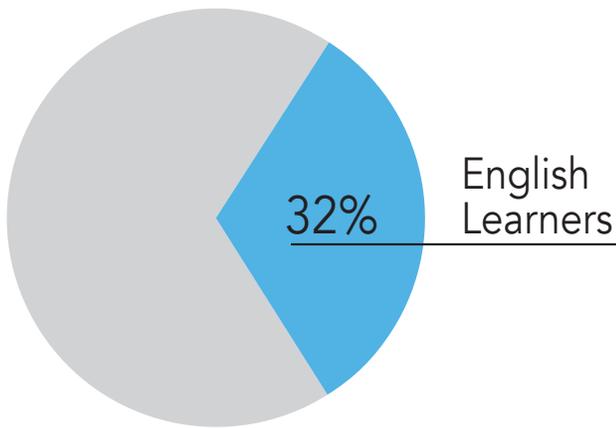




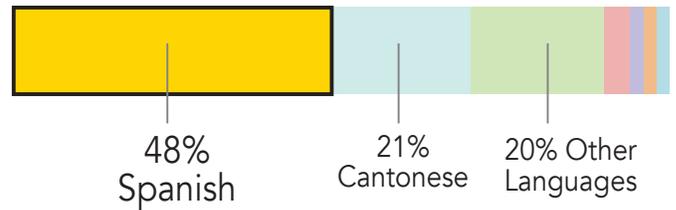
This datasheet shows how San Francisco Unified School District (SFUSD) is serving its 8,200 Spanish-speaking English Learners (ELs), who make up 15% of students enrolled in the district. English Learners bring a wealth of cultural and linguistic assets and have the capacity to succeed academically. But right now, the education system is not designed to value and support them to reach their full potential. The California Department of Education (CDE) adopted the English Learners Roadmap in 2017 to outline the policies and practices that need to change. This fact sheet outlines information parents of English Learners need to know to advocate for their child and improve the system for all English Learners.

English Learners make up one-third of students



Source: California Department of Education Enrollment Files, 2018-19

Around half of all English Learners in San Francisco Unified are Spanish-speakers



One in every six students across San Francisco Unified is a Spanish-speaking English Learner



Source: California Department of Education Enrollment Files, 2018-19

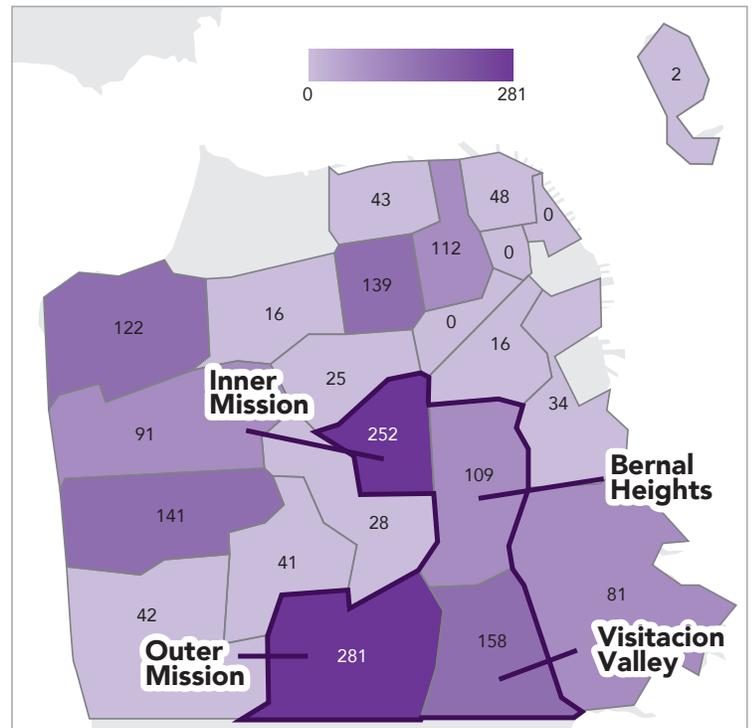
Too many Spanish-speaking English Learners are not getting the support they need to learn English quickly.

Most English Learners are reclassified as proficient within 3-5 years. Since it is important for them to get help to learn English quickly, the California Department of Education keeps track of the number of Long-Term English Learners (LTELs) in each district and school. Long-Term English Learners are students who have been classified as English Learners for at least six years and have not yet passed the English Language Proficiency Assessments for California (ELPAC) test.

There are 3,780 Long-Term English Learners in San Francisco Unified School District. This map highlights that they are concentrated in the Mission, Bernal Heights, Excelsior, and Visitacion Valley neighborhoods. The majority (65%) of Spanish-speaking English Learners attend schools in these four areas.

Another 3,692 students have been English Learners for four to five years and are at-risk of becoming long-term English Learners. Most live and go to school in these neighborhoods as well.

Number of Long-term English Learners by Neighborhood



Source: California Department of Education Enrollment Files, 2018-19

What does it mean if your child is an English Learner?

English Learners (ELs) are students who speak a language at home other than English and are currently learning to read, write, listen, and speak in English. There are over 1.3 million English Learners in California; 82% of them speak Spanish as their first language. To be successful in school and stay on track academically, these students must become proficient in English.



82% of
English Learners
speak Spanish
in California

What should you know if your child is an English Learner?

If your child is identified as an English Learner, you will receive a notification from your school. Talk to your school leaders about how they:



Test and identify students as English Learners

Provide customized support for English Learners



Track your child's progress towards proficiency in English and keep yourself informed

How will your child be identified as an English Learner?

When parents enroll their child in school, they complete a "Home Language Survey" with these questions:

- 1 What language did your child first speak when they began to talk?
- 2 What language do you speak most frequently with your child?
- 3 What language does your child speak most frequently at home?

If you provide an answer other than English to one of these three questions, your child must take the English Language Proficiency Assessments for California (ELPAC) test. If they do not receive a score of "Initial Fluent English Proficient" on the ELPAC test, the district will consider them an English Learner.

What is the ELPAC test?

California requires every English Learner (K-12) to take an annual test in the first month of the school year. This test measures a student's progress on reading, writing, listening, and speaking in academic English.

What kind of support will your child receive in school if they are an English Learner?

In California, all English Learners are required by law to receive English Language Development (ELD) instruction, which is specialized instruction to develop proficiency in English. While your child is taking English Language Development courses, it is important that the school also provides grade-level curriculum in other areas such as mathematics, English language arts, social studies, and science, and ensures your child understands these content areas. There are two types of English Language Development instruction:

Designated:

Students receive additional instruction focused specifically on learning English. This often occurs outside of the classroom in a small group setting.

Integrated:

Students get support within their primary classes to learn the same grade-level content as their peers with extra language support and scaffolds such as visuals, modeling, and explicit vocabulary.

What happens when my child is reclassified?

What happens when my child is reclassified? They will no longer receive designated ELD instruction outside of their primary classes. They will continue to learn English with other first language and/or monolingual English speakers (through English language arts classes) and will no longer need to take the ELPAC test each year.

THE PATH
TO FLUENCY



READ

WRITE

UNDERSTAND

MORE ELD SUPPORT

RECLASSIFY

What happens if my child is not reclassified?

Students who are not reclassified continue to receive English Language Development support and take the ELPAC test each year. With some exceptions, most English Learners should be reclassified within 3-5 years. Research shows that those who are not reclassified are at high risk of falling behind.



If my child is an English Learner, what does it take for them to reclassify?

Once students are proficient in reading, writing, listening, and speaking in academic English, they are no longer considered English Learners. Schools reclassify students as “English proficient” when they:



Pass the ELPAC test with “well developed” (level 4) English language skills



Demonstrate “basic skills” in English for their grade by passing a test given to students who are proficient in English (e.g. Smarter Balanced assessment, district benchmarks)

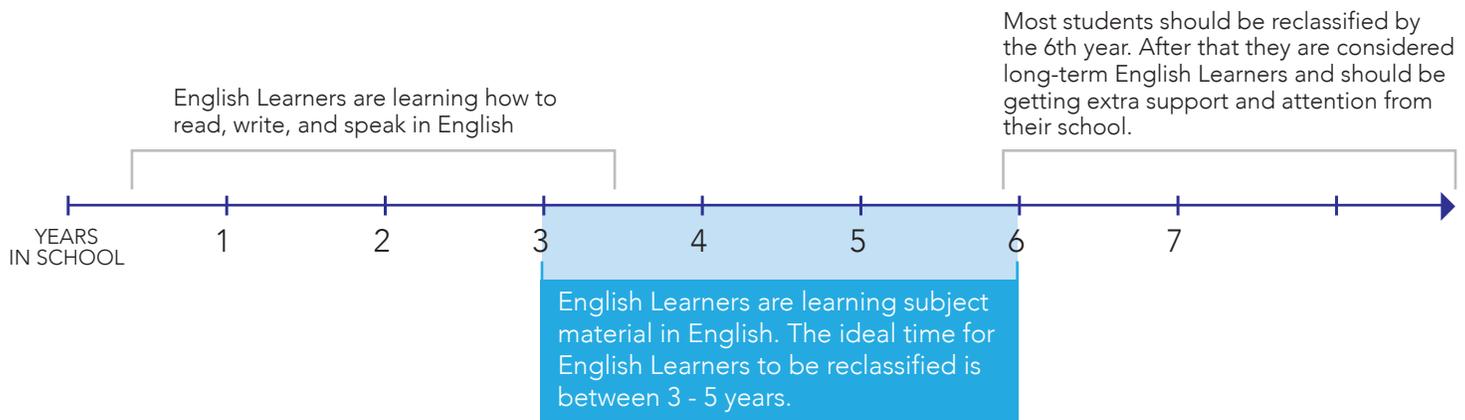


Receive a positive teacher evaluation

Parents should be consulted while the reclassification decision is being made and notified by the school when their child reclassifies. They are entitled to have a conversation with the school and teacher about their child’s progress.

Reclassified Students Excel

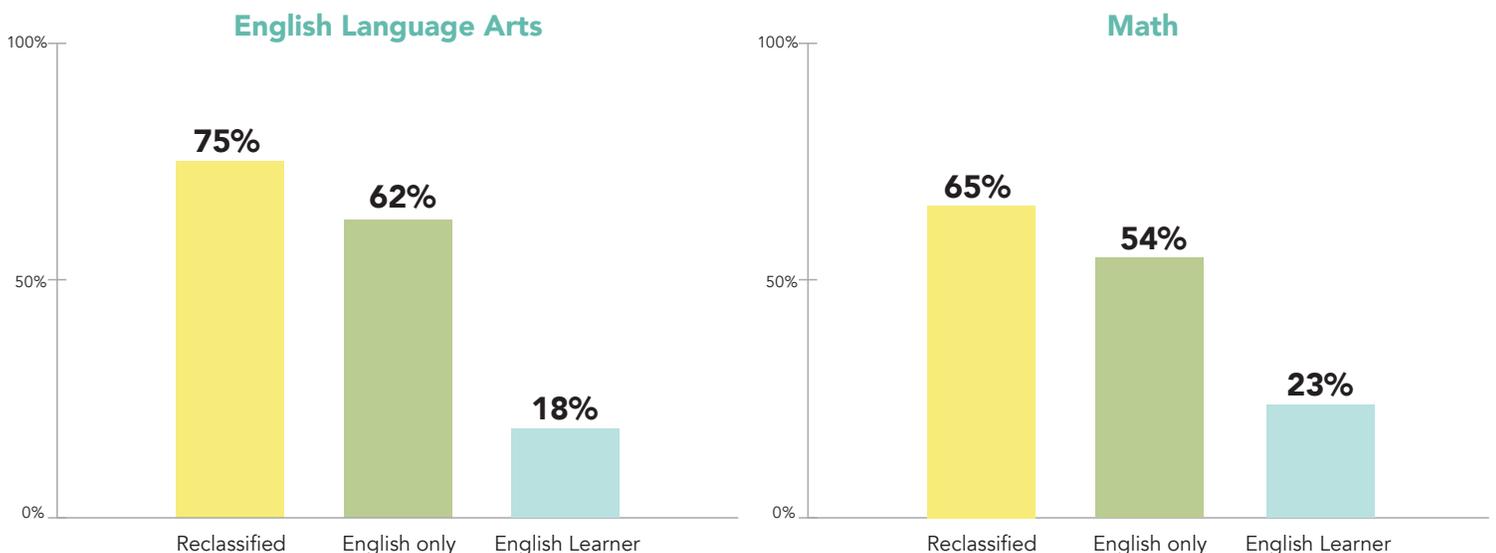
As of 2018, reclassified students in California are more likely to meet the English Language Assessment standard than students whose first language is English. Being bilingual and bicultural is a notable asset both personally and professionally in our interconnected world. Many studies have also shown that bilingualism has many cognitive and social-emotional benefits.^{1,2}



¹Bialystok. (2010). Bilingualism in development: Language, literacy, and cognition. Cambridge: Cambridge Univ. Pr.

²U., & N. (n.d.). The benefits of being bilingual. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/benefits-of-being-bilingual.pdf>

Percent of SFUSD students proficient, 2018-19



Source: California Department of Education, English Learner Enrollment Files, 2018-19

Source: California Department of Education, English Learner Enrollment Files, 2018-19