fair, there is little agreement on what makes a test "fair" for all students, when testing should begin, and how testing should be accomplished. "

Standards for assessing [EL] students must be set within a context. There are four Guiding Principles that pertain to all assessments and assessment systems, for all students, in all content areas:

- *The assessment system must be fair and technically sound for all students, measuring what states and districts want students to learn, not generic skills;*
- *Students must receive adequate preparation for every assessment, including quality instruction and, as needed, appropriate support;*
- *Assessment results must be used fittingly for decision-making purposes -- different assessments may be required for different decisions; and*
- *Good assessment systems require that students, teachers, school systems, teacher preparation programs, and policy-makers take responsibility for improving current systems (Garcia & Wiese, 2001).*

Further, in order to have truly responsive and responsible assessment systems, we must acknowledge three "givens" for [EL] students.

1. *A test in English is a test of English; regardless of the stated purpose of the assessment, any test in English is a measure of English language proficiency;*
2. *Time spent in a program is not a valid measure of readiness for participation in large-scale assessments and the decision-making consequences of those assessments; and*
3. *Biases inherent in large-scale assessments are more pronounced for ELL students due to the cultural and linguistic differences between [EL's] and the population on which such assessments have been field-tested and normed.*

Supported by the Guiding Principles and the givens, the NCBE/CGCS panel developed a set

of seven somewhat hierarchical standards for assessing English language learners

Assessment Standards for ELLs
1:   Assessment systems must appropriately include all ELL students and must address their unique characteristics. *2: Assessments must allow ELL students to demonstrate what they know and can do with regard to both language proficiency and academic achievement.* *3:   Assessments for ELLs must be aligned with high standards, challenging curriculum, and quality instruction.* *4:   Assessments for ELLs must be designed for and, as appropriate, normed on the student population in order to produce valid information for decision-making.* *5:   Assessment systems must include multiple types of assessments, with different types of tasks and ways of scoring, for language proficiency and academic achievement.* *6:   The assessment of ELLs' language proficiency and academic achievement must inform program design, curriculum, and instruction.* *7:   Assessment systems must maintain longitudinal, student-specific information for ELLs, including academic achievement, language proficiency, and demographics.*

[end of excerpt]

Teacher Professional Development Needs

According to Fischer (1999), "Most high school teachers, including English teachers, are not trained to teach reading. Even those content area teachers who have taken preservice or inservice reading courses generally avoid incorporating literacy practices into their lessons…teachers who do…are usually not able to provide help for a student who is reading on a very low level. Start-up time and…costs…can be exorbitant."

This is particularly true in light of the national, state and local teacher shortage (Fern, 1998). Like districts nationwide, SFUSD is suffering from the bilingual teacher shortage and seeks to recruit and develop teachers sensitive to the cultural and academic needs of our students and their families. While in recent years, the district has made it a priority to hire new bilingual teachers and the problem has been somewhat ameliorated, the problem still exists. Moreover, high teacher turnover exacerbates the situation in many schools. There are many inexperienced and uncredentialled teachers who will continue to follow this pattern unless they are engaged in a teacher learning community that can serve as model for students to emulate. The lack of a ready-made pool of bilingual teachers is another indicator that the district needs to conduct extensive

that "school personnel commonly complain that parents of minority children do not care about their children and fail to take an interest in them...are not involved, supportive or helpful to the school or education professional" and that parents may have "uncomfortable memories" about their school experiences that can affect their willingness to participate. Educational systems are couched in cultural systems, and therefore they vary across cultures (Hall, 1977). Language minority parents' conception of roles and responsibilities in educating their children is likely to differ from the understanding that school personnel have. Certainly these parents often lack knowledge of how to manipulate the system to support their children. But perhaps the most overwhelming barrier for these parents is the language barrier. Since many of these parents have very limited English language skills, they may be at a loss as to the best way to participate; or they may assume that there is no way for them to communicate directly with schools. According to the Family Resource Coalition (n.d.), family support programs should have the following characteristics: focus on prevention rather than treatment; build on family strengths rather than deficits; provide direct services to families which may include parent education, support groups, parent/child activities, resource and referral, and time and stress management; enhance the capacity of parents to foster the optimal development of their children; empower parents and strengthen families to seek opportunities which will allow them to achieve their potential; respect the integrity of the family unit; foster cultural, ethnic, and religious sensitivity; provide linkages within the community to other systems of services and support; provide comfortable settings and opportunities in which parents can work on family issues; and provide opportunities for parents to interact with and learn from one another. The proposed reform will need to address these issues by meaningfully involving parents in the design of the reform and by including them as participants in the professional development components.

Need for Technology Skills.

Nationally, studies reveal that minority students do not have access to the technologies that are requisite skills for today's professions. According to the President's Advisory Commission on Educational Excellence for Hispanic Americans, lack of access and cost of equipment are

serious barriers for Hispanic Americans. A solution offered by the Commission: "…if primary access to computers is established…in schools and libraries, some of this could be circumvented…these sites could offer extended hours, training and assistance" (September 1996). Specifically, the Commission's report cites that only 58% of Hispanic students in grades 1-8 used computers in school, as compared to 74% for White students; and at home, it was much worse for Latino students, 12% of whom had a computer while 40% of White children had computers at home. Often even if students do have access, their bilingual and ESL teachers lack the skills to integrate these technologies into their daily lessons and need an ongoing systemic training effort in this area.

Appendix C

RECOMMENDATIONS OF THE TASK FORCE

🌀 **RECOMMENDATIONS for PROGRAM MODELS**

Bilingual programs are not being implemented consistently. Since consistency of implementation is not taking place, effectiveness is not being maximized.

🌀 Recommendation 1. Establish and support pre-K programs fully articulated with the elementary schools in major primary languages represented in the District, i.e., Chinese, Filipino, Spanish, Vietnamese. **In the pilot schools 2002-2003 will be a planning year for implementing these programs.**

Action Steps	Responsibility	Monitor	Timeline
Announce to and solicit pre-K programs to offer primary language programs.	Multilingual Programs Department, Child Development Program		
Select pre-K programs that are supportive of primary language instruction.	Multilingual Programs Department, Child Development Program		
Promote programs with incoming pre-K families	Multilingual Programs Department, Child Development Program		
Allocate teaching positions at selected pre-K centers.	Multilingual Programs Department, Child Development Program		
Recruit qualified teachers for the classes.	District/ Human Resources		
Hold slots open at the pre-K programs to ensure a cohort that is large enough to continue the program throughout elementary school.	EPC		
Identify and purchase curriculum materials for the classes.	Schools/Multilingual Programs Department		

🌀 Recommendation 2. Achieve consistent and effective program implementation. **District-wide implementation will begin in summer 2002 and will continue through the 2002-03 academic year. (Recommendations of the Professional Development Working Group that follow below will be addressed).**

Action Steps	Responsibility	Monitor	
Program descriptions will be provided that are comprehensive, clearly articulated and focused on meeting the unique needs of the population being served.	Multilingual Programs Department	Chief Administrative Officer	Will be completed in summer 2002
a. All SFUSD staff will be provided opportunities to gain a conceptual knowledge of program options available for English language learners. b. All school-based staff will be provided intensive, effective training on the program model selected for implementation in their respective schools.	CAO, ISO School principal and other school administrative staff, CAO	Chief Academic Officer	Begin implementation during 2002-2003 academic year
Opportunities for continuous study and learning will be provided.	Professional Development Office, Multilingual Programs Dept., ISO	Chief Academic Officer	Begin implementation during 2002-2003 academic year
Allocation of human resources (i.e., credentialed, well-trained, bilingual staff) that will support maximum effectiveness will be assured.	Human Resources Office	Chief Administrative Officer	Begin implementation during 2002-2003 academic year
Availability of fiscal resources to provide state of the art instructional and assessment materials and technology will be assured.	Budget Office Grants Development Office ECCL Foundation	Chief Financial Officer	Begin implementation during 2002-2003 academic year

Students are not being assigned appropriately to guarantee continuity of program. Maximum effectiveness of instruction cannot be achieved if students aren't provided opportunities for continuity of program.

Recommendation 3   Students must be assigned to appropriate program to guarantee continuity of instruction. **Implementation is planned for summer-fall 2002.**

Action Steps	Responsibility	Monitor	Timeline
Identify schools and their respective programs.	ISO, Multilingual Programs		Summer 2002
District level support of parent information during	EPC, Parent Relations Office, Multilingual		Summer-fall 2002

the EPC process	Programs		
Educate parents on the benefits (based on current research) of the programs.	EPC, Parent Relations Office, Multilingual Programs		Summer-fall 2002
Assure that student placements are made according to appropriate program	EPC		Summer-fall 2002 ongoing

Two-Way Immersion Programs in Cantonese or Spanish exist at the elementary and middle school levels only. Since Board policy states that students will be bilingual/biliterate at the end of their K-12 career and parents advocate for continuation of the program, programs should continue into high school.

Recommendation 4.   Establish fully articulated Cantonese and Spanish Two-Way Immersion programs in high schools that have strong Primary Language classes or "E" classes.

In at least one of the pilot high schools, the school (s) will conduct a planning year in 2002-2003 to establish a two-way immersion program.

Action Steps	Responsibility	Monitor
Provide support to middle schools currently implementing two-way immersion programs in languages other than English to strengthen and enhance those programs.	CAO, ISO	
Announce to and solicit middle schools to establish additional two-way immersion programs.	CAO, ISO	
Announce to and solicit high schools to establish Two-Way Immersion programs in Cantonese and Spanish.	Multilingual Programs, ISO, High Schools	Chief Academic Officer
Select schools that are supportive of Two-Way programs and also may have strong established primary language arts and/or "E" classes.	Multilingual Programs, ISO, High Schools	Chief Academic Officer
Promote high school immersion programs with graduating middle school families.	Multilingual Programs, ISO, High Schools	Chief Academic Officer
School community selects the core area to be taught in the target language making sure that the courses will count toward graduation, CSU's and UC's "a-g" requirements.	High Schools/School Community	Chief Academic Officer
Allocate teaching positions at selected high schools.	District/ISO	Chief Administrative Officer
Recruit qualified teachers for the classes.	District/Human Resources	Chief Administrative Officer
Hold slots open at the high schools for middle school immersion students, thus ensuring continuity of instruction for the	EPC	Chief Academic Officer

students.		
Identify and purchase necessary curriculum materials.	Schools/Multilingual Programs	Chief Academic Officer

Two-Way programs exist in Cantonese, Filipino, Korean and Spanish only. Parents have requested programs in other languages, e.g., Mandarin.

Recommendation 5.   Establish fully articulated K-12 Two-Way programs in languages such as Mandarin. Encourage the Japanese Bilingual Bicultural Programs to adopt Two-Way model. **Community meetings will be held to discuss planning in 2003-2004.**

Action Steps	Responsibility	Monitor
Announce to and solicit elementary schools to establish Two-Way Immersion programs in Mandarin.	Multilingual Programs Department, ISO, Elementary Schools	
Select elementary schools that are supportive of Two-Way programs.	Multilingual Programs Department, ISO, Elementary Schools	
Promote Mandarin Two-Way Immersion programs with preschool and kindergarten "graduates."	Multilingual Programs Department, ISO, Elementary Schools	
Allocate teaching positions at selected elementary schools.	ISO/Elementary Schools	
Recruit teachers (qualified goes w/o saying) for the classes.	District/ Human Resources	
Hold slots open at the elementary schools to ensure a cohort that is large enough to continue the program throughout elementary school.	EPC	
Identify and purchase curriculum materials for the classes.	Schools/Multilingual Programs Department	

Newly arrived immigrant students are not consistently being provided appropriate services. Since newly arrived immigrant students are not consistently being provided with appropriate services, their educational options may not meet their needs.

Recommendation 6.   Newly arrived immigrant students will be placed appropriately in Newcomer Programs that will prepare them to participate successfully in the SFUSD educational system. **Full, District-wide implementation will take place in 2002-2003.**

Action Steps	Responsibility	Monitor
Establish and support Newcomer Centers at all levels.	District/Multilingual Programs Dept.	
Publicize District language acquisition policy	District/Multilingual	

	Programs Dept.	
Assure that EPC personnel are knowledgeable about the programs available.	District/Multilingual Programs Dept.	
Assure that the intake process includes the Newcomer Center option and that appropriate assignments occur.	District/Multilingual Programs Dept.	
Provide transportation for students as needed.	District/Transportation Department	
Allocate and maintain staff based on projected enrollment as opposed to current enrollment.	District/ISO	
Establish and fill position of transition specialist in the Multilingual Programs Office to support students moving from Newcomer Centers or classes to EL programs in schools.	HR, CAO	
Allocate and maintain teaching position for teachers to meet pre-literate students' needs.	District/ISO	
Provide specific and appropriate support at school sites for parents who choose not to have their children attend Newcomer Centers, i.e., special class, paraprofessionals	Schools/Multilingual Programs Dept.	

The Task Force found that core materials for EL students are purchased with EIA-LEP

funds although EIA-LEP funds are supplemental funds.

Recommendation 7.   Purchase base program materials for ELs with District funds.

Full, District-wide implementation will take place in 2002-03.

Action Steps	Responsibility	Monitor
Ensure District funds are used to purchase base program materials	Schools/State & Federal Programs Dept./Multilingual Programs Dept.	
Ensure EIA-LEP funds are used to purchase supplemental materials	Schools/State & Federal Programs Dept./Multilingual Programs Dept.	

Within the SFUSD, Pre-K programs exist in English only. Pre-K EL students placed in

English-only pre-K programs are not receiving cognitive development in their home language.

Professional Development and Instruction

Language and literacy are at the heart of the human experience. The SFUSD must

educate students so that they are equipped linguistically and culturally to communicate

successfully in a pluralistic American society and abroad. This imperative envisions a future in

which ALL students will develop and maintain proficiency in English and at least one other

language.

All students should be successful learners of language and culture. To do so they must: have the study of language and culture integrated into their entire school experience; benefit from the development and maintenance of proficiency in more than one language; learn in a variety of ways and settings, and acquire proficiency at varied rates. It follows that language and cultural education should be part of the core curriculum. To do so it must: be delivered through program models that incorporate effective strategies, norm referenced and criterion referenced assessments, and technologies; reflect consistent content and performance standards; and develop and enhance both basic communication skills and higher order thinking skills.

Each educator deserves high quality professional development that will result in higher levels of student achievement for English Learners. The SFUSD must provide all teachers, administrators, paraprofessionals and policy makers with high quality professional development to address the learning needs of English Learners. Teacher professional development must be differentiated according to the needs of the adult learners.

All families of English Language Learners should be partners in their children's education. To do so they must: be fully informed in their own language about the various educational program choices and benefits; be provided knowledge and resources to support and monitor their children's learning at home; and be provided with the knowledge and tools to participate in school and district decision making about English Learners.

RECOMMENDATIONS FOR INSTRUCTION AND PROFESSIONAL DEVELOPMENT

Recommendation 1.   SFUSD will ensure that every teacher and principal understands English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), as well as differentiation for English Learners. (8/02-8/03)

Action Steps	Responsibility	Monitor
By 8/03, 100% of all tenured teachers & principals will	ISO	Chief Academic

receive training and support in order to understand pedagogy and be proficient in using methodologies that are recommended for English Learners so that English Learners may gain the language they need to be academically successful, as evaluated by teachers' and principals' personal performance evaluations.	Professional Development	Officer?

Recommendation 2.   Ensure that all professional development related to English

Learners will be conducted using the design elements from the *California Professional*

Development Standards (8/02-8/05).

Action Steps	Responsibility	Monitor
By 8/02, 100% of all professional development projects regarding English Learners will be evaluated using the design elements of the ***CPDS***.	CAO, Multilingual Office staff	

The Design Elements for High Quality Professional Development
California Department of Education
1. Uses student performance and achievement data, including student feedback, teacher observation, analysis of student work and test scores, as part of the process for individual and organizational learning. 2. Uses a coherent, long-term professional development planning process, connected to the school plan, that reflects both site-based priorities and individual learning needs. 3. Provides time for professional learning to occur in a meaningful manner. 4. Respects and encourages the leadership development of teachers. 5. Develops, refines, and expands teachers' pedagogical repertoire, content knowledge, and the skill to integrate both. 6. Provides for and promotes the use of continuous inquiry and reflection. 7. Provides for collaboration and collegial work, balanced with opportunities for individual learning. 8. Follows the principles of good teaching and learning, including providing comfortable, respectful environments conducive to adult learning. 9. Creates broad-based support of professional development from all sectors of the organization and community through reciprocal processes for providing information and soliciting feedback. 10. Builds in accountability practices and evaluation of professional development programs to provide a foundation for future planning.

Recommendation 3.   Ensure professional development and resources to maintain and

expand high-quality bilingual instruction where it now thrives (Spanish, Japanese, Korean &

Chinese); where possible and feasible, build new bilingual instruction for other languages in

communities that request and support them.

Action Steps	Responsibility	Monitor
By 8/02 the Superintendent's satisfaction surveys will include questions of perceived support for primary language programs: At least 75% of the respondents must be satisfied		

Recommendation 4.   Ensure that all teachers and principals have the resources &

professional development needed to plan integrated lessons utilizing subject & ELD standards

(begins 8/02).

Action Steps	Responsibility	Monitor
Provide professional development and professional materials.	Chief Academic Officer	

Recommendation 5.   Ensure all English Learners are assessed and have their

progress monitored using both norm-referenced and criterion-referenced assessments to drive

instruction and plan professional development.

Action Steps	Responsibility	Monitor
By 8/02 multiple measures will be used to report on the progress of EL students	Evaluation	Chief Academic Officer

Recommendation 6.   All principals will understand and ensure that all classrooms are

implementing the pedagogy and methodologies that enable EL students to develop English

proficiency for academic literacy (e.g., ELD, SDAIE and differentiation strategies) (begins 8/02).

Action Steps	Responsibility	Monitor
By 9/02, 100% of all principals will be fully trained in the pedagogy and methodologies that enable EL students to develop English proficiency for academic literacy (e.g., ELD, SDAIE and differentiation strategies) as evaluated by district survey.	Multilingual Programs ISO	Chief Academic Officer
By 1/03, 100% of principals will have recommended to SFUSD which teacher's need additional professional development in the pedagogy and methodologies that enable EL students to develop English proficiency for academic literacy (e.g., ELD, SDAIE and differentiation strategies).	Multilingual Programs ISO	

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🌀 Recommendation 7. All principals will support and evaluate focused school-wide implementation of research-based "best practices" strategies for language acquisition or EL academic literacy on a sustained, continuous and regular basis (begins 8/02).

Action Steps	Responsibility	Monitor
By 9/02, 100% of all principals will include English Learner-focused school reform strategies in their revised school site plan. For example, principals could define two research-based strategies for implementation each month or each quarter.		

🌀 Recommendation 8. All principals will ensure that all classrooms are integrating subject and ELD standards (begin 1/03).

Action Steps	Responsibility	Monitor
By 9/02, 100% of all principals will be familiar with the state ELD standards and how they can be integrated across subject and core content instruction.		
By 1/03, 100% of principals will recommend to SFUSD which teachers need additional training.		

🌀 Recommendation 9. All principals will Support and evaluate the quality of primary language instruction.

Action Steps	Responsibility	Monitor
By 8/02, 100% of principals will identify site mentors and coaches for any primary language support instructor or para-educator needing professional development	Documented by the Multilingual Office	

🌀 Recommendation 10. All principals will utilize data from both norm-referenced and criterion-referenced assessments of English Learners for planning the professional development of their staff; support the development and use of alternative assessments in classrooms with English Learners. (8/02)

Action Steps	Responsibility	Monitor
By 8/02 reports from multiple measures will be utilized by CAO and Multilingual offices.		

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⊚   Recommendation 11.   All principals will ensure that all deans, counselors (and other

staff responsible for scheduling) understand and provide equitable access to English Learners for

courses needed to graduate or attend college.

Action Steps	Responsibility	Monitor
By 8/02, the CAO & Multilingual Office will send content specialists to review master schedules & deliver a report to each school on the equity provided to English Learners	CAO & Multilingual Office	

⊚   Recommendation 12.   All teachers will know and deliver rigorous instruction using the

pedagogy and methodologies that enable EL students to develop English proficiency for

academic literacy (e.g., ELD, SDAIE and differentiation strategies) (begins 8/02).

Action Steps	Responsibility	Monitor
By 10/02 all teachers' evaluations will include accommodations for English Learners, specifically use of ELD, SDAIE and differentiation for English Learners.	**Principal**	

⊚   Recommendation 13.   All teachers will learn the quarterly school-wide English Learners

instructional strategies and deliver academically rigorous lessons for English Learners (begins

8/02).

Action Steps	Responsibility	Monitor
By 10/02, all teacher lessons plans and classroom observations will document their adherence to the quarterly school-wide EL instructional strategies.	**Principal**	

⊚   Recommendation 14.   All teachers will know and deliver academically rigorous,

integrated lessons utilizing subject and ELD standards (begins 10/02).

Action Steps	Responsibility	Monitor
By 8/03 all instruction should reflect the integration of subject and language acquisition evidenced by academically rigorous lesson plans and noted in classroom observations.		

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Recommendation 15.   All teachers will have the sufficient professional development

and credentials needed to deliver their ELD or bilingual instructional program.

Action Steps	Responsibility	Monitor
By 8/02 all schools will identify which teachers needing professional development or credential support for teaching English Learners, as reported by the Multilingual Office	Principal	

Recommendation 16.   All teachers will use both norm-referenced and criterion-

referenced assessments (both across and within grades) to plan and monitor instruction.

Action Steps	Responsibility	Monitor
By 8/02 and on going, sites will report finding to staff and school district regarding progress using multiple measures.		

Home, School, Community Involvement

The goal of successful home/community/school collaboration is to increase the quality and quantity of participation and collaboration among families, the community, the district, and the school site in the district wide plan for bilingual and language acquisition from pre-K to high school.

RECOMMENDATIONS FOR HOME, SCHOOL, COMMUNITY INVOLVEMENT

Recommendation 1.   Procedures for implementation, monitoring and evaluation

should be established. **Procedures and criteria for choosing the monitoring committee will**

be established in 2002-03.

Action Steps	Responsibility	Monitor
The district must prioritize the implementation of the Home, Community, and School Collaborative Working Group's (Working Group) recommendations.		
The district and the Bilingual and Language Acquisition Task Force (the Task Force) should create a monitoring committee to oversee the implementation of all recommendations.		
The Task Force and the monitoring committee should develop and conduct district wide trainings on how to implement the recommendations for district and school site staff.		
With the assistance of the Program Evaluation Office, every school site should review the recommendations of the Working Group and conduct an assessment of its current status.		

Appendix C

Schools in collaboration with parents and CBOs should develop an action plan that benefits the needs of their school community.		
The district should provide ongoing technical assistance and the necessary resources to ensure the implementation of the action plan.		
The district should conduct an annual evaluation at each school site to determine progress. One component of the evaluation should include surveying stakeholders such as the students, ELAC, the school site council, parent liaisons, teachers, families, and CBOs that work closely with the school or in the school community.		
Annual evaluations should be submitted to the monitoring committee for review. If the committee is satisfied with the progress at the school site, the school should submit the plan for the next year to the monitoring committee. If a school site is facing difficulties implementing their action plan, the school site administrators should meet with the monitoring committee to discuss alternative ways to implement the plan. Once the school has met the goals of the plan, ongoing annual evaluations should be conducted to ensure that the plan is sustained		
Families should become proactively involved at their school site by joining school committees where they can suggest ideas for school improvement and participating in parent trainings and informational workshops.		
Teachers should regularly meet with parents and the community in order to encourage participation at school site activities.		
Administrators should encourage authentic participation of parents and CBOs by providing resources and incentives for parents and teachers, designating a parent room at the school site, informing parents of important events such as elections, providing translation services, and allocating appropriate resources for ELs.		

☺ Recommendation 2. All schools with 21 or more English Language Learners (ELs) should have a fully functioning and effective English Language Advisory Committee (ELAC) by 2002-2003.

Action Steps	Responsibility	Monitor
The district and school site will educate parents on the importance of the ELAC through workshops that are family and community friendly and culturally accessible.	Office of Parent Relations, Multilingual Programs, ISOs, principals	ISO, monitoring committee
Principals, teachers, parent liaisons, and Community	Principals, Teachers,	ISO, monitoring

Based Organizations (CBOs) will actively recruit families to sit on the ELAC that is reflective of the ELL school population.	parent liaisons, CBOs	committee
All ELACs will be supported by training on guidelines and how to function effectively and efficiently, while ELAC members can share effective meeting models for their community.	Office of Parent Relations, Multilingual Programs, ISOs, principals	ISO, monitoring committee
At every school where there is an ELAC, at least 2 representatives from the ELAC will sit on the school site council.	Office of Parent Relations, ISOs, principals	ISO, monitoring committee
Principals will hire or appoint appropriate liaisons from school staff to work with each community.	Office of Parent Relations, ISOs, principals	ISO, monitoring committee

Recommendation 3.   All families and communities should be knowledgeable about the

school system and creative models of quality education, including language acquisition programs.

Planning for full implementation will occur in 2002-03.

Action Steps	Responsibility	Monitor
The district and school site will offer ongoing family informational workshops to educate families to make informed choices for their children.	Office of Parent Relations, Education Placement Center, ISOs, principals	ISO, monitoring committee
The district will develop mutual feedback systems between teachers, community based organizations and families.	ISOs, principals	ISO, monitoring committee
The district in collaboration with the community and higher education institutions will develop materials and trainings of successful alternative models that improve academic achievement for use by families, teachers, and community based organizations.	Chief Academic Officer, CBOs, higher education institutions	ISO, monitoring committee
Based on the parents' choice, principals will offer classes to parents on the school site. As a result, parents will be more motivated to improve their school and help their children academically through modeling.	Office of Parent Relations, ISOs, principals	ISO, monitoring committee
The school site with the district support will be responsible for making communication accessible by developing effective, alternative models of communicating with different ethnic groups.	Office of Parent Relations, ISOs, principals	ISO, monitoring committee
The district will offer incentives to teachers to attend professional development workshops that focus on articulation of programs, testing and teaching methodologies between early childhood and K-12.	Multilingual Programs, teachers	ISO, monitoring committee
The school site will provide resources and incentives to support educational activities for parents such as food, transportation, stipends, and translation.	ISOs, principals	ISO, monitoring committee
In order to share best practices of home, community, and school collaboration with other schools, a district	Office of Parent Relations, ISOs,	ISO, monitoring committee

wide forum should be conducted for all school communities.	principals	
The Educational Placement Center's procedures for placement of English Language Learners (ELs) will be improved to allow parents to make informed school choices. Parents should first fill out the home language survey. If appropriate, their child will be tested. After the testing, a placement counselor will go over all the available programs for English Language Learners in the district. During the first days of school, when the EPC is very busy, teachers from the Newcomer Centers could be used to counsel parents, since many Newcomer students arrive later in the year and these teachers may be available. Parents will then identify the five schools of their choice on the application. Currently, parents must identify their 5 choices as the first step in the process. Placement counselors should also visit all EL programs at least once a year in order to assist parents with appropriate placement of their children. Counselors should provide unbiased, factual and accurate information about the programs in the language of the parents whenever possible; for the major languages of the district, the information should always be provided in the language of the parents.	Education Placement Center	Monitoring committee

Recommendation 4.   For all home, community, and school activities, SFUSD will ensure that families are provided with interpretation services as needed.   **FLAG!**

Action Steps	Responsibility	Monitor
At each school site the home language survey will be used by the principal to determine the translation needs of the student and his/her family.	Education Placement Center, ISOs, principals	Monitoring committee
The district will initiate a database and networking system for translation services for district and school site use.	Office of Translation Services	Monitoring committee
The district will utilize the state database for translation services as needed.	Office of Translation Services	Monitoring committee
Expand the district's translation services to provide translation of curricular materials for ELs.	Office of Translation Services	Monitoring committee
The district's translation services will create an inventory of documents for translation that will be posted on the web for district, school site, and parental use.	Office of Translation Services	Monitoring committee
The district and school sites will develop collaborations in neighborhoods to share translation services among schools.	ISOs, principals	ISO, monitoring committee

Appendix C

Recommendation 5.   District resources will be used efficiently and strategically to appropriately benefit English Language Learners and low achieving students. **In 2002-03 a fiscal study will be undertaken to determine feasibility of these recommendations.**

Action Steps	Responsibility	Monitor
School sites will ensure that all ELs at their school have the appropriate textbooks, curricular materials, software and facilities for them to academically succeed.	ISOs, principals	ISO, monitoring committee
Class size reduction with 20 students to 1 teacher ratio for English Learners will be implemented in grades 4-12.	Chief Academic Officer, Multilingual Programs, ISOs, principals	ISO, monitoring committee
The district will align STAR school resources with Recommendation 4.	Budget Operations, ISOs, principals	ISO, monitoring committee
The weighted student formula for each school will be analyzed and monitored to ensure that it supports Recommendation 4.	ISOs, principals, school site council	ISO, monitoring committee
The district will assist school sites and involve teachers and CBOs to identify resources for research and strategies to raise the academic performance of English Learners.	ISOs, principals, teachers, CBOs	ISO, monitoring committee
Teachers will be given extended learning hours to research available resources.	ISOs, principals, teachers	ISO, monitoring committee
Principals will survey teachers at the school site to determine what level of support is needed and what resources are available.	ISOs, principals, teachers	ISO, monitoring committee

Recommendation 6.   Successful program models should be replicated throughout the district by 2005-2006.

Action Steps	Responsibility	Monitor
Teachers will have the opportunity to initiate the review of program models that may be helpful at their school site.	ISOs, principals, teachers	ISO, monitoring committee
Schools will have a menu of models from which to select and adapt at their school, i.e. Reading Recovery Program.	Chief Academic Officer, ISOs, principals, teachers	ISO, monitoring committee

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Assessment of Students: An Overview of Current Conditions

There are many required state and district assessment for English Learners. Below is a table that shows the name of the assessment; who it is for; the language of the assessment; the content (what it is testing); the type of test, NRT (norm referenced test) CRT (criterion referenced test) and who requires the assessment (state or district); and the type of response (multiple choice, essay, short answer etc).

State and District Assessments for English Learners

Assessment	Students	Language	Content	Mandate & Type	Response Type
State Assessments					
Stanford 9	All (Grades 2-11)	English	Reading, Math, Language, Spelling (HS Science, Social Science)	State NRT	Selected Response
CA ELA Standards	All (Grades 2-11)	English	Reading, Writing	State CRT	Selected Response
High School Exit Exam	All (Grade 10)	English	Reading, Writing, Math	State CRT	Selected Response Essay
CELDT	All EL (K-12)	English	English Language Development Oral (Listen/Speak), Reading, Writing	State CRT	Oral Production, Selected Response Short Answer, Essay
SFUSD Assessments					
LALAR	All EL (K-12)	All Languages	Language Development, Oral, Reading, Writing	District CRT	Standards-based Observational Portfolio & Rubric
IWA	All (Grades 4, 7, 9)	English	Writing	District CRT	Scaffolded essay
ABC	All Grade 1 enrolled in English Literacy Instruction	English	Reading, Writing	District CRT	Year-round standards based, observation rubric, scaffolded selected response, essay
MPA	All (Grades 3, 6)	English, Primary Language Response	Mathematics	District CRT	Performance Task, Explanation
District and State Assessment					
SABE 2	All EL in Spanish Bilingual (Grades 2-11)	Spanish	Reading, Math, Language, Spelling	District - State CRT	Selected Response

There are adopted curriculum materials based on the District's standards. The curriculum materials incorporate assessments and the teachers design assessments, all of which are used for evaluating student progress and assigning grades. Often schools offer assessments across a grade level for formative evaluation of the program, such as writing rubrics.

Schools, through special grants, have developed school-wide assessment tools for programs. Examples are the ALAS and AMAS assessment tools in Spanish and English for

Literacy and Mathematics developed at Fairmont school through a Title VII grant. Another example is the battery of Chinese assessments for the bilingual program at Lincoln High School.

At the District level, Program Codes allow for monitoring to the same extent that any district program is monitored, and student achievement can be examined based on program participation. In terms of implementation documentation, there are currently no formal observational tools. However, there are Content Specialists assigned to the schools with bilingual/ELD programs to assist in program implementation and provide professional development. Through their ongoing monitoring, they serve as a semi-formal documentation system. Schools and classrooms can be categorized as low implementers, moderate implementers and full implementers. These categories, combined with program codes allow for a linking of student achievement to implementation.

The District system allows for the disaggregation of achievement data by primary/home language, language proficiency level, race/ethnicity, gender, immigrant status, family income (NSLP, Public Housing, and AFDC proxies), and date of entry into district (see attached data samples). The accountability system provides for longitudinal analysis of program implementation and student achievement. Files are maintained over time and yearly Longitudinal Reports are prepared for the court in connection with the consent decree.

Individual Student reports are produced for all the district-wide achievement assessments to be shared with students and parents. The reports provide content related information regarding achievement and for the norm referenced tests information on performance relative to the norm group. For all assessments, Group summary reports are prepared for the District level and the School level and all Group Summary Reports are disaggregated by ethnicity, language proficiency, special education status and in some cases by free or reduced lunch status. All schools receive a student data disk in October with all the assessments scores from the previous year and professional development is provided in the use of the student data disk.

The Achievement Assessments Office and Multilingual Programs Office have been awarded a Title VII Field-Initiated research grant along with ARC Associates. The focus of the

research is to investigate the conditions under which English Learners can appropriately and validly participate in large scale standardized assessments such as State assessment systems.

RECOMMENDATIONS for ASSESSMENT

*Recommendations, Identification of Student Learning Needs–***Language Development, Language Arts, and Sheltered Content Instruction (L1 and /or L2)**

Recommendation 1. A Chinese Assessment Committee should be formed to review existing Chinese Bilingual Assessments K-12, including initial assessments, and to write assessments that are lacking. The committee should include both Cantonese and Mandarin in their review, as parents are petitioning for K-12 Mandarin/English programs which are being proposed in this document. Specific action steps required to accomplish this goal are outlined below, along with the individuals who are responsible for carrying them out and monitoring that they are successfully completed. **District-wide implementation will begin in 2002-03.**

Action Steps	Responsibility	Monitor
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor that this is done?*
Form a Task Force of Experienced Chinese Bilingual Teachers, name a chair of the Task Force and set first meeting date.	Superintendent Ackerman	Board of Education
Task Force reviews SFUSD existing Chinese assessments	Task Force	Director of Multilingual Programs
Task Force reviews Chinese assessments from elsewhere	Task Force	Director of Multilingual Programs
Task Force writes missing Chinese assessments based on the Chinese Language Arts standards and other content area standards	Committee and Multilingual Staff Person	Director of Multilingual Programs
New assessments are field tested at The District Assessment Center and in schools	Task Force, District Assessment Center and selected teachers	Director of Multilingual Programs
Assessments are revised based on reviews and field tests	Task Force	Director of Multilingual Programs
Professional Development for teachers on new Chinese assessments	All Chinese bilingual teachers and paraprofessionals	Director of Multilingual Programs
Assessments are fully implemented by Fall **2004.**	Executive Director of Multilingual Program	Director of Multilingual Programs

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🌀   Recommendation 2.   A Spanish Assessment Committee should be formed to review

existing Spanish Bilingual Assessments K-12, including initial assessments, and to write missing

assessments. Specific action steps required to accomplish this goal are outlined below, along

with the individuals who are responsible for carrying them out and monitoring that they are

successfully completed. **The Assessment Committee will begin work in summer 2003.**

Action Steps	Responsibility	Monitor
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor these activities?*
Form a Task Force of Experienced Spanish Bilingual Teachers, name a chair of the Task Force and set first meeting date.	Superintendent Ackerman	Board of Education
Task Force reviews SFUSD existing Spanish assessments	Task Force	Director of Multilingual Programs
Task Force reviews Spanish assessments from elsewhere	Task Force	Director of Multilingual Programs
Task Force writes missing Spanish assessments based on the Spanish Language Arts standards and other content area standards	Task Force	Director of Multilingual Programs
New assessments are field tested at The District Assessment Center and in schools	Task Force, District Assessment Center and selected teachers	Director of Multilingual Programs
Assessments are revised based on reviews and field tests	Task Force	Director of Multilingual Programs
Professional Development for teachers on new Spanish assessments	All Spanish bilingual teachers and paraprofessionals	Director of Multilingual Programs
Assessments are fully implemented by Fall 2003	Executive Director of Multilingual Program	Director of Multilingual Programs

🌀   Recommendation 3.   Schools should be encouraged and provided with the

professional development necessary to adopt and adapt alternative performance-based

assessments in English and the other language of instruction. **Cohort training will begin in**

summer 2002.

Action Steps	Responsibility	Monitor
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor the activity?*
Alternative performance-based assessments such as ALAS – Authentic Literacy Assessment System and AMAS- Authentic Mathematics Alternative should be	Committee of teachers	Executive Director of Research and

		Evaluation
reviewed and adopted/adapted for district use		
School sites should be encouraged to participate by presentations to teachers and parents at staff/parent meetings	ISO/Title VII School site staff	Principals
Ongoing professional development at least 3 day sessions for teachers in schools adopting the ALAS and AMAS assessments	Title VII School site staff	Principals
Evaluation of the effectiveness of the assessments annually	Teachers at participating school sites	Executive Director of Research and Evaluation

Assessment: Recommendations for Program Implementation

Recommendation 1.   Just as the SAT 9 test results are use to determine the

effectiveness of the regular program, the Spanish Assessment of Basic Education (SABE 2)

results should be used to evaluate the Spanish Bilingual Program at participating schools. Use of

alternative measure should also be utilized for accountability purposes (see recommendations

1,2). **District-wide implementation will begin in 2002-03.**   **FLAG!**

Action Steps	Responsibility	Monitor
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor the activity?*
Assessment and Accountability office to design an inservice for Administrators on how to use the SABE2 results as part of over all evaluation	Director of Assessment and Accountability	Executive Director of Research and Evaluation
Agreement between UASF and ISO to use SABE2 results as part of the Administrators evaluation	UASF and ISO	Human Resources
Fall 2002 use new SABE2 results as part of administrative review.	ISO and Site Administrators	ISO

Recommendation 2.   Principal will demonstrate that the practices, resources and

personnel actually used at each site effectively implement the district program for English

Learners. **District-wide implementation will be assured in 2002-03.**   **FLAG**!

Action Steps	Responsibility	Monitor
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor the activity?*
Principals will monitor the staff to see that they have correct credentials and knowledge to implement the	Principals	ISO

program.		
Principals will monitor timelines and activities to be sure the program is properly implemented.	Principals	ISO / Multilingual Programs
The principals will provide resources, personnel and services for English Learners that match the district's adopted programs.	ISO and Site Administrators	ISO/ Multilingual Programs

Recommendations Related to the District Assessment Center

Recommendation 1. The initial assessments done at the District Assessment center should be reviewed and updated. Results should be standardized and entered into the SIS (Student Information System) on a daily basis. **Analysis of current conditions will take place in 2002-03.**

Action Steps	Responsibility	Monitor
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will ensure this is done*
Consultants that are literate in the various languages of the initial assessments given at the District Assessment Center should be hired to review existing assessment and to revise them based on Language Arts and Mathematics standards.	Director of the District Assessment Center	Director of the District Assessment Center
New assessments are field tested at The District Assessment Center and reviewed by schools	District Assessment Center and selected teachers	Director of the District Assessment Center
Assessments are revised based on reviews and field tests	Consultants	Director of the District Assessment Center
Professional Development for teachers on new assessments and what the results mean	All bilingual teachers and paraprofessionals	Director of the District Assessment Center
Assessments are fully implemented by Fall 2003	Director of the District Assessment Center	Director of the District Assessment Center

Next Steps–Pilot Schools, Timeline for Pilot to Full Implementation

Before the end of the 2001-02 academic year, the district will commence an intensive case study of six pilot schools that will serve as the launching pad for the reforms recommended in this report. The goal is to establish six academically healthy programs that will be an educational laboratory for other schools as they implement one of the recommended models. By 2004-05, the district must require all schools to implement one of the program models.

Of the six schools, there will be two elementary, middle and high school pairs. Of each pair, one will be a STAR school with a high concentration of English Learners and one will be a self-selecting school that is highly motivated to become a pilot school. **<u>A committee of central and school based staff, including principals and teachers, will be established to select the criteria by which to identify the six pilot schools.</u>**

PILOT SCHOOL PLAN FOR 2000-01

1	Select 6 schools
2	Create Central Office Support Team
3	Fully implement at least one program option providing students with the opportunity to learn English and a second language with intensive Central Office Support Team.
3	Identify External Consultants to monitor implementation of Master Plan.

Each of the pilot schools will be asked to choose at least one of the Task Force-recommended program models for implementation in 2002-03. Some schools may opt to provide more than one model at their site in order to serve diverse student needs or to satisfy parents' wish for choice. Prior to June 2002, the district will take steps to form support teams similar to the STAR teams model that will provide intensive, ongoing support at each of the pilot sites.

Accountability for Systemic Change

Since the 1974 Lau decision, the SFUSD has launched various reform plans to improve the academic achievement of San Francisco's English Learners. While these plans have brought

the district forward in terms of the service provided to these students over the past 27 years, they have not, however, been able to fully institutionalize the behaviors and systems required to guarantee equitable educational access for all students.

To insure that systemic change is implemented and preserved for the long-term success of all students, a comprehensive accountability system is required. Since the extent of the reform is far-reaching, it is imperative that responsibilities be clearly delineated and change systems fully articulated. To begin to tease out the various tasks, duties, and lines of authority necessary for real change, it is perhaps useful to begin with a set of "program function questions" posed to the members of the Board of Education. We might imagine that the Board would then pose these questions to the Superintendent, who would in turn begin to ask these questions, with refinements, to her cabinet members and others, and so on down the chain of command.

The questions would cover the following categories:

- Identification of English Learners
- Program Placement
- Instruction
- Monitoring of Student Progress
- Accountability and Assessment
- Diversity (?)

To establish consensus about the work to be performed, the various teams reporting to cabinet and other responsible district offices would work together to discover the "refined questions" that need to be asked. In this way, each team is allowed to exercise its experience and specialized expertise in implementing the recommendations put forth by the Task Force.

Questions for Accountability

Identification of English Learners

- Are English Learners being identified and assessed for English and primary language proficiency within the time specified by state law?

- Is there an increase or decrease in the numbers of students that are identified each year?

Program Placement

- Are students placed appropriately in programs according to the established procedures?

- Are parents provided with the information they need about programs and procedures, including languages offered and appeals process?

- To what extent are students being placed in accordance with parent request? What is the probability of getting placed in a program that is your first choice? Second through fifth choice?

- To what extent are immigrant parents provided with the additional support and information they require in order to request placement in Newcomer centers, if they so desire?

- To what extent does the district provide sufficient resources to the Newcomer centers to facilitate the ongoing placement of newly-arrived immigrant students?

- To what extent do placement procedures support the SFUSD goals of providing and promoting the opportunity for all students to develop competence in two or more languages, academic competence, and a positive self-image and attitudes toward other cultures?

- To what extent do placement procedures support the SFUSD goals of achieving racial, linguistic, and ethnic integration throughout District schools and classrooms? To what extent are English Learners placed in segregated or integrated classrooms, programs, and schools?

Instruction

- To what extent are English Learners receiving appropriate primary language development, English Language Development (ELD) and Content area instruction?

- To what extent are English Learners segregated/integrated during ELD and content area instruction? To what extent are English Learners mainstreamed in regular classrooms?

- Which students are being assigned to which types of instruction? How do different instructional placements affect achievement?

- To what extent are instructional types and programs uniform from classroom to classroom across the district?

- To what extent are teachers appropriately trained to carry out the various types of instruction, and what is the impact on student achievement?

Monitoring of Student Progress

- To what extent are teachers employing strategies to monitor students progress such as the LALAR for primary and English language development?

- What procedures are in place for monitoring student progress in math, science and social studies?

- Are the monitoring procedures working? Are they accurate measures of student progress?

- To what extent are procedures used uniformly by teachers across the district for all students?

Conclusion

The Bilingual Task Force, after careful consideration of all the evidence examined, finds that the instituted system for serving SFUSD English Learners is not effective in meeting their educational needs. To amend this situation, the SFUSD must immediately commence a broad and deep reform to change the status quo for English Learners. To guarantee equity of opportunity for English Learners, the district must undertake a comprehensive restructuring of these institutions and their institutional cultures, including ownership for these students and accountability for their academic achievement.

Appendix C

GLOSSARY OF TERMINOLOGY

Academic Literacy	A degree of language proficiency that enables a student to achieve in regular content area classes that require specialized, content-specific vocabulary, reading and writing skills. Research shows that it takes most U.S. students more than five years to develop a language to this degree, given that language instruction is limited to a regular school day/year.
Balanced bilingual	Individual with full proficiency (listening, speaking, reading, writing) in two languages.
Bicultural	Possessing knowledge and understanding of two cultures, as a result of exposure to the cultures and/or study of them.
Bilingual	The ability to understand, speak, read and write two languages. Individuals may have partial bilingualism, that is, various degrees of bilingualism. For example, one may be fully proficient in one language with only a speaking, listening, or reading/writing ability in the other (see multilingual, semilingual).
Bilingual Education	In the U.S., the use of English and another language to deliver instruction, for the purpose of supporting students' academic achievement. Students may be limited English proficient English Learners, fully English proficient bilinguals attempting to maintain a primary language other than English, or English Only students attempting to become bilingual
Language Proficiency	A continuum of learning that includes the acquisition of knowledge, cognitive development, and ease of use of a language that encompasses listening, speaking, reading and writing skills as well as cultural knowledge including social registers, that is, the ability to differentiate/select between formal and informal language. Measures of language proficiency vary according to student profile, purpose of language use, and for sociopolitical reasons. Some well-known examples of assessment measures are the CELDT, ACTFL, TOEFL and SOLOM.
Multilingual	The ability to understand, speak, read and write more than two languages.
Core/Content Area Classes	Language Arts, Social Studies, Mathematics and Science. In addition to the development of regular English for communication, English Learners must also learn the individual content area vocabulary and reading and writing skills that are particular to each content area (see *academic literacy)*
Differentiated (Individualized) Instruction	Within the same classroom, the provision of different strategies and scaffolding techniques to correspond with the individual needs of English Learners (and other students) based on individual factors such as language proficiency, student strengths and weaknesses, and learning styles.
Early-Exit Bilingual Education Program (transitional programs)	programs that require students to exit primary language instruction into intensive English instruction within three years.
English Language Development (ELD)	The term used in California for English as a Second Language instruction (see ESL).
English Learner (EL) (Limited English Proficient, Linguistically and Culturally Diverse Students)	The term adopted by the state of California and elsewhere to describe a student whose primary language is not English who is in the process of acquiring English as a second language, but is not yet classified as fully English proficient.

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Home Language Survey	An assessment instrument given to parents or guardians when students first enroll which helps determine if the student's dominant language is English or another language. Once this is determined, the proficiency levels of any language the student knows can be assessed to help determine an adequate placement for the student.
Intake/Placement Assessment	Any language proficiency assessments administered to students when they enroll to determine proficiency in any languages they know.
Late-Exit Bilingual Education Programs (maintenance programs).	programs that continue to provide a component of primary language instruction along with English instruction after the first three years for the purpose of: a. supporting students' access to the core curriculum while they acquire academic proficiency in English and b. ensuring that they continue to develop biliteracy and bicultural knowledge in the primary language
Lau Decision/Lau Consent Decree	The Lau Decision was a U.S. Supreme Court order in 1974 that requires the SFUSD to provide a program of "bilingual and bicultural education" for the major languages of the district. The Lau Consent Decree was the agreement between the court and the district that included a Master Plan for insuring an equitable education for limited English proficient students in the SFUSD.
Limited English Proficient (LEP)	The term used by the Federal legislation to describe what California calls "English Learners."
English Only (EO) student	A student who grows up speaking only English in the home.
English as a Second Language (ESL)	Instruction for English Learners to develop full proficiency (listening, speaking, reading, and writing) in English including vocabulary development, grammar and syntax, culture, and use.
Fully English Proficient (FEP)	A student that is raised in a bilingual home and comes to school with proficiency in English and a second language.
Maintenance or Heritage Bilingual Program	A program for language minority students that places special emphasis on developing pride, knowledge and full proficiency in the home language and culture of the student while simultaneously developing full proficiency in the majority language (English in the U.S.).
Multiple Measures	The use of more than one kind of assessment tool for judging whether an individual student or educational entity (e.g., a school) is successfully meeting educational requirements.
Portfolio Assessment	The collection of multiple measures, including student work that shows growth to evaluate the academic standing of a student. Portfolios are sometimes used for teachers in evaluating their growth as teaching professionals.
Primary/Home/Native Language (L1)	The language most dominantly used in the home of a child that is his or her first language (in contrast, see *Second Language*).
Redesignated Fully English Proficient (RFEP).	A student who comes to school as an English Learner and, usually as a result of specialized instruction, is subsequently reclassified or redesignated as English proficient
Scaffolding	Strategies, structures and supports that a teacher employs in order to make instruction comprehensible and accessible to English Learners (and other students).
Second Language (L2)	A language acquired by an individual in addition to the *primary language* (see above).
Semilingual	The state of having partial proficiency in all the languages an individual knows (see *bilingual*).

Specially Designed Academic Instruction in English	The use of scaffolding techniques for English Learners in mainstream, core content area classes that enable them to develop academic literacy as well as content knowledge.
Standards	Descriptions developed at the local, state and federal educational levels of what students should be able to do in each content area at particular grade levels. For ELD, Spanish, and Chinese, the standards also include what students should be able to perform at each proficiency level.
Transitional Bilingual Education Program	A program that uses the primary language of the student as a support while the student is acquiring English, with the goal of exiting the student from primary language instruction as quickly as possible, usually within three years.
Two-Way Bilingual Education Program	An integrated language development program that mixes language minority and language majority students in the same classroom, simultaneously developing language proficiency in both languages for both groups.

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F. SFUSD Program Description: Language Programs Offered at SFUSD Schools

Appendix A- Working Group Recommendations

Final Report
Assessment and Accountability Working Group Report

Guiding Principles in the Assessment of English Learners

a) All high stakes assessments for English Learners should be fair, valid, and reliable.

b) All stakeholders should be informed about the assessments for English Learners, including the purpose, the structure, the timeline, the reporting of results, and the use of results for curriculum planning and accountability.

c) All assessments for English Learners should have a clear purpose, be tied to standards and curriculum at the State or District level and in line with SFUSD's *Excellence for All* plan.

d) In the administration of the assessments for participants in Multilingual Programs (English Learners, Fluent English, and English Only), there should be accommodations and adaptations provided depending on the fluency of the participant in the language of the assessment.

e) Results from assessments for English Learners, including initial assessments upon enrollment, should be used not only as a measure for accountability but also as a tool to improve instruction and to support standards based differentiated instruction (or individualized instruction). All required state assessment data should be systematically entered into the student information system (SIS) in a timely manner.

f) Programs for English Learners should be monitored and periodically evaluated to ensure that program implementation is consistent with the program model, addresses the standards, and adheres to the curriculum.

a) **Current Status**

1. What systems are in place to appropriately assess student academic progress in a fair, reliable, and valid ways that aligned with the program models and instructional goals?

There are many required state and district assessment for English Learners. Below is a table that shows the name of the assessment; who it is for; the language of the assessment; the content (what it is testing); the type of test, NRT (norm referenced test) CRT (criterion referenced test) and who requires the assessment (state or district); and the type of response (multiple choice, essay, short answer etc).

State and District Assessments for English Learners					
Assessment	**Students**	**Language**	**Content**	**Mandate & Type**	**Response Type**
State Assessments					
Stanford 9	All Gr 2-11	English	Reading, Math, Language, Spelling (HS Science, Social Science)	State NRT	Selected Response
CA ELA Standards	All Gr 2-11	English	Reading, Writing	State CRT	Selected Response
High School Exit Exam	All Gr 10	English	Reading, Writing, Math	State CRT	Selected Response Essay
CELDT	ELLs K-12	English	English Language Development Oral (Listen/Speak), Reading, Writing	State CRT	Oral Production, Selected Response Short Answer, Essay

SFUSD Assessments					
LALAR	ELLs K-12	All Languages	Language Development Oral, Reading, Writing	District CRT	Standards-based Observational Portfolio & Rubric
IWA	All Gr 4, 7, 9	English	Writing	District CRT	Scaffolded essay
ABC	All Gr 1 in English Literacy Instruction	English	Reading, Writing	District CRT	Year-round standards based, observation rubric, scaffolded selected response, essay

MPA	All Gr 3, 6	English, Primary Language Response	Mathematics	District CRT	Performance Task, Explanation
District and State Assessment					
SABE 2	ELLs in Spanish Bilingual 2-11	Spanish	Reading, Math, Language, Spelling	District - State CRT	Selected Response

Program Assessments -
There are adopted curriculum materials based on the District's standards. The curriculum materials incorporate assessments and the teachers design assessments all of which are used for evaluating student progress and assigning grades. Often schools offer assessments across a grade level for formative evaluation of the program. Writing rubrics etc.

School Based Assessments -
Schools through special grants have developed schoolwide assessment tools for programs. Examples are the **ALAS** and **AMAS** assessment tools in Spanish and English for Literacy and Mathematics developed at Fairmont school through a Title VII grant. Another example is the battery of Chinese assessments for the bilingual program at Lincoln High School.

2 Do these systems allow for documentation of program implementation and relating it to student achievement?

At the District level Program Codes allow for monitoring to the same extent that any district program is monitored: student achievement can be examined based on program participation.

As far as implementation documentation there are currently no formal observational tools, however, there are content specialists who are assigned to the schools with bilingual/ELD programs to assist in implementation and provide professional development. So there is a semi-formal documentation system. Schools and classrooms can be categorized as low implementers, moderate implementers and full implementers. These categories combined with program codes allow for a linking of student achievement to implementation.

3. Does the accountability system allow for disaggregation of student achievement by primary language, language status, race/ethnicity, gender, immigrant status, family income and date of entry into school district?

The District system allows for disaggregations of achievement data by primary/home language, language proficiency level, race/ethnicity, gender, immigrant status, family income (NSLP, Public Housing, and AFDC proxies), date of entry into district.
See attached data samples.

4. Does the accountability system provide for longitudinal analysis of program implementation and student achievement?

Yes - Files are maintained over time and yearly Longitudinal Reports are prepared for the court in connection with the consent decree.

5. Are analyses of program implementation and student achievement provided for in formats easily accessible and interpretable by parents, students, teachers, administrators, and community personnel and agencies?

Individual Student reports are produced for all the districtwide achievements assessments to shared with students and parents. The reports provide content related information regarding achievement and for the norm referenced tests information on performance relative to the norm group. For all assessments, Group summary reports are prepared for the District level and the School level and all Group Summary Reports are disaggregated by ethnicity, language proficiency, special education status and in some cases by lunch status. All schools receive a student data disk in October with all the assessments scores from the previous year and professional development is provided in the use of the student data disk.

The Achievement Assessments Office and Multilingual Programs Office has been awarded a Title VII field-initialed research grant along with ARC Associates. The focus of the research is to investigate the conditions under which English Language Learners can appropriately and validly participate in large scale standardized assessments such as State assessment systems.

Status, Growth, Public Information, Migrant Reports, CCR Process, Grant with ARC

b) Recommendations

A. Identification of Student Learning Needs
(Language Development L1 &/or L2, Language Arts L1 &/or L2, Sheltered Content Instruction L1 &/or L2)

1. **Chinese Assessment Committee should be formed to review existing Chinese Bilingual Assessments K-12, including initial assessments, and to write missing assessments. This committee should**

Action Steps	Responsibility	Monitor	Timeline	Outcome	COST
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor that this is done?*	*When should they do this?*	*How will we know when task is completed?*	*Cost*
Form a Task Force of Experienced Chinese Bil Teachers, name a chair of the Task Force and set 1st Mtg date.	Superintendent Akerman		March 1, 2002	Minutes of 1st mtg	NA
Task Force reviews SFUSD existing Chinese assessments	Task Force	Director of Multilingual Programs	March-April 2002	Chinese Assessments Review Report	Weekly Mtg 2 hrs x 8wks

					$395 per teacher
Task Force reviews Chinese assessments from elsewhere	Task Force	Director of Multilingual Programs	March-April 2002	Chinese Assessments Review Report	NA (included above)
Task Force writes missing Chinese assessments based on the Chinese Language Arts standards and other content area standards	Committee and Multilingual Staff Person	Director of Multilingual Programs	May – August 2002	New Chinese Standards based assessments written, edited and published in draft form	20 days x 6hrs a day x $33.33-$2,400 per teacher
New assessments are field tested at The District Assessment Center and in schools	Task Force, District Assessment Center and selected teachers	Director of Multilingual Programs	Fall semester 2002	Field test reports from teachers with suggestions	NA
Assessments are revised based on reviews and field tests	Task Force	Director of Multilingual Programs	Feb-April 2003	Final Chinese Standards based assessments written, edited and published	Weekly Mtg 2 hrs x 8wks $395 per teacher
Professional Development for teachers on new Chinese assessments	All Chinese bilingual teachers and paras	Director of Multilingual Programs	June 2003	Sign-in sheets, agendas, handouts	PDI
Assessments are fully implemented by Fall 2003	Executive Director of Multilingual Program	Director of Multilingual Programs	Aug 2003	Schedule of assessment dates, and correction timetable.	NA

2. **Spanish Assessment Committee should be formed to review existing Spanish Bilingual Assessments K-12, including initial assessments, and to write missing assessments. This committee should**

Action Steps	Responsibility	Monitor	Timeline	Outcome	COST
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor these activities?*	*When should they do this?*	*How will we know when task is completed?*	*Cost*
Form a Task Force of Experienced Spanish Bil Teachers, name a chair of the Task Force and set 1st Mtg date.	Superintendent Akerman	Director of Multilingual Programs	March 1, 2002	Minutes of 1st mtg	NA
Task Force reviews SFUSD existing Spanish assessments	Task Force	Director of Multilingual Programs	March-April 2002	Spanish Assessments Review Report	Weekly Mtg 2 hrs x 8wks $395 per teacher
Task Force reviews Spanish assessments from elsewhere	Task Force	Director of Multilingual Programs	March-April 2002	Spanish Assessments Review Report	NA (included above)

Task Force writes missing Spanish assessments based on the Spanish Language Arts standards and other content area standards	Task Force	Director of Multilingual Programs	May – August 2002	New Spanish Standards based assessments written, edited and published in draft form	20 days x 6hrs a day x $33.33-$2,400 per teacher
New assessments are field tested at The District Assessment Center and in schools	Task Force, District Assessment Center and selected teachers	Director of Multilingual Programs	Fall semester 2002	Field test reports from teachers with suggestions	NA
Assessments are revised based on reviews and field tests	Task Force	Director of Multilingual Programs	Feb-April 2003	Final Spanish Standards based assessments written, edited and published	Weekly Mtg 2 hrs x 8wks $395 per teacher
Professional Development for teachers on new Spanish assessments	All Spanish bilingual teachers and paras	Director of Multilingual Programs	June 2003	Sign-in sheets, agendas, handouts	PDI
Assessments are fully implemented by Fall 2003	Executive Director of Multilingual Program	Director of Multilingual Programs	Aug 2003	Schedule of assessment dates, and correction timetable.	NA

3. **Schools should be encouraged and provided with the professional development necessary to adopt and adapt alternative performance-based**

   assessments in English and the other language of instruction.

Action Steps	Responsibility	Monitor	Timeline	Outcome	COST
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor the activity?*	*When should they do this?*	*How will we know when task is completed?*	*Cost*
Alternative performance-based assessments such as ALAS – Authentic Literacy Assessment System and AMAS- Authentic Mathematics Alternative should be reviewed and adopted/adapted for district use	Committee of teachers	Executive Director of Research and Evaluation	April /June 2001	ALAS and AMAS rubrics and professional development binders will be ready to disseminate	NA
School sites should be encouraged to participate by presentations to teachers and parents at staff/parent meetings	ISO/Title VII School site staff	Principals	Spring of each year	Agendas. Sign-in sheets and handouts	
Ongoing professional development at least 3 day sessions for teachers in	Title VII School site staff	Principals	September 2002	Agendas. Sign-in sheets and handouts	If on Saturday then $100 stipend per

schools adopting the ALAS and AMAS assessments					teacher
Evaluation of the effectiveness of the assessments annually	Teachers at participating school sites	Executive Director of Research and Evaluation	August 2003	Evaluation Reports	NA

B.   Program Implementation

4.   **Just as the SAT 9 test results are use to determine the effectiveness or the regular program, the Spanish Assessment of Basic Education (SABE 2)**

   results should be used to evaluate the Spanish Bilingual Program at participating schools

Action Steps	Responsibility	Monitor	Timeline	Outcome	COST
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor the activity?*	*When should they do this?*	*How will we know when task is completed?*	*Cost*
Assessment and Accountability office to design an inservice for Administrators on how to use the SABE2 results as part of over all evaluation	Director of Assessment and Accountability	Executive Director of Research and Evaluation	April /June 2002 PDI	Sign-in sheets, agendas and handouts	NA
Agreement between UASF and ISO to use SABE2 results as part of the Administrators evaluation	UASF and ISO	Human Resources	March 2002	Letter of agreement	NA
Fall 2002 use new SABE2 results as part of administrative review.	ISO and Site Administrators	ISO	August 2002	Evaluation Reports	NA

5.   **Principal will demonstrate that the practices, resources and personnel actually used at each site effectively implement the district program for**

   English Learners

Action Steps	Responsibility	Monitor	Timeline	Outcome	
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will monitor the activity?*	*When should they do this?*	*How will we know when task is completed?*	*Cost*
Principals will monitor the staff to see that they have correct credentials and knowledge to implement the program.	Principals	ISO	On going	Credential review – new credential sent to Human Resources	NA
Principals will monitor timelines and activities to be sure the program is properly implemented.	Principals	ISO / Multilingual Programs Off	On going	Student placement, LALARs and lists will be monitored	NA

Appendix C

The principals will provide resources, personnel and services for English Learners that match the district's adopted programs.	ISO and Site Administrators	ISO/ Multilingual Programs	On going	Evaluation reports, budget reports and program configurations will be monitored	NA

C. **District Assessment Center**

6. **The initial assessments done at the District Assessment center should be reviewed and updated. Results should be standardized and entered into the SIS (Student Information System) on a daily basis.**

Action Steps	Responsibility	Monitor	Timeline	Outcome	COST
What needs to be done to make this happen? (i.e., specify tasks)	*Who is supposed to do this?*	*Who will ensure this is done*	*When should they do this?*	*How will we know when task is completed?*	*Cost*
Consultants that are literate in the various languages of the initial assessments given at the District Assessment Center should be hired to review existing assessment and to revise them based on Language Arts an Mathematics standards.	Director of the District Assessment Center	Director of the District Assessment Center	March 1, 2002	K Resolutions to hire these consultants	$300 a day for 3 weeks= $4,500 per consultant
New assessments are field tested at The District Assessment Center and reviewed by schools	District Assessment Center and selected teachers	Director of the District Assessment Center	Fall semester 2002	Field test reports from Assessment staff with suggestions	NA
Assessments are revised based on reviews and field tests	Consultants	Director of the District Assessment Center	Feb-April 2003	Final Standards based assessments written, edited and published	$300 a day for 5 days = $1500
Professional Development for teachers on new assessments and what the results mean	All bilingual teachers and paras	Director of the District Assessment Center	June 2003	Sign-in sheets, agendas, handouts	PDI
Assessments are fully implemented by Fall 2003	Director of the District Assessment Center	Director of the District Assessment Center	Aug 2003	Schedule of assessment dates, and correction timetable.	NA

BILINGUAL AND LANGUAGE ACQUISITION TASK FORCE
Instruction and Professional Development Working Group

Guiding Principles

Language and literacy are at the heart of the human experience. The SFUSD must educate students so that they are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language.

All students should be successful learners of language and culture. To do so they must:
- g) Have the study of language and culture integrated into their entire school experience;
- h) Benefit from the development and maintenance of proficiency in more than one language;
- i) Learn in a variety of ways and settings, and
- j) Acquire proficiency at varied rates.

Language and cultural education should be part of the core curriculum. To do so it must:
- c) Be delivered through program models that incorporate effective strategies, norm referenced and criterion referenced assessments, and technologies;
- d) Reflect consistent content and performance standards;
- e) Develop and enhance both basic communication skills and higher order thinking skills.

Each educator deserves high quality professional development that will result in higher levels of student achievement for English Language Learners. The SFUSD must provide all teachers, administrators, paraprofessionals and policy makers with high quality professional development to address the learning needs of English Language Learners. Teacher professional development must be differentiated according to the needs of the adult learners.

All families of English Language Learners should be partners in their children's education. To do so they must:
- 1) Be fully informed in their own language about the various educational program choices and benefits;
- 2) Be provided knowledge and resources to support and monitor their children's learning at home;
- 3) Be provided with the knowledge and tools to participate in school and district decision making about English Language Learners.

Recommendations for Instruction and Professional Development:

k) **SFUSD will:**
- ➢ **Ensure that every teacher and principal understands English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), as well as differentiation for ELLs.** (8/02-8/03)
  - By 8/03, 100% of all tenured teachers & principals will be fully trained in ELD, SDAIE and differentiation as evaluated by district survey.
- ➢ **Ensure that all professional development related to ELLs will be conducted using the design elements from the *California Professional Development Standards*. (8/02-8/05) [*SEE ATTACHED].**
  - By 8/02, 100% of all professional development projects re: ELLs will use the design elements from the *CPDS,* as monitored and documented by the CAO & Multilingual Offices.
- **Ensure professional development and resources to maintain and expand high-quality bilingual instruction where it now thrives (Spanish, Japenese, Korean & Chinese); where possible and feasible, build new bilingual instruction for other languages in communities that request and support them.**
  - By 8/02, the Superintendent's satisfaction surveys will include questions of perceived support for L1 programs: At least 75% of the respondents must be satisfied
  - **Ensure that all teachers and principals have the resources & professional development needed to plan integrated lessons utilizing subject & ELD standards.** (begins 8/02)
    - By 8/02, 100% of all professional development projects re: ELLs will be evaluated by the CAO & Multilingual Office staff using the design elements of the *CPDS*.
- **Ensure all ELLs are assessed and have their progress monitored using both norm-referenced and criterion-referenced assessments to drive instruction and plan professional development.**
  - By 8/02 REPORTS ALL ARE MULTIPLE MEASURES
7. **All principals will:**
- ➢ **Understand and ensure that all classrooms are implementing ELD and SDAIE, as well as differentiating for ELLs.** (begins 8/02)
  - By 9/02, 100% of all principals will be fully trained in ELD, SDAIE and differentiation as evaluated by district survey.
  - By 1/03, 100% will have recommended to SFUSD which teacher's need additional ELD, SDAIE, or differentiation professional development.

- **Support and evaluate the school-wide implementation of no more than two research-based language acquisition or ELL literacy strategies each month.** (begins 8/02)
  - By 9/02, 100% of all principals will include ELL focused school reform strategies in their revised school site plan
- **Ensure that all classrooms are integrating subject and ELD standards.** (begin 1/03)
  - By 9/02, 100% of all principals will be familiar with the state ELD standards and how they can be integrated across subject and core content instruction.
  - By 1/03, 100% of principals will recommend to SFUSD which teacher's need additional training.
- ➢ **Support and evaluate the quality of primary language instruction.**
  - ✓ By 8/02, 100% of principals will identify site mentors and coaches for any primary language support instructor or para-educator needing professional development, as documented by the Multilingual Office
- ➢ **Utilize data from both norm-referenced and criterion-referenced assessments of ELLs for planning the professional development of their staff; support the development and use of alternative assessments in classrooms with ELLs.** (8/02)
  - ✓ By 8/02 reports from multiple measures will be utilized by CAO and Multilingual offices.
- ➢ **Ensure that all deans, counselors (and other staff responsible for scheduling) understand and provide equitable access to ELLs for courses needed to graduate or attend college**.
  - ✓ By 8/02, the CAO & Multiligual Office will send content specialists to review master schedules & deliver a report to each school on the equity provided to ELLs
- **All teachers will:**
  - **Know and deliver instruction using ELD and SDAIE, as well as differentiate instruction for ELLs.** (begins 8/02)
    - By 10/02 all teachers' evaluation will include accommodations for ELLs, specifically use of ELD, SDAIE and differentiation for ELLs.
- ➢ **Learn and deliver the quarterly school-wide ELL instructional strategies.** (begins 8/02)
  - By 10/02, all teacher lessons plans and classroom observations will document their adherence to the quarterly school-wide ELL instructional strategies.
  - **Know and deliver integrated lessons utilizing subject and ELD standards.** (begins 10/02).
    - By 8/03 all instruction should reflect the integration of subject and language acquisition as noted by lesson plans and classroom observations.
- ➢ **Have the sufficient professional development and credential needed to deliver their ELD or bilingual instructional program.**
  - ✓ By 8/02 all schools will identify which teachers need professional development or credential support for teaching ELLs, as reported by the Multilingual Office

➢ **Use both norm-referenced and criterion-referenced assessments (both across and within grades) to plan and monitor instruction.**
  ✓ By 8/02 and on going, sites will report finding to staff and school district regarding progress using multiple measures.

BILINGUAL AND LANGUAGE ACQUISITION
Task Force Planning Guide

Name of Working Group: PROGRAM <u>MODELS</u>

Current Status	Issue	Recommendation	Action Steps	Responsibility
1. Bilingual programs are not being implemented consistently.	Since consistency of implementation is not taking place, effectiveness is not being maximized.	Achieve consistent and effective program implementation.	• Program descriptions will be provided that are comprehensive, clearly articulated and focused on meeting the unique needs of the population being served. • All staff will be trained on all program options. • Opportunities for continuous study and learning will be provided. • Allocation of human resources (i.e., credentialed, well-trained, bilingual staff) that will support maximum effectiveness will be assured. • Availability of fiscal resources to provide state of the art instructional and assessment materials and technology will be assured.	• Multilingual Programs Department • Professional Development Office, Multilingual Programs Dept., ISO • Professional Development Office, Multilingual Programs Dept., ISO • Human Resources Office • Budget Office
2. Students are not being assigned appropriately to guarantee continuity of program.	Maximum effectiveness of instruction cannot be achieved if students aren't provided opportunities for	Students must be assigned to appropriate program to guarantee continuity of instruction.	• Identify schools and their respective programs. • District level support of	• ISO, Multilingual Programs

	continuity of program.		parent information during the EPC process • Educate parents on the benefits (based on current research) of the programs. • Assure that student placements are made according to appropriate program	• EPC, Parent Relations Office, Multilingual Programs • EPC, Parent Relations Office, Multilingual Programs • EPC
3. Two-Way Immersion Programs in Cantonese or Spanish exist at the elementary and middle school levels only.	Since Board policy states that students will be bilingual/biliterate at the end of their K-12 career and parents advocate for continuation of the program, programs should continue into high school.	Establish Cantonese and Spanish Two-Way Immersion programs in high schools that have strong Primary Language classes or "E" classes.	D. Announce to and solicit high schools to establish Two-Way Immersion programs in Cantonese and Spanish. E. Select schools that are supportive of Two-Way programs and also may have strong established primary language arts and/or "E" classes. F. Promote high school immersion programs with graduating middle school families. G. School community selects the core area to be taught in the target language making sure that the courses will count toward graduation, CSU's and UC's "a-f" requirements. H. Allocate teaching positions at selected high schools. I. Recruit teachers	• Multilingual Programs, ISO, High Schools • Multilingual Programs, ISO, High Schools • Multilingual Programs, ISO, High Schools • High Schools/School Community • District/ISO

			(qualified goes w/o saying) for the classes. J. Hold slots open at the high schools for middle school immersion students, thus ensuring continuity of instruction for the students. K. Identify and purchase necessary curriculum materials.	• District/Human Resources • EPC • Schools/Multilingual Programs
4. Two-Way programs exist in Cantonese, Filipino, Korean and Spanish only.	Parents have requested programs in other languages, e.g., Mandarin	• Establish Two-Way programs in languages such as Mandarin. • Encourage the Japanese Bilingual Bicultural Programs to adopt Two-Way model.	• Announce to and solicit elementary schools to establish Two-Way Immersion programs in Mandarin. • Select elementary schools that are supportive of Two-Way programs. • Promote Mandarin Two-Way Immersion programs with preschool and kindergarten "graduates." • Allocate teaching positions at selected elementary schools. • Recruit teachers (qualified goes w/o saying) for the classes.	• Multilingual Programs Department, ISO, Elementary Schools • Multilingual Programs Department, ISO, Elementary Schools • Multilingual Programs Department, ISO, Elementary Schools • ISO/Elementary Schools • District/ Human Resources • EPC

			• Hold slots open at the elementary schools to ensure a cohort that is large enough to continue the program throughout elementary school. • Identify and purchase curriculum materials for the classes.	• Schools/Multilingual Programs Department
5. Newly arrived immigrant students are not consistently being provided appropriate services.	Since newly arrived immigrant students are not consistently being provided with appropriate services, their education options may not meet their needs.	• Newly arrived immigrant students will be placed appropriately in Newcomer Programs that will prepare them to participate successfully in the SFUSD educational system.	• Establish and support Newcomer Centers at all levels. • Publicize District language acquisition policy • Assure that EPC personnel are knowledgeable about the programs available. • Assure that the intake process includes the Newcomer Center option and that appropriate. assignments occur. • Provide transportation for students as needed. • Allocate and maintain staff based on projected enrollment as opposed to current enrollment. • Allocate and maintain teaching position for teachers to meet pre-literate students' needs. • Provide specific and appropriate support at	• District/Multilingual Programs Dept. • District/Multilingual Programs Dept. • District/Multilingual Programs Dept. • District/Multilingual Programs Dept. • District/Transporta-tion Department • District/ISO

			school sites for parents who choose not to have their children attend Newcomer Centers, i.e., special class, paras.	• District/ISO
				• Schools/Multilingual Programs Dept.
6. Materials for ELLs are purchased with EIA-LEP funds	EIA-LEP funds are supplemental funds	• Purchase base program materials for ELLs with District funds	• Ensure District funds are used to purchase base program materials • Ensure EIA-LEP funds are used to purchase supplemental materials	• Schools/State & Federal Programs Dept./Multilingual Programs Dept. • Schools/State & Federal Programs Dept./Multilingual Programs Dept.
7. Pre-K programs exist in English only.	Pre-K ELLs placed in English-only pre-K programs are not receiving cognitive development in their home language.	• Establish and support pre-K programs in major primary language represented in the District, i.e., Chinese, Filipino, Spanish, Vietnamese	• Announce to and solicit pre-K programs to offer primary language programs. • Select pre-K programs that are supportive of primary language instruction. • Promote programs with incoming pre-K families • Allocate teaching positions at selected pre-K centers. • Recruit teachers (qualified goes w/o saying) for the classes. • Hold slots open at the	• Multilingual Programs Department, Child Development Program • Multilingual Programs Department, Child Development Program • Multilingual Programs Department, Child Development Program • Multilingual Programs Department, Child Development Program • District/ Human Resources • EPC

			pre-K programs to ensure a cohort that is large enough to continue the program throughout elementary school. • Identify and purchase curriculum materials for the classes.	• Schools/Multilingual Programs Department

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Home, Community, School Collaboration Working Group Recommendations

Charge: To propose a plan for developing and maintaining home/community/school collaboration in SFUSD.

1. What is the goal of a successful home/community/school collaboration?

To increase the quality and quantity of participation and collaboration among families, the community, the district, and the

school site in the district wide plan for bilingual and language acquisition from pre-K to high school.

2. What are the objectives/recommendations of a successful home/community/school collaboration? Do these differ by grade level and ethnic group?

Objective A: All schools with 21 or more English Language Learners (ELLs) should have a fully functioning and effective English Language Advisory Committee (ELAC) by 2002-2003.

Objective B: All families and communities should be knowledgeable about the school system and creative models of quality education, including language acquisition programs.

Objective C: For all home, community, and school activities, SFUSD will ensure that families are provided with interpretation services as needed.

Objective D: District resources will be used efficiently and strategically to appropriately benefit English Language Learners and low achieving students.

Objective E: Successful program models should be replicated throughout the district by 2005-2006.

3. What activities/action steps are needed to develop successful home/community/school collaboration?

Activities for Objective A:
♦　　　The district and school site will educate parents on the importance of the ELAC through workshops that are family and community friendly and culturally accessible.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Parent Relations, Multilingual Programs, ISOs, principals	September of each academic year	Documentation of workshop with pictures or videotape		Family survey and Question #4 (below)	ISO, monitoring committee	May of each academic year

♦　　　Principals, teachers, parent liaisons, and community based organizations (CBOs) will actively recruit families to sit on the ELAC that is reflective of the ELL school population.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Principals, teachers, parent liaisons, CBOs	September of each academic year	Diverse representation on the ELAC reflective of ELL population	none	ELAC survey and #4	ISO, monitoring committee	May of each academic year

♦ All ELACs will be supported by training on guidelines and how to function effectively and efficiently, while ELAC members can share effective meeting models for their community.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Parent Relations, Multilingual Programs, ISOs, principals	October of each academic year	Documentation of training and materials		ELAC survey and #4	ISO, monitoring committee	May of each academic year

♦ At every school where there is an ELAC, at least 2 representatives from the ELAC will sit on the school site council.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Parent Relations, ISOs, principals	October of each academic year	Documentation of school site council and ELAC members	none	Survey of ELAC and school site council and #4	ISO, monitoring committee	May of each academic year

♦ Principals will hire or appoint appropriate liaisons from school staff to work with each community.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Parent Relations, ISOs, principals	August of each academic year	Documentation of community liaisons	Stipend of $1000 per year	Family survey and #4	ISO, monitoring committee	May of each academic year

Activities for Objective B:

♦ The district and school site will offer ongoing family informational workshops to educate families to make informed choices for their children.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Parent Relations, Education Placement Center,ISOs, principals	One workshop in the fall and in the spring	Documentation of workshops		Family survey and #4	ISO, monitoring committee	May of each academic year

♦ The district will develop mutual feedback systems between teachers, community based organizations and families.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
ISOs, principals	May of each academic year	Documentation of feedback systems		Survey of teachers, CBOs and families and #4	ISO, monitoring committee	May of each academic year

♦ The district in collaboration with the community and higher education institutions will develop materials and trainings of successful alternative models that improve academic achievement for use by families, teachers, and community based organizations.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Chief Academic Officer, CBOs, higher education institutions	2002-2003	Documentation of materials and trainings		Survey of families, teachers and CBOs and #4	monitoring committee	May of each academic year

♦ Based on the parents' choice, principals will offer classes to parents on the school site. As a result, parents will be more motivated to improve their school and help their children academically through modeling.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Parent Relations, ISOs, principals	Year round	Documentation of class offerings		Family survey and #4	ISO, monitoring committee	May of each academic year

♦ The school site with the district support will be responsible for making communication accessible by developing effective, alternative models of communicating with different ethnic groups.

Responsibility	**Timeline**	**Outcome**	**Cost**	**Accountability**		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Parent Relations, ISOs, principals	Fall semester	Documentation of alternative models		Family survey and #4	ISO, monitoring committee	May of each academic year

♦ The district will offer incentives to teachers to attend professional development workshops that focus on articulation of programs, testing and teaching methodologies between early childhood and K-12.

Responsibility	**Timeline**	**Outcome**	**Cost**	**Accountability**		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Multilingual Programs, teachers	Year round	Documentation of workshops and incentives		Teacher survey and #4	ISO, monitoring committee	May of each academic year

- The school site will provide resources and incentives to support educational activities for parents such as food, transportation, stipends, and translation.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
ISOs, principals	Year round	Documentation of resources and incentives		Family survey and #4	ISO, monitoring committee	May of each academic year

- In order to share best practices of home, community, and school collaboration with other schools, a district wide forum should be conducted for all school communities.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Parent Relations, ISOs, principals	Spring semester	Documentation of forum		Survey of forum participants and #4	ISO, monitoring committee	At the end of the forum

- The Educational Placement Center's procedure for placement of English Language Learners (ELLs) will be improved to allow parents to make informed school choices. Parents should first fill out the home language survey.

Appendix C

If appropriate, their child will be tested. After the testing, a placement counselor will go over all the available programs for English Language Learners in the district. Parents will then identify the five schools of their choice on the application. Currently, parents must identify their 5 choices as the first step in the process. Placement counselors should also visit all ELL programs at least once a year in order to assist parents with appropriate placement of their children.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Education Placement Center	immediately	Documentation of new procedure		Family survey and #4	monitoring committee	May of each academic year

Activities for Objective C:
♦ At each school site the home language survey will be used by the principal to determine the translation needs of the student and his/her family.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Education Placement Center, ISOs, principals	Year round	Documentation of translation needs		Family survey and #4	monitoring committee	May of each academic year

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♦ The district will initiate a database and networking system for translation services for district and school site use.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Translation Services	Year round	Documentation of database and networking system		#4	monitoring committee	May of each academic year

♦ The district will utilize the state database for translation services as needed.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Translation Services	Year round	Documentation of usage		#4	monitoring committee	May of each academic year

♦ Expand the district's translation services to provide translation of curricular materials for ELLs.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Translation Services, Multilingual Program	Year round	Documentation of translated curricular materials		Student survey and #4	monitoring committee	May of each academic year

♦ The district's translation services will create an inventory of documents for translation that will be posted on the web for district, school site, and parental use.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Office of Translation Services	Year round	Documentation of posting on the school district website		Principal and family survey and #4	monitoring committee	May of each academic year

♦ The district and school sites will develop collaborations in neighborhoods to share translation services among schools.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
ISOs, principals	Year round	Documentation of collaborations		Family survey and #4	ISO, monitoring committee	May of each academic year

Activities for Objective D:
♦ School sites will ensure that all ELLs at their school have the appropriate textbooks, curricular materials, software and facilities for them to academically succeed.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
ISOs, principals	Year round	Documentation of ELL materials at each school site		Teacher, student and family surveys and #4	ISO, monitoring committee	May of each academic year

♦ Class size reduction with 20 students to 1 teacher ratio for ELLs will be implemented in grades 4-12.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Chief Academic Officer, Multilingual Programs, ISOs, principals	Starting 2002-2003	Documentation of class sizes		#4	ISO, monitoring committee	May of each academic year

♦ The district will align STAR school resources with Objective D.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Budget Operations, ISOs, principals	Starting 2002-2003	Documentation of alignment		#4	ISO, monitoring committee	May of each academic year

♦ The weighted student formula for each school will be analyzed and monitored to ensure that it supports Objective D.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
ISOs, principals, school site council	Starting 2002-2003	Documentation of analysis		School site council survey and #4	ISO, monitoring committee	May of each academic year

♦ The district will assist school sites and involve teachers and CBOs to identify resources for research and strategies to raise the academic performance of ELLs.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
ISOs, principals, teachers, CBOs	Starting 2002-2003	Documentation of resources for research		Teacher and CBO survey and #4	ISO, monitoring committee	May of each academic year

♦ Teachers will be given extended learning hours to research available resources.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
ISOs, principals, teachers	Year Round	Documentation of extended hours		Teacher survey and #4	ISO, monitoring committee	May of each academic year

♦ Principals will survey teachers at the school site to determine what level of support is needed and what resources are available.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
ISOs, principals, teachers	April of each academic year	Documentation of teacher survey at school site		Teacher survey and #4	ISO, monitoring committee	May of each academic year

Activities for Objective E :
♦ Teachers will have the opportunity to initiate the review of program models that may be helpful at their school site.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
ISOs, principals, teachers	Starting 2002-2003	Documentation of teacher review		Teacher survey and #4	ISO, monitoring committee	May of each academic year

♦ Schools will have a menu of models from which to select and adapt at their school, i.e. Reading Recovery Program.

Responsibility	Timeline	Outcome	Cost	Accountability		
Who is supposed to do this?	*When should they do this?*	*How will we know when task is completed?*		*What criteria and processes are needed to determine the quality of implementation?*	*Who will evaluate?*	*When will the evaluation occur?*
Chief Academic Officer, ISOs, principals, teachers	Starting 2002-2003	Documentation of menu		Teacher survey and #4	ISO, monitoring committee	May of each academic year

4. What procedures should be used and what is the responsibility of families, teachers, and administrators in the implementation, monitoring, and evaluation of home/community/school collaboration efforts?

Procedures for implementation, monitoring and evaluation:

♦ The district must prioritize the implementation of the Home, Community, and School Collaborative Working Group's (Working Group) recommendations.

♦ The district and the Bilingual and Language Acquisition Task Force (the Task Force) should create a monitoring committee to oversee the implementation of all recommendations.

♦ The Task Force and the monitoring committee should develop and conduct district wide trainings on how to implement the recommendations for district and school site staff.

♦ With the assistance of the Program Evaluation Office, every school site should review the recommendations of the Working Group and conduct an assessment of its current status.

♦ Schools in collaboration with parents and CBOs should develop an action plan that benefits the needs of their school community.

♦ The district should provide ongoing technical assistance and the necessary resources to ensure the implementation of the action plan.

♦ The district should conduct an annual evaluation at each school site to determine progress. One component of the evaluation should include surveying stakeholders such as the students, ELAC, the school site council, parent liaisons, teachers, families, and CBOs that work closely with the school or in the school community.

♦ Annual evaluations should be submitted to the monitoring committee for review.

♦ If the committee is satisfied with the progress at the school site, the school should submit the plan for the next year to the monitoring committee.

♦ If a school site is facing difficulties implementing their action plan, the school site administrators should meet with the monitoring committee to discuss alternative ways to implement the plan.

♦ Once the school has met the goals of the plan, ongoing annual evaluations should be conducted to ensure that the plan is sustained

Responsibilities of families, teachers, and administrators:

♦ Families should become proactively involved at their school site by joining school committees where they can suggest ideas for school improvement and participating in parent trainings and informational workshops.
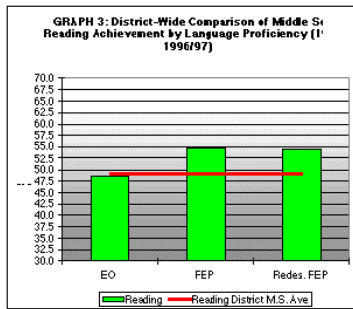
♦ Teachers should regularly meet with parents and the community in order to encourage participation at school site activities.

♦ Administrators should encourage authentic participation of parents and CBOs by providing resources and incentives for parents and teachers, designating a parent room at the school site, informing parents of important events such as elections, providing translation services, and allocating appropriate resources for ELLs.
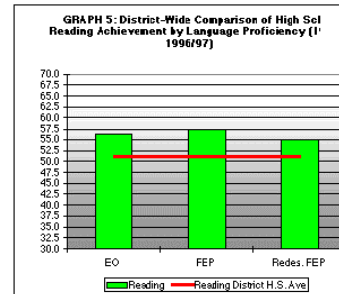
Appendix B

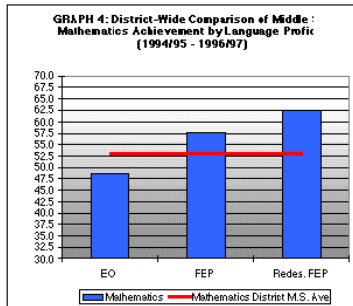Ramirez Evaluation Report of SFUSD Language Academy Programs

The data shows that students who have been through Language Academy (now Multilingual Programs) programs and are redesignated as Fully English Proficient outscore other categories of students, including those who speak only English.
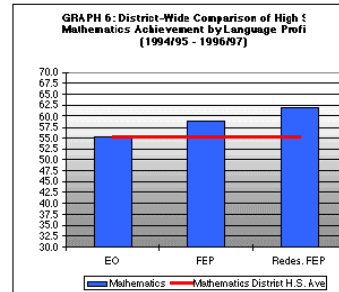

GRAPH 3: District-Wide Comparison of Middle School Reading Achievement by Language Proficiency (1996/97)

Results based on:
1994/95 - 1996/97
Ave. Number of Students
EO   3,022
FEP   2,870
Redes. FEP 2,450

GRAPH 4: District-Wide Comparison of Middle Mathematics Achievement by Language Proficiency (1994/95 - 1996/97)

Results based on:
1994/95 - 1996/97
Ave. Number of Students
EO   2,893
FEP   2,790
Redes. FEP 2,927

GRAPH 5: District-Wide Comparison of High School Reading Achievement by Language Proficiency (1996/97)

Results based on:
1994/95 - 1996/97
Ave. Number of Students
EO   4,880
FEP   1,944
Redes. FEP 3,750

GRAPH 6: District-Wide Comparison of High School Mathematics Achievement by Language Proficiency (1994/95 - 1996/97)

Results based on:
1994/95 - 1996/97
Ave. Number of Students
EO   4,193
FEP   1,705
Redes. FEP 3,265

Appendix C

CDE's *Designs for Learning*

Please download from: email attached with this document.

SFUSD CBEDS Snapshot, October 2000

SFUSD Program Description: Language Programs Offered at

SFUSD Schools

TWO-WAY IMMERSION PROGRAMS are designed for English proficient students as well as for English language learners. This program provides students the opportunity to develop competency in both English and another language. Both languages are used to access the core curriculum. Specific instructional strategies (SDAIE - Specially Designed Academic Instruction in English) are used to ensure development of English language proficiency and similar instructional support is provided to English proficient students for the acquisition of the other language. The goal of this program is to develop proficiency in and to learn through two languages. Depending on the school community's decision, kindergarten instruction in the target language can range from 90% to 50% of the day and English instruction from10% to 50%. This percentage moves to 50% target language and 50% English by the 4th and 5th grades.

LANGUAGE	Elementary Schools	Middle Schools
Cantonese	West Portal	H. Hoover, Marina
Spanish	Alvarado, Buena Vista, Fairmount Marshall (2002), Monrooe (2002)	Hoover, James Lick
Korean	Claire Lilienthal(K-8)	

TOTAL IMMERSION PROGRAMS provide English proficient students with the opportunity to develop competency in both English and another language and to use the two languages to access the core curriculum. In kindergarten, instruction is in Chinese for 90% of the day and in English for 10%. This percentage moves to 50% Chinese and 50% in English by the 4th and 5th grades.

LANGUAGE	K-8
Cantonese	Alice Fong Yu

DUAL LANGUAGE ENRICHMENT PROGRAMS are designed for students who are English language learners. Students are taught in two languages, their primary language and English. They are taught the core curriculum in their primary language to assure access to the core curriculum. Teachers also provide specific instruction in English Language Development and use SDAIE (Specially Designed Academic Instruction in English) strategies to help the students develop English language proficiency. The amount of time spent in the primary language is reduced as the student's proficiency in English increases.

LANGUAGE	Elementary Schools	Middle Schools	High Schools
Cantonese	Cabrillo, C. Chavez, Chinese Ed. Ctr., J. Y. Chin, E. R. Taylor, El Dorado, F. S. Key, Garfield, Golden Gate, Hillcrest, Lafayette, F. McCoppin, Monroe, G. Moscone, Ortega, J. Parker, G. Peabody, R. Parks, Sherman, Spring Valley, R. L. Stevenson, Gordon J. Lau, Sutro, Tenderloin, Ulloa, Visitacion Valley, D. Webster, Yick Wo	B. Franklin, H. Hoover, Marina	Galileo, A. Lincoln, Newcomer
Spanish	B. Harte, Bryant, B.	G. Davis, Everett, B.	Balboa, Mission,

	Carmichael, C. Chavez, Cleveland, E. R. Taylor, L. R. Flynn, Glen Park, Guadalupe, Hillcrest, Longfellow, Marshall, Mission Ed. Ctr., Monroe, G. Moscone, J. Muir, J. Parker, P. Revere, Sanchez, J. Serra, Spring Valley, Starr King, Gordon J. Lau, Treasure Is., D. Webster	Franklin, H. Mann, Enola Maxwell	Newcomer
Filipino	B. Carmichae/FEC, Longfellow		Balboa

INTENSIVE ENGLISH PROGRAM provides English Language Learners with the opportunity to acquire English and to access the core curriculum. Specific instruction in English Language Development and the use of SDAIE (Specially Designed Academic Instruction in English) strategies are provided to facilitate the development of English language proficiency. The inclusion of primary language support is encouraged, and can be provided during or outside of the school day.

Offered at all schools except: Alice Fong Yu, Buena Vista, Clarendon, Rooftop, Lowell, MEC, CEC