

Liaisons conduct intake interview with each newcomer student and parent. Actions include language assessment, health, prior school history, meeting with key staff, including counselor, and assignment to “buddy” student leader for orientation.

Hire a counselor who speaks the home language and is trained in district student support initiatives, e.g., Strength-based model.

Offer course for English learners whose first language is Spanish.

Research and procure a broader range of high-quality, standards-aligned instructional resources in English and home language(s) that facilitate English learners’ access to core curricular standards and expand their knowledge of the world.

Train teachers and support staff to administer formative English language development assessment, (e.g., SOLOM, ADEPT, LAS) that is sensitive to first and second language development. Provide time and training to analyze results to inform instruction.

Convene a Multi-tiered System of Support Task Force charged with analyzing and recommend improvements to middle school support system for English learners.

Train and support staff in providing a welcoming environment in the front office with someone who speaks EL home language(s) and understands services and resources available English learners and families. In addition, train and support family partners who are active volunteers at schools and who bridge and connect to community resources.

Trace trajectories of Long-term English Learners (LTEL) and students at risk of becoming LTEL in terms of access to opportunities (electives in junior high, A-G, CTE and AP in high school). Ensure educators at all levels in the system understand access and trajectories. Track data on LTEL and students at risk beginning in third grade.

Teachers on special assignment partner with classroom teachers to introduce thinking maps with an emphasis on academic literacy and thinking for English learners.

Ensure uniform implementation of improved reclassification process by training liaisons, administrators and lead teachers. Monitor and calibrate across school sites.

Meet with state preschool and ECE program leads to ensure articulated academic and socio-emotional programs for incoming kindergarteners.

Continue to plan, monitor and implement programs that strengthen home language literacy and cultural connections, including dual-language immersion programs, Spanish for teachers, ethnic studies model curriculum, Spanish for Native Speakers course, and courses leading to Seal of Biliteracy.

Home liaison coordinates visits from bilingual professionals from a variety of fields as part of career exploration seminars.

Using PLC structure, give teachers time, access to experts, and resources to and plan differentiated language supports for integrated ELD within content area instruction.

Through LCAP process, analyze comprehensive English language development program pre-K to adult that addresses language and academic needs of diverse English learner population such as recent arrivals and long-term English learners.

In the spring, meet with team from high school district to articulate supports for incoming freshmen English learners.

With parent leadership, continue to improve program that develops family/community leaders and representatives who can advocate effectively for English learners.