

2017–2018 School Year

# English Learner Program Guide

# ENGLISH LEARNER PROGRAM GUIDE



**SFUSD** SAN FRANCISCO  
PUBLIC SCHOOLS

SFUSD Multilingual  
Pathways Department

## **A Word from the Interim Superintendent**

Dear Parents and Caring Adults,



Thank you for taking the time to learn more about the available programs and services for English Learners.

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

Respectfully yours,

Interim Superintendent Myong Leigh

**In San Francisco public  
schools, we**

**believe**

# English Learner Program Guide 2017-18

## San Francisco Unified School District

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

*“...language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world...especially for children, language is the medium of our interpersonal relationships, the medium of our mental life, the medium of learning about the world”*

Courtney Cazden, 1977

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

Arne Duncan, former U.S. Secretary of Education

Please note: information in this guide is accurate as of the time of publication (September 2016). Major changes will be publicized as soon as they are known.



**SFUSD** SAN FRANCISCO  
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# Lau Action Plan for English Learners

## Background

Since the Lau v. Nichols case over 40 years ago, SFUSD has had a Lau Action Plan for providing English Learners with programs and services to academically succeed. Aligned with the district's strategic goals for all SFUSD students, the plan ensures that English Learners acquire high levels of English and home language proficiency (whenever available), academic achievement, and skills that will lead to success in the 21st century.

## The Lau Action 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/guardian communications, outreach and engagement; and
- monitoring and reporting of programs and services.

For the complete Lau Action Plan go to

<http://www.sfusd.edu/en/programs-and-services/english-learners-and-language-pathways/lau-action-plan.html>

## Bilingual Community Council (BCC)

The activities of the Lau Action Plan are monitored by the Bilingual Community Council (BCC) which is composed of up to 14 members of the community who are appointed by the Board of Education (each Board Member makes two appointments). The duties of the BCC are to

- serve as advocates for English Learners (ELs) in the District
- monitor the activities of school programs that serve ELs
- report regularly to the Board of Education on the status of programs for ELs

Go to <http://www.sfusd.edu/en/councils-committees/bilingual-community-council.html> for more information.

# CELDT and Classification of English Learners

California English Language Development Test (CELDT)<sup>1</sup> is an important standardized test for English Learners (ELs). This state required assessment is administered starting in August (4<sup>th</sup> day of school) through October. There are two categories of CELDT tests:

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

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

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

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

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

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<sup>1</sup> The English Language Proficiency Assessments for California (ELPAC) will replace the CELDT in the spring of 2018.

## Achievement Expectations for English Learners

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

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

**KEY SBAC-ELA (Smarter Balanced Assessment-English Language Arts):** Level 1=Standard Not Met, Level 2=Standard Nearly Met, Level 3=Standard Met, Level 4=Standard Exceeded

Initial CELDT Level: B=Beginning

Years in U.S. schools	1 year	2 years	3 years	4 years	5 years Eligible for Reclassification	6 years Reclassified
<b>CELDT</b>	B	EI	EI/I	I	EA	EA/A
<b>SBAC-ELA or equivalent</b>	Level 1	Level 1	Level 2	Level 2	Level 3	Level 3 & 4

Initial CELDT Level: EI=Early-Intermediate

Years in U.S. schools	1 year	2 years	3 years	4 years Eligible for Reclassification	5 years Reclassified
<b>CELDT</b>	EI	EI/I	I	EA	EA/A
<b>SBAC-ELA or equivalent</b>	Level 1	Level 2	Level 2	Level 3	Level 3 & 4

Initial CELDT Level: I=Intermediate

Years in U.S. schools	1 year	2 years	3 years Eligible for Reclassification	4 years Reclassified
<b>CELDT</b>	I	I	EA	EA/A
<b>SBAC-ELA or equivalent</b>	Level 2	Level 2	Level 3	Level 3 & 4

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

# How to Enroll: Step by Step

## 1. Plan Ahead to Register “On-time”

Applying by **January 13, 2017** gives you the best chance of receiving an assignment to a requested school. All applications received by **January 13, 2017** will be processed together. We encourage you to take time to find out about and visit schools before you submit your enrollment application. If you submit an application by **January 13, 2017**, an assignment offer will be mailed to you on March 17, 2017.

## 2. Discover your School Options

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

- **Visit schools**

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

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

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

- **Visit our website**

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

## 3. Obtain and Complete an Enrollment Application

You may request any school in the district and can list any number of schools on your enrollment application (use “Additional School Choices Form” to list additional school requests). Enrollment applications are available at all SFUSD schools and at the Educational Placement Center located at 555 Franklin Street, San Francisco, CA 94102. You may also print out an application from

## How to Enroll: Step by Step

our website at [www.sfusd.edu/enroll](http://www.sfusd.edu/enroll). If your child currently attends a San Francisco Unified School District school (PreK, TK, 5th or 8th grade) and will be entering Transitional Kindergarten (TK), Kindergarten, middle school (6th grade) or high school (9th grade) next year, you will receive an application in the mail. Please be sure that the district has your current address on record. If you don't receive an application in the mail by October 29, 2016, you may use a general enrollment application available on-line, at the EPC, or at any school site.

### Supporting Documents

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

#### A. Picture ID of Parent/Guardian

#### B. Valid Birth Record

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

#### C. Two (2) proofs of home address

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

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

### Home Language Survey

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

1. What language did your child first learn when she/he began to talk?
2. What language does your child use most frequently at home?

## How to Enroll: Step by Step

3. What language do you use most frequently to speak to your child?

4. What language do the adults use most frequently at home?

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

### 4. Return your Enrollment Application

Make sure that you return your enrollment application by **January 13, 2017**. You must return your application in person.

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

### 5. Schedule Language Assessments (if applicable)

If your child speaks a language other than English and lists a dual language or biliteracy pathway as one of her/his choices, she/he may be assessed for his/her current language skills. The language assessments evaluate a child's proficiency in the pathway language (if assessment is available). Parents should return their enrollment application early so that EPC can schedule and conduct the appropriate assessments. Language assessments will not be scheduled until an application has been submitted. See the "Language Assessments for Enrollment" section of this English Learner Program Guide for more information.

### 6. Register Your Child at His/Her Assigned School

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

## Language Assessments for Enrollment

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

### Where does my child take the test?

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

### What happens after the test?

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

To obtain further assistance in understanding the language assessments, you may call the EPC to speak to an individual staff person. To reach EPC staff, please call (415) 241-6085. This phone number will direct you to an individual staff person in the following languages: Cantonese, English, Filipino, Mandarin, Spanish and Vietnamese. The staff that provide this support include

- Lynn Kwong – (415) 241-6085 ext. 13131 (English/Cantonese/Mandarin)
- Tomás Beccar Varela – (415) 241-6085 ext. 13126 (English/Spanish)
- Hans Gong – (415) 241-6085 ext. 13111 (Vietnamese)
- Catalina Pajar – (415) 241-6085 (Filipino)

# Language Assessments for Enrollment

## Grades K through 1:

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

Who is assessed?	What assessments do they take?	How long?
<p>Students who speak a language other than English. That is, any student who lists a language other than English on one of the first three questions on the Home Language Survey section of the Enrollment Application form and lists a Dual Language Immersion or Biliteracy pathway as one of his/her choices.</p>	<p>1. Pathway language tests (listening/speaking):</p> <ul style="list-style-type: none"> <li>• <b>SFUSD Cantonese Placement Test (CPT)</b></li> <li>• <b>SFUSD Mandarin Placement Test (MPT)</b></li> <li>• <b>Pre-Language Assessment Scales (Pre-LAS) Español</b> for entering kindergarten (K)</li> <li>• <b>Spanish Idea Proficiency Test (IPT)</b> for grade 1</li> <li>• <b>Student Oral Language Observation Matrix (SOLOM) in Korean</b> for grades K and 1 only</li> </ul>	<p>30 minutes<sup>2</sup></p>
	<p>2.a. Students who have applied for the 2017–2018 school year prior to July 1, 2017 will be given the <b>California English Language Development Test (CELDT)</b> in listening, speaking, reading and writing at the school site in the late summer or early fall of 2017.</p> <p>2.b. Students who apply for the 2017-2018 school year after July 1, 2017 will be given the <b>CELDT</b> at the EPC.</p> <p>2.c. Students enrolling for the 2016-2017 school year are given the <b>CELDT</b> at the EPC upon enrollment.</p>	<p>135 minutes<sup>2</sup></p>

<sup>2</sup>These are approximate times. The time a student takes to complete the assessment depends on the individual student. However, parents should anticipate that it will take anywhere from 30 minutes-3 hours.

# Language Assessments for Enrollment

## Grades 2 through 12:

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

Who is assessed?	What assessments do they take?	How long?
1. 2 <sup>nd</sup> to 12 <sup>th</sup> grade students who apply to elementary Dual Language Immersion, elementary Bilingual or Secondary Dual Language Pathways and <b>do not</b> currently attend a SFUSD program. <sup>3</sup>	1. Pathway language tests: <ul style="list-style-type: none"> <li>• <b>SFUSD Cantonese Placement Test (CPT)</b></li> <li>• <b>SFUSD Korean Placement Test (KPT)</b></li> <li>• <b>SFUSD Mandarin Placement Test (MPT)</b></li> <li>• <b>SFUSD Spanish Placement Test (SPT)</b></li> <li>• <b>SFUSD Japanese Placement Test (JPT)</b></li> </ul>	30 minutes <sup>2</sup>
2. 6 <sup>th</sup> to 8 <sup>th</sup> grade students who apply to the Japanese World Language Program which is a continuation of the JBBP FLES Pathways.	2.a. Students who have applied for the 2017–2018 school year prior to July 1, 2017 will be given the <b>California English Language Development Test (CELDT)</b> in listening, speaking, reading and writing at the school site in the late summer or early fall of 2017. 2.b. Students who apply for the 2017-2018 school year after July 1, 2017 will be given the <b>CELDT</b> at the EPC. 2.c. Students enrolling for the 2016-2017 school year are given the <b>CELDT</b> at the EPC upon enrollment.	135 minutes <sup>2</sup>

<sup>2</sup> These are approximate times. The time a student takes to complete the assessment depends on the individual student. However, parents should anticipate that it will take anywhere from 1-3 hours.

<sup>3</sup> Students in 2<sup>nd</sup> grade and above who wish to enroll in a Language Pathway must have a degree of proficiency in the pathway language that is appropriate to the grade level to which they are applying.

# MULTILINGUAL PATHWAYS

To maximize English Learner access to a quality education, SFUSD provides 6 pathways:

## 1. Dual Language Pathways

## 2. Biliteracy Pathways

## 3. Secondary Dual Language Pathways

## 4. World Language Pathways

## 5. English Plus Pathways

## 6. Newcomer Pathways

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

**All TK-12 Pathways share the following principles or elements:**

- **Minimum 30 Minutes of Designated English Language Development (ELD) Instruction in addition to Integrated ELD during Content Instruction.** The district will provide all English Learners with at least 30 minutes of Designated ELD instruction per day that is appropriate to the setting and identified needs of the students until they are re-designated as Fluent English Proficient. The amount of ELD will vary and may exceed 30 minutes based on a student's level of proficiency. In addition to Designated ELD, California ELD standards will also be addressed during content areas, e.g. English Language Arts, Social Studies, Math and Science, based on the 2014 California ELA/ELD Framework.
- **Primary Language and/or Integrated ELD.** The district will provide English Learners with content classes taught in the primary language and/or using Integrated ELD which is instruction designed to help English Learners to be fully engaged learners of content in all academic areas. The California ELD Standards will also be used in tandem with all academic content standards.
- **Avoid Linguistic Isolation.** In the development and maintenance of pathways, the district will strive to avoid linguistic isolation by incorporating opportunities for English Learners to interact with native English speakers.
- **Teachers with the Appropriate EL Certification Based on State Requirements.** All English Learner classes will be taught by teachers with the appropriate EL certification based on state requirements, i.e. CLAD or BCLAD certification.

# MULTILINGUAL PATHWAYS

## 1. DUAL LANGUAGE PATHWAY

### A. DUAL LANGUAGE LEARNER PRE-KINDERGARTEN (Cantonese and Spanish)

The Dual Language Learner Pre-Kindergarten Pathways located at Early Education sites are designed to ensure both English Learners and English proficient students develop high levels of English and pathway language proficiency and literacy, as well as academic competency.

#### Student Population

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

#### Instruction

Instruction will occur approximately 70% of the time in Cantonese and 80% of the time in Spanish in each respective pathway. To create rich context for learning, languages are separated by place and time blocks in classrooms that are organized to create focal points for pathway language and English instruction.

#### Eligibility

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

Language	Schools with Dual Language Learner Pre-Kindergarten
CANTONESE	<ul style="list-style-type: none"><li>ER Taylor Elementary PK</li><li>Las Americas Early Education School at Moscone</li><li>Noriega Early Education School</li><li>Commodore Stockton Early Education School</li></ul>
SPANISH	<ul style="list-style-type: none"><li>Bret Harte Elementary School</li><li>Bryant Elementary School</li><li>César Chávez Elementary School</li><li>Fairmount Elementary School</li><li>Las Americas Early Education School at Moscone</li><li>Paul Revere Elementary School</li></ul>

# MULTILINGUAL PATHWAYS

## **B. K-5 DUAL LANGUAGE IMMERSION PATHWAY (Cantonese, Korean, Mandarin, or Spanish)**

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

### **Student Population**

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

### **Instruction**

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

English Learners who begin schooling in the primary grades through the Dual Language Immersion Pathway are expected to achieve English proficiency by the end of elementary school and to be re-designated to Fluent English Proficient status. Because the Dual Language Immersion Pathway aims to produce high-level bilingual/biliterate students with native-like proficiency in both languages, all students are strongly encouraged to continue in the Secondary Dual Language Pathway through 12th grade (see page 21 for information on Secondary Dual Language Pathways).

### **Eligibility**

In order to provide effective and continuous Dual Language Immersion Pathways K-12, the district will institute processes during the kindergarten and 1st grade enrollment to assign an appropriate balance of students who are proficient in the pathway language (2/3 to 1/2) and students who have not demonstrated proficiency in the pathway language (1/3 to 1/2) per grade level and classroom.<sup>4</sup>

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

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<sup>4</sup> In Kindergarten and grade 1, the balance/ratio in Dual Language Immersion classrooms starts at 13 students who are proficient in the pathway language and 9 students who are not proficient in the pathway language. The balances and requests will be reviewed at the end of the first week of school. Where there are schools with non-proficient seat requests and open proficient speaker seats, we will adjust the balances to go no lower than 50:50 or 11:11.

## MULTILINGUAL PATHWAYS

### For kindergarten and first grade:

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

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

- Students currently enrolled in a SFUSD Biliteracy Pathway, Dual Language Immersion Pathway or Newcomer Pathway in the respective pathway language; **OR**
- Students who are not enrolled in the respective SFUSD language pathway or are new to SFUSD and demonstrate grade level proficiency in the pathway language on the assessment given at the EPC.

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

Language	K-5 and K-8 Schools with Dual Language Immersion Pathway
CANTONESE	<ul style="list-style-type: none"><li>• Chinese Immersion School at De Avila</li><li>• Garfield</li><li>• West Portal</li></ul>
KOREAN	<ul style="list-style-type: none"><li>• Claire Lilienthal</li></ul>
MANDARIN	<ul style="list-style-type: none"><li>• Starr King</li><li>• Jose Ortega</li></ul>

# MULTILINGUAL PATHWAYS

Language	K-5 and K-8 Schools with Dual Language Immersion Pathway	
SPANISH	<ul style="list-style-type: none"><li>• Alvarado</li><li>• Bret Harte</li><li>• Buena Vista Horace Mann</li><li>• Daniel Webster</li></ul>	<ul style="list-style-type: none"><li>• Fairmount</li><li>• Leonard R. Flynn</li><li>• Marshall</li><li>• Monroe</li><li>• Paul Revere</li></ul>

At the secondary level, the elementary Dual Language Immersion and Biliteracy Pathways merge into the Secondary Dual Language Pathway where students take two academic classes in the pathway language. See page 21 for information on Secondary Dual Language Pathways.

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

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

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

### Student Population

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

### Instruction

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

# MULTILINGUAL PATHWAYS

## Eligibility

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

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

For kindergarten and first grade:

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

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

- Students currently enrolled in a SFUSD Cantonese Bilingual Pathway, Cantonese Immersion Pathway or Cantonese Newcomer Pathway; **OR**
- Students who are not enrolled in a SFUSD Cantonese language pathway or are new to SFUSD and meet the proficiency level on the Cantonese assessment given at the EPC

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

## 2. BILITERACY PATHWAY (Cantonese or Spanish)

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

### Student Population

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

### Instruction

For Spanish, in kindergarten and 1st grade, the target language is used for approximately 50 - 80% of the instruction. Instruction in English increases

## MULTILINGUAL PATHWAYS

each year. By the 5th grade, instruction is at least 50% in English. For Cantonese, a non-alphabetic language, the primary language is used for 50% of the instruction based on existing district models.

English Learners who begin schooling in the primary grades through the Bilingual Pathway are expected to achieve English proficiency by the end of elementary school and to be re-designated to Fluent English Proficient status. Because the Bilingual Pathway aims to produce high-level bilingual/biliterate students with native-like proficiency in both languages, all students are strongly encouraged to continue in the Secondary Dual Language Pathway through 12th grade (see page 21 for information on Secondary Dual Language Pathways).

### Eligibility

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

#### For kindergarten and first grade:

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

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

- Students who listed the respective pathway language on their home language survey and meet the proficiency level on the grade level pathway language assessment; **OR**
- Students currently enrolled in a SFUSD Bilingual Pathway or elementary Newcomer Pathway in the respective pathway language; **OR**
- English Learner students who are currently enrolled in the respective SFUSD Dual Language Immersion Pathway.

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

## MULTILINGUAL PATHWAYS

Language	K-5 Schools with Biliteracy Pathway	
CANTONESE	<ul style="list-style-type: none"> <li>• E.R. Taylor</li> <li>• Moscone</li> <li>• Lau</li> <li>• Hillcrest</li> <li>• Parker</li> </ul>	<ul style="list-style-type: none"> <li>• Chin (K-2)</li> <li>• Monroe</li> <li>• Spring Valley</li> <li>• Sutro</li> <li>• Ulloa</li> <li>• Visitacion Valley</li> </ul>
SPANISH	<ul style="list-style-type: none"> <li>• Bryant</li> <li>• Chavez</li> <li>• Cleveland</li> <li>• E.R. Taylor</li> <li>• Moscone</li> <li>• Glen Park</li> <li>• Guadalupe</li> </ul>	<ul style="list-style-type: none"> <li>• Hillcrest</li> <li>• Muir</li> <li>• Junipero Serra</li> <li>• Longfellow</li> <li>• Sanchez</li> <li>• Spring Valley</li> </ul>

At the secondary level, the elementary Dual Language Immersion and Biliteracy Pathways merge into the Secondary Dual Language Pathway where students take two academic classes in the pathway language. See page 21 for information on Secondary Dual Language Pathways.

### 3. SECONDARY DUAL LANGUAGE PATHWAY

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

#### Student Population

The Secondary Dual Language Pathway is designed for: (1) students who are native speakers of the pathway language; (2) native English speakers; and (3) bilingual students who all now possess pathway language proficiency.

#### Instruction

At the secondary level starting at grade 6, the elementary Dual Language Immersion and Biliteracy Pathways will merge into the Secondary Dual Language Pathway for each respective language where students take at least two academic classes in the pathway language. For the Secondary Dual Language Pathway in Cantonese starting in grade 6, students will study both Cantonese and Mandarin.

# MULTILINGUAL PATHWAYS

## Eligibility

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

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

- Students who demonstrate grade level proficiency in the pathway language assessment given at the EPC.

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

Language	Schools with Secondary Dual Language Pathway
CANTONESE (includes one course in Mandarin)	<ul style="list-style-type: none"><li>• Herbert Hoover MS (6-8)</li><li>• Marina MS (6-7)<sup>5</sup></li><li>• Roosevelt MS (6-8)</li><li>• Alice Fong Yu Immersion Pilot (6-8)<sup>6</sup></li><li>• Galileo HS (9-11)<sup>7</sup></li><li>• Lincoln HS (12)</li></ul>
KOREAN	<ul style="list-style-type: none"><li>• Claire Lilienthal K-8</li></ul>
MANDARIN	<ul style="list-style-type: none"><li>• Aptos MS (6-8)</li><li>• Lincoln HS (9-11)<sup>7</sup></li></ul>
SPANISH	<ul style="list-style-type: none"><li>• Buena Vista Horace Mann (6-8)<sup>6</sup></li><li>• Everett MS (6-8)</li><li>• Herbert Hoover (6-8)</li><li>• James Lick MS (6-8)</li><li>• Paul Revere (6-8)<sup>6</sup></li><li>• John O'Connell HS (9-11)<sup>7</sup></li></ul>

<sup>5</sup> Each year another grade level will be added until 8th grade.

<sup>6</sup> Elementary students enrolled in Immersion, or other pathways and demonstrate grade level proficiency in the pathway language, at another site may request to enroll in a K-8 school at the middle school grade levels.

<sup>7</sup> Each year another grade level will be added until 12th grade.

# MULTILINGUAL PATHWAYS

## 4. WORLD LANGUAGE PATHWAY

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

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

#### Instruction

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

### Foreign Language in Elementary School (FLES) Pathway

#### Filipino

- Bessie Carmichael School K to 5
- Longfellow Elementary School K to 5

#### Italian

- Clarendon Elementary School K to 5

#### Japanese

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

# MULTILINGUAL PATHWAYS

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

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

### **Student Population**

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

### **Instruction**

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

## **Secondary World Language Programs**

### **Middle Schools**

- Aptos (Mandarin)
- Willie Brown (Spanish)
- James Lick (Spanish)
- Marina (Mandarin & Spanish)
- Presidio (Japanese & Spanish)
- Roosevelt (Mandarin)

### **High Schools**

- Asawa School of the Arts (Italian & Spanish)
- Balboa (Filipino, French, Mandarin & Spanish)
- Burton (French, Mandarin & Spanish)
- Downtown (Spanish)
- Galileo (French, Mandarin & Spanish)
- Independence (Mandarin & Spanish)
- June Jordan (Spanish)
- Lincoln (French, Japanese, Mandarin & Spanish)
- Lowell (French, Hebrew, Italian, Japanese, Korean, Latin, Mandarin &

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Spanish)

- Marshall (Mandarin & Spanish)
- Mission (Mandarin & Spanish)
- O'Connell (Spanish)
- The Academy - San Francisco @ McAteer (Spanish)
- Wallenberg (Mandarin & Spanish)
- Washington (French, Japanese, Mandarin & Spanish)
- Wells (Spanish)

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

#### **High School World Language Requirement**

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

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

- a. Successful completion of two years of high school study (three recommended for UC/CSU) in the same LOTE. This includes successfully completing only the second semester of a Year Two LOTE course, or higher course, for only 5 World Language credits (UC recommendation requires a minimum of the second half of Year Three).
- b. Earning a passing score on the appropriate LOTE Advanced Placement or International Baccalaureate exam.
- c. Earning an appropriate score on the SAT Subject Test: LOTE.
- d. Successful completion of a subject matter course taught in a LOTE, e.g., Biology taught in Chinese, US History taught in Spanish. This includes successful completion of a 7th or 8th grade Secondary Dual Language Pathway subject matter course.

## MULTILINGUAL PATHWAYS

- e. In cases where the above options above are not available, certification by the high school principal is permitted, based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency or other appropriate source of expertise. This includes scoring at or above the cut-off for proficiency as determined by the district-wide language placement test (for SFUSD 8th graders only).

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

### Seal of Bilingualism

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

#### **1. SFUSD SEAL OF BILITERACY**

To be eligible to receive the SFUSD Seal of Bilingualism award upon graduation, a student shall:

- Complete all UC A-G course requirements for a high school diploma with an overall GPA of 2.0.
- Pass an ELA assessment at the “proficient” level in English-language arts (ELA) set for native English speakers administered in grade 10 or 11th grade (900 or higher on the SRI); or passing the Smarter Balanced Assessment (SBAC) in ELA at the level 3

#### **AND**

Complete at least one of the target language requirements:

- Passing AP Foreign Language Exam with a minimum score of 4
- Successful completion of the 4th year target language course with a “3.0” or above
- Successful completion of a Subject Matter course taught in a language other than English (e.g., Biology taught in Chinese, US History taught in Spanish) with a “3.0” or above
- Foreign school records or other official documents indicating that the student successfully completed five or more years of schooling in the target language where the target language was the medium of instruction

# MULTILINGUAL PATHWAYS

## **2. STATE SEAL OF BILITERACY**

To be eligible to receive the State Seal of Biliteracy award upon graduation, a student shall:

- Complete all English Language Arts requirements for graduation with an overall grade point average of 2.0 or above in those classes and obtain a score of proficient or above on a standardized test in ELA, by meeting one of the following criteria:
  - Pass a locally determined assessment at the “proficient” level in English-language arts (ELA) set for native English speakers administered at grade eleven (1025 or higher on the SRI); or
  - Pass the Smarter Balanced Assessment (SBAC) in ELA at the level 3.

### **AND**

- Complete at least one of the target language requirements to demonstrate proficiency in one or more languages:
  - Pass a foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher; or
  - Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.
  - If no Advanced Placement examination or off-the-shelf language test exists, then pass an assessment developed by the school district that is certified by the State Superintendent of Public Instruction (SSPI) as meeting the rigor of a four-year high school course of study in that foreign (world) language.
  - If a school district offers an examination in a language in which an AP examination or off-the-shelf language test does exist, students can pass a school district language examination that is approved by the SSPI for the purpose of determining proficiency in a language other than English.
  - Pass the Scholastic Assessment Test II foreign language examination with a score of 600 or above.

**Note:** If a student is an English Learner, he or she shall do both of the following in order to qualify:

- Attain the Early Advanced proficiency level on the California English Language Development Test (CELDT).
- Meet all the criteria listed above.

# MULTILINGUAL PATHWAYS

## 5. ENGLISH PLUS PATHWAY

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

### **Student Population**

The English Plus Pathway is designed for (1) English Learners from low incidence languages where it is not feasible for the district to offer a language 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 differentiated instruction and intentionally designed scaffolds to help English Learners access core content. Students are provided with primary language support when available. Students receive **at least** 30 minutes per day of Designated English Language Development (ELD) instruction in addition to Integrated ELD during content instruction. The English Plus Pathway provides the basic services guaranteed for English Learners by SFUSD as required by California law.

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

## 6. NEWCOMER PATHWAY (Chinese, Spanish, and All Languages)

The Newcomer Pathway is designed to help recently arrived immigrant English Learner students adjust to their new language and culture. At the elementary level, it is a one-year program (with the possibility of a second year as needed). At middle and high school, students may stay in the Newcomer Pathway for multiple years as needed. In addition to academic support, Newcomers have access to resources and referrals to student support services, i.e. physical and mental health, housing, and legal services.

### **Student Population**

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

# MULTILINGUAL PATHWAYS

## Instruction

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

As part of the high school Newcomer Pathway, Students with Interrupted Formal Education (SIFE) may be identified and receive additional support to be successful in formal schooling in the United States. SIFE students may have significant gaps in schooling and/or formal education which began after age 8. SIFE who are English Learners may require additional literacy or numeracy classes in order to access and engage in academic core instruction.

## Eligibility

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

An applicant must meet the following eligibility requirements:

- Student listed a language other than English on his/her home language survey; **AND**
- Student entered the U.S. within 1 year of requested enrollment; **AND**
- Student scored at level 1 or 2 on the California English Language Development Test (CELDT) or has no test results available.

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

## Newcomer Pathway

### Chinese

- |                               |         |
|-------------------------------|---------|
| • Chinese Education Center    | K to 5  |
| • Lincoln High School         | 9 to 12 |
| • San Francisco International | 9 to 12 |

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### Spanish

- Mission Education Center K to 5
- San Francisco International 9 to 12

### All Newcomer Languages

- Everett Middle School 6 to 8
- Francisco Middle School 6 to 8
- Marina Middle School 6 to 8
- Visitacion Valley Middle School 6 to 8
- Balboa High School 9 to 10
- Galileo High School 9 to 12
- Lincoln High School 9 to 12
- Thurgood Marshall High School 9 to 12
- Mission High School 9 to 12
- S.F. International High School<sup>8</sup> 9 to 12
- Washington High School 9 to 12

<sup>8</sup> *S.F. International High School is especially designed for immigrant English Learners who arrived in the U.S. within the last 4 years. English Learners can complete all four years of their high school education at S.F. International High School and graduate with a high school diploma and may be eligible for admission to a four-year college.*

## 7. Parental Exception Waivers

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

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

**SFUSD Administrator**

## 8. SY 2017-18 Language Pathway Options for all Students

Language Pathway	Students Served	Language Instruction
<b>Dual Language Learner Pre-Kin-dergarten</b>	<ul style="list-style-type: none"> <li>• English Learners</li> <li>• Bilingual students</li> <li>• English proficient students</li> </ul>	70% of the time in Cantonese and 80% of the time in Spanish.
<b>K-5 Elementary Dual Language Immersion (DLI)</b>	<ul style="list-style-type: none"> <li>• English Learners</li> <li>• Bilingual students</li> <li>• English proficient students</li> </ul>	Start with 80% instruction in pathway language in K and decrease to 50% by 5th grade.
<b>K-5 Elementary Biliteracy</b>	<ul style="list-style-type: none"> <li>• English Learners</li> <li>• Bilingual students</li> </ul>	Instruction similar to DLI but designed for potential ELs who are native speakers of pathway language.

## 8. SY 2017-18 Language Pathway Options for all Students

Pathway Eligibility	Schools by Language		
<p>All students are eligible regardless of language proficiency.</p>	CANTONESE	<ul style="list-style-type: none"> <li>• ER Taylor Elementary PK</li> <li>• Las Americas Early Education School at Moscone</li> <li>• Noriega Early Education School</li> <li>• Commodore Stockton Early Education School</li> </ul>	
	SPANISH	<ul style="list-style-type: none"> <li>• Bret Harte Elementary School</li> <li>• Bryant Elementary School</li> <li>• César Chávez Elementary School</li> <li>• Fairmount Elementary School</li> <li>• Las Americas Early Education School at Moscone</li> <li>• Paul Revere Elementary School</li> </ul>	
<ul style="list-style-type: none"> <li>• Based on DLI research, district will assign an appropriate balance of students who are proficient in the pathway language (2/3 to 1/2) and students who have not demonstrated proficiency in the pathway language (1/3 to 1/2).</li> <li>• To demonstrate proficiency, students who indicate a language other than English on the home language survey are assessed in the respective pathway language.</li> </ul>	CANTONESE	<ul style="list-style-type: none"> <li>• Chinese Immersion School at De Avila</li> <li>• Garfield</li> <li>• West Portal</li> <li>• Alice Fong Yu Immersion Pilot</li> </ul>	
	KOREAN	<ul style="list-style-type: none"> <li>• Claire Lilienthal</li> </ul>	
	MANDARIN	<ul style="list-style-type: none"> <li>• Starr King</li> <li>• Jose Ortega</li> </ul>	
	SPANISH	<ul style="list-style-type: none"> <li>• Alvarado</li> <li>• Bret Harte</li> <li>• Buena Vista Horace Mann</li> <li>• Daniel Webster</li> <li>• Fairmount</li> <li>• Leonard R. Flynn</li> <li>• Marshall</li> <li>• Monroe</li> <li>• Paul Revere</li> </ul>	
<ul style="list-style-type: none"> <li>• Students applying for grades K or 1 whose home language is one of the respective pathway language.</li> <li>• Students in grades 2-5 who are currently not in DLI or Bilingual must be assessed and demonstrate grade level proficiency in the respective pathway language.</li> </ul>	CANTONESE	<ul style="list-style-type: none"> <li>• E.R. Taylor</li> <li>• Moscone</li> <li>• Lau</li> <li>• Hillcrest</li> <li>• Parker</li> <li>• Chin (K-2)</li> </ul>	<ul style="list-style-type: none"> <li>• Monroe</li> <li>• Spring Valley</li> <li>• Sutro</li> <li>• Ulloa</li> <li>• Visitacion Valley</li> </ul>
	SPANISH	<ul style="list-style-type: none"> <li>• Bryant</li> <li>• Chavez</li> <li>• Cleveland</li> <li>• E.R. Taylor</li> <li>• Moscone</li> <li>• Glen Park</li> <li>• Guadalupe</li> </ul>	<ul style="list-style-type: none"> <li>• Hillcrest</li> <li>• Muir</li> <li>• Junipero Serra</li> <li>• Longfellow</li> <li>• Sanchez</li> <li>• Spring Valley</li> </ul>

## 8. SY 2017-18 Language Pathway Options for all Students

Language Pathway	Students Served	Language Instruction
<b>6-12 Secondary Dual Language (SDL)</b>	<ul style="list-style-type: none"> <li>• English Learners</li> <li>• Bilingual students</li> <li>• English proficient students</li> </ul>	DLI and Biliteracy merge starting in middle school and students take 2 academic courses in the pathway language.
<b>K-5 Foreign Language in Elementary School (FLES)</b>	All students	30 – 60 minutes of language and cultural enrichment (3-5 days/week)
<b>6-12 Secondary World Language</b>	All students	45 – 55 minutes language and culture elective course (5 days/week)

## 8. SY 2017-18 Language Pathway Options for all Students

Pathway Eligibility	Schools by Language	
<ul style="list-style-type: none"> <li>• Students who demonstrate grade level proficiency in the pathway language assessment given at the EPC.</li> </ul>	<b>CANTONESE</b> (includes one course in Mandarin)	<ul style="list-style-type: none"> <li>• Herbert Hoover MS (6-8)</li> <li>• Marina MS (6-7)</li> <li>• Roosevelt MS (6-8)</li> <li>• Alice Fong Yu K-8 Immersion Pilot (6-8)</li> <li>• Galileo HS (9-11)</li> </ul>
	<b>KOREAN</b>	<ul style="list-style-type: none"> <li>• Claire Lilienthal K-8</li> </ul>
	<b>MANDARIN</b>	<ul style="list-style-type: none"> <li>• Aptos MS (6-8)</li> <li>• Lincoln HS (9-11)</li> </ul>
	<b>SPANISH</b>	<ul style="list-style-type: none"> <li>• Buena Vista Horace Mann (6-8)</li> <li>• Everett MS (6-8)</li> <li>• Herbert Hoover (6-8)</li> <li>• James Lick MS (6-8)</li> <li>• Paul Revere (6-8)</li> <li>• John O'Connell HS (9-11)</li> </ul>
All students are eligible regardless of language proficiency.	<b>FILIPINO</b>	<ul style="list-style-type: none"> <li>• Bessie Carmichael (K-5)</li> <li>• Longfellow</li> </ul>
	<b>ITALIAN</b>	<ul style="list-style-type: none"> <li>• Clarendon</li> </ul>
	<b>JAPANESE</b>	<ul style="list-style-type: none"> <li>• Clarendon</li> <li>• Rosa Parks</li> </ul>
All students are eligible regardless of language proficiency.	<b>JAPANESE</b>	<ul style="list-style-type: none"> <li>• Presidio MS</li> </ul>
	<b>MANDARIN</b>	<ul style="list-style-type: none"> <li>• Aptos MS</li> <li>• Marina MS</li> <li>• Roosevelt MS</li> </ul>
	<b>SPANISH</b>	<ul style="list-style-type: none"> <li>• Brown MS</li> <li>• Lick MS</li> <li>• Marina MS</li> <li>• Presidio MS</li> </ul>
	Each high school offers a number of world language courses.	

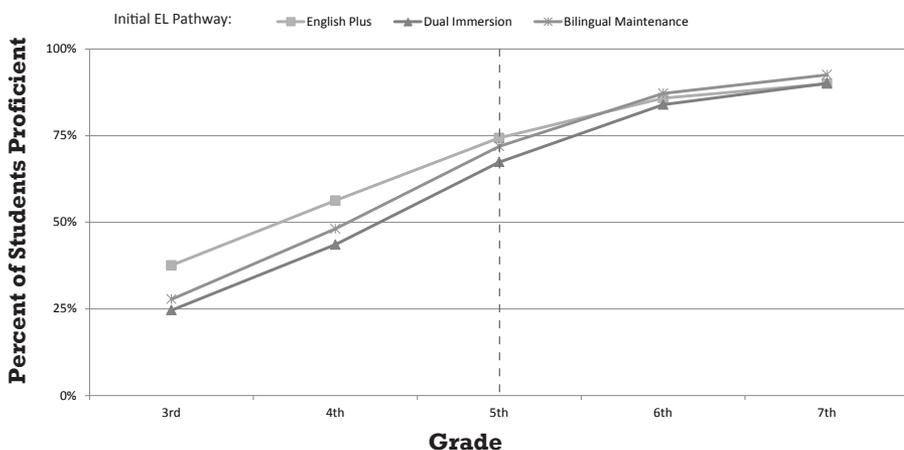
## 9. SFUSD Stanford University English Learner Pathway Study

In partnership with Stanford University, SFUSD conducted a longitudinal study which included approximately 18,000 EL students who entered kindergarten in SFUSD from 2001-2009, including 12,000 in English Plus, 4,000 in Bilingual Maintenance (most similar to current Biliteracy Pathway), and 2,000 in Dual Immersion. The graphs below compare the outcomes of EL students in these three pathways from 2004-2012.

**English Proficiency: More than 4 out of 5 English Learners are proficient in English by the 5th grade, regardless of English Learner Pathway.**

- Every year your child's English proficiency level will be assessed in order to ensure that he/she is making progress toward full English fluency.
- Students in the English Plus Pathway make faster progress toward English proficiency in the early grades of elementary school.
- Students in the Bilingual and Dual Immersion Pathways catch up with their peers around the 5th grade. By the end of elementary school about 80-85% of students are English proficient, regardless of initial pathway.

**Percent of EL Kindergarten Entrants Reaching English Proficiency (as Measured by the CELDT) by Grade & Program, 2002-2012**

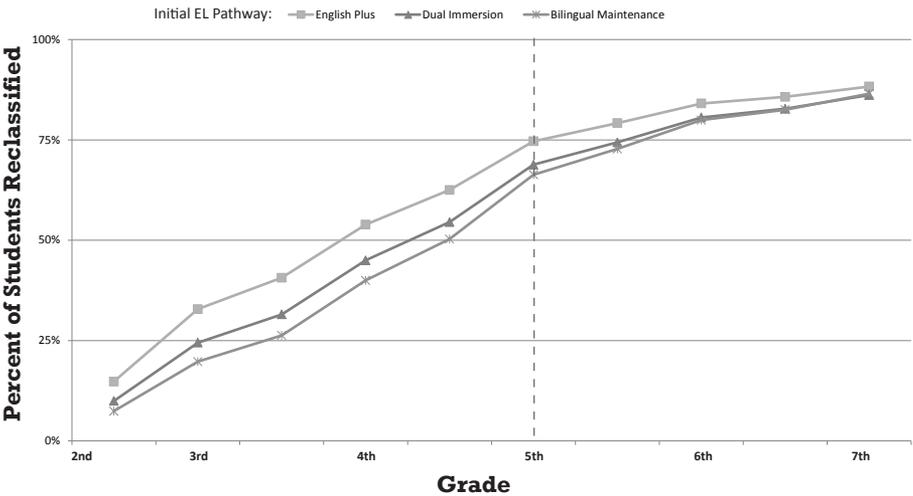


# 9. SFUSD Stanford University English Learner Pathway Study

**Reclassification:** In elementary school more students in English Plus classrooms than in two-language pathways are reclassified as English proficient. Students in the two-language pathways catch up by the 7th grade.

- As your child develops English and academic skills, he/she will reach a point when he/she will be reclassified as a Fluent English Proficient student. See section on “Reclassification Process” for detailed criteria.
- In 5th grade 3 out of 4 students in English Plus pathway have reclassified, which is somewhat higher than reclassification rates in the other pathways.
- By the 7th grade, reclassification rates are virtually the same – above 85% – in all three EL Pathways.

**Percent of EL Kindergarten Entrants Reclassified as English Proficient, by Grade & Instructional Program, 2002-2012**

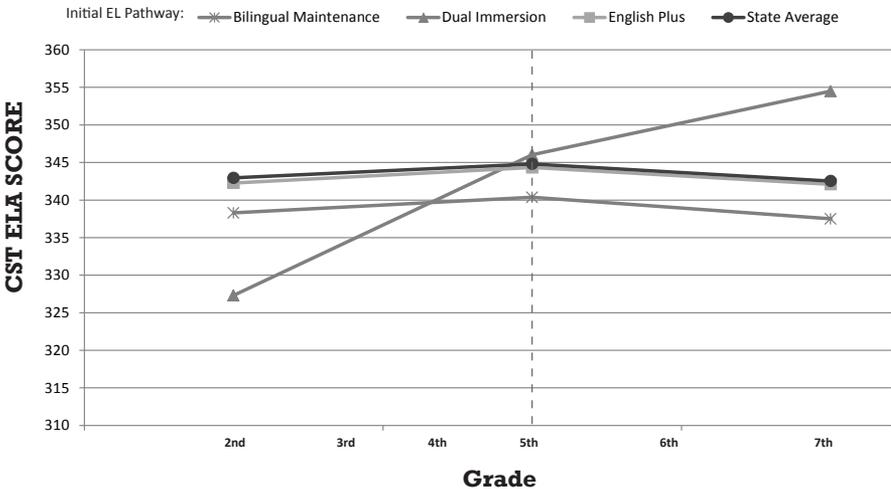


# 9. SFUSD Stanford University English Learner Pathway Study

**English Language Arts (ELA):** On average, the ELA skills of English Learners (ELs) in the Dual Immersion Pathway increase faster than those of ELs in the other pathways.

- The average ELA test scores of ELs enrolled in the Dual Immersion Pathway increase faster from 2nd through 7th grade than those of students enrolled in the English Plus or Bilingual Maintenance Pathways.
- Although those in Dual Immersion score below their peers in the Bilingual Maintenance and English Plus Pathways in 2nd grade, by 5th grade they catch up such that their scores do not differ across pathways.
- By 7th grade, ELs in Dual Immersion score higher on the ELA test than the average student in California, and higher than ELs enrolled in the other pathways.
- The ELA test-scores of ELs in Bilingual Maintenance and English Plus change at about the same rate as those of the average student in California.

**Average English Language Arts CST Trajectory:  
EL Kindergarten Entrants, by Instructional Pathway**



## English Learner Access to Special Education

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

- Their IEPs should include goals that address Designated English Language Development as well as goals that support access to Integrated English Language Development in content areas and/or primary language instruction or primary language support where available and appropriate (see “Linguistically Appropriate” box for any selected goals in the IEP). Their IEPs should also state CELDT accommodations and modifications for each domain as needed and/or consideration of an alternate assessment to the CELDT.
- The team that conducts the eligibility assessment must include qualified personnel in non-biased assessments and provide the IEP team with information to help the team understand the impact of the student’s disability as it relates to an English Learner.
- IEP teams should consult with at least one certificated staff person with a CLAD or BCLAD who can assist the IEP team in determining what Special Education services are necessary to provide the EL student with access to core curriculum instruction, and what linguistically appropriate goals should be developed to address both the disability and/or need of the student, even if not related to the student’s disability.

If ELD goals are not included in an EL student’s IEP because the student’s disability does not affect the student’s involvement and progress in this area, then the school still must ensure that the student participates in at least 30 minutes of Designated ELD targeted specifically to their English proficiency level until reclassified as well as Integrated ELD during content instruction. Go to <http://www.sfusd.edu/en/programs-and-services/special-education/overview.html> for more information.

Parents and guardians of English Learners who are receiving special education services are encouraged to participate in the Community Advisory Committee for Special Education (CAC). The purpose of the CAC is to champion effective special education programs and services and advise the Board of Education on priorities in the Special Education Local Plan Area (SELPA). For more information on the CAC, go to [http://www.sfusd.edu/en/councils-committees/community-advisory-committee-\(cac\)-for-special-education.html](http://www.sfusd.edu/en/councils-committees/community-advisory-committee-(cac)-for-special-education.html)

## Reclassification Process for English Learners

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

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

1. Overall proficiency level of 4 (Early Advanced) or 5 (Advanced) on the CELDT, with sub-scores of 3 (Intermediate) or higher;
2. Demonstration of “basic skills” in English from an objective assessment that is also given to English proficient students of the same age (SBAC, F&P, RI);
3. Teacher Evaluation; AND
4. Parent/Guardian has been consulted/notified (Parent Consent Letter).

If deemed appropriate by the IEP Team, English Learners who are receiving special education services may be assessed with the “VCCALPS” as an alternate assessment to the CELDT to determine English proficiency levels. If the school’s language appraisal team determines that an EL with an IEP would benefit from EL reclassification, but the student’s disability prevents him/her from meeting the above criteria, the Individualized Reclassification Protocol may be appropriate for this relatively small number of students.

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

## SY 2017-18 English Learner Timeline of Assessments

The following timeline of assessments will help guide families to know what assessments will be administered throughout the year and what opportunities exist for families to better understand their child's academic progress. While the general timeline will remain the same in SY 2017-18, there may be minor adjustments.

MONTH	TESTING & RESULTS	PARENT ENGAGEMENT OPPORTUNITIES
AUGUST	<ul style="list-style-type: none"> <li>• INITIAL CELDT (potential ELs based on home language survey): new families receive testing notification and staff begin testing new students only.</li> </ul>	<ul style="list-style-type: none"> <li>• EL PLACEMENT NOTIFICATION: EL families receive letter with student EL level and placement.</li> <li>• RECLASSIFICATION ROUND #1: forms sent to schools with CELDT and most recent F&amp;P, RI, and SBAC scores.</li> </ul>
SEPTEMBER	<ul style="list-style-type: none"> <li>• ANNUAL CELDT (all ELs): EL families receive testing notification and staff tests ELs.</li> <li>• F&amp;P #1 (TK-2) and RI #1 (3-12): students tested to determine reading level.</li> </ul>	
OCTOBER - NOVEMBER	<ul style="list-style-type: none"> <li>• SBAC RESULTS (3-8 &amp; 11): families receive results from the spring testing.</li> <li>• IDA #1 (3-10): English Language Arts (ELA) Writing Milestone Task and Math aligned to SBAC.</li> <li>• IWA (6): writing assessment</li> <li>• World Language (8 in language pathway): results inform placement in 9th grade world language course.</li> </ul>	<ul style="list-style-type: none"> <li>• PARENT TEACHER CONFERENCES #1: Nov 14 – 18. Opportunity for families to understand student progress towards reclassification, report cards and assessment results.</li> </ul>

## SY 2016-17 English Learner Timeline of Assessments

MONTH	TESTING & RESULTS	PARENT ENGAGEMENT OPPORTUNITIES
JANUARY	<ul style="list-style-type: none"> <li>• CELDT: EL families receive test results.</li> <li>• IWA (3): writing assessment</li> <li>• F&amp;P #2 (TK-2) and RI #2 (3-12): students tested to determine reading level.</li> </ul>	<ul style="list-style-type: none"> <li>• EL PROGRAM GUIDE: EL families receive copy of the new EL Program Guide.</li> </ul>
FEBRUARY	<ul style="list-style-type: none"> <li>• IDA #2 (3-10): ELA Writing Milestone Task and Math aligned to SBAC.</li> <li>• World Language (8 with target home language other than English): results inform placement in 9th grade world language course.</li> </ul>	<ul style="list-style-type: none"> <li>• RECLASSIFICATION ROUND #2: forms sent to schools using new CELDT scores and other updated assessment results.</li> <li>• Parent Teacher Conferences #2: Feb 27 – March 3.</li> </ul>
MARCH	<ul style="list-style-type: none"> <li>• ANNUAL SBAC (3-8 &amp; 11): testing begins for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• LANGUAGE PATHWAY WAIVER: families complete and sign annual waivers to continue language pathway.</li> </ul>
APRIL	<ul style="list-style-type: none"> <li>• ANNUAL SBAC(3-8 &amp; 11): testing continues for all students.</li> </ul>	
MAY	<ul style="list-style-type: none"> <li>• F&amp;P #3 (TK-2): students tested to determine reading level.</li> </ul>	<ul style="list-style-type: none"> <li>• RECLASSIFICATION ROUND #3: final reminders to collect all remaining forms for the school year.</li> </ul>

**CELDT:** California English Language Development Test ( will change to English Language Proficiency Assessments for California ELPAC in spring of 2018)

**F&P:** Fountas & Pinnell

**IWA:** Integrated Writing Assessment

**RI:** Reading Inventory (formerly SRI)

**SBAC:** Smarter Balanced Assessment

**IDA:** Interim District Assessment

## 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 (PLAR) forms. The forms can be completed in your home language and returned to your school's main office, the SFUSD's Central Office (555 Franklin Street, First Floor Lobby) or Student, Family & Community Support Department (727 Golden Gate Avenue, 2nd Floor).

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

All of these forms can be obtained at school sites, SFUSD's Central Office, Student, Family & Community Support Department and on the "Students and Parents" page of [www.sfusd.edu](http://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.**

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## Family Involvement Opportunities

All families of English Learners are invited to participate in the School Site Council and English Learner Committee at their school. The following describes the responsibilities of each group.

<b>SCHOOL SITE COUNCIL (SSC)</b>	<b>ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)</b>
<ul style="list-style-type: none"><li>• Establishes and regularly reviews Parent Involvement Policy and Home-School Compact (required for Title I schools).</li><li>• Develops, monitors and evaluates Balanced Scorecard/Single Plan for Student Achievement (BSC/SPSA).</li><li>• Gets input from other advisory councils and committees.</li><li>• Establishes and maintains bylaws.</li><li>• Maintains records (e.g. elections, official correspondence).</li></ul>	<ul style="list-style-type: none"><li>• Advises the principal on programs and services for ELs.</li><li>• Advises the SSC on the development of the BSC/SPSA and the Supplemental Concentration Grant – English Learners (SCG-EL) budget.</li><li>• Assists with school needs assessment and annual language census.</li><li>• Builds parent awareness on importance of school attendance.</li><li>• Each (ELAC) elects at least one member to the District English Learner Advisory Committee (DELAC). The DELAC provides recommendations to the district on ways to improve programs and services for English Learners.</li></ul>

*For more information, contact your school principal or call Multilingual Pathways Department: Danielle Uttley, (415) 217-9790 or [uttleyd@sfusd.edu](mailto:uttleyd@sfusd.edu).*

*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**

## Glossary of Educational Terms for English Learners

Term	Definition
<b>A – G Requirements</b>	The University of California requires that entering freshman have completed college-preparatory courses in each of these subjects (which the U.C. system labels with letters "A – G"): math, lab science, history/social science, a language other than English, visual or performing arts, and a qualifying elective.
<b>Annual Measurable Achievement Objective (AMAO)</b>	The three measures under the federal Every Student Succeeds Act (ESSA) 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) participation rate of English Learners in English Language Arts and Math state assessments and graduation rate of English Learners.
<b>Bilingual, Cross-cultural, Language and Academic Development (BCLAD) or Bilingual Authorization</b>	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.
<b>California English Language Development Test (CELDT)</b>	State exam administered to classify English fluency level and to annually assess English proficiency level until reclassification. The English Language Proficiency Assessments for California (ELPAC) will replace the CELDT in the spring of 2018.
<b>Common Core State Standards (CCSS)</b>	The Common Core State Standards are a set of English Language Arts and Math standards that have been adopted by most states in the U.S. to provide clarity about what children are expected to know and be able to do as a result of their K – 12 education.
<b>Cross-cultural, Language and Academic Development (CLAD) or English Learner Authorization</b>	State authorization permitting teachers to provide Specially Designed Academic Instruction in English and English Language Development.
<b>Deferred Action for Childhood Arrivals (DACA) Program</b>	Students who arrived without documentation to the United States as children may be free from deportation for two years (renewable) and eligible for work permits. Eligible students include those who came to the United States before reaching their 16th birthday and are under the age of 31 as of June 15, 2012 and who have continuously resided in the United States since June 15, 2007.

## Glossary of Educational Terms for English Learners

Term	Definition
<b>English Language Development (ELD): Designated and Integrated</b>	<p><b>Designated ELD</b> instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time (at least 30 minutes leveled by English proficiency) during the regular school day where teachers use ELD 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.</p> <p><b>Integrated ELD</b> is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the California 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.</p>
<b>English Learner (EL)</b>	Term used by the California Department of Education to describe students who are in the process of acquiring English as a second language and have not yet reached Fluent English Proficient (FEP) status.
<b>English Learner Typology</b>	Descriptors indicating the number of years a student has been classified as an English Learner: 1) <b>New</b> – classified as an EL for 1-2 years ( <b>Newcomers</b> who are recently arrived immigrants are a subset of New ELs); 2) <b>Developing</b> – classified as an EL for 2-5 years; and 3) <b>Long-Term English Learner</b> – classified as an EL for more than 5 years.
<b>Fluent English Proficient (FEP)</b>	There are two categories of FEP students: 1) 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 2) 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.
<b>Home Language</b>	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.

## Glossary of Educational Terms for English Learners

Term	Definition
<b>Individualized Education Plan (IEP)</b>	Plan developed to meet the specific needs of a student who has been identified as eligible to receive Special Education services.
<b>Next Generation Science Standards (NGSS)</b>	New K–12 science standards that are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally-benchmarked science education.
<b>Primary Language</b>	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.”
<b>Primary Language Assistance Request (PLAR)</b>	Form for parents to request translation and/or interpretation services.
<b>Program Pathways</b>	Refers to programs that are offered from elementary school to high school.
<b>RTI<sup>2</sup>: Response to Instruction and Intervention</b>	A systematic, data-driven approach to instruction that benefits every student. RTI <sup>2</sup> integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.
<b>Smarter Balanced Assessments (SBAC)</b>	New computer-based state assessment taken by students in grades 3-8 and 11 in both English Language Arts and Math to measure their mastery of the new Common Core State Standards. This assessment replaced the California Standards Test (CST).
<b>Unaccompanied Immigrant Child</b>	A minor under 18 who has no parent or legal guardian in the United States, or no parent or legal guardian in the U.S. available to provide care and physical custody. Many Unaccompanied Immigrant Children are Students with Interrupted Formal Education (SIFE) in need of resources and referrals to physical and mental health, housing and legal services.

**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](http://www.SFUSD.edu/enroll)**

## **Key Dates**

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

**October 29** Applications available. Enrollment Fair (City College of San Francisco, Wellness Center, 1800 Ocean Ave; 9:30 am to 2:30 pm)

**December 16** Lowell 9<sup>th</sup> grade applications due

**January 13, 2017** Last day to submit an application for school placement

**March 17, 2017** Placement offers mailed to families

### **Non-Discrimination Policy**

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

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



**SFUSD** SAN FRANCISCO  
PUBLIC SCHOOLS

**SFUSD Multilingual  
Pathways Department**