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 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 Integrated English Language Development (ELD), 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 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 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 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. 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. It should be clear in the IEP where and when the student will receive ELD services, the duration of the services, and who is responsible for providing the services.

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 demonstrate basic proficiency on a standardized measure of English language arts proficiency for middle school, the SRI or F&P measure of reading level.

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:

- **Integrated ELD** and **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 XXXXx6. e.g. MATH066
- **Primary language instruction** (any student). Course title is XXXXx3x for Korean, 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 specialized programs and services, such as Special Education. ELs in Special Education programs or who receive Special Education services should be programmed into content courses consistent with their IEPs.
**GUIDELINES FOR DESIGNATED ELD PLACEMENT**

<table>
<thead>
<tr>
<th>SFUSD EL TYPOLOGY</th>
<th>Newcomer/Developing</th>
<th>Developing/Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FLUENCY</strong></td>
<td>Less Than Reasonably Fluent</td>
<td>Reasonably Fluent</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>Structured English Immersion</td>
<td>English Language Mainstream</td>
</tr>
<tr>
<td><strong>CELDT</strong></td>
<td>CELDT 1 (B) (SS= &lt;350)</td>
<td>CELDT 2 (EI) (SS= 401-500)</td>
</tr>
<tr>
<td><strong>CST-ELA</strong></td>
<td>Scholastic Reading Inventory (SRI) (Below Grade Level)</td>
<td>Scholastic Reading Inventory (SRI) (Approaching Grade Level)</td>
</tr>
<tr>
<td><strong>ENTRY YEAR</strong></td>
<td>0-1 years</td>
<td>1-2 years</td>
</tr>
<tr>
<td><strong>PREVIOUS COURSE CREDIT</strong></td>
<td>Pre-lit or no previous credit earned</td>
<td>Beginning ELD ELD Emerging</td>
</tr>
<tr>
<td><strong>COURSE NUMBER &amp; TITLE</strong></td>
<td>ELDD001 ELD Emerging LS &amp; ELDR001 ELD Emerging RW</td>
<td>ELDD002 ELD Expanding LS &amp; ELDR002 ELD Expanding RW</td>
</tr>
<tr>
<td></td>
<td>Mixed Grade or By Grade</td>
<td>Mixed Grade or By Grade</td>
</tr>
<tr>
<td></td>
<td>Mixed Grade ELD for schools with few Newcomer/Developing ELs ELDD000 ELD LS &amp; ELDR000 ELD RW</td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTIONAL MATERIALS**

| High Point: The Basics Lakeside + Units 1-6, 7-18 High Point: Level A Systematic ELD – Emerging Level | High Point Level B ELD supplementary materials: On Location 1 Systematic ELD – Expanding Level | High Point Level C ELD supplementary materials: On Location 2 Systematic ELD – Bridging Level | For LA: Regular Language Arts Materials For Designated ELD: ELD supplementary materials English 3D, Reality Central, On Location 3, Word Generation |

California ELD standards guide ELD instruction. Systematic ELD, 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.
## Grade-Level Content Courses with Integrated ELD

*Blue shading* indicates core content classes taught in Korean, Cantonese, Spanish or Mandarin for ELs in the Secondary Dual Language and Newcomer Pathways. The codes XXXXx3x for Korean, XXXXx7x for Cantonese, XXXXx8x for Spanish and XXXXx9x for Mandarin identify these primary language courses.

*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.

### Pathway Options

**Less than Reasonably Fluent (Newcomer, Developing ELs)**

<table>
<thead>
<tr>
<th>CELDT 1</th>
<th>CELDT 2</th>
<th>CELDT 3</th>
<th>CELDT 4</th>
<th>CELDT 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning (B)</td>
<td>Early Intermediate (EI)</td>
<td>Intermediate (I)</td>
<td>Early Advanced (EA)</td>
<td>Advanced (A)</td>
</tr>
</tbody>
</table>

**Reasonably Fluent (Developing ELs, Long-Term ELs)**

<table>
<thead>
<tr>
<th>CELDT 1</th>
<th>CELDT 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning (B)</td>
<td>Early Intermediate (EI)</td>
</tr>
</tbody>
</table>

**Newcomer**

- **ELD**: 2 periods of ELD by proficiency level
- **Grade Level Content Area**: 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)
- **Other**: PE/Electives within English Language Mainstream

**Secondary Dual Language**

- **ELD**: 1 period of ELD by proficiency level
  - Note: ELs in Dual Language Pathway should **not** be grouped with EO and RFEP students for the entire day. All ELs must receive ELD until reclassified.
- **Grade Level Content Area**: 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)
- **Other**: PE/Electives within English Language Mainstream

**English Plus**

- **ELD**: 2 periods of ELD by proficiency level
- **Grade Level Content Area**: 2+ periods through Structured English Immersion (XXXXx6x) or SDAIE (XXXXx5x) with Primary Language Support (if available)
- **Other**: PE/Electives within English Language Mainstream

**Option A**:

- 1 period of ELA/ELD with reasonably fluent ELs only or
- 1 period of ELA mixed with English proficient students plus 1 period of Designated ELD for reasonably fluent ELs only

**Option B**:

- 1 period of ELA/ELD with reasonably fluent ELs only or
- 1 period of ELA mixed with English proficient students plus 1 period of Designated ELD for reasonably fluent ELs only

**Contact**

For more information, please contact Amy Gottesfeld, Secondary Supervisor of Multilingual Pathways Department, at (415) 516-5474, gottesfelda@sfusd.edu

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Five Essential Practices to Teach Designated ELD and Integrate ELD into Content

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). Instructional practices value and build on students' home languages, cultures, prior experiences and knowledge to build new language, knowledge, and ideas, all of which are critical to make content comprehensible and meaningful for English Learners.

CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES

- **Visual**: Teachers & students co-construct visual representations of information.
- **Kinesthetic**: Teachers and students demonstrate content knowledge through physical representations and gestures.
- **Verbal**: Teachers convey meaning through precise language.
- **Organizational**: Co-construct ideas through organizational representations.
- **Metacognitive**: Teach students to develop self-awareness of their learning.

STRATEGICALLY PLAN AND INTEGRATE FOCUSED ACADEMIC LANGUAGE STUDY

- Provide linguistic support to facilitate students' transition from informal to academic language.
- Provide varied opportunities for students to articulate learning using discipline-specific and general academic language.
- Articulate clear learning objectives for students that include a content and language objective that are connected.

TEACH STUDENTS TO ANALYZE, WRITE, AND CREATE COMPLEX TEXT

- Use mentor texts with complex language to build discipline-specific vocabulary and rhetorical knowledge.
- Establish a purpose for reading and discussing complex text.
- Preview text structure and key vocabulary.
- Conduct wide and close readings of multiple texts, highlighting varied text structures, syntax, and vocabulary.
- Provide opportunities for students to write and create complex text using discipline-specific vocabulary and rhetorical style.

FOSTER HETEROGENEITY AND COLLABORATION

- Group students heterogeneously as to English proficiency level, academic background, native language and collaborative spirit.
- Structure learning experiences to provide multiple access points to meaningfully engage all students.
- Ensure there are meaningful group roles requiring equitable participation and accountability for all students.
- Teach empathy and interpersonal communication skills to encourage effective collaboration.

USE FORMATIVE ASSESSMENT TO INFORM INSTRUCTION

- Observe and monitor student learning during paired, small group and whole group work.
- Provide frequent checks for understanding using a variety of techniques to gather evidence of learning.
- Provide explicit feedback to students about learning or misconceptions.
- Use peer and self-assessments to support student metacognitive development.
- Use the information gained from formative assessment to plan for next instructional steps.