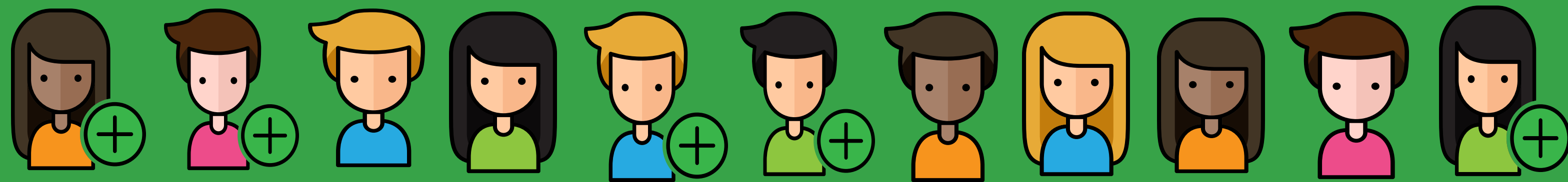


English Learner Program Guide



2019-2020 School Year

A Word from the Superintendent

Dear Parents and Guardians,

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 key information about the various language programs available for students who are English Learners.

The purpose of this guide is to provide parents/guardians with key information for students who are English Learners, including programs, assessments and support services. This information should be used with the district's Enrollment Guide, which provides more information on schools and the enrollment process.

Respectfully yours,

Dr. Vincent Matthews
Superintendent of Schools

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.

“Treating English Learners as the people they can become means that we see students not in terms of what they lack—in their case, full control of academic English—but as capable and intelligent learners who, with the right kind of support, are as able to participate in learning and achieve academically as their English- (proficient) peers.”

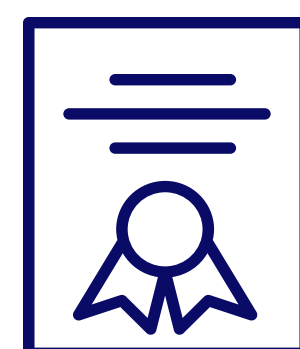
Pauline Gibbons, *Scaffolding Language/Scaffolding Learning* (2015)

Cultural Competence and Multilingualism

Students will be globally aware, multilingual and culturally competent, and fluent in a range of “second languages” including sign language and computer coding. Our graduates will see diversity in its many forms as an asset.

from SFUSD Vision 2025

English Learner Trajectory



Identification

Classification

Services for ELs

Reclassification

Seal of Biliteracy

Identification



When you registered your child you indicated in the home language survey that another language is spoken at home



Your child will be assessed to see what are her or his English language skills by using the English Language Proficiency Assessment of California (ELPAC)

Classification



After the results of the test your child could be classified as Initial Fluent English Proficient Students (IFEP) or English Learner (EL)



IFEP are NOT considered English Learners



If your child is not proficient in English, she or he is considered an EL

Services for ELs



You can decide what type of program you want for your child (see types of program in the next page)



Your child will receive Designated and Integrated English language development instruction until reclassified

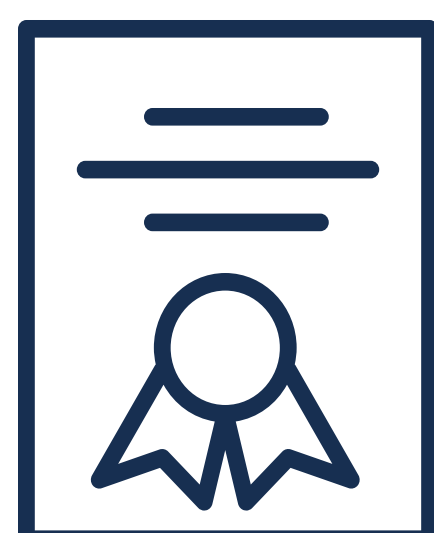


Your child will be assessed yearly using the ELPAC (English Language Proficiency Assessment of California) test in the spring



Until your child demonstrates English proficiency in Listening, Speaking, Reading and Writing, she or he will not be eligible for reclassification

Reclassification



Your child needs an overall score of Level 4 on the ELPAC



ELs also need to meet the basic skills and teacher evaluation requirements



A notice is sent to schools for parents, teachers and principal to approve



If not approved, student will continue receiving Designated ELD instruction



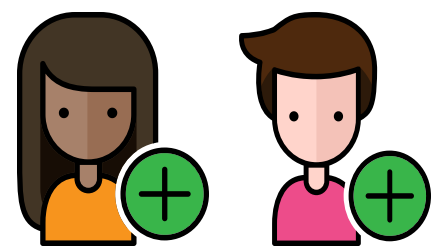
After reclassification, teachers and parents need to keep monitoring the progress of students for four years

Seal of Biliteracy



In High School, students can earn a Seal of Biliteracy by demonstrating proficiency in English and in a target language.

SFUSD offers the following programs to support students that are learning English



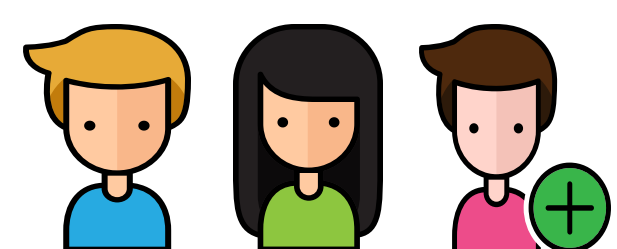
Newcomer Programs

Newcomer Programs are designed to help newly arrived immigrant English Learners to adjust to their new language and culture.

Only new immigrants who scored Novice English Learner on the Initial ELPAC may apply. They receive more intensive English Language Development (ELD) supports, along with primary language supports and referrals to services.

Elementary Chinese and Spanish Newcomer Programs provide instruction in the primary language and at least 60 minutes of Designated ELD.

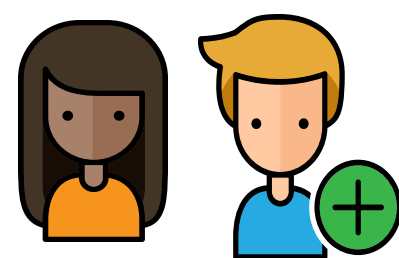
Middle and High School Newcomer Programs provide sheltered content instruction and Designated ELD.



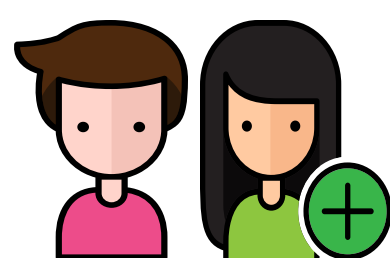
FLES Programs

Foreign Language in Elementary School (FLES) Programs are taught mostly in English and the objective is to expose students to 30-60 minutes per day in the target language: Arabic, Filipino, Japanese or Vietnamese.

All applicants are eligible to apply for the FLES programs.



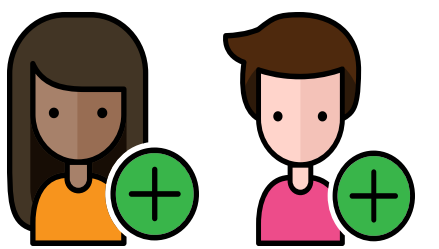
English Plus Programs



English Plus Programs provide ELD instruction, along with content-area instruction in English throughout the day.

All applicants are eligible to apply for the English Plus Programs.

Biliteracy Programs

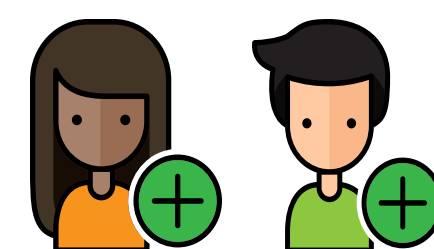


Biliteracy Programs are K-5 programs taught in either **Cantonese/English** or Spanish/English.

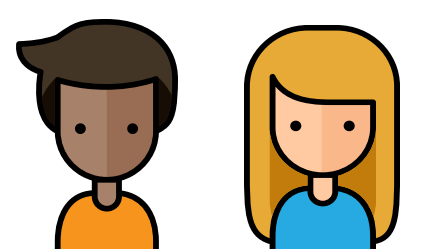
All applicants must be potential English Learners and their home language must correspond with the requested Biliteracy programs. In grades 2-5, proficiency is required in the program language.

Grade	Spanish Percentages	English Percentages
K	Spanish 80%	Eng 20%
1	Spanish 75%	Eng 25%
2	Spanish 70%	English 30%
3	Spanish 60% to 50%	English 40% to 50%
4/5	Spanish 50%	English 50%

Here is an example in how language of instruction increments in Spanish and English. Percentages are similar in both Biliteracy and Dual Language programs.



Dual Language Programs



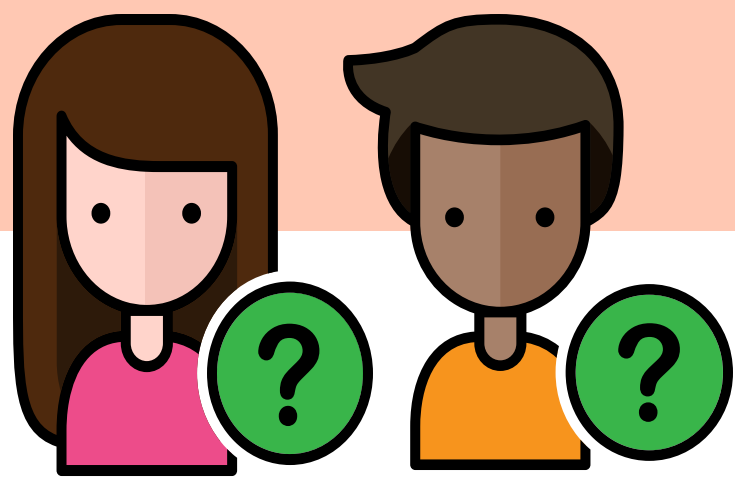
Dual Language Programs are PK-5 programs taught in a program language (Cantonese, Korean (no PK), Mandarin (no PK), or Spanish) and in English.

All applicants are eligible to apply for grades PK and K-1; demonstration of proficiency is required in the program language for grades 2-8.

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 English Language Development, ELPAC accommodations and designated supports for each domain as needed and/or consideration of an alternate assessment to the ELPAC and with access to core curriculum instruction.

For more information ask your child's teacher, principal or visit the www.sfuds.edu (Programs and Services / Special Education)



Frequent Asked Questions

What is the major difference between the Biliteracy and the Dual Language Immersion Programs?

Biliteracy Programs serve **only** potential English Learners who are proficient in their primary language. Dual Language Programs serve a blend of English Learners, program Language Learners, and students who are emergent bilinguals in both.

How do I determine which program best fits the needs of my child?

The SFUSD has a choice system by which decisions are solely made by the parents. EPC staff can provide clarification on each of the programs in assisting you choose the best program for your child.

For the Dual Language Programs, will my child fall behind in English if instruction is mostly in the program language?

Studies have shown that some students might temporarily perform at a lower level in English in comparison to their counterparts learning only in English until approximately 2nd grade. From then on, students in the Dual Language Programs have been consistently meeting or outperforming their peers learning in general education settings. The goal of Dual Language Programs is for students to achieve fluency in both languages by 5th grade.

When will my child get English instruction in a Biliteracy or DLI program?

English Learners, in any of the programs, are **legally entitled** to 30 consecutive minutes of Designated ELD daily, grouped by proficiency level, until reclassified. English Instruction percentages increase yearly from 20 percent in Kindergarten to 50 percent in 4th and 5th grades in other content areas.

I want to enroll my child in a DLI program and we speak the target language at home. Why is my child assessed in that language?

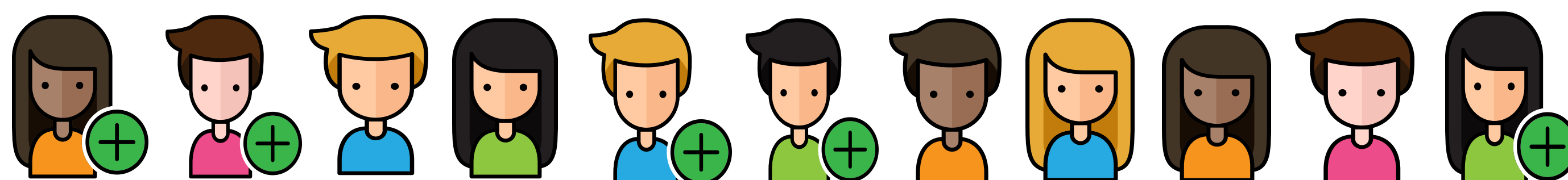
Student must demonstrate proficiency in the respective program language even when indicate in the home language survey.

If my child has been assessed as non-proficient in the program language, can s/he retake the assessment?



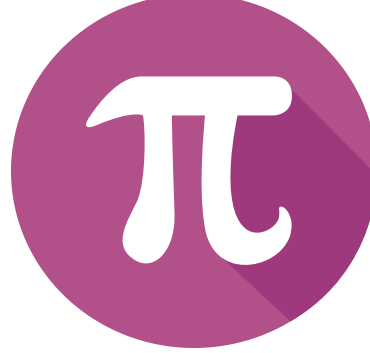


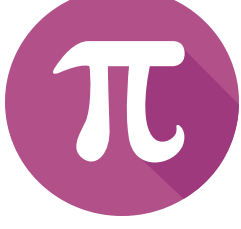

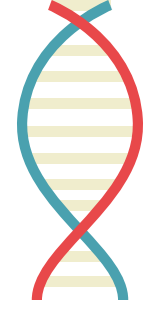

Students are allowed to take the assessment once per school year. They are welcome to try again in the following school year.

Can I switch programs for my child if I do not like the program that s/he is in?

Students may switch programs during the enrollment period. Transfers are accepted on a semester basis. Space availability in the program and school of your choice are important issues to consider. We encourage you to speak to the principal at the school site you are interested in and follow all the steps necessary.



SY 2019-2020 English Learner Timeline of Assessments

Month	Testing & Results	Parent Engagement
<p>August - September</p> <hr/> <p>2019</p>	<p>INITIAL ELPAC (for potential ELs based on home language survey): staff begin testing only new students at schools.</p> <p>SBA RESULTS (3-8, 11): families receive results from the spring testing.</p>	<p>RECLASSIFICATION ROUND #1: forms sent to schools with most recent ELPAC, F&P, RI, and SBA-ELA scores.</p>
<p>September - November</p> <hr/> <p>2019</p>	<p>KINDERGARTEN Readiness Inventory </p> <p>Reading Assessments</p> <ul style="list-style-type: none"> F&P #1 (1-2) RI #1 (3-12)  	<p>EL Placement: TITLE III letters sent to families of EL students with EL proficiency level and placement including language program options.</p>
<p>October - November</p> <hr/> <p>2019</p>	<p>MATH Milestone Task #1 (K-12) </p>	<p>PARENT TEACHER CONFERENCES #1:</p> <p>November 18-22</p>
<p>December - February</p> <hr/> <p>2019 -2020</p>	<p>Reading Assessments</p> <ul style="list-style-type: none"> F&P #2 (K-2)  RI #2 (3-12) <p>Writing Assessment</p> <ul style="list-style-type: none"> IWA (3-8, 9-10)  	<p>EL PROGRAM GUIDE:</p> <p>EL families receive copy of the new EL Program Guide.</p>
<p>February</p> <hr/> <p>2020</p>	<p>ANNUAL ELPAC: testing all ELs and continues until May.</p> <p>MATH Milestone Task #2 (K-12) </p> <p>HIGH SCHOOL WORLD LANGUAGE Placement Test </p>	<p>RECLASSIFICATION ROUND #2</p>
<p>March - May</p> <hr/> <p>2020</p>	<p>ANNUAL SBA (3-8, 11): begins for all students and continues until June</p> <p>CALIFORNIA SCIENCE TEST (5, 8, 11) </p> <p>F&P #3 (K-2) Only for student not meeting benchmark </p>	<p>PARENT TEACHER CONFERENCES #2: March 2-6.</p> <p>RECLASSIFICATION ROUND #3</p>

- F&P (K-2) and RI (3-12) : students tested to determine reading level.
- ELPAC: English Language Proficiency Assessments for California
- SBA: Smarter Balanced Assessment
- PARENT TEACHER CONFERENCES : Opportunity for families to understand student progress towards reclassification, report cards and assessment results.
- WORLD LANGUAGE PLACEMENT (8th grade): results inform placement in 9th grade world language course. 8th grade in home languages: Chinese, Spanish, and Japanese and students studying in advanced world language and immersion programs
- Reclassification Rounds forms will be sent to schools at each round

Guidance, Support and Services

Visit www.sfusd.edu for more information about programs, support and services



FREE Translation and Interpretation Services

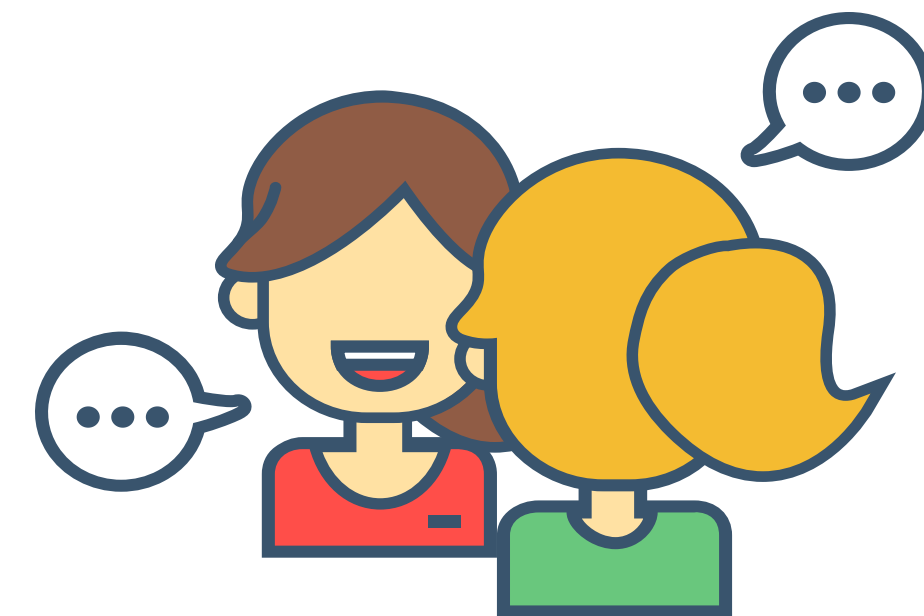
You may request free individual translation or interpretation services at your school site and/or at a district department by filling out Primary Language Assistance Request (PLAR) forms.

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).

Office of Family Voice

- Report a concern about an incident at a school
- Request an investigation or file a formal complaint

555 Franklin Street, first floor
Phone: 415-793-3298



Family Involvement Opportunities

All families of English Learners are invited to participate in

- The School Site Council
- English Learner Committee at their school (ELAC)

Ask the parent liaison or the principal at the school in how to get involved and more information about it.

Other important contact information

Education Placement Center (EPC)

555 Franklin Street, Room 100
415.241.6085
www.SFUSD.edu/enroll



Prepare for Parent Teachers Conferences

Parent Teacher Conferences suggested questions:

- What is my child's reading progress in both languages? In English (if enroll in English Pathway)?
- What are my child's scores from the ELPAC? What should we focus on? (Reading, Writing, Listening, Speaking)
- What time does he/she gets designated ELD instruction? What materials are used during this time?
- Can we see writing samples? What should we work on writing?
- How is she/he doing in other content areas? Math? Science?
- How can I support my child to make more progress?

November Conference Notes

Reading Benchmark(s)

Writing Progress

ELPAC Scores

ELD Progress

SBA Scores (3-11 Grade)

Math Progress

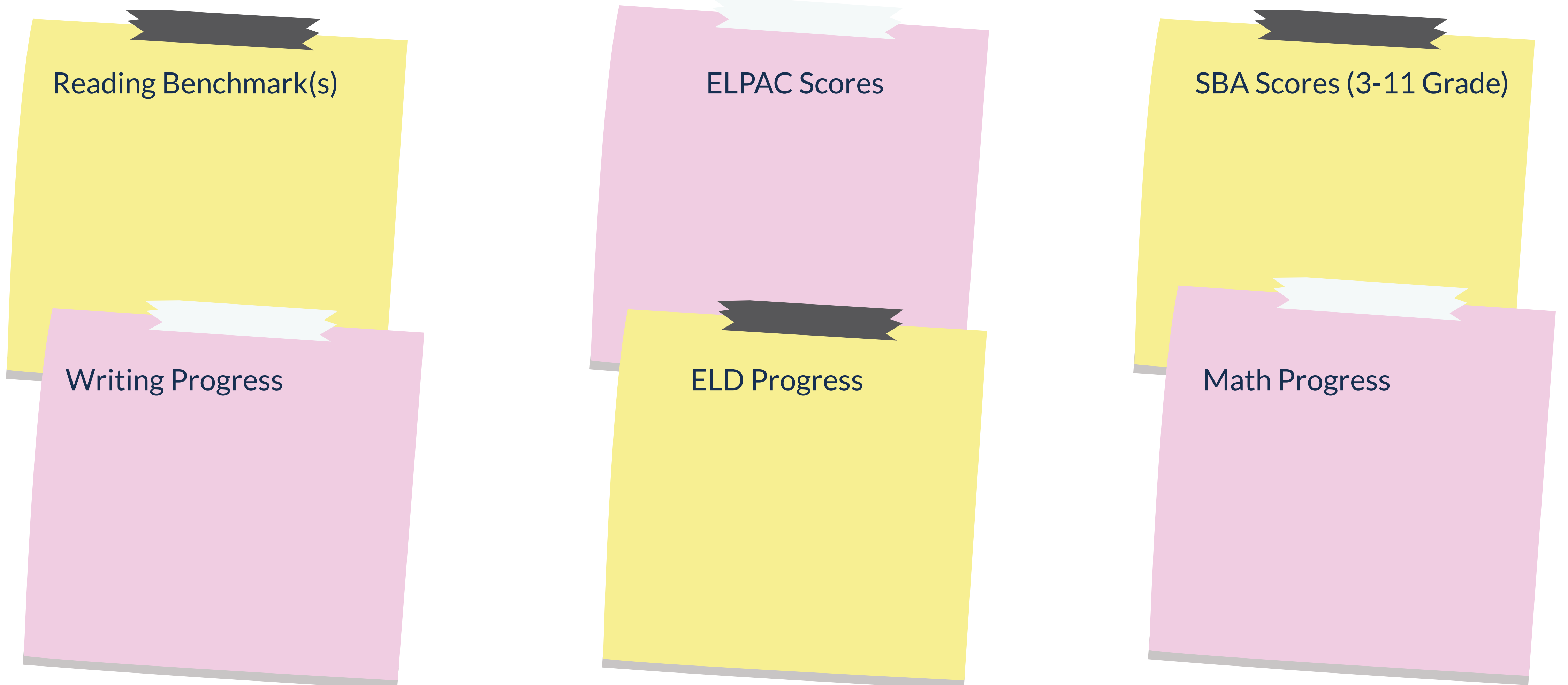


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- How is she/he doing in other content areas? Math? Science?
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March Conference Notes



Reading Benchmark(s)

Writing Progress

ELPAC Scores

ELD Progress

SBA Scores (3-11 Grade)

Math Progress



Questions? Want help?

Talk to the team at the SFUSD Educational Placement Center. We're here to help!

555 Franklin Street, Room 100
415.241.6085
www.SFUSD.edu/enroll

Key Dates

October 1

School tours begin (call the schools or visit www.sfusd.edu/enroll for dates and times)

October 19

Applications available. Enrollment Fair (John O'Connell High School, 2355 Folsom St; 9:00 am to 2:00 pm)

December 13

Lowell 9th grade applications due

January 17, 2019

Last day to submit an application for school placement

March 23, 2019

Placement offers mailed to families

Non-Discrimination Policy

San Francisco Unified School District programs, activities, and practices shall be free from unlawful discrimination, harassment, intimidation, and bullying 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 subjected to discrimination, harassment, intimidation, or bullying, you should immediately contact the school site principal and/or Director of the Office of Equity (CCR Title 5 and Title IX Officer), Keasara (Kiki) Williams, at 415-355-7334 or williamsk3@sfusd.edu. A copy of SFUSD's uniform complaint policy and SFUSD's non-discrimination policy are available online at www.sfusd.edu