A word from the Superintendent

Dear Parents and Caring Adults,

Thank you for taking the time to learn more about the available programs for English Learners. The purpose of this guide is to provide parents of English Learners with detailed information about the educational programs 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 our parents 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.

In addition to the District’s English Learner Programs, information on Multilingual Education Programs is also included in this guide. When a Dual Immersion or Biliteracy Pathway is not available, Multilingual Education Programs will provide English Learners with an opportunity to continue their study in their home language or learn another language.

This information should be used with the District’s Enrollment Guide which provides more information on schools and the enrollment process.

Respectfully yours,

[Signature]

Superintendent Carlos A. Garcia

At San Francisco public schools, we...
We believe that “English learners in California, and in the nation, represent a potentially rich social and economic resource —if the state invests in them. Without such investment, the future of California education looks grim”.

*English Learners in California Schools: Unequal Resources, Unequal Outcomes.*
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Discover
Apply
Enroll
Classification of English Learners

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 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 your child did not score a 4 or 5 on the California English Language Development Test (CELDT) the first time he/she took the test.

3. Or your child has not yet been reclassified as an English proficient student by SFUSD.

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

Lau Action Plan for English Learners

Background

Since the Lau v. Nichols case over 35 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 new Lau Action Plan to address the needs of today’s English Learners.

Aligned with the District’s strategic goals for all SFUSD students, the new plan will ensure that English Learners acquire high levels of English and home language proficiency (whenever possible), 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, go to http://portal.sfusd.edu/template/default.cfm?page=chief_academic.ells.
1. Plan Ahead to Register “On-time”
Applying by February 18, 2011 gives you the best chance of receiving an assignment to a requested school. All applications received by February 18, 2011 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 February 18, 2011, an assignment offer will be mailed to you on March 18, 2011. You will receive assignment information by the end of March 2011.

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. 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 as many schools as you want. Enrollment applications are available at all SFUSD schools and
How to Enroll: Step by Step

at the Educational Placement Center located at 555 Franklin Street, San Francisco, CA 94102. You may also print out an application from our website at www.sfusd.edu. 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. If you don’t receive an application in the mail by November 13, 2010 call EPC to request one.

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
- Current year’s property tax statement
- Letter from social services/government agency dated within 45 days
- Grant deed, title of property or rental/lease agreement with property owner’s documentation. Section 8 agreement.

4. Return your Enrollment Application

Make sure that you return your enrollment application by February 18, 2011. 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, he/she will be assessed for his/her current language skills and may be entitled to additional services. The language assessments evaluate a child’s proficiency in English and in his/her native language (if assessment is available). Since the results help parents identify appropriate program placement for their child, parents should return their enrollment application early so that EPC can schedule and conduct the appropriate assessments. After parents receive the results, they will have the opportunity to finalize their enrollment application. See page 7 of this 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.

Language Assessments for Enrollment

Whenever the Home Language Survey on the enrollment application indicates that a student speaks a language other than English, students are assessed and may be entitled to additional services. The language assessments evaluate a child’s proficiency in English and in his/her native language (if assessment is available). There are no pass/fail assessments. Since the results help parents identify appropriate program placement for their child, the District recommends that students are assessed before the enrollment application is finalized. The results help parents identify an appropriate program for their child. Assessments are not timed; students can take as much time as they need to complete the assessments. Students cannot retake the language assessment.
## Language Assessments for Enrollment

### Grades K & 1:

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

<table>
<thead>
<tr>
<th>Who is assessed?</th>
<th>What assessments do they take</th>
<th>How long? (the following are approximate times)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who speak a language other than English. That is, any student who lists a language other than English on the Home Language Survey section of the Enrollment Application form.</td>
<td>1. Prior to July 1 of 2011, students enrolling for 2011-2012 school year will be given the <strong>English Pre-Language Assessment Scale (Pre-LAS)</strong> to determine English proficiency, and they will be given the <strong>California English Language Development Test (CELDT)</strong> at the school site in the fall of 2011.</td>
<td>30 minutes*</td>
</tr>
<tr>
<td></td>
<td>2. After July 1 of 2011, students enrolling for 2011-2012 school year will be given the <strong>California English Language Development Test (CELDT)</strong> either at the EPC upon enrollment or at the school site.</td>
<td>135 minutes*</td>
</tr>
<tr>
<td></td>
<td>3. Students enrolling for the 2010-2011 school year will be given the <strong>California English Language Development Test (CELDT)</strong> either at the EPC upon enrollment or at the school site.</td>
<td>135 minutes*</td>
</tr>
<tr>
<td></td>
<td>4. Target language test: <strong>SFUSD Chinese Standards Test (CST), Pre-LAS Español, Student Oral Language Observation Matrix (SOLOM) in Korean (grades K and 1 only) and Filipino (grade K only)</strong> and other available language assessments. The tests are listening/speaking primary language tests.</td>
<td>30 minutes*</td>
</tr>
</tbody>
</table>

*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-2 hours.*
**Language Assessments for Enrollment**

**Grades 2 through 12:**

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

<table>
<thead>
<tr>
<th>Who is assessed?</th>
<th>What assessments do they take?</th>
<th>How long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who speak a language other than English. That is, any student who lists a language other than English on the Home Language Survey section of the Enrollment Application form. 2nd to 12th grade students who apply to a Dual Language Immersion, Biliteracy, or One-Way Immersion Pathway and do not currently attend a SFUSD program.¹</td>
<td>1. Prior to July 1 of 2011, students enrolling for 2011-2012 school year will be given the <strong>English Language Assessment Scale (LAS)</strong> in listening, speaking, reading, and writing to determine English proficiency, and they will be given the <strong>California English Language Development Test (CELDT)</strong> at the school site in the fall of 2011. 2. After July 1 of 2011, students enrolling for 2011-2012 school year will be given the <strong>California English Language Development Test (CELDT)</strong> either at the EPC upon enrollment or at the school site. 3. Students enrolling for the 2010-2011 school year will be given the <strong>California English Language Development Test (CELDT)</strong> in listening, speaking, reading, and writing either at the EPC upon enrollment or at the school site. 4. Target language test: <strong>SFUSD Chinese Standards Test (CST), LAS Español</strong> and other available language assessments in listening, speaking, reading, and writing in the native language.</td>
<td>30 minutes* 135 minutes* 135 minutes* 30 minutes*</td>
</tr>
</tbody>
</table>

¹ Students in 2nd grade and above who wish to enroll in an Immersion Pathway must have a degree of proficiency in the target language that is appropriate to the grade level to which they are applying. SFUSD students currently enrolled in Immersion Pathways do not have to take a target language test to move to the next level or to transfer to another program of the same language.

*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.*
Language Assessments for Enrollment

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.
- 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 the placement counselor who administered the test to discuss test results, program options, and support services. Parents will have the opportunity to change their school or program choices if they so choose.

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

- Lynn Kwong - 241-6085 ext. 13131 (English/Cantonese/Mandarin)
- Shem Korngold - 241-6085 ext. 13115 (English/Spanish)
- Raquel Gomez - 241-6085 ext. 13100 (English/Spanish)
- Hans Gong - 214-6085 ext 13116 (Vietnamese)
- Catalina Pajar - 241-6085 (Filipino)
ENGLISH LEARNER PATHWAYS

To maximize English Learner access to a quality education, SFUSD is currently enhancing existing English Learner Programs and providing four English Learner Pathways:

1. Dual Language Immersion Pathway
2. Biliteracy Pathway
3. English Plus Pathway
4. Newcomer Pathway

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 English Language Development (ELD)** The District will provide all English Learners at least 30 minutes of ELD per day 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.

- **Primary Language and 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 understand the content.

- **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.

- **Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) or Cross-cultural, Language, and Academic Development (CLAD) Teachers.** All English Learner classes will be taught by teachers with at least CLAD certification, and all Dual Immersion and Biliteracy Pathway classrooms will be staffed by teachers with BCLAD certification.
ENGLISH LEARNER PATHWAYS

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

Goals
The Dual Language Immersion Pathway is designed to ensure English Learners and native English speakers develop high levels of English and target language proficiency and literacy, as well as academic competency. This pathway is recommended for English Learners to achieve the highest level of English language and academic performance as demonstrated by research.

Student Population
This program is designed for four 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; (3) heritage language students who are English speakers but whose family background includes Cantonese, Korean, Mandarin, or Spanish; and (4) native English speakers who speak only English.

Instruction
In kindergarten, instruction will occur approximately 80% of the time in the target language (other than English). 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 target language.

At the secondary level, the Elementary Dual Language Immersion and Biliteracy Pathways will merge into the Secondary Dual Language Pathway where students take 2 academic classes in the target language (other than English).

Teachers provide English Learners instruction in English Language Development (ELD) daily for at least 30 minutes during which time students are grouped by proficiency. Teachers also use Specially Designed Academic Instruction in English (SDAIE) which is a teaching approach that incorporates a set of strategies to assure access to the core curriculum and facilitates the development of academic English. Similar instructional support is provided for English-speaking students while they learn the core content in a second language.

English Learners who begin schooling in the primary grades through the Dual Language Immersion Pathway typically achieve English proficiency by the end of elementary school and are re-designated to Fluent English Proficient status. However, because the Dual Language Immersion Pathway aims to produce high level bilingual/biliterate students with native-like
ENGLISH LEARNER PATHWAYS

proficiency in both languages, all students are strongly encouraged to continue in the Secondary Dual Language Pathway through 12th grade.

Language Requirements
In order to provide effective and continuous Dual Language Immersion Pathways K-12, the District will institute processes to assign an appropriate balance of English Learner students who are proficient in the target language (2/3 to 1/2) and English fluent students (1/3 to 1/2) per grade level and classroom. Prior to student enrollment in the District, the student’s parents/guardians complete the SFUSD’s Home Language Survey (HLS) on the enrollment application. If the Survey indicates that a language other than English is spoken in the home, the student will be assessed to evaluate his/her proficiency in English. The District will also assess the student for primary language proficiency when an appropriate assessment is available. More information on language assessments on page 7.

Elementary & K-8
Dual Language Immersion Pathway

Cantonese
• Chinese Immersion School at De Avila K to 3
• West Portal Elementary School K to 5

Korean
• Claire Lilienthal School (K-8) K to 7

Mandarin
• Starr King Elementary School K to 5
• Jose Ortega Elementary School K to 4

Spanish
• Alvarado Elementary School K to 5
• Bret Harte Elementary School K
• Buena Vista Elementary School K to 5
• Daniel Webster Elementary School K to 3
• 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 7

1 Each year another grade level will be added until 5th grade.
2 Each year another grade level will be added until 8th grade. Elementary students enrolled in Spanish Immersion at another site may request to enroll in Paul Revere at the middle school grade levels.
At the secondary level, the Elementary Dual Language Immersion and Biliteracy Pathways merge into the Secondary Dual Language Pathway where students take 2 academic classes in the target language.

### Cantonese
- Francisco Middle School 6 to 8
- Herbert Hoover Middle School 6 to 8
- Marina Middle School 6 to 8
- Galileo High School 9 to 12
- Lincoln High School 9 to 12

### Korean
- Claire Lilienthal School (K-8) 6 to 7

### Spanish
- Everett Middle School 6 to 73
- Herbert Hoover Middle School 6 to 8
- James Lick Middle School 6 to 8
- Horace Mann Middle School 6 to 8
- Paul Revere School (K-8) 6 to 73

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

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

#### Goals
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. Where Dual Language Immersion Pathway placement is not available, the Biliteracy Pathway provides the most effective academic program for English Learners as found in research.

#### Student Population
This program is designed for English Learners who are native speakers of Cantonese, Filipino, 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 80% of the instruction. Instruction in English increases each year. By the 5th grade, instruction is 50% in English and 50% in Spanish. For the Early Exit Bilingual Programs,
grade 4 will be added in SY 2013-14 and grade 5 will be added in SY 2014-15.

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 new incoming kindergarten class was the first cohort in the Chinese Biliteracy Pathway. Grade 1 will be added in SY 2011-12 and another grade will be added each year until the 5th grade.

For the Filipino Elementary Biliteracy Pathway, students currently receive 30 minutes of primary language instruction and primary language support as needed. The District has begun enhancing the pathway based on research and community input. In the fall of 2011, the Filipino Biliteracy Pathway will include 60-90 minutes of Filipino language and culture in Kindergarten per day. Another grade will be added each year until the 5th grade.

At the secondary level, the Elementary Dual Language Immersion and Biliteracy Pathways will merge into the Secondary Dual Language Pathway where students take 2 academic classes in the target language (other than English).

Teachers provide English Learners instruction in English Language Development (ELD) daily for at least 30 minutes during which time students are grouped by proficiency. Teachers also use Specially Designed Academic Instruction in English (SDAIE) which is a teaching approach that incorporates a set of strategies to assure access to the core curriculum and facilitates the development of academic English.

English Learners who begin schooling in the primary grades through the Biliteracy Pathway typically achieve English proficiency by the end of elementary school and are re-designated to Fluent English Proficient status. However, because the Biliteracy 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.

**Elementary Biliteracy Pathway**

**Cantonese**
- E.R. Taylor Elementary School  K to 3^4
- Frank McCoppin Elementary School  K to 5
- Garfield Elementary School  K to 5
ENGLISH LEARNER PATHWAYS

- George Moscone Elementary School  
  K to 3<sup>4</sup>
- Gordon J. Lau Elementary School  
  K to 5
- Hillcrest Elementary School  
  K to 2<sup>5</sup>
- Jean Parker Elementary School  
  K to 3
- John Yehall Chin Elementary School  
  K to 3<sup>4</sup>
- Monroe Elementary School  
  K to 5
- Spring Valley Elementary School  
  K to 3<sup>4</sup>
- Sutro Elementary School  
  K to 5
- Ulloa Elementary  
  K to 3<sup>4</sup>
- Visitacion Valley Elementary School  
  K to 5

**Filipino**

- Bessie Carmichael School  
  K to 5
- Longfellow Elementary School  
  K<sup>6</sup>

**Spanish**

- Bessie Carmichael  
  1 to 3
- Bret Harte Elementary School  
  1 to 3<sup>7</sup>
- Bryant Elementary School  
  K to 3<sup>6</sup>
- 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 3<sup>6</sup>
- Glen Park Elementary School  
  K to 3<sup>6</sup>
- Guadalupe Elementary School  
  K to 3<sup>6</sup>
- Gordon J. Lau Elementary School  
  K to 5
- Hillcrest Elementary School  
  K to 5
- John Muir Elementary School  
  K to 5
- Junipero Serra Elementary School  
  K to 3<sup>6</sup>
- Longfellow Elementary School  
  K to 3<sup>6</sup>
- Sanchez Elementary School  
  K to 5
- Spring Valley Elementary School  
  K to 3<sup>6</sup>
- Starr King Elementary School  
  3 to 5

<sup>4</sup> For K to 3 programs, grade 4 will be added in SY 2014-15 and grade 5 will be added in SY 2015-16.

<sup>5</sup> Each year another grade level will be added until 5th grade.

<sup>6</sup> For K to 3 programs, grade 4 will be added in SY 2013-14 and grade 5 will be added in SY 2014-15.

<sup>7</sup> The Spanish Biliteracy Program will be phased out each year as the Spanish Dual Language Immersion Program is phased in each year starting in 2011 – 12.
At the secondary level, the Elementary Dual Language Immersion and Biliteracy Pathways merge into the Secondary Dual Language Pathway where students take 2 academic classes in the target language.

**Cantonese**
- Francisco Middle School 6 to 8
- Herbert Hoover Middle School 6 to 8
- Marina Middle School 6 to 8
- Galileo High School 9 to 12
- Lincoln High School 9 to 12

**Spanish**
- Everett Middle School 6 to 7
- Herbert Hoover Middle School 6 to 8
- James Lick Middle School 6 to 8
- Horace Mann Middle School 6 to 8
- Paul Revere School (K-8) 6 to 7

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

### 3. ENGLISH PLUS PATHWAY

#### Goals
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 either a Dual Language Immersion or Biliteracy 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 understand the content and provide students with support in their home language when available. Students receive at least 30 minutes per day of English Language Development (ELD) instruction and are placed in ELD programs based on their English proficiency level. The English Plus Pathway provides the basic services guaranteed for English Learners by SFUSD as required by...
**ENGLISH LEARNER PATHWAYS**

California law. However, SFUSD encourages parents to learn about our Dual Language Immersion and Biliteracy Pathways which provide students with strong academic and language learning opportunities.

**English Plus Pathway** is available at all school sites, except whole school immersion sites (Buena Vista, CIS at DeAvila, Fairmount, Marshall, and Alice Fong Yu) and whole school newcomer sites (Chinese Education Center and Mission Education Center).

### 4. NEWCOMER PATHWAY

**Goals**
The Newcomer Pathway is designed to help recently arrived immigrant English Learner students adjust to their new language and culture in a one-year program (with the possibility of a second year as needed).

**Student Population**
The Newcomer Pathway serves recently arrived immigrant English Learner students who need a period of adjustment and orientation before entering one of the core English Learner Pathways.

**Instruction**
The curriculum includes transition support and primary language instruction (when possible) in academic areas at grade level. The program 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 SDAIE methodology. As students exit the Newcomer Pathway, they transition to a Dual Language Immersion, Biliteracy, or English Plus Pathway.

**Newcomer Pathway**

**Cantonese/Mandarin**
- Chinese Education Center  
  K to 5
- Francisco Middle School  
  6 to 8
- Galileo High School  
  9 to 11
- Lincoln High School  
  9 to 11
- Mission High School  
  9 to 11

**Filipino**
- Bessie Carmichael  
  K to 5
ENGLISH LEARNER PATHWAYS

Spanish
• Mission Education Center  K to 5
• Everett Middle School  6 to 8
• Galileo High School  9 to 11
• Lincoln High School  9 to 11
• Mission High School  9 to 11

All Newcomer Languages
• Marina Middle School  6 to 8
• Visitacion Valley Middle School  6 to 8
• Thurgood Marshall High School  9 to 11
• Mission High School  9 to 11
• SF International High School®  9 to 11
• Washington High School  9 to 11

SF International High School is especially designed for immigrant English Learners who arrived in the U.S. within the last 4 years. English Learners can continue their high school education at SF International High School and graduate with a high school diploma. Each year another grade level will be added until 12th grade.

“The mind is not a vessel to be filled, but a fire to be ignited.”
—Plutarch
MULTILINGUAL EDUCATION PATHWAYS

When Dual Language Immersion or Biliteracy Pathways are not available, the District recommends Multilingual Education Programs that will help English Learners continue their studies in their home language or another language.

Similar to English Learner Pathways, all Multilingual Education Pathways with English Learners share the following principles or elements:

• **Minimum 30 minutes of English Language Development (ELD)** The District will provide all English Learners at least 30 minutes of ELD per day 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.

• **Primary Language and 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 understand the content.

• **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.

• **Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) or Cross-cultural, Language, and Academic Development (CLAD) Teachers.** All English Learner classes will be taught by teachers with CLAD or BCLAD certification.
1. ONE-WAY IMMERSION PATHWAY

Goals
The One-Way Immersion Pathway is designed to ensure proficient English speakers develop high levels of English and target language proficiency and literacy, as well as academic competency.

Student Population
This program is designed for English proficient speakers.

Instruction
In kindergarten, instruction will occur 80-90% of the time in the target language to reflect the alignment to the 80:20 model. The percentage of instruction in English increases from year to year. By fourth grade, 50% of instruction is in English and 50% of instruction is in the target language.

Language Requirements
All children whose native language is not English who apply to the One-Way Immersion Pathway for kindergarten or 1st grade, must be assessed in English, however, English proficiency is not required in order to apply for the school. Applicants to 2nd grade and above must be tested for proficiency in the target language (other than English). The language tests must be completed before the application can be processed.

**One-Way Immersion Pathway**

Cantonese

- Alice Fong Yu

K to 8
2. FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL (FLES) PATHWAY
(Italian, Japanese, Spanish, or Russian)

Goals
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.

Student Population
This program is designed for all students including English Learners in cases where there is no Dual Immersion or Biliteracy Pathway in their home language available. 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, 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.

Foreign Language in Elementary School (FLES) Pathway

Italian
- Clarendon Elementary School K to 5

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

Russian
- Argonne Elementary School K to 4

Spanish
- Flynn Elementary School K to 2
- McKinley Elementary School K to 5

Each year another grade level will be added until 5th grade.
### Goals
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, French, German, Japanese, and Spanish.

### Student Population
This program is designed for all students: English Learners and native English speakers.

### 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.

### Secondary World Language Programs

**Middle Schools**
- Brown, Willie (Spanish)
- Hoover, Herbert (Japanese)
- International Studies Academy (Chinese, French & Spanish)
- King, Martin Luther Jr. (French)
- Presidio (Japanese)
- Yu, Alice Fong (Mandarin)

**High Schools**
- Academy of Arts and Sciences (Spanish, Italian)
- Balboa (Chinese, French & Spanish)
- Burton (Chinese & Spanish)
- Galileo (Chinese, French, Italian & Spanish)
- International Studies Academy (Chinese, French & Spanish)
- June Jordan (Spanish)
- Lincoln (Chinese, Japanese & Spanish)
- Lowell (Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin & Spanish)
MULTILINGUAL EDUCATION PATHWAYS

• Marshall (Chinese, French & Spanish)
• Mission (Spanish & Chinese)
• O’Connell (French & Spanish)
• School of the Arts (Chinese, French, Russian & Spanish)
• Wallenberg (Chinese & Spanish)
• Washington (Chinese, French, Japanese & Spanish)
• Wells (Spanish)

* Chinese in secondary schools is Mandarin unless otherwise specified.

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
Language and Literacy Assessments

Teachers use several ELD diagnostic and placement assessments that include the California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT), and EXPRESS. Teacher-created language function and vocabulary assessments are used to monitor student progress. Student writing samples and oral language anecdotal notes are also collected to monitor student progress. Progress in English and the primary language (when applicable) is documented on the Language and Literacy Assessment Rubric (LALAR). Backwards planning, pacing and appropriate re-teaching take place to optimize student progress. The District is currently looking into formative assessments to more accurately guide ELD instruction.

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 criteria:

• Overall proficiency level of 4 (Early Advanced) or 5 (Advanced) on the CELDT, with subscores of 3 (Intermediate) or higher
• Score of Mid-Basic (325) on the California Standards Test – English Language Arts (CST-ELA)
• Student Report Cards - “C” equivalent or above based on teacher evaluation
• Parent/Guardian has been consulted/notified (Parent Consent Letter).

English Learner Support Services (ELSS) 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, ELSS distributes a list specifically of students who 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 recently developed alternative reclassification guidelines of English Learners in Special Education. For more information about these new guidelines and general EL reclassification procedures, go to the English Learner Support Services’ webpage:
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 Support Services (555 Portola Drive, Bungalow #1).

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 Support Services (555 Portola Drive, Bungalow #1).

All of these forms can be obtained at school sites, SFUSD’s Central Office, or Student Support Services and on the “Parent” 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 School Site Council on programs and services for English Learners.

• **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.

• **School Advisory Committee (SAC):** schools that receive federal or state funding for low income students 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 English Learner Support Services: Lucia Perez Barrow – 379-7640 (English/Spanish) and Helen Joe-Lew – 379-7709 (English/Chinese).
Access to Special Education

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

- Their Individual Education Programs (IEPs) should include goals that address English language development as well as goals that support access to the core content areas through SDAIE and/or primary language instruction or primary language support where available and appropriate.

- The person who conducts the eligibility assessment should 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 consecutive minutes of ELD targeted specifically to their English proficiency level until reclassified.
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). Teachers can use the following indicators of giftedness to refer English Learners for GATE:

<table>
<thead>
<tr>
<th>Language Indicators</th>
<th>Non-traditional Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rate of language acquisition</td>
<td>• Responsibility</td>
</tr>
<tr>
<td>• Gains between assessments</td>
<td>• Service</td>
</tr>
<tr>
<td>• Manipulation of either language</td>
<td>• Resilience</td>
</tr>
<tr>
<td>• Ability to conceptualize in either</td>
<td>• Adaptability</td>
</tr>
<tr>
<td>language</td>
<td>• Acculturation rate</td>
</tr>
<tr>
<td>• Advanced vocabulary in either</td>
<td>• Ambition</td>
</tr>
<tr>
<td>language</td>
<td>• Risk-taking/Leadership</td>
</tr>
<tr>
<td>• Advanced ability in code-switching</td>
<td>• Perseverance</td>
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<tr>
<td></td>
<td>• Conceptualization</td>
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<tr>
<td></td>
<td>• Intuition</td>
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<tr>
<td></td>
<td>• Hypersensitivity</td>
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<td></td>
<td>• Metacognition (verbalization of thinking)</td>
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<tr>
<td></td>
<td>• Concrete/abstract movement quick</td>
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</tbody>
</table>

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 Assessment
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Measurable Achievement Objective (AMAO)</td>
<td>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.</td>
</tr>
<tr>
<td>Bilingual Community Council (BCC)</td>
<td>Advisory committee appointed by the School Board to make recommendations to improve programs and services for English Learners.</td>
</tr>
<tr>
<td>Bilingual, Cross-cultural, Language and Academic Development (BCLAD) or Bilingual Authorization</td>
<td>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.</td>
</tr>
<tr>
<td>California English Language Development Test (CELDT)</td>
<td>State exam administered to classify English fluency level.</td>
</tr>
<tr>
<td>Content-Based Language Development</td>
<td>Vocabulary and concepts related to content such as math, science and social studies using methodologies appropriate to English Learners.</td>
</tr>
<tr>
<td>Cross-cultural, Language and Academic Development (CLAD) or English Learner Authorization</td>
<td>State authorization permitting teachers to provide Specially Designed Academic Instruction in English and English Language Development.</td>
</tr>
<tr>
<td>District English Learner Advisory Committee (DELAC)</td>
<td>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.</td>
</tr>
<tr>
<td>English Language Development (ELD)</td>
<td>Refers to the development of English language concepts and skills using appropriate methods and techniques to make them comprehensible to English Language Learners.</td>
</tr>
<tr>
<td>English Learner (EL)</td>
<td>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 Fully English Proficient (FEP) status.</td>
</tr>
<tr>
<td>English Learner Advisory Council (ELAC)</td>
<td>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.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Fully English Proficient (FEP)</td>
<td>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.</td>
</tr>
<tr>
<td>Gifted and Talented Education (GATE)</td>
<td>Refers to students who have been identified as “high potential” using multiple factors in the GATE-identification process including teacher and parent recommendations, student report card, achievement test performance, and cognitive abilities test performance.</td>
</tr>
<tr>
<td>Home Language</td>
<td>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.</td>
</tr>
<tr>
<td>Individualized Education Plan (IEP)</td>
<td>Plan developed to meet the specific needs of a student who has been identified as eligible to receive Special Education services.</td>
</tr>
<tr>
<td>Primary Language</td>
<td>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.”</td>
</tr>
<tr>
<td>Primary Language Assistance Request (PLAR)</td>
<td>Form for parents to request translation and/or interpretation services.</td>
</tr>
<tr>
<td>Program Pathways</td>
<td>Refers to English Learner programs that are offered from elementary school to high school. SFUSD offers four EL Pathways: 1) Dual Language Immersion; 2) Biliteracy; 3) English Plus and 4) Newcomer.</td>
</tr>
<tr>
<td>Specially Designed Academic Instruction in English (SDAIE)</td>
<td>Refers to instruction of content organized and delivered in a way that is comprehensible to English Language Learners.</td>
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</table>
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 13 Applications available. Enrollment Fair (Concourse Exhibition Center, 635 8th Street, San Francisco, 94103. 9 am to 2 pm)

Early December Deadline to apply to Lowell or Ruth Asawa San Francisco School of the Arts high schools

February 18 Last day to submit an application for school placement

March 18 Placement offers mailed to families

Produced by:
SFUSD English Learner Support Services