I. **ENGLISH LEARNER PATHWAYS**

English Learner (EL) classification, parent choice, and assessment data determine a student’s EL pathway. SFUSD offers three pathways at the high 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 Designated and Integrated ELD instruction.

**Secondary Dual Language Pathway**

The Secondary Dual Language Pathway is designed for students who were in the Secondary Dual Language or Newcomer Pathway in middle school, which includes ELs, English proficient speakers and reclassified fluent English proficient students. This pathway helps ELs, whose primary language is Cantonese 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 academic courses in English using SDAIE and Integrated ELD.

**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, Integrated ELD 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 Designated ELD and remaining content classes either through primary language instruction (usually two classes) when available or in sheltered English utilizing SDAIE and Integrated ELD with primary language support when available.

II. **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 certified 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. 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 Designated ELD targeted specifically to their English proficiency level until reclassified.

III. **GUIDELINES FOR DESIGNATED ELD PLACEMENT**

Designated English language development instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time during the regular school day where teachers use English Language Development Standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.

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 Designated 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 Designated 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 peers, 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.

### SFUSD EL Typology

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Fluency</th>
<th>INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD Emerging (Two period block)</td>
<td>Less Than Reasonably Fluent</td>
<td>Structured English Immersion</td>
</tr>
<tr>
<td>Listening/Speaking ELDS101 &amp; Reading/Writing ELDR101</td>
<td></td>
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</tr>
<tr>
<td>ELD Expanding (Two period block)</td>
<td>Reasonably Fluent</td>
<td>English Language Mainstream</td>
</tr>
<tr>
<td>Listening/Speaking ELDS102 &amp; Reading/Writing ELDR102</td>
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<td></td>
</tr>
<tr>
<td>ELD Advanced (Two period block)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening/Speaking ELDS103 &amp; Reading/Writing ELDR103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option A: ELD for reasonably fluent ELs only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option B, Course #1: ELD</td>
<td></td>
<td></td>
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<tr>
<td>Clustered, heterogeneously with non-ELs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th: ENGL151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th: ENGL152</td>
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<td></td>
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<tr>
<td>11th: ENGL153</td>
<td></td>
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<tr>
<td>12th: ENGL154</td>
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</tr>
<tr>
<td>Option B, Course #2: Designated ELD (other titles available)</td>
<td></td>
<td></td>
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<tr>
<td>For reasonably fluent ELs only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for Academic Purposes LANG 050 CAHSEE LA (CHSL150)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Literacy (ALT150)</td>
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</tr>
</tbody>
</table>

### INSTRUCTIONAL MATERIALS

- Basic Reading Power Visions Intro Readers
- Side by Side Book 1 & 2
- Shining Star Intro & A
- Basic English Grammar, Red Azar.
- Reading Power First Steps in Academic Writing
- Shining Star B: Fundamentals of English Grammar, Black Azar, Introduction to Academic Writing
- More Reading Power; Shining Star C; Understanding & Using English Grammar, Blue Azar, Writing Academic English
- Option A & B1: Grade Level Adopted English Language Arts Materials: Language of Literature: 9, 10, American, British
- Option B2: English 3D, English 3D II Reality Central

California ELD standards guide ELD instruction. 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 Common Core State Standards and curriculum for English Language Arts and other subjects.

### IV. Grade-Level Content Courses with Integrated ELD

**Integrated English language development** is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the CA ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework). Effective Integrated ELD instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core, grade level academic content.

Grade level content courses may be taught with:

- **SDAIE** (English Language Mainstream for ELs who are “reasonably fluent”) intentionally mixed with proficient English speakers (x5x)
- **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.

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 specialized programs and services, such as
Special Education and GATE. ELs in Special Education programs or who receive Special Education services should be programmed into content courses 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 for ELs in the Secondary Dual Language and Newcomer Pathways. The code XXXXx7x for Cantonese identifies these primary language courses.

### Chart: Course Codes for ELs

<table>
<thead>
<tr>
<th>PRIMARY</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELD</td>
<td>2 periods of ELD by proficiency level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADE LEVEL CONTENT AREA</td>
<td>2 periods through Primary Language Instruction (if available)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td>PE/Electives within English Language Mainstream</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH PROFICIENCY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELD</td>
<td>1 period of ELD by proficiency level</td>
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<td></td>
<td></td>
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<tr>
<td>GRADE LEVEL CONTENT AREA</td>
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</tbody>
</table>

**CONTACT:** For more information, please contact Jennifer Fong, Secondary Supervisor of Multilingual Pathways Department, at (415) 379-7732 or fongj2@sfusd.edu.
Five Essential Practices to Teach Designated ELD and Integrate ELD into Content Throughout the Instructional Day

Multilingual Pathways Department (MPD) promotes the use of five essential practices to support English Learners (ELs) in every discipline. These research-based practices support the development of academic language and disciplinary literacy for English Learners (ELs) of all typologies: Newcomers/Beginners, Developing, and Long Term English Learners (LTEls). These practices are critical for linguistically and culturally diverse student populations, and are designed to be a teaching and learning guide for both Designated and Integrated ELD to ensure language learners are meeting the 2012 CA ELD Standards in tandem with the demands of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). These practices will be addressed our 2014-2015 blended professional learning opportunities that will be provided through centralized, on-line, and site-based professional development.

I. CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES
   • **Visual**: Teachers and students co-construct visual representations of new information.
   • **Kinesthetic**: Teachers and students demonstrate content knowledge through physical representations.
   • **Verbal**: Teachers convey meaning through precise language scaffolds.
   • **Organizational**: Teachers and students co-construct ideas through organizational representations.
   • **Metacognition**: Teachers help students develop metacognitive representation of information and metalinguistic awareness of how language works.

II. INTEGRATE LANGUAGE LESSONS AND LEARNING INTO CONTENT INSTRUCTION
   • Create action-based learning opportunities that require students to actively engage in tasks that require communication.
   • Preview key concepts, ideas, and skills.
   • Empower students to build on and use their native language resources, culture, and background knowledge, including during the process of reading.
   • Articulate content-language objectives that demonstrate students’ knowledge and skills orally and in writing.
   • Provide linguistic supports with strategic scaffolds to facilitate students move from use of informal to academic language.
   • Create tasks which require students to communicate with academic language.

III. TEACH STUDENTS TO ACCESS AND ANALYZE COMPLEX TEXT AND USE IT TO DEVELOP ACADEMIC LANGUAGE
   • Use mentor texts as models of complex text and language to build discipline-specific language, thinking, and literacy.
   • Establish a purpose for reading, writing, and discussing complex text.
   • Preview text structure, key vocabulary, and unfamiliar use of language.
   • Conduct wide and close readings of text for how the author uses text structure, syntax, and vocabulary to communicate his/her message.
   • Provide additional supporting text/instructional materials (in L1, if possible).

IV. FOSTER STUDENT-TO-STUDENT COLLABORATIVE INTERACTIONS AND CONVERSATIONS
   • Develop students’ skills for having academic conversations that are structured and enable students to use unfamiliar language to develop content knowledge.
   • Ensure there are meaningful roles for all students engaged in collaborative work.
   • Strategically group students based on complexity of task and language proficiency level (e.g., homo/heterogeneous, partners, small groups, or whole group).

V. CHECK FOR UNDERSTANDING AND PROVIDE FOCUSED FEEDBACK
   • Provide frequent checks for understanding of content and language.
   • Allow wait-time for students to process, synthesize, and respond.
   • Provide judicious and explicit feedback in one-on-one situations.