



Sweetwater Union High School District

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Ana Maria Alvarez
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Teaching and Learning

Memorandum

Date: September 16, 2015

To: Dr. Karen Janney, Superintendent

From: Ana Maria Alvarez, Assistant Superintendent

QMA

RE: English Learner Program Overview

The purpose of this memorandum is to provide the Board of Trustees with an overview of the district's English Language Learner Program. The enclosed documents summarize the district's program descriptions, placement guidelines, placement criteria and instructional approaches.

The document details the description of each of the programs, requirements, pedagogy/curriculum and level of learners. The district currently offers several different programs based on student needs demonstrated in Attachment 1 (English Language Learner Program Descriptions) which includes the following:

1. English Language Development and/or Bilingual Core;
2. Dual Language Immersion;
3. Structured English Immersion; and
4. English Language Mainstream.

Attachment II (English Learner Placement Guidelines) defines the appropriate placement of English Learners based on the number of years enrolled in a school in the United States and CELDT (California English Language Development Test) scores.

Attachment III supports school sites in the determination of placement by utilizing triangulated data measures. Once student placement is determined based on triangulated data, students are placed in the appropriate program.

Attachment IV highlights the instructional approaches and pedagogy utilized in each instructional setting.

The Curriculum and Instruction Department will schedule a report to the Board of Trustees for an upcoming meeting to provide additional information and clarification as needed.

English Learner Program Descriptions

English language Development (ELD)	Bilingual (BIL) Core Content (Math, Science, Social Science)
<i>Typical Student Profile</i>	
✓ English Learner	✓ English Learner
✓ 5 years or less in US schools	✓ 5 years or less in US schools
✓ CELDT 1,2,or 3	✓ ALL CELDT Levels
	✓ Waiver signed for Bilingual
<i>English Language Arts</i>	
✓ Default: 2 hour ELD Block	
✓ ELD 7/8 (hour 1) plus grade level	SEI for hour 2
✓ Upon completion of all ELD levels: SEI English Course until reclassification	
✓ Spanish Language Arts (Spanish I-IV or Spanish for Spanish Speakers) for students with Spanish as Primary Language	
<i>Core Subjects (Math, Science, Social Science)</i>	
✓ Bilingual Math, Science, Social Science (create a course for every 20 waivers signed)	
✓ When bilingual not available, SEI Math, Science, and/or Social Science when less than 20 waivers signed	
<i>*By law, waiver must be offered to all parents of English learners, since primary language development is supported by research.</i>	
<i>Pedagogy & Curriculum</i>	
✓ Primary focus on English language development, including language forms for all core subjects and socio-academic contexts	✓ Primary focus on content mastery in primary language and language forms for subject-specific contexts
✓ Utilize primary language skills as resource for English transference	✓ Secondary focus on English language development (up to 40%, transference skills) and language forms for subject-specific contexts

**** Students may be in multiple programs at once (i.e. 2 classes in Bil & 2 in SEI OR 2 in Specialized Program & 2 in SEI). Efforts must be made to place students in EL programs when it does not conflict with Specialized Programs.**

Dual Language Immersion (DLI)	Typical Student Profile
✓ EL, RFEP, IFEP, or EO	✓ EL, RFEP, IFEP, or EO
✓ Comfortable learning in Spanish	✓ Comfortable learning in Spanish
✓ ALL CELDT Levels	✓ ALL CELDT Levels
✓ Waiver Signed	✓ Waiver Signed
<i>English Language Arts</i>	
✓ Accelerated English	✓ Accelerated English
✓ Utilize primary language skills as resource for English transference	✓ Utilize primary language skills as resource for English transference
<i>Core Subjects (Math, Science, Social Science)</i>	
✓ Utilize primary language skills as resource for English transference	✓ Utilize primary language skills as resource for English transference
✓ Spanish Core for designated subjects	✓ Spanish Core for designated subjects
<i>*see Dual Language Program Summary</i>	
<i>Pedagogy & Curriculum</i>	
✓ Biliteracy and Bilingualism	✓ Biliteracy and Bilingualism
✓ Socio-academic oral and written fluency in BOTH languages	✓ Socio-academic oral and written fluency in BOTH languages
✓ Any EL enrolled in a DL course must receive services: SDAIE Scaffolds, Bridging ELD standards, etc.	✓ Any EL enrolled in a DL course must receive services: SDAIE Scaffolds, Bridging ELD standards, etc.

Structured English Immersion (SEI)	Typical Student Profile
✓ English Learner (30-60% of class)	✓ English Learner (30-60% of class)
✓ 6 years or more in US schools	✓ 6 years or more in US schools
✓ CELDT 1, 2, 3, 4, 5	✓ CELDT 1, 2, 3, 4, 5
✓ Backfill with 40-70% RFEP, IFEP	✓ Backfill with 40-70% RFEP, IFEP
<i>English Language Arts</i>	
✓ SEI Grade Level English	✓ SEI Grade Level English
✓ Spanish Language Arts (Spanish I-IV or Spanish for Spanish Speakers) for students with Spanish as Primary Language	✓ Spanish Language Arts (Spanish I-IV or Spanish for Spanish Speakers) for students with Spanish as Primary Language
<i>Core Subjects (Math, Science, Social Science)</i>	
✓ SEI Math, Science, and Science	✓ SEI Math, Science, and Science
✓ Accelerated, AP or IB courses whenever possible.	✓ Accelerated, AP or IB courses whenever possible.
<i>*Student must be enrolled in 3 to 4 courses total (including English, to be considered "in" SEI program)</i>	
<i>Pedagogy & Curriculum</i>	
✓ Standards: Content Standards plus Expanding-Bridging ELD Standards	✓ Standards: Content Standards plus Expanding-Bridging ELD Standards
✓ Dual Focus: Language Development and Content Mastery	✓ Dual Focus: Language Development and Content Mastery
✓ Up to 40% Instruction/support in primary language (transference skills) and language forms for subject-specific contexts	✓ Up to 40% Instruction/support in primary language (transference skills) and language forms for subject-specific contexts

English Language Mainstream (ELM)	Typical Student Profile
✓ RFEP, IFEP, EO	✓ RFEP, IFEP, EO
✓ Only ELs in an ELM Specialized Program (i.e. AOJ, AP, IB, Flags, etc.)	✓ Only ELs in an ELM Specialized Program (i.e. AOJ, AP, IB, Flags, etc.)
<i>English Language Arts</i>	
✓ Grade Level English	✓ Grade Level English
✓ Spanish Language Arts (Spanish I-IV or Spanish for Spanish Speakers) for students with Spanish as Primary Language	✓ Spanish Language Arts (Spanish I-IV or Spanish for Spanish Speakers) for students with Spanish as Primary Language
<i>Core Subjects (Math, Science, Social Science)</i>	
✓ Mainstream English Math, Science, and/or Science	✓ Mainstream English Math, Science, and/or Science
✓ Accelerated, AP or IB courses whenever possible.	✓ Accelerated, AP or IB courses whenever possible.
<i>Pedagogy & Curriculum</i>	
✓ Any EL enrolled in an ELM Specialized Program course must receive services: SDAIE Scaffolds, Bridging ELD standards, etc.	✓ Any EL enrolled in an ELM Specialized Program course must receive services: SDAIE Scaffolds, Bridging ELD standards, etc.
✓ Academic language development (ALD), both oral and written	✓ Academic language development (ALD), both oral and written
✓ Routine Structured Student Interactions	✓ Routine Structured Student Interactions

English Learner Placement: 6 YEARS or more

Student is an English Learner in US Schools for 6 YEARS OR MORE		
CELDT	ELA, ELD Placement *IMPORTANT: If student is in ELD, then they <u>must</u> have completed ELD cycle prior to being considered for SEI.	CONTENT Course Placement: Math, Science, Social Science
CELDT 2014: 1,2,3 ^a	EL PROFILE: Less than Reasonably Fluent Long-Term English Learner ✓ REQUIRED: SEI: Grades 7-12: SEI English (if student is currently in ELD sequence, they should continue through the levels as long as they are making progress). ✓ RECOMMENDED SUPPORT/ELECTIVE: Primary Language Arts is strongly recommended as an elective course for students when Spanish or Tagalog is indicated as primary language.^{^^} ✓ OPTIONAL INTERVENTION- Grades 8,9, and 10: Literacy Workshop with an Academic Language Development focus for students that meet the following Lexile ranges: 8th: <630 in 7th 9th: <665 in 8th 10th: <780 in 9th ✓ INSTRUCTIONAL NOTE: Emerging & Expanding level ELD Interventions and heavy monitoring needed.	✓ REQUIRED: SEI- SEI Math, Science and Social Science. *IMPORTANT: In order to be considered enrolled in SEI program, students must be enrolled in a total of 3 SEI courses, one of which should be ELA –unless student is enrolled in an SEI-exempt program (DLI, AP/HON, ELD, etc.) for ELA. ✓ RECOMMENDED: Bilingual/Dual Language Immersion CORE Subjects (Math, Science and Social Science), pending student's comfort in primary language. ✓ INSTRUCTIONAL NOTE: Emerging & Expanding level ELD Interventions and heavy monitoring needed. *NOTE: If student will not be placed in BIL, DLI or SEI for all core, reasons and data must be recorded in Power Schools. Documentation of 'Emerging-Expanding' level ELD standards-based instruction and SDAIE must be embedded in English Language Mainstream (ELM) core classes.
CELDT 2014: 4,5 ^a	EL PROFILE: Reasonably Fluent Long-Term English Learner ✓ PROGRAM OPTION A: SEI-SEI English is required unless student is in specialized program. ✓ PROGRAM OPTION B: Specialized programs ELA- Bridging level ELD standards and SDAIE must be embedded in Specialized program core classes. Adequate monitoring needed. ✓ RECOMMENDED SUPPORT/ELECTIVE: Primary Language Arts is strongly recommended as an elective course for students when Spanish or Tagalog is indicated as primary language.^{^^} ✓ OPTIONAL INTERVENTION- Grades 8,9, and 10: Literacy Workshop with an Academic Language Development focus for students that meet the following Lexile ranges: 8th: <630 in 7th 9th: <665 in 8th 10th: <780 in 9th	✓ PROGRAM OPTION A: DLI- Dual Language Immersion CORE Subjects (Math, Science and Social Science), pending student's comfort in primary language. ✓ PROGRAM OPTION B: SEI-SEI Math, Science and Social Science are required for these students. (See "Placement Note" below.) ✓ PROGRAM OPTION C: Specialized Programs- See list for qualifying programs, Bridging level ELD standards and SDAIE must be embedded in all core classes. Adequate monitoring needed. ✓ PLACEMENT NOTE: Appropriate ✓ PLACEMENT NOTE: Appropriate to place these "Reclassified (RFEP)" into SEI courses for "backfill" purposes at schools where EL population is low.

^aWhere CELDT 2014 (annual or initial) is not available, use previous CELDT level and home language survey data (use ELD placement tests where available) from site testers to determine level of English proficiency.
^{^^}Primary Language Arts (Spanish or Tagalog for Spanish or Tagalog Speakers or Spanish I-IV, as appropriate) builds skill transference and provides access to advanced course work in future.
BIL=Bilingual, **DLI**=Dual language Immersion, **ELM**=English Language Mainstream
 State and Federal Programs/SUHS: EL Placement Criteria V9 Final, 2015-16 4/6/2015

English Learner Placement: 5 YEARS or less

Student is an English Learner in US Schools for 5 YEARS OR LESS		CONTENT Course Placement: Math, Science, Social Science	
CELDT	ELA, ELD Placement IMPORTANT: If student is in ELD, then they <u>must</u> have completed ELD cycle prior to being considered for SEI.		
CELDT 2014: 1,2,3	EL PROFILE: Less than Reasonably Fluent English Learner **Please have site tester assess student on CELDT, SUHSD EL Writing Assessment, and SUHSD Listening and Speaking Assessment to determine proper ELD level ✓ PROGRAM A: ELD- ELD is the required default program. ELD 7/8 students are enrolled in SEI English for Hour 2. ✓ PROGRAM B: SEI- SEI English is allowable IF AND ONLY IF student has completed ELD 7/8 AND demonstrated near grade-level content mastery on Performance Tasks. ✓ RECOMMENDED SUPPORT/ELECTIVE: Primary Language Arts is strongly recommended as an elective course for students when Spanish or Tagalog is indicated as primary language.^{^^} ✓ INSTRUCTIONAL NOTE: Emerging-Expanding level ELD Interventions and heavy monitoring needed.	✓ PROGRAM OPTION A: BIL/DLI- Bilingual/Dual Language Immersion CORE Subjects (Math, Science and Social Science), pending student's comfort in primary language. <i>*By law, waiver must be offered and a section created for every 20 waivers signed.</i> ✓ PROGRAM OPTION B: SEI- SEI Math, Science and Social Science are required for these students if less than 20 waivers signed. ✓ INSTRUCTIONAL NOTE: Emerging-Expanding level ELD Interventions and heavy monitoring needed. <i>*NOTE: If student will not be placed in BIL, DLI or SEI for all core, reasons and data must be recorded in Power Schools. Documentation of 'Emerging-Expanding' level ELD standards-based instruction and SDAIE must be embedded in English Language Mainstream (ELM) core classes.</i>	
CELDT 2014: 4,5*	EL PROFILE: Reasonably Fluent English Learner **Please have site tester assess student new to SUHSD on CELDT, SUHSD EL Writing Assessment, and SUHSD Listening and Speaking Assessment to determine proper ELD level ✓ PROGRAM A: ELD- ELD is the required default program. ELD 7/8 students are enrolled in SEI English for Hour 2. ✓ PROGRAM B: SEI- SEI English is allowable IF AND ONLY IF student has completed ELD 7/8 AND demonstrated near grade-level content mastery on Performance Tasks. ✓ PROGRAM C: Specialized Programs- See list for qualifying programs. Expanding-Bridging level ELD standards and SDAIE must be embedded in core classes. Close monitoring needed. ✓ RECOMMENDED SUPPORT/ELECTIVE: Primary Language Arts is strongly recommended as an elective course for students when Spanish or Tagalog is indicated as primary language.^{^^} ✓ PLACEMENT NOTE: It is appropriate to place these "Reasonably Fluent EL's" into SEI course for "backfill" purposes at schools where EL population is low.	✓ PROGRAM OPTION A: BIL/DLI- Bilingual/Dual Language Immersion CORE Subjects (Math, Science and Social Science), pending student's comfort in primary language. <i>*By law, waiver must be offered and a section created for every 20 waivers signed.</i> ✓ PROGRAM OPTION B: SEI- SEI Math, Science and Social Science are allowable for these students ONLY in situations where BIL/DLI sections cannot be created. ✓ PROGRAM OPTION C: Specialized Programs- See list for qualifying programs, level ELD standards and SDAIE must be embedded in core classes. Adequate monitoring needed. ✓ PLACEMENT NOTE: Appropriate to place these "Reclassified (RFEP)" into SEI courses for "backfill" purposes at schools where EL population is low.	

[^]Where CELDT 2014 (annual or initial) is not available, use previous CELDT level and home language survey data (use ELD placement tests where available) from site testers to determine level of English proficiency.

^{^^}Primary Language Arts (Spanish or Tagalog for Spanish or Tagalog Speakers or Spanish I-IV, as appropriate) builds skill transference and provides access to advanced course work in future.

BIL=Bilingual, DLI=Dual language Immersion, ELM=English Language Mainstream

ELD Placement Criteria, 2015-2016
Middle School

Use this chart if:

- Student is new to SUHSD
- Student has been in US schools for 5 years or less
- Student has been identified as EL or as Potential EL (Test or Verify)

Placement Data and Assessments

Use each of the data ranges to place ELs in the appropriate EL program (ELD/SEI). By triangulating these these data, the best possible placement can be determined; however, when there are differing interpretations, sites can confer to make the best placement using other data held at the site (see: ELD teacher, counselor, CIS, etc.)

NOTE: SUHSD has an A-G waiver option in place for recently arrived ELD students graduating in 2016.

EL Course Recommendation	CELDT 13-14 (Initial or Annual)	CELDT 14-15 (Initial)	SUHSD ELD Writing Benchmark <i>(Rubric Score)</i>	SUHSD Listening/Speaking Assessment
ELD 1/2	N/A*	248-429	0-.05	1
ELD 3/4	248-446	430-489	.05-1	2
ELD 5/6	447-527	490-530	1-2	3
ELD 7/8	528-581	531-585	3-4	4
SEI English 7-12	582-741	586-741	4	5
English Mainstream	Reclassified (RFEP)	IFEP	4	5

**Any student who was in ELD ½ in the prior school year should automatically matriculate into ELD ¾, unless they spent less than 9 weeks in the course.*

Additional Measure for consideration:

SUHSD ELD Placement Test (45q)	EL Course Recommendation
0-9	ELD 1/2
10-18	ELD 3/4
19-26	ELD 5/6
27-38	ELD 7/8
39+	SEI English 7-12
39+	English Mainstream

ELD Placement Criteria, 2015-2016
High School

Use this chart if:

- Student is new to SUHSD
- Student has been in US schools for 5 years or less
- Student has been identified as EL or as Potential EL (Test or Verify)

Placement Data and Assessments

Use each of the data ranges to place ELs in the appropriate EL program (ELD/SEI). By triangulating the data, the best possible placement can be determined; however, when there are differing interpretations, sites can confer to make the best placement using other data held at the site (see: ELD teacher, counselor, CIS, etc.)

NOTE: SUHSD has an A-G waiver option in place for recently arrived ELD students graduating in 2016.

EL Course Recommendation	CELDT 13-14 (Initial or Annual)	CELDT 14-15 (Initial)	SUHSD ELD Writing Benchmark <i>(Rubric Score)</i>	SUHSD Listening/Speaking Assessment
ELD 1/2	N/A*	251-429	0-.05	1
ELD 3/4	248-452	430-500	.05-1	2
ELD 5/6	453-535	501-527	1-2	3
ELD 7/8	536-608	528-621	3-4	4
SEI English 7-12	609-761	622-761	4	5
English Mainstream	Reclassified (RFEP)	IFEP	4	5

**Any student who was in ELD ½ in the prior school year should automatically matriculate into ELD ¾, unless they spent less than 9 weeks in the course.*

Additional Measure for consideration:

SUHSD ELD Placement Test (45q)	EL Course Recommendation
0-9	ELD 1/2
10-18	ELD 3/4
19-26	ELD 5/6
27-38	ELD 7/8
39+	SEI English 7-12
39+	English Mainstream

ELD Placement Criteria, 2015-2016
EL Student Placement Recommendation Form
(also available [electronically](#) via Google Forms)

Student Name: _____ ID#: _____ Grade: _____ School: _____

Determining Proper Student Placement: *Highlight or circle score level/range above for each criterion.*

Indicator:	Data/Notes	Corresponding Course Placement
REQUIRED: CELDT	Year: _____ Type: <u>Initial</u> <u>Annual</u> Score: _____	<u>ELD 1/2</u> <u>3/4</u> <u>5/6</u> <u>7/8</u> <u>SEI ENGLISH 7-12</u>
REQUIRED: SUHSD ELD Writing	Rubric Score: _____	<u>ELD 1/2</u> <u>3/4</u> <u>5/6</u> <u>7/8</u> <u>SEI ENGLISH 7-12</u>
REQUIRED: SUHSD Listening/Speaking	Level Score: _____	<u>ELD 1/2</u> <u>3/4</u> <u>5/6</u> <u>7/8</u> <u>SEI ENGLISH 7-12</u>
OPTIONAL: SUHSD ELD Placement Test		<u>ELD 1/2</u> <u>3/4</u> <u>5/6</u> <u>7/8</u> <u>SEI ENGLISH 7-12</u>

Final Course Placement Recommendation:

- If student scores indicate the same course placement 2 or 3 times, use that course level.
- If student scores indicate 3 different course placements, use the average or middle course.
- If student scores indicate 2 same/similar course placements, and 1 is 2 -3 levels higher, consider using additional measures *(teacher info/recommendation, interview students, re-test of SUHSD measures such as SUHSD Writing benchmark and SUHSD Listening/ Speaking Assessment, ELD Placement Test, etc. NOTE: CELDT cannot be readministered).*

Final recommended course level: ELD 1/2 ELD 3/4 ELD 5/6 ELD 7/8 SEI ENGLISH: 7-12

Additional Tester Comments/Notes:

Tester Signature: _____ Date: _____

Counselor Comments/Notes: placed in course recommended by tester placed in another level (provide rationale below)

Counselor Signature: _____ Date: _____

*****Registrar must place a copy of this in the students Master Cumulative Folder and either submit a copy to the counselor or use the form available [electronically](#) via Google Forms.**

Routing Protocol:

1. Tester completes form by hand or by electronically generating, signs and makes a copy to keep for records, sends original to counselor.
2. Counselor determines course enrollment, using form spreadsheet or tester-generated paper form, signs and sends to registrar to file in student CUM folder.
3. Registrar send to R&E for verification and final Language Proficiency code determination.

EL Programs- Placement vs. Instruction

SEI: Structured English Immersion (SEI English plus 3 SEI core content courses)

Placement:	30-60% LTELs predominantly with overall CELDT 3-5	40-70% RFEP/IFEP
Instruction:	60-80% ELD (English Language Development) Standards Instruction & SDAIE	20-40% Primary Language Support^

ELD: English Language Development (2 periods of ELD or 1 of ELD 7/8 and another SEI English class)

Placement:	100% Short term English Learners (STEL), predominantly with overall CELDT 1-3	
Instruction:	80-90% ELD Standards and SDAIE (Specially Designed Academic Instruction in English)	10-20% Primary Language Support^

BIL: Bilingual (core content courses in math, science, and social science.)

Placement:	100% Combination of STELs and any student with a waiver	
Instruction:	60-80% Primary Language Instruction	20-40% ELD & SDAIE

DL: Dual language Immersion (core content courses in any 2 of the core: math, science, and social science)

Placement:	100% students who select as program of choice (EL, RFEP, EO, or IFEP) <i>[in some cases a BIL student will also take a DL course if no other BIL course is available]</i>	
Instruction:	50% SDAIS (Specially Designed Academic Instruction in Spanish) and SLD (Spanish Language Development)	50% SDAIE+ELD

[^]Primary Language Support does not require the teacher to have a BCLAD, but merely to support student interactions in their home languages then hold them accountable for constructing academic responses in English or even finding materials in Spanish if needed to help clarify academic content. Pointing out cognates is essential as well.