



San Francisco Unified School District's  
Plan to Serve English Learners

# **A NEW Lau Action Plan**

## Parent Orientation



# Historical Perspective of the Lau Plan

- 35 years ago, Chinese immigrant parents of SFUSD students sued the District for discrimination and failing to provide equal access to education for their English Learner (EL) children.
- U.S. Supreme Court determined that schools were obligated to ensure that EL students had full access to education.
- SFUSD developed a Lau Action Plan describing how the District would provide educational access to English Learners.

# Recent History of the Lau Plan

- In 2006, it was determined that there were still practices in the District that limited access to education for EL students.
- In September 2008, a new Lau Action Plan was adopted by the Board of Education and was filed in Court.

## Major Concerns from Community Members and Educators...

- English Learners aren't always appropriately identified.
- Parents don't always get good information about program choices; students aren't always placed into the best programs to meet their needs.
- District programs for ELs aren't always as strong as they should be and instruction is uneven.
- Teachers, administrators, and counselors need more professional development to meet the needs of English Learners.
- The District needs to more actively recruit bilingual teachers.
- Communication with parents has to be strengthened.

# Sections of the NEW Lau Action Plan

(Starts on page 15 in “SFUSD Services to English Learners – The New Lau Action Plan, September 2008”)

- Proper Identification of English Learners
- Appropriate Placement for ELs
- Access to Effective Programs
- Access to Specialized Programs/Services
- Quality of Instruction
- Staffing and Professional Development
- Parent Outreach and Involvement
- Monitoring, Evaluation, and Reporting

## HIGHLIGHTS: Placement



- Provide training to EPC staff to enable them to better counsel parents on program models.
- Integrate strategies to support EL programs into development of a new student assignment system.

# HIGHLIGHTS: Access to Effective Programs

- Develop a proposal to enhance and strengthen current EL programs to provide greater access to continuous EL pathways from kindergarten to 12<sup>th</sup> grade.
- Provide ELs with effective program pathways that:
  - Avoid linguistic isolation.
  - Provide a minimum of 30 minutes or one period of daily ELD instruction leveled by English proficiency.
  - Provide content classes taught in primary language or SDAIE.
  - Are taught by teachers with CLAD or BCLAD certification.

# Program Pathways

A decorative graphic at the top of the slide consists of two groups of three circles. The left group has a solid light purple circle on the left, a white circle with a light purple outline in the middle, and a solid light purple circle on the right. The right group has a solid light purple circle on the left, a white circle with a light purple outline in the middle, and a solid light purple circle on the right.

- **Core Pathways**

- Dual Language Immersion

- Biliteracy

- English Plus

- **Intervention Pathways**

- Newcomer

- Underschooled Student (in development)

- Long-Term English Learner (in development)

# Dual Language Immersion Pathway

~ offered in Cantonese, Korean, Mandarin, or Spanish

## Goals

The Dual Language Immersion Pathway is designed to ensure English Learners and native English speakers develop high levels of English and target language proficiency and literacy, as well as academic competency. This pathway is recommended for English Learners to achieve the highest level of English language and superior academic performance.

## Student Population

This program is designed for four types of students: (1) English Learners whose home language is Cantonese, Korean, Mandarin, or Spanish; (2) bilingual students who speak Cantonese, Korean, Mandarin, or Spanish and English; (3) heritage language students who are English speakers but whose family background includes Cantonese, Korean, Mandarin, or Spanish; and (4) native English speakers who speak only English.

## Instruction

- In kindergarten, instruction will occur 80% - 90% of the time in the target 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 target language. At the secondary level, students generally take two academic classes in the target language.
- Teachers provide English Learners instruction in English Language Development (ELD) daily during which time students are grouped by proficiency.
- Teachers also use Specially Designed Academic Instruction in English (SDAIE) which are strategies to assure access to the core curriculum and facilitate the development of academic English. Similar instructional support is provided for English-speaking students while they learn the core content in a second language.

# Biliteracy Pathway

~offered in Cantonese, Filipino, or Spanish

## Goals

The Biliteracy 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. Where Dual Language Immersion program placement is not available, the Biliteracy Pathway provides the most effective academic program for English Learners.

## Student Population

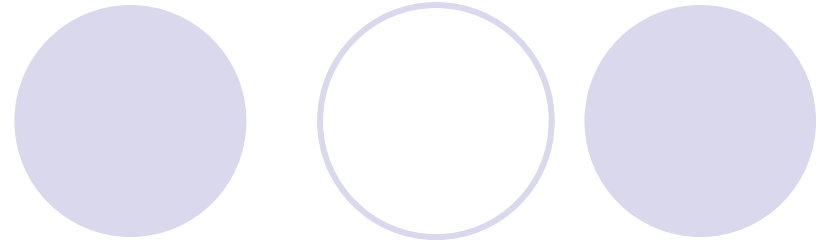
This program is designed for English Learners who are native speakers of Cantonese, Filipino, or Spanish.

## Instruction

- In kindergarten and 1st grade, the target language is used for 80% of the instruction. Instruction in English increases each year. By the 5th grade, instruction is 50% in English and 50% in the home language. For Cantonese/Mandarin, non-alphabetic languages, the percentage of instruction may vary from this model as literacy is taught in both Chinese and English. At the secondary level, English Learners continue to study in the target language for at least 2 academic periods a day in addition to one period of English Language Development (leveled by proficiency).
- All academic courses not taught in the home language are taught through specific strategies designed to assure access to the core curriculum and facilitate the mastery of academic English.
- English Learners who begin schooling in the primary grades through the Biliteracy Pathway typically achieve English proficiency by the end of elementary school and are redesignated to Fluent English Proficient status. However, because the Biliteracy Pathway aims to produce high level bilingual/biliterate students with native-like proficiency in both languages, all students are strongly encouraged to remain in this pathway through 12th grade.

# English Plus Pathway

~ offered at all school sites



## Goals

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 either a Dual Language Immersion or Biliteracy 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 SDAIE methodologies which are strategies designed to help English Learners understand the content and provide students with support in their home language when available.
- Students receive at least 30 minutes per day of English Language Development (ELD) instruction and are placed in ELD programs based on their language proficiency level.
- The English Plus Pathway provides the basic services guaranteed for English Learners by SFUSD as required by California law. However, SFUSD encourages parents to learn about our Dual Language Immersion and Biliteracy Pathways which have been shown to provide students with strong academic and language learning opportunities.



# Newcomer Pathway

## Goals

The Newcomer Pathway is designed to help recently arrived immigrant English Learner students adjust to their new language and culture in a one-year program (with the possibility of a second year as needed).

## Student Population

The Newcomer Pathway serves recently arrived immigrant English Learner students who need a period of adjustment and orientation before entering one of the core English Learner Pathways.

## Instruction

- The curriculum includes transition support and primary language instruction (when possible) in academic areas at grade level. The program also addresses academic gaps due to differences in national schooling systems or gaps in prior schooling.
- Students receive intensive English Language Development consisting of at least two periods of English taught at the appropriate linguistic proficiency level.
- All non-ELD academic classes are taught either through the primary language or in English with SDAIE methodology.
- As students exit the Newcomer Pathway, they transition to a Dual Language Immersion, Biliteracy, or English Plus Pathway.

## HIGHLIGHTS: Access to Specialized Programs & Services

- EL students have equitable opportunity to participate in the GATE program at all sites.
- EL students who qualify for special education services receive both special education services and appropriate language acquisition services.



## HIGHLIGHTS: Instruction

- Develop a districtwide plan to increase the use of standards-aligned primary language materials.
- Provide teachers of EL students professional development on ELD, primary language instruction and SDAIE strategies.

# HIGHLIGHTS: Staffing & Professional Development

- Set a high priority on hiring teachers with CLAD/BCLAD certification with expertise in teaching EL students, and high-level bilingual/biliterate skills.
- Assign the most expert teachers to classrooms of the English Learner groups with greatest needs.
- Train and assign current EL content specialists, resource teachers, coaches, and instructional reform facilitators to work at the most EL-impacted schools.



## HIGHLIGHTS: Parent Outreach & Involvement

- Provide parents with translated documents and information/interpretation at meetings.
- Incorporate parent engagement into site planning process.
- Ensure that each site has a functioning and effective ELAC.

# HIGHLIGHTS: Monitoring & Evaluation

- Develop an observation protocol to monitor EL program pathways and services.
- Build a new student information database to:
  - DOCUMENT EL student identification, assessment, placement, language proficiency, and achievement
  - TRACK students longitudinally
  - ANALYZE the effectiveness of EL program pathways

# Questions & Comments



## Contact:

Christina Mei-Yue Wong

Special Assistant to the Superintendent

(415) 241-6121, ext 3315

[wongc8@sfusd.edu](mailto:wongc8@sfusd.edu)