2013-2014 MIDDLE SCHOOL ENGLISH LEARNER PLACEMENT GUIDELINES
for ENGLISH LANGUAGE DEVELOPMENT and CONTENT COURSES for ELs

"The California (CA) English Language Development (ELD) Standards describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade level academic content, with particular alignment to the key knowledge, skills, and abilities for college and career readiness described in the CA Common Core State Standards (CCSS) for English Language Arts (ELA)/Literacy. English Learners must have full access to high quality English language arts, mathematics, science, and social studies content, as well as other subjects, at the same time as they are progressing through the ELD level continuum. The CA ELD Standards are intended to support this dual endeavor by providing fewer, clearer, and higher standards."

- California English Language Development Standards Implementation Plan, 6/27/13, p.3 - http://www.cde.ca.gov/sp/el/er/eldstandards.asp

Our dual obligation to English Learners is to provide meaningful access to grade level instruction through appropriate instruction while developing students’ academic language proficiency through dedicated ELD and ELD integrated in content instruction.

ENGLISH LEARNER PATHWAYS

English Learner (EL) classification, parent choice, and assessment data determine a student’s EL pathway. SFUSD offers three pathways at the middle school level: Secondary Dual Language, English Plus, and Newcomer. All content is taught by teachers with the appropriate EL certification based on state requirements who use Specially Designed Academic Instruction in English (SDAIE) methodologies and EL supplemental materials to provide full access to the core curriculum. Until reclassified, all ELs receive ELD instruction.

Secondary Dual Language Pathway

The Secondary Dual Language Pathway is designed for students who were in the Dual Language Immersion, Biliteracy or Newcomer Pathway in elementary school, which includes ELs, English proficient speakers and reclassified fluent English proficient students. This pathway helps ELs, whose primary language is Cantonese, Korean, Mandarin, or Spanish, to achieve grade level academic competency in multiple content areas and to develop high levels of oral proficiency and literacy in English and the pathway language. Based on the individual academic needs of the student, ELs take at least one period of ELD, at least one class in the pathway language, and all other academic courses in English using SDAIE.

English Plus Pathway

The English Plus Pathway is designed to help ELs achieve grade level academic competency in English in all content areas and to develop high levels of oral proficiency and literacy in English. ELs in this pathway receive one period of ELD and remaining content instruction in English, using SDAIE and supplementary EL materials, to provide access to the core curriculum. Primary language support for “less than reasonably fluent” ELs is provided when available.

Newcomer Pathway

The Newcomer Pathway provides recently arrived immigrant English Learners with intensive ELD and sheltered content courses along with orientation. The curriculum includes transition support and addresses academic gaps due to differences in national schooling systems or gaps in prior schooling. Newcomer students receive two periods of ELD and remaining content classes either through primary language instruction (usually two classes) when available or in sheltered English utilizing SDAIE with primary language support when available.

ENGLISH LEARNERS WHO RECEIVE SPECIAL EDUCATION SERVICES

ELs who are identified to receive special education services require English language acquisition services to obtain Free Appropriate Public Education (FAPE), therefore their 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 will 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 will consult with at least one certificated staff person with the appropriate EL and/or bilingual certification based on state requirements 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. Each EL student’s IEP 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. An ELD goal or a linguistically appropriate goal in other areas of need for the student (i.e. ELA, communication, etc.) that are appropriately linked to ELD standards and the student’s proficiency level is required for each domain (listening, speaking, reading, and writing) in which the student did not score proficient (“4” [early advanced] or higher) on the previous year’s CELDT. The school must ensure that the student participates in at least 30 consecutive minutes of daily Dedicated ELD targeted specifically to their English proficiency level until reclassified.

RECLASSIFICATION

ELs are eligible for reclassification when they score an overall 4 or 5 on the California English Language Development Test (CELDT), with no subsection less than a 3, ELA/ELD grades are C or higher, and a 325 or higher on the California Standards Test – English Language Arts (CST-ELA). If the CST-ELA is 300-324, the student may reclassify with additional evaluation from teachers. In addition, students receiving Special Education Services may reclassify using alternate or modified criteria. For “EL Reclassification Procedures,” go to Multilingual Pathways Department webpage - http://www.sfusd.edu/en/programs/english-language-learners/reclassification.html.
GUIDELINES FOR DEDICATED ELD PLACEMENT

ELD courses now use California’s ELD standards’ proficiency level descriptors: emerging and expanding. Instead of bridging, the highest level of ELD remains titled “advanced.” Courses formerly called “language” and “reading” now reflect the four language domains: speaking (S), listening (L), reading (R) and writing (W). When students take only dedicated ELD courses, ELA instruction is embedded.

Until reclassified, all EL students at every site, receive ELD instruction. Special Education EL students must receive ELD, either integrated into the site’s ELD structure, or provided by the Special Education teacher in addition to SPED services.

- ELs considered “less than reasonably fluent” are enrolled in Structured English Immersion (SEI) courses and take two periods of ELD and grade level content courses sheltered exclusively with ELs at similar proficiency levels.
- ELs who are considered “reasonably fluent” are enrolled in the general English Language Mainstream. For ELD, they take either 1-ELA/ELD in which only ELs are enrolled; or 2-a dedicated ELD class for reasonably fluent ELs only plus a regular ELA class mixed with English proficient students. They take the same grade level content courses as their English proficient students, intentionally mixed.

Students are considered “reasonably fluent” when they: 1-score an overall 4 or 5 on the CELDT; 2-score an overall 3 on the CELDT and have been in the U.S school system uninterrupted for 4 or more years or, 3-score an overall 3 on the CELDT and score 300+ on the CST-ELA.

Green shading indicates ELD course codes for ELs who are “less than reasonably fluent.” These courses: 1) should be scheduled as a two period block whenever possible, preferably with the same teacher; 2) may be multi-graded; and 3) include students with different primary languages. These courses are not intended for Long-Term ELs!

Yellow shading indicates courses for ELs who are “reasonably fluent,” including Long-Term ELs.

California ELD standards guide ELD instruction. High Point, District-adopted ELD materials, and other supplementary EL materials are used during ELD. ELD lessons integrate listening, speaking, reading and writing. A substantial amount of time during each ELD period focuses on structured oral language practice. The purpose of ELD is to provide a pathway to the grade level English Language Arts standards and curriculum.
### Grade-Level Content Courses

Grade level content courses for English Learners should integrate language and content to effectively serve ELs. Courses may be taught with:

- **SDAIE** (English Language Mainstream for ELs who are “reasonably fluent”) intentionally mixed with proficient English speakers (x5)
- **Sheltered English** (Structured English Immersion for ELs who are “less than reasonably fluent”) Course title is XXXXx6x. e.g. MATH066
- **Primary language instruction** (any student). Course title is XXXXx7x for Cantonese; XXXXx8x for Spanish; XXXXx9x for Mandarin.

All classes are taught by teachers with the appropriate EL certification based on state requirements, and classes in the language of the pathway by teachers with the appropriate bilingual certification based on state requirements. Teachers also use SDAIE strategies with District-adopted grade level and supplementary materials. Primary language support is provided, when available, for full access to the core. All ELs have equal access to Special Education and GATE. ELs in Special Education programs or who receive Special Education services should be programmed into content consistent with their IEPs. ELs are eligible and encouraged to take Honors classes.

**Green shading** indicates course codes for “less than reasonably fluent” ELs. The code XXXXx6x is used for these sheltered courses, which are **NOT intended for Long-Term English Learners.**

**Yellow shading** indicates course codes for “reasonably fluent” ELs, including Long-Term ELs. These grade level content classes should intentionally mix English Learners with students who are proficient in English. The code XXXXx5x is used to identify these SDAIE courses.

**Blue shading** indicates core content classes taught in Cantonese, Spanish or Mandarin for ELs in the Secondary Dual Language and Newcomer Pathways. The codes XXXXx7x for Cantonese, XXXXx8x for Spanish and XXXXx9x for Mandarin identify these primary language courses.

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>CELDT 1 (Beginning)</th>
<th>CELDT 2 (Early Intermediate)</th>
<th>CELDT 3 (Intermediate)</th>
<th>CELDT 4 (Early Advanced)</th>
<th>CELDT 5 (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEWCOMER</td>
<td>ELD</td>
<td>2 periods of ELD by proficiency level</td>
<td>2 periods through Primary Language Instruction (if available) AND/OR 2+ periods through Structured English Immersion (XXXXx6x) or SDAIE (XXXXx5x) with Primary Language Support (if available)</td>
<td>PE/Electives within English Language Mainstream</td>
<td>Option A: 1 period of ELA/ELD with reasonably fluent ELs only or Option B: 1 period of ELA mixed with English proficient students plus 1 period of Dedicated ELD for reasonably fluent ELs only</td>
</tr>
<tr>
<td>GLE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADE LEVEL CONTENT AREA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH PLUS</td>
<td>ELD</td>
<td>2 periods of ELD by proficiency level</td>
<td>1+ period through Primary Language Instruction (if available) AND 1+ period through Structured English Immersion (XXXXx6x) or SDAIE (XXXXx5x) with Primary language support (if available)</td>
<td>2 periods through Primary Language Instruction (.8s/.8c) AND 1+ period within English Language Mainstream classes SDAIE (XXXXx5x) with Primary Language Support (if available)</td>
<td>Option A: 1 period of ELA/ELD with ELs only or Option B: 1 period of ELA mixed with English proficient students plus 1 period of Dedicated ELD for ELs only</td>
</tr>
<tr>
<td>GRADE LEVEL CONTENT AREA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONTACT:** For more information, please contact Jennifer Fong, Secondary Supervisor of Multilingual Pathways Department, at (415) 379-7732 or fongj2@sfsud.edu.

Updated July 23, 2013: WORK PRODUCT OF SFUSD ~ DO NOT DISTRIBUTE WITHOUT PERMISSION