

Educational Services

Integrated and Designated English Language Development Instructional Coaching

October 28, 2026

One Goal, One Team
#ALL IN FOR KIDS



EST. 1895

REDWOOD CITY
SCHOOL DISTRICT

Agenda

1

Who our English Learners are and why this work matters

2

LCAP Goal 2 and where we stand

3

Integrated and Designated ELD

4

Our 2026–27 plan and what teachers are telling us

5

Monitoring progress and engaging families

6

Expected impact

Our English Learners

1,876

English Learners enrolled in
2025–26

30%

of our 6,276 students are
English Learners

58%

of students are unduplicated
pupils

Largest English Learner populations: Hoover (417), Adelante Selby (214), Garfield (196), Taft (189), and Kennedy (183).

English Learners by site: four-year trend

School	2023–24	2024–25	2025–26	2026–27 (proj.)
Adelante Selby	195	231	214	206
Clifford	146	143	131	115
Garfield	274	211	196	160
Henry Ford	147	165	133	130
Hoover	407	450	417	383
Kennedy	192	208	183	203
MIT	190	213	171	106
North Star	10	13	7	4
Orion	78	86	60	52
Roosevelt	177	165	134	127
Roy Cloud	19	33	39	29
Taft	204	235	189	174
District total	2,039	2,156	1,876	1,689

1,876

English Learners in 2025–26

1,689

projected for 2026–27

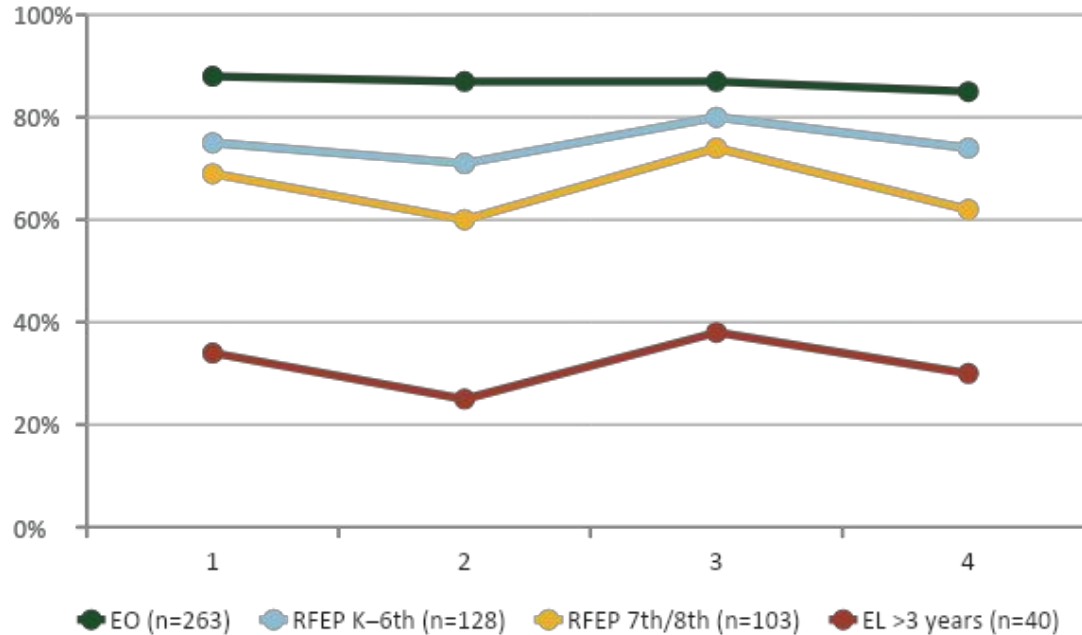


I-ELD coaching site

Source: RCSD unduplicated pupil count (LCAP). 2026–27 is a projection.

Why this work matters: college readiness

Percent of 2023–24 9th graders passing an A–G eligible English course



Source: Stanford John W. Gardner Center, March 2026

About 3 in 4

students reclassified in K–6th grade passed A–G English

About 1 in 3

or fewer long-term ELs passed A–G English

Reclassification opens the door to college-eligible coursework.

LCAP Goal 2: English Learner Progress

By June 2027, 55% of 2nd–8th grade English Learners will progress at least one level on the ELPAC each school year.

55%

of EL students progress one
ELPAC level each year

20%

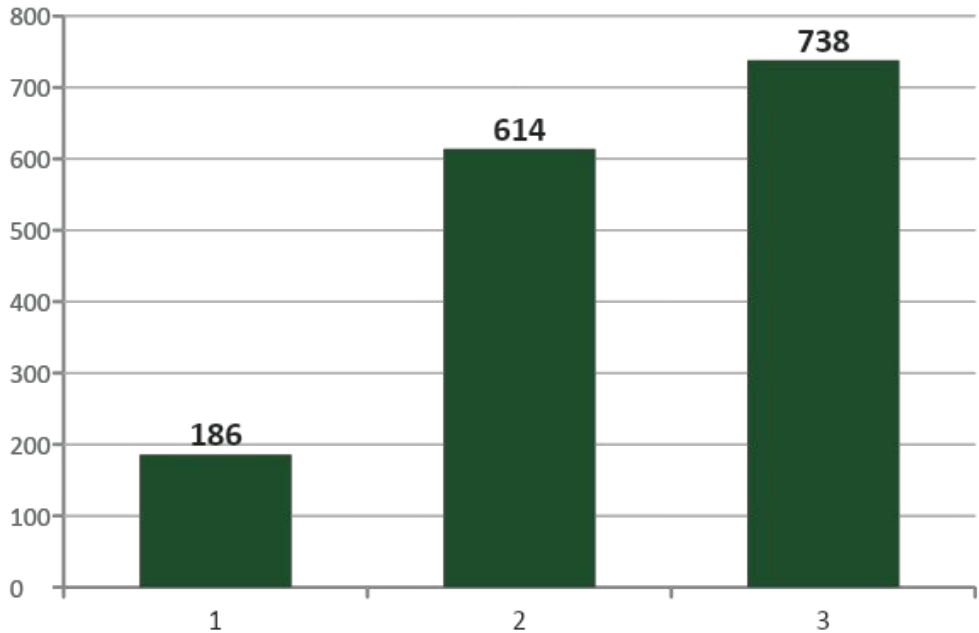
reclassification rate target

10%

target for Long-Term English
Learners (decrease)

Where we stand: ELPAC progress

ELPI (English Learner Progress Indicator) measures student growth on the ELPAC.
Overall ELPAC growth (ELPI), students



41.9%

of grade 2–8 English Learners made one year of ELPAC progress

Up from 38.7% (2023–24) and 41.6% (2024–25)

48%

of all English Learners made growth overall (ELPI)

738 of 1,538 students advanced at least one level

LCAP goal: 55% by June 2027

Students reclassified (RFEP) by site

School	2023–24		2024–25		2025–26	
	Count	Rate	Count	Rate	Count	Rate
Adelante Selby	24	10.3%	51	22.1%	30	12.8%
Clifford	32	22.1%	21	14.7%	20	13.4%
Garfield	22	8.0%	19	9.0%	23	10.8%
Henry Ford	19	11.4%	35	21.2%	13	9.2%
Hoover	40	9.4%	36	8.0%	37	8.1%
Kennedy	64	33.0%	55	26.4%	42	19.4%
MIT	65	34.4%	39	18.3%	36	18.1%
North Star	3	23.1%	7	53.8%	7	70.0%
Orion	6	6.3%	32	37.2%	13	18.1%
Roosevelt	15	7.8%	22	13.3%	9	6.3%
Roy Cloud	2	9.5%	5	15.2%	7	14.6%
Taft	22	9.8%	33	14.0%	16	7.9%
District	314	15.3%	355	16.5%	253	12.1%

253

students reclassified in 2025–26

12.1%

district reclassification rate in
2025–26

Source: 2025–2027 LCAP Metrics, multi-year school comparison

Long-Term English Learners (LTEL) by site

School	2023–24		2024–25		2025–26	
	Count	Rate	Count	Rate	Count	Rate
Clifford	30	20.0%	23	17.0%	21	15.7%
Hoover	54	11.0%	42	9.0%	52	12.0%
Kennedy	116	57.0%	85	40.0%	64	35.8%
MIT	134	63.0%	105	44.0%	67	39.0%
Roy Cloud	4	17.0%	3	9.0%	8	19.5%
District	367	16.0%	259	12.0%	212	11.2%

11.2%

of English Learners were LTELs
in 2025–26

–155

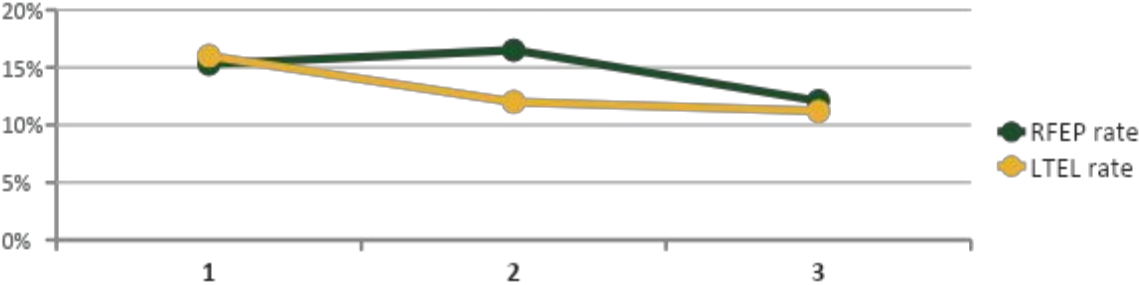
fewer LTELs than in 2023–24
(367 to 212)

Source: 2025–2027 LCAP Metrics, LTEL

District overview

School year	English Learners	Reclassified (RFEP)	RFEP rate	Long-Term ELs (LTEL)	LTEL rate
2023–24	2,039	314	15.3%	367	16.0%
2024–25	2,156	355	16.5%	259	12.0%
2025–26	1,876	253	12.1%	212	11.2%

RFEP and LTEL rates over three years



Sources: RCSD unduplicated pupil count; 2025–2027 LCAP Metrics (RFEP and LTEL)

12.1%

Reclassification rate, 2025–26

LCAP target: 20%

11.2%

LTEL rate, 2025–26

LCAP target: 10%

How reclassification criteria changed

2023–24

Throughout the year

- Students reclassified throughout the school year
- Students with disabilities eligible for RFEP
- District reclassification criteria applied



2024–25

Transition year

- Began with 2023–24 criteria
- Reclassified at the start of the year, focused on 5th grade and middle school
- Midyear: state guidance required ELPAC Level 4 plus local criteria
- Results available late May–June



2025–26

ELPAC Level 4 required

- Reclassification based on students reaching Level 4 on the Summative ELPAC
- A change from the previous approach

Key takeaway: Changes in criteria, the timing of results, and which grades were reviewed affected how many students were reclassified each year. Read RFEP rates in that context.



New legislation: AB 255 establishes new state reclassification criteria.

State reclassification criteria also include teacher evaluation, parent consultation, and a comparison of basic skills.

Two parts of English Language Development



Integrated ELD

Language support built into content lessons, in every subject, all day.

- Taught by every teacher
- Language goals inside math, science, ELA, and social studies
- Students use academic language to learn content

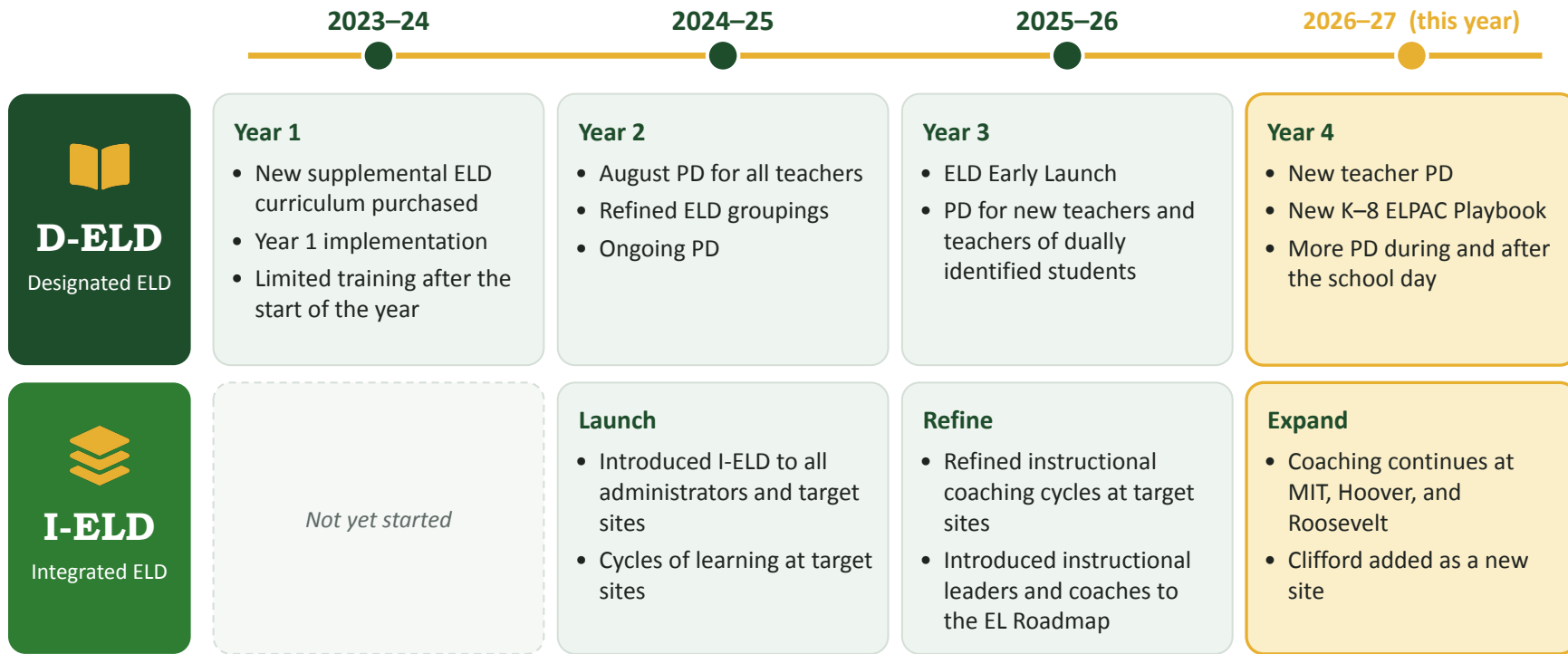


Designated ELD

A protected time each day for targeted English language instruction.

- Students grouped by English proficiency level
- Builds the language students need for content
- New resources aligned to ELPAC task types

Our ELD journey, 2023–24 to 2026–27



Our 2026–27 professional learning plan



7 days

Admin ELD Learning Walks



3 days

Welcome Back D-ELD Kickoff



21 days

Site I-ELD Coaching Cycles



10 days

Additional D-ELD PD



6 days

K-8 ELPAC Playbook



10 days

Coaching of Instructional Leaders and Coaches



2 days

Dually Identified Students PD

Delivered in partnership with Komir Minds LLC, led by Dr. Kimberly Saguilan.

Professional Learning Plan for Targeted Sites

Teachers work in cycles with an ELD coach inside their own classrooms.



Elements of a coaching cycle

Three core elements, repeated in every cycle



1. Plan together

Teacher and coach co-plan the lesson and check in before teaching.



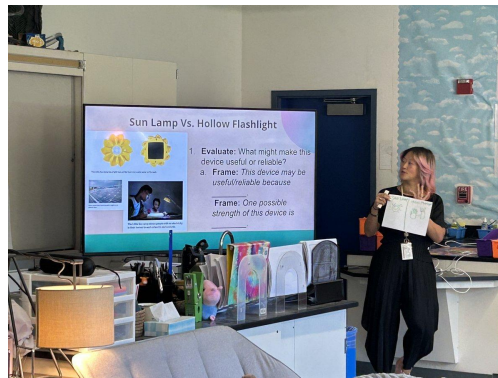
2. See it, then try it

The coach models the strategy, then the teacher demonstrates it.



3. Debrief and use data

A structured debrief and a look at student work shape the next lesson.



Sentence frames in action



Academic talk in a coached lesson

Coaching supports within the cycle



Pre-lesson check-in



Real-time coaching
during instruction



Reviewing formative
assessment data



Walkthrough with an
administrator

Teacher feedback: growth in students

100%

of teachers saw growth in
English Learners' engagement
and academic language

20% substantial growth, 80% some growth



What teachers are seeing

- Sentence frames help every student respond, and students use them when they know they will share
- Students refer back to the text and cite evidence; citing evidence improved for all students
- Students talk with each other more and use academic vocabulary
- One 7th grade team reports more students reclassifying than the year before

Source: Integrated ELD Professional Development Survey, October 2026



In teachers' words

“ *Sentence frames have helped all of my students be able to respond [to] the question that is being posed.*

— Teacher

What it looks like: Students choose a journal prompt, then turn and tell a partner how they will begin using a sentence starter before writing on their own.

“ *I feel very confident planning units that incorporated the I-ELD/CRLP strategies, but the amount of time it takes is a lot.*

— Teacher

What it looks like: Lessons built around turn-and-talks, image analysis, small-group read-alouds, GLAD vocabulary routines, and mind-maps to organize ideas.

“ *Citing evidence was one area all students improved.*

— Teacher, grades 6–8

What it looks like: An argumentative essay on the Battle of Hastings, scaffolded with image analysis, vocabulary and transition words, sentence frames, and peer feedback.

“ *I have experienced immense value in the actual coaching of [our site coaches], who know me and my students.*

— Teacher

Source: Integrated ELD Professional Development Survey, October 2026

Teacher feedback: what's next



Where students still struggle

- Writing: getting started, writing independently, and organizing essays
- Academic vocabulary, especially harder words
- Newcomers relying on peers and aids instead of working independently
- Moving from home language to English in writing and speaking



What teachers asked for

- Writing instruction that engages students
- ELPAC-style practice items and model responses for Level 2–3 students
- Dedicated planning time
- Chances to observe other teachers using I-ELD

Source: Integrated ELD Professional Development Survey, October 2026



Designated ELD (D-ELD) Professional Development



Welcome Back Kickoff

Three days to launch D-ELD expectations, including the Clifford kickoff.



District-wide D-ELD PD

Ten days of professional learning on strong, targeted Designated ELD lessons.



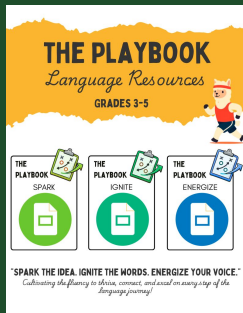
ELPAC-aligned resources

New resource rollout with task types that mirror ELPAC question formats.

New Resource: ELPAC Playbook for K–8



**A practical
teacher guide
aligned to
ELPAC task
types**



6 days of PD for K–8 teachers



Instructional strategies

Daily routines that build listening, speaking, reading, and writing.



Interactive language tools

Hands-on activities that match ELPAC task types.



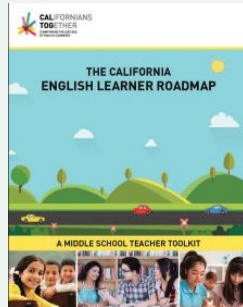
Data routines

Use student data to plan next steps and target support.

Administrator coaching on the EL Roadmap

2025–26 Launch

- Learned the EL Roadmap key instructional strategies
- Introduction to aligning teachers on best practices
- 3 site visits using look-fors for Roadmap best practices



2026–27 Continued work

- 7 days of PD for administrators
- Deeper work on giving teachers feedback and coaching
- Continued focus on the EL Roadmap

Building capacity

Building in-house expertise so the work lasts



Coaching of Instructional Leaders and Coaches

Instructional leaders and coaches sharpen their coaching so support lasts beyond the partnership (10 days).



Mini-Observations

Principals give teachers feedback on EL strategies aligned to the EL Roadmap.



New:Lead D-ELD Teacher Committee

Site-based teacher leaders building D-ELD expertise, sharing best practices, and guiding site implementation (5 meetings).



Partnership leaders

Dr. Kimberly Saguilan

Komir Minds LLC, lead facilitator; USC Rossier faculty in Integrated ELD and literacy

Katherine Rivera

Director of Multilingual English Learner and Categorical Programs, RCSD

Monitoring and assessment



Monitoring and assessment

- ELD benchmark assessments in Fall and Winter, grades 1–8
- Ellevation platform to monitor every English Learner
- OPTEL: a classroom observation tool for EL instruction, used twice a year
- Monitoring plans for at-risk English Learners and LTELs

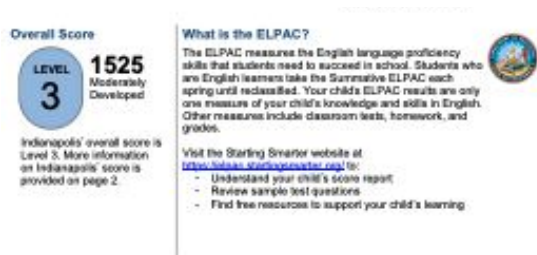


Next steps: Stanford partnership

- Gardner Center tracks our English Learners into high school
- Links when students reclassify to GPA and A–G course success
- Collaboration with Special Education for dually identified students



Family engagement



Overall Score

LEVEL 3 **1525**
Moderately Developed

Indanapolis' overall score is Level 3. More information on Indanapolis' score is provided on page 2.

What is the ELPAC?
The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures include classroom tests, homework, and grades.

Visit the Starting Smarter website at www.startingsmarter.org to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning

ELPAC results at conferences

Review ELPAC results with families at September conferences.



PIQE parent institute

Hoover, MIT, Clifford, Taft, and Garfield.



Community Schools partnerships

Parent workshops on the ELPAC and principal cafecitos.

Expected impact



Aligned teachers and leaders

Teachers, administrators, and coaches share one ELD roadmap and one lens for quality instruction.



Rigorous, engaging instruction

Teachers connect language and content so every student can access rigorous learning and stay engaged.



Fewer Long-Term English Learners

Fewer LTELs, toward our 10% target, means more equitable access to rigorous courses in high school.

Student voices

"I am so proud of myself. It has been my dream to learn English. I now want to learn how to speak other languages. Right now I want to learn Portuguese."

— Grade 4 Reclassified Student

"I want to go to a good high school program, maybe engineering, and I didn't want anything holding me back. Getting reclassified felt like proof that I belong in those classes. I'm still bilingual tho. Spanish isn't going anywhere."

— Grade 7 Reclassified Student

"When my teacher said I reclassified, I couldn't stop smiling the whole day. I worked really hard for it. I read every night, even when I didn't want to. My mom put the letter on the fridge so everybody sees it lol."

— Grade 6 Reclassified Student

"I'm proud because nobody handed this to me. I put in the work: rewriting essays, asking my teacher for feedback, staying after school sometimes. When I found out, it felt like all of that actually meant something."

— Grade 8 Reclassified Student



Thank you

Questions and discussion

Educational Services

One Goal, One Team
#ALL IN FOR KIDS



EST. 1895

REDWOOD CITY
SCHOOL DISTRICT