

2014–2015 School Year

English Learner Program Guide

ENGLISH LEARNER PROGRAM GUIDE



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

SFUSD Multilingual
Pathways Department

A Word from the Superintendent

Dear Parents and Caring Adults,

Thank you for taking the time to learn more about the available programs and services for English Learners. The purpose of this guide is to provide parents/guardians of English Learners with detailed information about the educational programs and multilingual pathways available for students who are English Learners. The guide also includes details of the language assessments for English Learners and a general description of the enrollment process. In offering this guide, it is the district's goal that parents/guardians of English Learners will be able to successfully navigate the enrollment process in a manner that allows them to make an informed and appropriate choice of educational program for their child. This information should be used with the district's Enrollment Guide which provides more information on schools and the enrollment process.



Respectfully yours,

A handwritten signature in black ink, which appears to read "Richard Carranza". The signature is fluid and cursive.

Superintendent Richard Carranza

**At San Francisco public
schools, we**

believe

English Learner Program Guide 2014-15

San Francisco Unified School District

The district is committed to ensuring that English Learners acquire high levels of English and home language proficiency (where available), academic achievement, and skills that will lead to success in the 21st century.

“Language is our cultural tool – we use it to share experience and so to collectively, jointly, make sense of it... Language is therefore not just a means by which individuals can formulate ideas and communicate them; it is also a means for people to think and learn together.”

Neil Mercer, *The Guided Construction of Knowledge*

“[Primary language] is clearly an asset that [English Learners] are coming to school with and one that should be ‘maintained’ so that [they] can become truly bilingual... The fact that our kids don’t grow up [bilingual] puts them at a competitive disadvantage.”

Arne Duncan, U.S. Secretary of Education



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**Discover
Apply
Enroll**

Lau Action Plan for English Learners

Background

Since the Lau v. Nichols case nearly 40 years ago, SFUSD has had a plan for providing English Learners with programs and services to academically succeed. In September of 2008, the district renewed its commitment by developing a Lau Action Plan to address the needs of today's English Learners.

Aligned with the district's strategic goals for all SFUSD students, the plan ensures that English Learners acquire high levels of English and home language proficiency (whenever available), academic achievement, and skills that will lead to success in the 21st century.

The New Lau Plan includes guidelines on:

- proper identification and placement of English Learners
- access to effective learning pathways and specialized programs and services
- appropriate staffing and professional development
- meaningful parent outreach and involvement
- internal monitoring and evaluation of programs and services

For the complete Lau Plan in English, Chinese and Spanish, go to www.sfusd.edu/en/programs/english-language-learners/lau-action-plan.html.

CELDT and Classification of English Learners

California English Language Development Test (CELDT) is an important standardized test for English Learners (ELs). There are two categories of CELDT tests:

- **Initial Test:** Identifies English Learners and assesses their English language proficiency level so that they receive appropriate instruction in English.
- **Annual Test:** Assesses progress of English Learners and is one of the criteria used for reclassifying EL students. Students who are not reclassified must receive English Language Development until they are reclassified.

Your child is classified as an *English Learner (EL)* if:

1. When you filled out the “Home Language Survey” on the SFUSD Enrollment Application, you answered at least one of the following questions with a language other than English:
 - What language did your child first learn when s/he began to talk?
 - What language do you use most frequently to speak with your child?
 - What language does your child use most frequently at home?
2. **And**
 - At transitional kindergarten (TK), kindergarten or first grade, your child did not receive an overall score of 4 or 5 on the California English Language Development Test (CELDT) the first time he/she took the test or received an overall score of 4 or 5 but had a sub-score that was below 3 in either the listening or speaking section.
 - At grades two and above, your child did not receive an overall score of 4 or 5 on the California English Language Development Test (CELDT) or received an overall score of 4 or 5, but had one or more sub-scores below 3.
3. **Or** your child has not yet been reclassified as an English proficient student by SFUSD.

If the Home Language Survey indicates that only English is spoken in the home, a teacher may request that a student be assessed using the CELDT if the teacher is concerned that the student may have English language acquisition challenges. If the student does not score a 4 or 5 on the CELDT, he/she will be classified as an English Learner.

As English Learners, students must receive services and are eligible for programs until they are reclassified as English proficient students.

Achievement Expectations for English Learners

It is the district's expectation that all English Learners (ELs), regardless of language pathway, become fully English proficient and demonstrate grade-level academic achievement within a time period of no longer than six years of consecutive enrollment in the district. The tables below display language progress and academic achievement expected milestones for English Learners who entered at different proficiency levels. The tables vary by initial scores on the CELDT. Considerations were made for students in different language pathways, however it does not currently take into account for gaps in schooling.

KEY CELDT: B=Beginning, EI=Early Intermediate, I=Intermediate, EA=Early Advanced, A=Advanced

KEY CST-ELA: FBB=Far below basic, BB=Below Basic, B=Basic, P=Proficient

Initial CELDT Level: B=Beginning

Years in U.S. schools	1 year	2 years	3 years	4 years	5 years Eligible for Reclassification	6 years Reclassified
CELDT	B	EI	EI/I	I	EA	EA/A
CST-ELA	FBB	FBB	BB	BB	Basic	Proficient

Initial CELDT Level: EI=Early-Intermediate

Years in U.S. schools	1 year	2 years	3 years	4 years Eligible for Reclassification	5 years Reclassified
CELDT	EI	EI/I	I	EA	EA/A
CST-ELA	FBB	BB	BB	Basic	Proficient

Initial CELDT Level: I=Intermediate

Years in U.S. schools	1 year	2 years	3 years Eligible for Reclassification	4 years Reclassified
CELDT	I	I	EA	EA/A
CST-ELA	BB	BB	Basic	Proficient

It is SFUSD's goal that by more closely monitoring ELs who are at risk of becoming Long-Term English Learners (LTELs, student classified as an EL for more than 5 years), we can prevent this trajectory. Schools and classroom teachers of potential LTELs will provide targeted support and interventions for their students.

How to Enroll: Step by Step

1. Plan Ahead to Register “On-time”

Applying by **January 21, 2014** gives you the best chance of receiving an assignment to a requested school. All applications received by **January 21, 2014** will be processed together. We encourage you to take time to find out about and visit schools before you submit your enrollment application. If you submit an application by **January 21, 2014**, an assignment offer will be mailed to you on March 14, 2014.

2. Discover your School Options

San Francisco Unified School District (SFUSD) offers a wide variety of high quality school programs. While every school is responsible for teaching our children to the same high academic standards, each school has unique features and services. Explore your school options to find out which schools will best meet your child’s needs.

- **Visit schools**

We encourage you to visit the schools that you are considering for your child. It’s a great way to meet staff, find out about services, and get a feel for the environment of the school. All schools encourage visitors. We’ve listed “visitation days” in each school description in the Enrollment Guide. We’ve also included contact numbers for each school. Please call ahead and plan your visit with them. Stop by the school office to sign-in, then take a tour, observe classes, and talk to principals, teachers, and other parents.

- **Visit the Educational Placement Center (EPC)**

The EPC provides basic information about SFUSD schools. Staff can answer your questions about enrollment procedures and assignment guidelines. The EPC distributes enrollment applications and informational materials about the enrollment process, accepts enrollment applications, conducts language assessments, and generates assignment offers. Hours: 8:00 a.m. to 4:30 p.m., Monday to Friday.

- **Visit our website**

Look up information about SFUSD schools on our website at www.sfusd.edu/enroll. Our website has general information about our school district and enrollment. Additionally, each school publishes an annual report that is available on our website. The reports include a school summary and data on demographics, attendance and test scores. Materials are also available in other languages.

3. Obtain and Complete an Enrollment Application

You may request any school in the district and can list any number of schools on your enrollment application (use “Additional School Choices Form” to list additional school requests). Enrollment applications are available at all SFUSD schools and at the Educational Placement Center located at 555 Frank-

How to Enroll: Step by Step

lin Street, San Francisco, CA 94102. You may also print out an application from our website at www.sfusd.edu/enroll. If your child currently attends a San Francisco Unified School District school and will be entering middle school (6th grade) or high school (9th grade) next year, you will receive an application in the mail. Please be sure that the district has your current address on record. If you don't receive an application in the mail by November 2, 2013, you may use a general enrollment application available on-line, at the EPC, or at any school site.

Supporting Documents

New students and those who have recently moved will need to provide the following original documents with the enrollment application:

A. Picture ID of Parent/Guardian

B. Valid Birth Record

Proof of birth includes birth certificate or official hospital record. If the document does not contain the parent/guardian's name, additional guardianship verification is required.

C. Two (2) proofs of home address

For verification of home address, you need to provide two current originals that include the name and address of the parent/guardian. Any two of the following documents are acceptable:

- One to two (1-2) utility bills from different agencies dated within 45 days (e.g. PG&E, water, cable, garbage); cell phone bills not accepted.
- Both automobile registration and auto insurance policy (count as one proof, must be current).
- Current homeowner's/renter's insurance policy.
- Prop Tax Statement, must be current assessment year.
- Letter from social services/government agency dated within 45 days.
- Grant deed, title of property or rental/lease agreement with property owner's documentation.
- Current Section 8 agreement.
- Affidavit of residency executed by the parent or legal guardian of a pupil.
- Pay stubs, within 45 days.
- Voter registration, must be current.

How to Enroll: Step by Step

Home Language Survey

Parents/guardians must complete the following home language survey on the enrollment application:

1. What language did your child first learn when she/he began to talk?
2. What language does your child use most frequently at home?
3. What language do you use most frequently to speak to your child?
4. What language do the adults use most frequently at home?

Whenever the Home Language Survey indicates a language other than English for the first three questions, parents/guardians will receive a copy of the EL Program Guide (available at EPC). The guide provides information on the available services for English Learners which should be considered prior to the enrollment deadlines. Parents/guardians may request to meet with a counselor at the EPC to discuss program options and support services for English Learners.

4. Return your Enrollment Application

Make sure that you return your enrollment application by January 21, 2014. You must return your application in person.

- If your child is in a SFUSD school in a transitional grade (5th or 8th), return your enrollment application to your child's current school.
- If your child is entering kindergarten and you have an older child currently attending an SFUSD elementary school, you may turn your application into your older child's SFUSD elementary school.
- If your child is entering an SFUSD school for the first time or you are transferring your child from one SFUSD school to another SFUSD school in a non-transitional grade, return your enrollment application to the Educational Placement Center.

5. Schedule Language Assessments (if applicable)

If your child speaks a language other than English and lists a dual language pathway as one of her/his choices, she/he may be assessed for his/her current language skills. The language assessments evaluate a child's proficiency in the pathway language (if assessment is available). Parents should return their enrollment application early so that EPC can schedule and conduct the appropriate assessments. See the "Language Assessments for Enrollment" section of this English Learner Program Guide for more information.

6. Register Your Child at His/Her Assigned School

Once your child has received an assignment, register him/her at the assigned school within the time-frame indicated on your assignment letter. If you do not register your child by the deadline, the offer will be canceled and the space will be made available to other students. If you have selected a language pathway and your child is a potential EL, you must sign and submit a "Parent Exception Waiver for English Learners" when you register at your child's assigned school. See section on "Parental Exception Waiver" for more details.

Language Assessments for Enrollment

Students are assessed and may be entitled to additional services if the answer to one of the first three questions on her/his “Home Language Survey” on the SFUSD Enrollment Application indicates a language other than English. If your child speaks a language other than English and lists a dual language pathway as one of her/his choices, she/he may be assessed for her/his current language skills. The language assessments evaluate a child’s proficiency in the pathway language (if assessment is available). Parents should return their enrollment application early so that EPC can schedule and conduct the appropriate assessments. **Assessments are not timed and students cannot retake the language assessment.**

Where does my child take the test?

- All assessments will be conducted by the staff at the Educational Placement Center, Room 100, 555 Franklin Street or a designated school site.
- Assessments will be scheduled and conducted prior to families receiving an assignment.

What happens after the test?

Once the test is completed and scored, the parents/guardians meet with a counselor at the EPC to discuss test results, program options, and support services. ***Parents will have the opportunity to change the school or program requests on their child’s application if they so choose and/or if their child is not eligible for a selected language pathway.***

To obtain further assistance in understanding the language assessments, you may call the EPC to speak to an individual staff person. To reach EPC staff, please call 241-6085. This phone number will direct you to an individual staff person in the following languages: Cantonese, English, Filipino, Mandarin, Spanish and Vietnamese. The EPC staff that provide this support include

- Lynn Kwong - 241-6085 ext. 13131 (English/Cantonese/Mandarin)
- Shem Korngold - 241-6085 ext. 13100 (English/Spanish)
- Hans Gong - 241-6085 ext. 13111 (Vietnamese)
- Catalina Pajar - 241-6085 (Filipino)

Language Assessments for Enrollment

Grades K & 1:

The listening/speaking test results are used to determine what type of instructional support and pathway are necessary to meet the language needs of the student.

Who is assessed?	What assessments do they take?	How long?
Students who speak a language other than English. That is, any student who lists a language other than English on one of the first three questions on the Home Language Survey section of the Enrollment Application form and lists a dual language pathway as one of his/her choices.	1. Pathway language tests (listening/speaking): <ul style="list-style-type: none"> • SFUSD Cantonese Placement Test (CPT) • SFUSD Mandarin Placement Test (MPT) • Pre-Language Assessment Scales (Pre-LAS) Español for entering kindergarten (K) • Spanish Idea Proficiency Test (IPT) for grade 1 • Student Oral Language Observation Matrix (SOLOM) in Korean for grades K and 1 only 	30 minutes*
	2.a. Students who have applied for the 2014–2015 school year prior to July 1, 2014 will be given the California English Language Development Test (CELDT) in listening, speaking, reading and writing at the school site in the late summer or early fall of 2014.	135 minutes*
	2.b. Students who apply for the 2014-2015 school year after July 1, 2014 will be given the CELDT at the EPC.	
	3. Students enrolling for the 2013-2014 school year are given the CELDT at the EPC upon enrollment.	135 minutes*

*These are approximate times. The time a student takes to complete the assessment depends on the individual student. However, parents should anticipate that it will take anywhere from 30 minutes-3 hours.

Language Assessments for Enrollment

Grades 2 through 12:

The language assessment test results are used to determine what type of instructional support and pathway are necessary to meet the language needs of the student.

Who is assessed?	What assessments do they take?	How long?
<p>1. 2nd to 12th grade students who apply to elementary Dual Language Immersion, elementary Bilingual or Secondary Dual Language Pathways and do not currently attend a SFUSD program.**</p> <p>2. 6th to 8th grade students who apply to the Japanese World Language Program which is a continuation of the JBBP FLES Pathways.</p>	<p>1. Pathway language tests:</p> <ul style="list-style-type: none"> • SFUSD Cantonese Placement Test (CPT) • SFUSD Korean Placement Test (KPT) for grades 2-6 • SFUSD Mandarin Placement Test (MPT) • SFUSD Spanish Placement Test (SPT) for grades 2 to 12 • SFUSD Japanese Placement Test (JPT) for grades 6th to 8th 	30 minutes*
	<p>2.a. Students who have applied for the 2014–2015 school year prior to July 1, 2014 will be given the California English Language Development Test (CELDT) in listening, speaking, reading and writing at the school site in the late summer or early fall of 2014.</p> <p>2.b. Students who apply for the 2014-2015 school year after July 1, 2014 will be given the CELDT at the EPC.</p>	135 minutes*
	<p>3. Students enrolling for the 2013-2014 school year are given the CELDT at the EPC upon enrollment.</p>	135 minutes*

* These are approximate times. The time a student takes to complete the assessment depends on the individual student. However, parents should anticipate that it will take anywhere from 1-3 hours.

** Students in 2nd grade and above who wish to enroll in a Dual Language Pathway must have a degree of proficiency in the pathway language that is appropriate to the grade level to which they are applying. SFUSD students currently enrolled in Dual Language Immersion Pathways do not have to take a pathway language test to move to the next level or to transfer to another program of the same language. For SY 2014-15, elementary Bilingual Pathway students who wish to enroll in an elementary Dual Language Immersion Pathway or Secondary Dual Language Pathway will need to take a pathway language test.

MULTILINGUAL PATHWAYS

To maximize English Learner access to a quality education, SFUSD provides 5 pathways:

1. Dual Language Pathways

2. Biliteracy Pathways

3. World Language Pathways

4. English Plus Pathways

5. Newcomer Pathways

We encourage parents and guardians to learn more about how each pathway can help English Learners academically succeed.

All Pathways share the following principles or elements:

- **Minimum 30 minutes of designated English Language Development (ELD) instruction.** The district will provide all English Learners at least 30 minutes of designated ELD instruction per day that is appropriate to the setting and identified needs of the students until they are re-designated as Fluent English Proficient. The amount of ELD will vary and may exceed 30 minutes based on a student's level of proficiency. In addition to designated ELD, ELD standards will also be addressed during content areas, e.g. English Language Arts, Social Studies, Math and Science based on the new California ELD Standards.
- **Primary Language and/or Specially Designed Academic Instruction in English ("SDAIE") Methodologies.** The district will provide English Learners with content classes taught in the primary language and/or using SDAIE methodologies which are strategies designed to help English Learners to be fully engaged learners of content in all academic areas. The California ELD Standards will also be used in tandem with all academic content standards.
- **Avoid Linguistic Isolation.** In the development and maintenance of pathways, the district will strive to avoid linguistic isolation by incorporating opportunities for English Learners to interact with native English speakers.
- **Teachers with the appropriate EL certification based on state requirements.** All English Learner classes will be taught by teachers with the appropriate EL certification based on state requirements, i.e. CLAD or BCLAD certification.

MULTILINGUAL PATHWAYS

1. DUAL LANGUAGE PATHWAY

A. DUAL LANGUAGE PRE-KINDERGARTEN (Spanish)

The Dual Language Pre-Kindergarten Pathway is designed to ensure both English Learners and English proficient students develop high levels of English and pathway language proficiency and literacy, as well as academic competency.

Student Population

This program is designed for three types of students: (1) English Learners whose home language is Spanish; (2) bilingual students who speak Spanish and English; and (3) English proficient students.

Instruction

Instruction will occur approximately 80% of the time in the pathway language. To create rich context for learning, languages are separated by place and time blocks in classrooms that are organized to create focal points for pathway language and English instruction.

Eligibility

All students applying for a seat in a Dual Language Pre-Kindergarten are eligible regardless of language proficiency in the pathway language and English. Students who participate in the Dual Language Pre-Kindergarten are NOT guaranteed a seat in the respective Elementary Dual Language Immersion or Bilingual Pathway at their school site or in the district.

Dual Language Pre-Kindergarten

Spanish

- Bret Harte Elementary School
- Bryant Elementary School
- César Chávez Elementary School
- Fairmount Elementary School

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MULTILINGUAL PATHWAYS

B. DUAL LANGUAGE IMMERSION PATHWAY (Cantonese, Korean, Mandarin, or Spanish)

The Dual Language Immersion Pathway is designed to ensure both English Learners and English proficient students develop high levels of English and pathway language proficiency and literacy, as well as academic competency.

Student Population

This program is designed for three types of students: (1) English Learners whose home language is Cantonese, Korean, Mandarin, or Spanish; (2) bilingual students who speak Cantonese, Korean, Mandarin, or Spanish and English; and (3) English proficient students.

Instruction

In kindergarten, instruction will occur approximately 80% of the time in the pathway language. The percentage of instruction in English increases from year to year. By fifth grade, 50% of instruction is in English and 50% of instruction is in the pathway language.

At the secondary level starting at grade 6, the elementary Dual Language Immersion and Biliteracy Pathways merge into the Secondary Dual Language Pathway for each respective language where students take at least two academic classes in the pathway language. The Secondary Dual Language Pathway is designed for students who are native speakers of the pathway language, native English speakers, and bilingual students who all now possess pathway language proficiency. For the Secondary Dual Language Pathway in Cantonese starting in grade 6, students will study both Cantonese and Mandarin.

English Learners who begin schooling in the primary grades through the Dual Language Immersion Pathway are expected to achieve English proficiency by the end of elementary school and to be re-designated to Fluent English Proficient status. Because the Dual Language Immersion Pathway aims to produce high-level bilingual/biliterate students with native-like proficiency in both languages, all students are strongly encouraged to continue in the Secondary Dual Language Pathway through 12th grade.

Eligibility

In order to provide effective and continuous Dual Language Immersion Pathways K-12, the district will institute processes during the kindergarten and 1st grade enrollment to assign an appropriate balance of students who are proficient in the pathway language (2/3 to 1/2) and students who have not demonstrated proficiency in the pathway language (1/3 to 1/2) per grade level and classroom.

MULTILINGUAL PATHWAYS

Prior to student enrollment in the district, student's parents/guardians complete the SFUSD's Home Language Survey (HLS) on the enrollment application.

For kindergarten and first grade:

- If the survey indicates that a language other than English is spoken with or by the student in the home, the student will be assessed to evaluate his/her proficiency in the pathway language.
 - If the student meets the proficiency level on the assessment, then he/she will go into the pathway language pool.
 - If the student demonstrates limited proficiencies on the assessment, the parent/guardian may sign an affidavit which determines the student's primary language and is eligible to go into the pathway language pool.
 - If the parent does not sign an affidavit, the student will be placed in the non-pathway language pool.
- If the survey indicates that only English is spoken in the home, the student will not be automatically assessed and will be placed into the non-pathway language pool. Parents may request that their child be assessed in the pathway language. If the student meets the proficiency level on the assessment, he/she will be placed in the pathway language pool.

For grades 2 to 5, the following students are eligible to apply:

- Students currently enrolled in a SFUSD Dual Language Immersion Pathway or elementary Newcomer Pathway in the respective pathway language; **OR**
- Students currently enrolled in the respective SFUSD Biliteracy Pathway and meet the proficiency level on the grade level pathway language assessment; **OR**
- Students who are not enrolled in the respective SFUSD language pathway or are new to SFUSD and demonstrate grade level proficiency in the pathway language on the assessment given at the EPC; **OR**
- If the student demonstrates limited proficiencies on the assessment, the parent/guardian may sign an affidavit which determines the student's primary language and is eligible to go into the pathway language pool.

For middle and high schools, the following students are eligible to apply for the Secondary Dual Language Pathway:

- Students enrolled in the respective Elementary Dual Language Immersion Pathway or Newcomer Pathway; **OR**
- Students currently enrolled in the respective SFUSD Biliteracy Pathway and meet the proficiency level on the grade level pathway language assessment; **OR**
- Students who demonstrate grade level proficiency in the pathway language

MULTILINGUAL PATHWAYS

on the assessment given at the EPC; **OR**

- If the student demonstrates limited proficiencies on the assessment, the parent/guardian may sign an affidavit which determines the student's primary language and is eligible to go into the pathway language pool.

If the student does not meet the eligibility requirements above, his/her request for this language pathway will be dropped from his/her application. See the "Language Assessments for Enrollment" section of this English Learner Program Guide for more information.

i. Elementary & K-8 Dual Language Immersion Pathway

Cantonese

- Chinese Immersion School at De Avila K to 5
- Garfield K to 2¹
- West Portal Elementary School K to 5

Korean

- Claire Lilienthal School (K-8) K to 5

Mandarin

- Starr King Elementary School K to 5
- Jose Ortega Elementary School K to 5

Spanish

- Alvarado Elementary School K to 5
- Bret Harte Elementary School K to 4¹
- Buena Vista Horace Mann (K-8) K to 8
- Daniel Webster Elementary School K to 5
- Fairmount Elementary School K to 5
- Leonard R. Flynn Elementary School K to 5
- Marshall Elementary School K to 5
- Monroe Elementary School K to 5
- Paul Revere School (K-8) K to 8

¹ Each year another grade level will be added until 5th grade.

MULTILINGUAL PATHWAYS

ii. Secondary Dual Language Pathway

At the secondary level, the elementary Dual Language Immersion and Biliteracy Pathways merge into the Secondary Dual Language Pathway where students take two academic classes in the pathway language.

Cantonese (Students also study Mandarin)

- Herbert Hoover Middle School 6 to 8
- Roosevelt Middle School 6²
- Galileo High School 9 to 12
- Lincoln High School 9 to 12

Korean

- Claire Lilienthal School (K-8) 6 to 8

Mandarin

- Aptos Middle School 6 to 8

Spanish

- Buena Vista Horace Mann (K-8) 6 to 8³
- Everett Middle School 6 to 8
- Herbert Hoover Middle School 6 to 8
- James Lick Middle School 6 to 8
- Paul Revere School (K-8) 6 to 8³

² Each year another grade level will be added until 8th grade.

³ Elementary students enrolled in Spanish Immersion, or other pathways and demonstrate grade level proficiency in Spanish, at another site may request to enroll in Paul Revere and/or Buena Vista Horace Mann at the middle school grade levels.

When you get older, you'll have to choose a career. And if you want a really good career, you have to speak more than one language to speak with your clients and people that work with you.

4th Grade Student

MULTILINGUAL PATHWAYS

C. ALICE FONG YU K-8 CHINESE IMMERSION PILOT PROGRAM

In the 2012-13 school year, Alice Fong Yu transitioned to a new “Alice Fong Yu Chinese Immersion Pilot Program” (hereafter referred to as the “Pilot”) that continues and enhances the school’s tradition of providing a comprehensive and challenging academic program as well as a variety of enrichment activities for all students. The goals of the Pilot are to:

- Maintain a high academic foundation for all students;
- Support language acquisition in both Chinese (Cantonese & Mandarin) and English for all students;
- Foster and build cultural understanding and respect for all; and
- Within the limitations of the student applicant pool, increase overall student diversity including (but not limited to) English Learners, Special Education students, and students from different ethnic and socioeconomic backgrounds.

Student Population

This pilot program is designed for two types of students: (1) English Learners; and (2) English proficient students.

Instruction

In kindergarten, instruction will occur approximately 80% of the time in Cantonese. The percentage of instruction in English increases from year to year. By fifth grade, 50% of instruction is in English and 50% of instruction is in Cantonese. In 6th grade, students begin to study Mandarin as a world language in addition to Cantonese.

Eligibility

The purpose of the Pilot is to implement a program that evaluates an alternate student ratio that effectively accomplishes the above goals. The proportion of potential English learners will be between 1/3 and 2/3, and the corresponding proportion of English-only students will be between 2/3 and 1/3.

Prior to enrollment in the district, the student’s parents/guardians complete the SFUSD’s Home Language Survey (HLS) on the enrollment application.

For kindergarten and first grade:

- If the survey indicates that a language other than English is spoken with or by the student in the home, the student will be placed in the potential English Learner assignment pool.

MULTILINGUAL PATHWAYS

- If the survey indicates that only English is spoken in the home, the student will be placed into the English-only assignment pool.

For grades 2 to 8, the following students are eligible to apply:

- Students currently enrolled in a SFUSD Cantonese Immersion Pathway or Cantonese Newcomer Pathway; **OR**
- Students currently enrolled in a SFUSD Cantonese Biliteracy Pathway and meet the proficiency level on the grade level Cantonese Placement Test; **OR**
- Students who are not enrolled in a SFUSD Cantonese language pathway or are new to SFUSD and meet the proficiency level on the Cantonese assessment given at the EPC; **OR**
- if the student demonstrates limited proficiencies on the assessment, the parent/guardian may sign an affidavit which determines the student's primary language and is eligible to go into the pathway language pool.

2. BILITERACY PATHWAY (Cantonese, Filipino, or Spanish)

The Biliteracy Pathway is designed to ensure English Learners develop high levels of English and home language proficiency and literacy, as well as high levels of academic competency. The Biliteracy Pathway provides an effective academic program for English Learners.

Student Population

This program is designed for potential English Learners who are native speakers of Cantonese or Spanish.

Instruction

The district continues to transition the Spanish Elementary Early and Late Exit Bilingual Programs into the Biliteracy Pathway. For Spanish, in kindergarten and 1st grade, the target language is used for approximately 50 - 80% of the instruction. Instruction in English increases each year. By the 5th grade, instruction is at least 50% in English. For the Early Exit Bilingual Programs, grade 4 will be added in SY 2014-15 and grade 5 will be added in SY 2015-2016.

The district also continues to transition the Cantonese Elementary Early and Late Exit Bilingual Programs into the Biliteracy Pathway. For Cantonese, a non-alphabetic language, the primary language is used for 50% of the instruction based on existing district models. In the fall of 2010, the incoming kindergarten class was the first cohort in the Cantonese Biliteracy Pathway. Grade 4 will be added in SY 2014-15 and grade 5 will be added in SY 2015-2016.

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The Filipino Elementary Bilingual Pathway transitioned to a Filipino Foreign Language in the Elementary School (FLES) Pathway in SY 2012-13. Based on data, research and community input, the Filipino FLES Pathway model best meets the needs of the diverse Filipino and Filipino American populations at Bessie Carmichael and Longfellow Elementary Schools. Students currently in the Filipino Bilingual Pathway receive 30 minutes of primary language instruction and primary language support as needed. Each year a grade will be phased out and transition into the Filipino FLES Pathway until the 5th grade.

At the secondary level starting at grade 6, the elementary Dual Language Immersion and Bilingual Pathways will merge into the Secondary Dual Language Pathway for each respective language where students take at least two academic classes in the pathway language. The Secondary Dual Language Pathway is designed for students who are native speakers of the pathway language, native English speakers, and bilingual students who all now possess pathway language proficiency. For the Secondary Dual Language Pathway in Cantonese starting in grade 6, students will study both Cantonese and Mandarin.

English Learners who begin schooling in the primary grades through the Bilingual Pathway are expected to achieve English proficiency by the end of elementary school and to be re-designated to Fluent English Proficient status. Because the Bilingual Pathway aims to produce high-level bilingual/biliterate students with native-like proficiency in both languages, all students are strongly encouraged to continue in the Secondary Dual Language Pathway through 12th grade.

Eligibility

Prior to student enrollment in the district, the student's parents/guardians complete the SFUSD's Home Language Survey (HLS) on the enrollment application.

For kindergarten and first grade:

- If the survey indicates that the pathway language is spoken with or by the student in the home, K-1 applicants are eligible to apply for the Bilingual Pathway.
- If the survey indicates that only English or a non-pathway language is spoken in the home, the student will not be eligible for the Bilingual Pathway and their request for this language pathway will be dropped from their application.

For grades 2 to 5, the following students are eligible to apply:

- Students who listed the respective pathway language on their home language survey and meet the proficiency level on the grade level pathway

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language assessment; **OR**

- Students currently enrolled in a SFUSD Biliteracy Pathway or elementary Newcomer Pathway in the respective pathway language; **OR**
- English Learner students who are currently enrolled in the respective SFUSD Dual Language Immersion Pathway; **OR**
- If the student demonstrates limited proficiencies on the assessment, the parent/guardian may sign an affidavit which determines the student's primary language and is eligible to go into the pathway language pool.

For middle and high schools, the following students are eligible to apply for the Secondary Dual Language Pathway:

- Students enrolled in the respective Elementary Dual Language Immersion Pathway or Newcomer Pathway; **OR**
- Students currently enrolled in the respective SFUSD Biliteracy Pathway and meet the proficiency level on the grade level pathway language assessment; **OR**
- Students who demonstrate grade level proficiency in the pathway language assessment given at the EPC; **OR**
- If the student demonstrates limited proficiencies on the assessment, the parent/guardian may sign an affidavit which determines the student's primary language and is eligible to go into the pathway language pool.

If the student does not meet the eligibility requirements above, his/her request for this language pathway will be dropped from his/her application. See the "Language Assessments for Enrollment" section of this English Learner Program Guide for more information.

Elementary Biliteracy Pathway

Cantonese

- | | |
|--------------------------------------|---------------------|
| • E.R. Taylor Elementary School | K to 4 ⁴ |
| • Frank McCoppin Elementary School | 2 to 5 |
| • Garfield Elementary School | 3 to 5 ⁵ |
| • George Moscone Elementary School | K to 4 ⁴ |
| • Gordon J. Lau Elementary School | K to 5 |
| • Hillcrest Elementary School | K to 4 ⁴ |
| • Jean Parker Elementary School | K to 4 ⁴ |
| • John Yehall Chin Elementary School | K to 4 ⁴ |
| • Monroe Elementary School | K to 5 |
| • Spring Valley Elementary School | K to 4 ⁴ |
| • Sutro Elementary School | K to 5 |
| • Ulloa Elementary | K to 4 ⁴ |

⁴ Each year another grade level will be added until 5th grade contingent on adequate enrollment and resources.

⁵ The Cantonese Biliteracy Program will be phased out each year as the Cantonese Dual Language Immersion Program is phased in each year starting in 2012 – 13.

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• Visitacion Valley Elementary School	K to 5
Filipino	
• Bessie Carmichael School	3 to 5 ⁶
Spanish	
• Bryant Elementary School	K to 5
• Cesar Chavez Elementary School	K to 5
• Cleveland Elementary School	K to 5
• E.R. Taylor Elementary School	K to 5
• George Moscone Elementary School	K to 4 ⁴
• Glen Park Elementary School	K to 4 ⁴
• Guadalupe Elementary School	K to 4 ⁴
• Hillcrest Elementary School	K to 5
• John Muir Elementary School	K to 5
• Junipero Serra Elementary School	K to 4 ⁴
• Longfellow Elementary School	K to 4 ⁴
• Sanchez Elementary School	K to 5
• Spring Valley Elementary School	K to 4 ⁴

⁴ Each year another grade level will be added until 5th grade contingent on adequate enrollment and resources.

⁶ The Filipino Bilingual Program will be phased out each year as the Filipino FLES Program is phased in each year starting in 2012 – 13.

Secondary Dual Language Pathway

At the secondary level, the elementary Dual Language Immersion and Bilingual Pathways merge into the Secondary Dual Language Pathway where students take two academic classes in the pathway language.

Cantonese (Students also study Mandarin)

• Herbert Hoover Middle School	6 to 8
• Roosevelt Middle School	6 ²
• Galileo High School	9 to 12
• Lincoln High School	9 to 12

Spanish

• Buena Vista Horace Mann (K-8)	6 to 8 ³
• Everett Middle School	6 to 8
• Herbert Hoover Middle School	6 to 8
• James Lick Middle School	6 to 8
• Paul Revere School (K-8)	6 to 8 ³

² Each year another grade level will be added until 8th grade.

³ Elementary students enrolled in Spanish Immersion, or other pathways and demonstrate grade level proficiency in Spanish, at another site may request to enroll in Paul Revere and/or Buena Vista Horace Mann at the middle school grade levels.

MULTILINGUAL PATHWAYS

3. WORLD LANGUAGE PATHWAY

A. FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL (FLES) PATHWAY (Filipino, Italian, Japanese, or Spanish)

Students in a FLES Pathway develop competency in a second language in addition to becoming fully proficient in English. Participation in a FLES Pathway results in second language proficiency that is culturally appropriate and applicable in a real-world setting.

For the Filipino FLES Pathway, the students will learn Filipino and Filipino American language and culture through a common core standards aligned social studies curriculum. In the fall of 2012, the incoming kindergarten classes at Bessie Carmichael and Longfellow Elementary Schools were the first cohorts in the Filipino FLES Pathway. Another grade will be added each year until 5th grade.

Student Population

This program is designed for all students including English Learners. It also provides native English speakers a chance to develop a second language. The spiraling nature of the curriculum allows students to enter a FLES pathway at any grade (with the exception of middle school), thereby providing multiple entry points for students who wish to become proficient in a second or third language.

Instruction

Instruction in the target language may vary from 30 to 60 minutes per day, three to five days-per-week and is delivered by a language-proficient classroom teacher or a dedicated language-proficient instructor. The curriculum is standards-based and reinforces concepts taught in math, science, and/or social studies. The curriculum integrates the target language and its cultures to promote meaningful communication. Additional instructional support is provided for students who enter FLES Pathways in the upper elementary grades.

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Foreign Language in Elementary School (FLES) Pathway

Filipino

- Bessie Carmichael School K to 2⁴
- Longfellow Elementary School K to 2⁴

Italian

- Clarendon Elementary School K to 5

Japanese

- Clarendon Elementary School K to 5
- Rosa Parks Elementary School K to 5

Spanish

- Sanchez Elementary School K to 3⁴

⁴ Each year another grade level will be added until 5th grade contingent on adequate enrollment and resources.

B. SECONDARY WORLD LANGUAGE PROGRAM (Cantonese, Filipino, French, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, and Spanish)

Students in a secondary world language program develop academic, literacy, and social skills in a second language. Students learn to interact in interpersonal conversations, interpret texts, and present information in the target language. Students may take College Board approved Advanced Placement courses for the languages in which they are offered: Chinese (Mandarin), French, Japanese, and Spanish.

Student Population

This program is designed for all students: English Learners and native English speakers, including students who were enrolled in the Foreign Language in Elementary School (FLES) Pathway.

Instruction

Instruction is delivered in the target language with the aid of visuals, props, and materials to facilitate comprehension. The curriculum is standards-based and connected to other disciplines by reinforcing concepts taught in math, science, and/or social studies. The curriculum also integrates the target language and its cultures to promote meaningful communication.

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Secondary World Language Programs

Middle Schools

- International Studies Academy (Spanish)
- Marina (Mandarin & Spanish)
- Presidio (Japanese & Spanish)

High Schools

- Academy of Arts and Sciences (Mandarin & Spanish)
- Balboa (Mandarin, Filipino, French & Spanish)
- Burton (Mandarin, French & Spanish)
- Galileo (Cantonese, Mandarin, French & Spanish)
- International Studies Academy (Spanish)
- June Jordan (Spanish)
- Lincoln (Mandarin, French, Japanese & Spanish)
- Lowell (Mandarin, French, Hebrew, Italian, Japanese, Korean, Latin & Spanish)
- Marshall (Mandarin & Spanish)
- Mission (Mandarin & Spanish)
- O'Connell (French & Spanish)
- School of the Arts (Mandarin, French, Italian, Russian & Spanish)
- Wallenberg (Mandarin & Spanish)
- Washington (Mandarin, French, Japanese & Spanish)
- Wells (Spanish)

C. METHODS FOR ENGLISH LEARNERS TO SATISFY THE HIGH SCHOOL WORLD LANGUAGE REQUIREMENT AND SEAL OF BILITERACY

High School World Language Requirement

To graduate from high school, students are required to complete two years (20 credits) of a World Language, or demonstrate proficiency in a World Language. World Language credits may only be earned in grades 7-12*. Proficiency, on the other hand, may be demonstrated, such that the full 20 credits are not needed, and students may graduate with 0 World Language credits. Students who can demonstrate proficiency in a language other than English that is equal to or exceeding what is expected of students after two years of high school World Language study may be able to satisfy the World Language requirement for graduation without credits.

**World Language credits can be obtained through private language instruction taken during grades 9-12. The student will be granted up to 10 credits (minimum of 150 hours of instruction) and not less than 5 credits (minimum of 60 hours of instruction) per year, for a maximum of 20 credits. Private language instruction which occurs before high school will not be granted credit.*

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Satisfaction of both UC/CSU LOTE (Language Other Than English) admission requirements and SFUSD graduation requirements, may be demonstrated as follows:

- a. Successful completion** of two years of high school study (three recommended for UC/CSU) in the same LOTE. This includes successfully completing only the second semester of a Year Two LOTE course, or higher course, for only 5 World Language credits (UC recommendation requires a minimum of the second half of Year Three).
- b. Earning a passing score on the appropriate LOTE Advanced Placement or International Baccalaureate exam.
- c. Earning an appropriate score on the SAT Subject Test: LOTE.
- d. Successful completion of a subject matter course taught in a LOTE, e.g., Biology taught in Chinese, US History taught in Spanish. This includes successful completion of a 7th or 9th grade Secondary Dual Language Pathway subject matter course.
- e. In cases where the above options above are not available, certification by the high school principal is permitted, based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency or other appropriate source of expertise. This includes scoring at or above the cut-off for proficiency as determined by the district-wide language placement test (for SFUSD 8th graders only).

Successful completion of the 7th grade target Language Arts course of the Secondary Dual Language Pathway (SDLP) should have 10 credits of LOTE Year Two transferred to the high school transcript (SFUSD only); 8th grade transfers 10 credits of LOTE Year Three. In high school, SDLP students should enroll in LOTE for Year Four or native speaker.

*** Successful completion of a course requires a grade of C or better.*

Seal of Biliteracy

To honor the bilingualism and biliteracy of SFUSD students, the Board of Education initiated the SFUSD Seal of Biliteracy in 2011 for all graduating seniors. The State Seal of Biliteracy was enacted in 2012 to honor the bilingualism and biliteracy of graduating seniors in the state of California. The requirements for each are as follows:

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SFUSD Seal of Biliteracy:

English:

- Complete all UC A-G course requirements for a high school diploma, including all English Language Arts requirements and passing the CAHSEE, with an overall GPA of 2.0.

Target Language: (At least one of the following requirements)

- Passing AP Exam with a score of 4 or 5 or higher.
- Successful completion of the 4th year target language course with a “3.0” or above.
- Foreign school records or other official documents instruction documenting five or more years of instruction in target language.

State Seal of Biliteracy:

English –

1. Completion of all English Language Arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.
2. Passing the California Standards Test in English Language Arts administered in grade 11 at the “proficient” level.
3. Proficiency in one or more languages in addition to English, demonstrated through one of the following methods:
 - a. Passing a foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher.
 - b. Successful completion of a four-year high school course of study in a foreign language and attainment of an overall grade point average of 3.0 or above in that course of study.
 - c. If no Advanced Placement examination or off-the-shelf language test exists and the school district can certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign (world) language.
 - d. Passing the Scholastic Assessment Test II foreign language examination with a score of 600 or above.
4. Attain the Early Advanced proficiency level on the California English Language Development Test (CELDT).

4. ENGLISH PLUS PATHWAY

The English Plus Pathway is designed to ensure English Learners develop English language proficiency and academic competency.

Student Population

The English Plus Pathway is designed for (1) English Learners from low incidence languages where it is not feasible for the district to offer a language

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pathway; and (2) English Learners whose parents wish for their children to be in an intensive English instruction program.

Instruction

Teachers in the English Plus Pathway use SDAIE methodologies which are strategies designed to help English Learners access core content. Students are provided with primary language support when available. Students receive **at least** 30 minutes per day of English Language Development (ELD) instruction. The English Plus Pathway provides the basic services guaranteed for English Learners by SFUSD as required by California law.

English Plus Pathway is available at all school sites, except whole school dual language sites (Buena Vista Horace Mann, CIS at De Avila, Fairmount, Marshall, and Alice Fong Yu) and whole school newcomer sites (Chinese Education Center and Mission Education Center).

5. NEWCOMER PATHWAY (Chinese, Spanish, and All Languages)

The Newcomer Pathway is designed to help recently arrived immigrant English Learner students adjust to their new language and culture. At the elementary level, it is a one-year program (with the possibility of a second year as needed). At middle and high school, students may stay in the Newcomer Pathway for multiple years as needed.

Student Population

The Newcomer Pathway serves recently arrived immigrant English Learner students who need a period of adjustment and orientation before entering a language pathway or English Plus Pathway.

Instruction

The curriculum includes transition support and primary language instruction or support (when available) in academic areas at grade level. The pathway also addresses academic gaps due to differences in national schooling systems or gaps in prior schooling. Students receive intensive English Language Development consisting of at least two periods of English taught at the appropriate linguistic proficiency level. All non-ELD academic classes are taught either through the primary language or in English with strategies designed to help English Learners access and engage in academic core instruction. The district currently offers primary language instruction for Newcomer students in Chinese and Spanish. As students exit the Newcomer Pathway, they transition to a language pathway or English Plus Pathway.

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Eligibility

Prior to student enrollment in the district, the student's parents/guardians complete the SFUSD's Home Language Survey (HLS) on the enrollment application.

An applicant must meet the following eligibility requirements:

- Student listed a language other than English on his/her home language survey; **AND**
- Student entered the United States in 2013 or 2014; **AND**
- Student scored at level 1 or 2 on the California English Language Development Test (CELDT) or has no test results available.

If the student does not meet the above eligibility requirements, his/her request for this pathway will be dropped from his/her application.

Newcomer Pathway

Chinese

- Chinese Education Center K to 5
- Lincoln High School 9 to 12

Spanish

- Mission Education Center K to 5

All Newcomer Languages

- Everett Middle School 6 to 8
- Francisco Middle School 6 to 8
- Marina Middle School 6 to 8
- Visitacion Valley Middle School 6 to 8
- Galileo High School 9 to 12
- Lincoln High School 9 to 12
- Thurgood Marshall High School 9 to 12
- Mission High School 9 to 12
- S.F. International High School⁷ 9 to 12
- Washington High School 9 to 12

⁷ S.F. International High School is especially designed for immigrant English Learners who arrived in the U.S. within the last 4 years. English Learners can complete all four years of their high school education at S.F. International High School and graduate with a high school diploma and may be eligible for admission to a four-year college. S.F. International will also have specialized services for students with interrupted, formal education.

Parental Exception Waivers

State law requires that parents/guardians of English Learners must sign a parental exception waiver in order for their child to be enrolled in a language pathway (i.e. Dual Language Immersion, Biliteracy or Newcomer). Parents/guardians will receive a copy of the initial waiver when they receive their placement offers. Upon registration at the school site, a signed waiver must be submitted to the school along with other required documents for registration. By signing the waiver, the parent/guardian is requesting that his/her child be placed in a primary language pathway in which some of the instruction, textbooks and materials are provided in the child's native language. To review a list of instructional materials for each pathway, please go to EPC or review at <http://www.sfusd.edu/en/programs/english-language-learners/overview.html>. Each year parents/guardians of English Learners are required to sign an annual waiver until the student has reclassified or is no longer enrolled in a language pathway.

Language and Literacy Assessments

In light of the new California ELD Standards, Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS), teachers will assess the students holistically using diagnostic, formative, interim and summative language, literacy and content area assessments provided by the state and district, including recommended and teacher created assessments. The English Language Development (ELD) diagnostic and placement assessments include the annual California English Language Development Test (CELDT) and other assessments available to teachers such as A Developmental English Proficiency Test (ADEPT), EXPRESS, Idea Proficiency Test (IPT) and Quick Informal Assessment (QIA). Teachers also use the states' SMARTER Balanced Assessment (replaces the California Standards Test in 2014-15) and districts' informative assessments such as the Common Learning Assessments (CLAs) for English Language Arts, Spanish Language Arts, and Mathematics, Fountas & Pinnell reading assessments, which includes Spanish at grades K-2, and Integrated Writing Assessment (IWA) for 3rd, 6th and 9th grades.

Many sites have other leveled reading assessments sites such as Developmental Reading Assessments (DRA), California Reading and Literature Project (CRLP) Results for English Learner assessments, and use student writing samples and oral language anecdotal notes for all grade levels to monitor student progress. At the elementary level, EL progress in English Language Development (ELD) is embedded in the ELA section of the Standards Based Report Card. Primary language for Spanish and Cantonese are documented in the SBRC as well. Progress in English and the primary language (when applicable) is documented on the Language and Literacy Assessment Rubric (LALAR) at the secondary level. Backwards planning, pacing and appropriate re-teaching and scaffolding take place in all content area instruction to optimize student progress.

SCHEDULE OF KEY ASSESSMENTS:

- CELDT: August – October
- SMARTER Balanced Assessment (replaces the California Standards Test): April - May
- Common Learning Assessments: administered 3 times a year in October, January and March (high schools only in October and March)

Access to Special Education

For ELs with Special Needs who require English language acquisition services to obtain a Free Appropriate Public Education (FAPE):

- Their Individual Education Programs (IEPs) should include goals that address designated English Language Development as well as goals that support access to English Language Development in core curricular areas through SDAIE and/or primary language instruction or primary language support where available and appropriate.
- The team that conducts the eligibility assessment must include experts in non-biased assessments and provide the IEP team with information to help the team understand the impact of the student's disability as it relates to an English Learner.
- IEP teams should consult with at least one certificated staff person with a CLAD or BCLAD who can assist the IEP team in determining what Special Education services are necessary to provide the EL student with access to core curriculum instruction.

If ELD goals are not included in an EL student's IEP because the student's disability does not affect the student's involvement and progress in this area, then the school still must ensure that the student participates in at least 30 minutes of ELD targeted specifically to their English proficiency level until reclassified.

We believe that by providing access to well-articulated, high-quality programs and services that focus on academic achievement, inclusive practices and the promotion of positive self-esteem, we will create global citizens who are ready to become our future leaders.

SFUSD Administrator

Access to Gifted and Talented Education

Proficiency in English is not a requirement for English Learners to be eligible for Gifted and Talented Education (GATE). Starting in the 3rd grade, teachers may use the following indicators of giftedness to refer English Learners for GATE:

Language Indicators	Non-traditional Indicators
<ul style="list-style-type: none">• Rate of language acquisition• Gains between assessments• Manipulation of either language• Ability to conceptualize in either language• Advanced vocabulary in either language• Advanced ability in code-switching	<ul style="list-style-type: none">• Responsibility• Service• Resilience• Adaptability• Acculturation rate• Ambition• Risk-taking/Leadership• Perseverance• Conceptualization• Intuition• Hypersensitivity• Metacognition (verbalization of thinking)• Concrete/abstract movement quick

Source: Orange County Public Schools, Identifying Our Gifted Learners in Exceptional Student Education

Teachers may also review the following when identifying ELs for GATE:

- Assessments in home language
- Teacher input, including art and other content area teachers
- Accelerated progress on assessments

Reclassification Process

Reclassification is the process whereby an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria set by the state and district.

The San Francisco Unified School District has developed student reclassification policy and procedures based on criteria set forth by California Department of Education guidelines. Students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient (RFEP) when they meet the following standard criteria. Detailed reclassification information by grade level is available on the Multilingual Pathways Department webpage: <http://www.sfusd.edu/en/programs/english-language-learners/reclassification.html>.

- Overall proficiency level of 4 (Early Advanced) or 5 (Advanced) on the CELDT, with sub-scores of 3 (Intermediate) or higher;
- Score of Mid-Basic (325) on the California Standards Test – English Language Arts (CST-ELA);
- Teacher Evaluation
 - Elementary students will automatically qualify on the teacher evaluation criterion based on grades:
 - o Average performance level marks of 2.7 or higher in English Language Arts on Standards-Based Report Card; and
 - o Average performance level marks of 2.5 or higher in Social Studies and Science.
 - Secondary students will automatically qualify on the teacher evaluation criterion based on grades:
 - o Report card grade of C or better in English Language Arts or English Language Development; and
- Parent/Guardian has been consulted/notified (Parent Consent Letter).

Multilingual Pathways Department (MPD) distributes a list of ELs to each site on a regular basis. The list provides teachers and administrators with the necessary test information to initiate the reclassification process. In addition, MPD distributes a list specifically of students who potentially qualify for reclassification. It is the responsibility of the school site to initiate the reclassification process. After a student is reclassified, his/her academic progress must be monitored for two years.

The district developed alternative reclassification guidelines of English Learners receiving Special Education services. For more information about these new guidelines and general EL reclassification procedures, go to the Multilingual Pathways Department webpage: <http://www.sfusd.edu/en/programs/english-language-learners/reclassification.html>.

FREE Translation and Interpretation Services

As a parent/guardian, you may request free individual translation or interpretation services at your school site and/or at a district department by filling out Primary Language Assistance Request forms. The forms can be completed in your home language and returned to your school's main office, the SFUSD's Central Office (555 Franklin Street, first floor lobby) or Student, Family & Community Support Department (727 Golden Gate Avenue, 2nd Floor).

If you have a complaint about translation/interpretation services, you may complete a complaint form in your home language and return it to your school's main office, SFUSD's Central Office (555 Franklin Street, first floor lobby) or Student, Family & Community Support Department (727 Golden Gate Avenue, 2nd Floor).

All of these forms can be obtained at school sites, SFUSD's Central Office, Student, Family & Community Support Department and on the "Students and Parents" page of www.sfusd.edu. For more information or assistance, you may leave a message by calling 415-522-7343.

Non-district qualified interpreters, including students and other children, may not be used for interpretation, except in emergency situations.

Parent Involvement Opportunities

All families of English Learners are invited to participate in the following parent involvement opportunities at their school site:

- **English Learner Advisory Committee (ELAC):** every school that has 21 or more English Learners must have an ELAC. The role of the ELAC is to advise the principal and staff on programs and services for English learners, and the School Site Council on the development of the Single Plan for Student Achievement. The ELAC shall also assist the school in the development of: the school's needs assessment, the language census, and ways to make parents aware of the importance of regular school attendance.
- **District English Learner Advisory Committee (DELAC):** every ELAC is invited to send representatives to the DELAC. The DELAC provides recommendations to the district on ways to improve programs and services for English Learners.
- **School Site Council (SSC):** the role of the SSC is to guide the site planning process to ensure that the needs of all students are addressed in the school site plan including the school budget.
- **School Advisory Committee (SAC):** schools that receive federal or state funding for "educationally disadvantaged youth," students performing two or more levels behind for their age or grade, must have a SAC. The SAC provides advice to the principal and the School Site Council on how to address the needs of these students in the site plan.

For more information, contact your school principal or call Multilingual Pathways Department: Lucia Perez Barrow – 379-7640 (English/Spanish) and Daisy Chan - 379-7763 (English/Chinese).

Glossary of Educational Terms for English Learners

Term	Definition
A – G Requirements	The University of California requires that entering freshman have completed college-preparatory courses in each of these subjects (which the UC system labels with letters "A – G"): math, lab science, history / social science, a language other than English, visual / or performing arts, and a qualifying elective.
Annual Measurable Achievement Objective (AMAO)	The three measures under the federal No Child Left Behind Act to evaluate if English Learners in a district are academically succeeding: 1) progress in learning English; 2) progress in the percentage of students who become proficient in English; and 3) academic targets in English-language arts and mathematics.
Bilingual Community Council (BCC)	Advisory committee appointed by the School Board to make recommendations to improve programs and services for English Learners.
Bilingual, Cross-cultural, Language and Academic Development (BCLAD) or Bilingual Authorization	State authorization permitting teachers to provide Specially Designed Academic Instruction in English, English Language Development, primary language development in the target language and content instruction delivered in the target language.
California English Language Development Test (CELDT)	State exam administered to classify English fluency level.
California High School Exit Examination (CAHSEE)	State exam that all high school students must pass to earn a high school diploma, except where exempted from the test's requirements under state law or regulation.
California Standards Test (CST)	State exam that measures students' progress toward achieving state academic standards for core content.
Common Core State Standards (CCSS)	The Common Core State Standards are a set of Math and English Language Arts standards that have been adopted by most States in the U.S. to provide clarity about what children are expected to know and be able to do as a result of their K – 12 education.
Common Learning Assessments (CLA)	District assessments that measure student learning of the standards in English Language Arts, Mathematics and Spanish.
Content-Based Language Development	Vocabulary and concepts related to content such as math, science and social studies using methodologies appropriate to English Learners.

Glossary of Educational Terms for English Learners

Term	Definition
Cross-cultural, Language and Academic Development (CLAD) or English Learner Authorization	State authorization permitting teachers to provide Specially Designed Academic Instruction in English and English Language Development.
District English Learner Advisory Committee (DELAC)	Members represent school site English Learner Advisory Committees. The DELAC provides recommendations to the district on ways to improve programs and services for English Learners.
English Language Development (ELD)	Refers to the development of English language concepts and skills using appropriate methods and techniques to make them comprehensible to English Learners.
English Learner (EL)	Term used by the California Department of Education to describe students who are in the process of acquiring English as a second language and have not yet reached Fluent English Proficient (FEP) status.
English Learner Advisory Council (ELAC)	Advises the principal and School Site Council on programs and services for English Learners. Every school site that has 21 or more English Learners must have an ELAC.
English Learner Typology	Descriptors indicating the number of years a student has been classified as an English Learner: 1) New – classified as an EL for 1-2 years (Newcomers who are recently arrived immigrants are a subset of New ELs); 2) Developing – classified as an EL for 2-5 years; and 3) Long-Term English Learner – classified as an EL for more than 5 years.
Fluent English Proficient (FEP)	There are two categories of FEP students: Initial FEPs (I-FEPs) who have a home language other than English, but qualify as FEP when they first enter school, generally by their score on the CELDT, and Redesignated FEPs (R-FEPs), who were initially designated as ELs, and have been redesignated to FEP by meeting the criteria set by State and district.

Glossary of Educational Terms for English Learners

Term	Definition
Gifted and Talented Education (GATE)	Refers to students who have been identified as gifted and talented using multiple factors in the GATE-identification process including teacher and parent recommendations, student report card, achievement test performance, and cognitive abilities test performance.
Home Language	Language that is most frequently used at home. Usually, it is the language in which the student is most proficient. Term is used interchangeably with primary, native and first language.
Individualized Education Plan (IEP)	Plan developed to meet the specific needs of a student who has been identified as eligible to receive Special Education services.
Long-Term English Learner	An English Learner in U.S. schools for more than five years without reaching sufficient English proficiency to be reclassified.
Primary Language	Language in which the student is most proficient. Typically, it is the language the student learned first. The term is used interchangeably with home, native and first language. At times primary language is referred to as “L1.”
Primary Language Assistance Request (PLAR)	Form for parents to request translation and/or interpretation services.
Program Pathways	Refers to programs that are offered from elementary school to high school.
RTI ² : Response to Instruction and Intervention	A systematic, data-driven approach to instruction that benefits every student. RTI ² integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.
Specially Designed Academic Instruction in English (SDAIE)	Refers to instruction of content organized and delivered in a way that is comprehensible to English Language Learners.

**Questions? Want help?
Talk to the team at the SFUSD Educational
Placement Center. We're here to help!**

**555 Franklin Street, Room 100
415.241.6085
www.SFUSD.edu/enroll**

Key Dates

October 1 School tours begin (call the schools or visit www.sfusd.edu/enroll for dates and times)

November 2 Applications available. Enrollment Fair (Concourse Exhibition Center, 620 7th Street, San Francisco, 94103; 9:30 am to 2:30 pm)

December 13 Lowell 9th grade applications due

January 21, 2014 Last day to submit an application for school placement

March 14, 2014 Placement offers mailed to families

Non-Discrimination Policy

San Francisco Unified School District programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

If you believe you have been discriminated against, immediately contact the school site principal and/or Executive Director of the Office of Equity, Ruth Diep, at (415) 355-7334 or diepr@sfusd.edu. A copy of SFUSD's uniform complaint policy is available upon request.



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