



# ADMINISTRATIVE PROCEDURE

SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 4250

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CATEGORY: **Instruction, Special Programs**

EFFECTIVE: **8-02-76**

SUBJECT: **Instructional Programs for English Learners**

REVISED: **4-15-05**

## A. PURPOSE AND SCOPE

1. To outline administrative procedures governing instructional programs for English learners.
2. **Related Procedure:**  
English learner program compliance ..... 4251

## B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: F-2590-2598; Education Code Sections 300-340; California Code of Regulations, Title 5.

## C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Biliteracy and English Learner Support Department, Instruction and Curriculum Division, Office of School Site Support.
2. **Definitions**
  - a. **California English Language Development Test (CELDT):** A state-mandated test of English proficiency consisting of three portions: Listening and Speaking, Reading, and Writing.
  - b. **English Learner (EL):** A student with a language other than English indicated on the Home Language Survey and who is determined, by the CELDT assessment, to be less than fully proficient in English. ELs qualify for enriched English instructional services until they are able to demonstrate full academic proficiency in English and are meeting or approaching grade level standards on core subject areas.
  - c. **Home Language Survey (HLS):** A questionnaire completed by parents/guardians when students first enroll in the district to identify languages used in each student’s home.
  - d. **Language Proficiency Levels:** Five stages of English language proficiency ranging from very little English ability to nearly proficient in English. The levels are Beginning (B), Early Intermediate (EI), Intermediate (I), Early Advanced (EA), and Advanced (A).

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- e. **Parental Election:** The process by which a parent/guardian applies for an instructional program that includes instruction in the student's primary language (e.g., Biliteracy for Spanish Speakers). The principal must consider each application on its individual merits and, in consultation with the educational staff, decide to approve or deny the application.
- f. **Primary Language (or Primary Home Language):** Any language other than English listed on a student's Home Language Survey as being used in the home.

## D. IMPLEMENTATION

The district identifies, assesses, and reports all newly enrolled students who have a language other than English shown on their Home Language Survey as described in Procedure 4251. California law requires that students from this group who are assessed and identified as ELs must be placed in an appropriate instructional program. Students are to be placed in a program in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. A parent/guardian may request a parental exception for the placement of their child in classes where English and other subjects are taught using bilingual education techniques or other generally recognized educational methodologies permitted by law. Parental waiver requests will be reviewed in accordance with Section D.5 of Procedure 4251. The instructional programs for ELs are described in D.1. and D.3.

1. **Structured English Immersion (SEI):** This program is designed for ELs who are at the early levels of English language proficiency and have not yet acquired a "Good Working Knowledge of English." The intent of this program is to develop English proficiency while providing access to core curriculum. Instruction in this program is provided overwhelmingly in English and may utilize primary language support. In most cases, SEI program students are clustered and purposefully placed according to English language proficiency level in grade-level classrooms that include native and fluent speakers of English. In these SEI "clusters," ELs typically make up about one-third of the total students in the class. In certain cases, an entire class may be composed of ELs with similar proficiency levels.
2. **Mainstream English Cluster (MEC):** This program is designed for ELs who demonstrate a higher level of English language proficiency and have generally acquired a "Good Working Knowledge of English." In most cases, this program serves as a continuation of SEI and has a goal of moving ELs from the higher levels of English proficiency to "Reclassified Fluent English Proficient" (RFEP) status. In all cases, MEC program students must be clustered and purposefully placed according to English language proficiency level in grade-level classrooms that include native

and fluent speakers of English. ELs should make up about one-third of the total students in the class, whenever possible.

3. **Biliteracy for Spanish Speakers:** This program is designed for Spanish-speaking ELs who have received parental exception waivers in accordance with Procedure 4251, Section D.5. Students learn in both English and Spanish and maintain interaction with students enrolled in other programs. Spanish instruction continues to be used at each grade level, while the percentage of daily English instruction increases over time. ELs are sometimes grouped in full grade-level Biliteracy classrooms or sometimes grouped within grade-level SEI or MEC classrooms during English instruction.
4. **Teacher Certification/Authorization.** Teachers of core academic subjects with one or more ELs in their classes must hold certification authorizing instruction of ELs, or have filed with the Human Resources Division, Office of School Site Support, the appropriate “ELD/SDAIE In-Training Consent to Teach” or “Letter of Consent: In-Training Status for Bilingual Cross-cultural Language and Academic Development” (BCLAD) form. Each form serves as an affidavit, and states the teacher’s intent to participate in training leading to the required certification within a designated timeline. Examples of such certification include, but are not limited to, BCLAD, CLAD, and SB395.
5. **English Language Development (ELD) Instruction.** ELD instruction is an important part of each of the three instructional programs for ELs: SEI, MEC, and Biliteracy for Spanish Speakers. While ELD is embedded in all EL activities conducted in English throughout the school day, each program for ELs includes a portion of the day when the teacher provides instruction that specifically focuses on the attainment of the English Language Arts standards with the support of the ELD standards. This focused language study is geared toward each student’s assessed English language proficiency level
6. **ELD Curriculum.** Each school has the opportunity to select a particular ELD curriculum (from several available district-adopted options) to best meet the needs of its EL students. Teachers use the selected curriculum, along with appropriate supplemental resources, to provide ELD instruction that matches and extends the students’ level of English language proficiency.
7. **Access to Core Curriculum.** All ELs must have *access* to grade-level core curriculum. This is accomplished through primary language instruction or support, and/or Specially Designed Academic Instruction in English (SDAIE), depending on the particular program in which the student is enrolled. Academic instruction through

English is modified to meet and extend the students' level of language proficiency, and teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum within all of the programs for ELs.

- a. **SDAIE:** SDAIE is an approach to teaching content curriculum that provides ELs with extra language and academic support specifically designed to enable them to access core concepts and skills of any given grade-level subject being taught in English. The quantity of support, or “scaffolding,” provided varies according to the English language proficiency level and individual needs of the students.
  - b. **Primary language instruction:** Primary language instruction is instruction delivered to ELs in their native language. Delivery of such instruction is designed for native speakers of the particular language, and, at some grade levels, core textbooks are written in that language. Example: Spanish is the language of instruction and the language of certain subject-area core textbooks used within the Biliteracy for Spanish Speakers Program.
8. **English Learner Access to Gifted and Talented Education (GATE) and Special Education Programs.** EL students who are also eligible to receive GATE or Special Education program/services of any kind are to receive that program, or those services, *in addition* to the required EL services described above. In other words, ELD instruction and access to the core curriculum through SDAIE or primary language must be included within the GATE or Special Education program for participating ELs, and teachers providing the instruction must be authorized to teach ELs as well as the applicable GATE/Special Education program. It is not unusual for EL students to be identified as GATE; therefore, organizing classrooms to accommodate GATE/Structured English Immersion clusters, GATE/Mainstream English clusters, and/or GATE Biliteracy programs with properly certified teachers is essential.

## **E. FORMS AND AUXILIARY REFERENCES**

1. Consent to Teach: ELD/SDAIE In-Training Form, available from the Human Resources Division Credentialing Office
2. Home Language Survey (Package of 100), PeopleSoft #3043
3. Letter of Consent: In-Training Status for Bilingual Cross-cultural Language and Academic Development (BCLAD), available from the Human Resources Division Credentialing Office

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**F. REPORTS AND RECORDS**

**G. APPROVED BY**

*Kerry B. Flanagan*

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Chief of Staff, Kerry Flanagan  
For the Superintendent of Public Education