



## Parental Rights

Aligned with the district's strategic goals for all SLUSD students, the instructional programs offered ensures that English Learners acquire high levels of English and home language proficiency (when available), academic achievement, and skills that will lead to success in the 21st century.

The San Leandro Unified School District provides three different instructional program options tailored to meet the diverse needs of English learners (ELs) and the educational preferences of the parents of ELs. Parents of ELs may choose any of these programs.

Parents can request a waiver to participate in an alternative program. Parental Exception Waivers shall be granted unless the school administration determines that the instructional program offered at the school would not benefit the student. The law requires schools to offer an instructional program when 20 or more parents request it for their children in the same grade level. Consult with school staff for more information.



## Reclassification

In order to consider an English Learner as Fluent English Proficient, he/she must meet reclassification requirements. Requirements include:

- Attaining an overall score of 4 or 5 (early advanced, advanced) on the California English Language Development Test (CELDT) **OR** overall CELDT score in the upper intermediate range **and** a passing score on the California High School Exit Exam (CAHSEE) English Language Arts test (grades 10-12 only)
- An assessment of basic skill in English Language Arts.
- Teacher input indicating that the student is achieving grade level standards.
- Consultation with the parent or guardian.

## INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS



Educational Services Division  
Teaching, Learning and  
Educational Equity  
Department

**SAN LEANDRO UNIFIED  
SCHOOL DISTRICT**

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# Program Description and Goals for English Learners

All programs are designed to meet the educational needs of English Learners by including Designated and Integrated English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies. In all programs, students learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

## Structured English Immersion (SEI)

An instructional program taught in English for students beginning to learn English (ELD 1-3).

- Students acquire English language skills with appropriate support while learning standards based content to be able to succeed in a mainstream English program.
- Students learn all academic subjects in English, with support in their primary language only if needed, through various methods.
- Teachers use special strategies to teach academic subjects to English Learners.
- English Learners receive Designated ELD instruction daily.

### Who can enroll?

English Learners with ELD levels 1-3.



## English Language Mainstream

The English Language Mainstream program is an instructional program taught in English for English proficient students and English learners with reasonable fluency (ELD 4-5).

- Students learn standards-based academic content in grade-level academic English designed for English-proficient students. English is used as the only language of instruction.
- English learners receive support as needed in English, including the use of special strategies for English learners.
- English Learners receive Designated ELD daily with special attention on academic English.

### Who can enroll?

English Learners with ELD levels 4-5, and/or students proficient in English per their official language classification (RFEP, IFEP, EO).

## Spanish Bilingual Pathway

The Spanish Bilingual Pathway is an alternative program designed to ensure English Learners develop high levels of English and home language proficiency and literacy, as well as high levels of academic competency.

This pathway offers a sequential program of Designated ELD taught daily, grade-level language arts, math, and other content subjects taught daily first using the student's native language, then using SDAIE strategies with native language support followed by mainstream English.

- Students acquire language proficiency and academic achievement in English and in their primary language.
- Students develop bilingualism and biliteracy.

### Who can enroll?

- This program is designed for potential English Learners who are native speakers of Spanish.
- On an individual basis, English Learners who are proficient in English (IFEP, RFEP). A Parental Exception Waiver is required.

## Home Language Survey

Upon enrollment of a student in school, parents are asked to complete a Home Language Survey. This survey asks four questions regarding the languages spoken at home. When a parent responds with a language other than English to any of the first three questions, the district is responsible for assessing the English with the California English Language Development Test (CELDT) to test the language proficiency of the student.

## California English Development Test (CELDT) and Classification of English Learners

California English Language Development Test (CELDT) is an important standardized test for English Learners (ELs). This state required assessment is administered starting in August through October. There are two categories of CELDT tests.

**Initial Test:** Identifies English Learners and assesses their English language proficiency level so that they receive appropriate instruction in English.

**Annual Test:** Assesses progress of English Learners and is one of the criteria used for reclassifying EL students. Students who are not reclassified must receive English Language Development until they are reclassified.