
Board of Education
Committee of the Whole on
Student Assignment

San Francisco Unified School District
June 8, 2009

Outline

- Changes to the assessment, counseling and language program placement process for English Learners
 - Overview of English Learners and Language Programs
 - District Vision
 - Current Process
 - Recommendations
 - Budget
- Process and schedule moving forward



Overview of English Learners and Language Programs

At a Glance: English Learners

- 29% of SFUSD students are English Learners (15,747)
 - 62% of all English Learners are in elementary school (9,732)
 - 16% of all English Learners are in middle school (2,475)
 - 22% of all English Learners are in high school (3,540)
- 57 different home languages are spoken
- 82% of English Learners speak one of the following five languages
 1. Spanish (6,327, 40% of all English Learners)
 2. Cantonese (5,358, 34% of all English Learners)
 3. Filipino (490, 3% of all English Learners)
 4. Vietnamese (484, 3% of all English Learners)
 5. Arabic (233, 1% of all English Learners)

At a Glance: Home Language

Home language information gathered from the Home Language Surveys: Round 1, 2009-10 School year

Grade	Spanish	Cantonese	Mandarin	Korean	Filipino	Others	English	Total
K	839 17%	1030 21%	100 2%	32 1%	47 1%	390 8%	2390 50%	4828 100%
6	603 19%	960 30%	46 1%	7 <1%	54 2%	297 9%	1194 38%	3161 100%
9	710 15%	1336 29%	67 1%	18 <1%	83 2%	289 6%	2099 46%	4602 100%

At a Glance: Language Programs

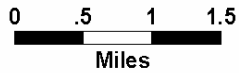
Program	Elementary # Schools	Middle # Schools	High # Schools
Cantonese Biliteracy	15	1	2
Cantonese Dual Language Immersion	1	2	1
Cantonese Total Immersion	1	1	
Japanese Bicultural Biliteracy	2		
Mandarin Dual Language Immersion	2		
Korean Dual Language Immersion	1		
Newcomer	3	3	1
Filipino Biliteracy	1		
Spanish Biliteracy	19	1	
Spanish Dual Language Immersion	8	2	1

Language Programs and EL Students

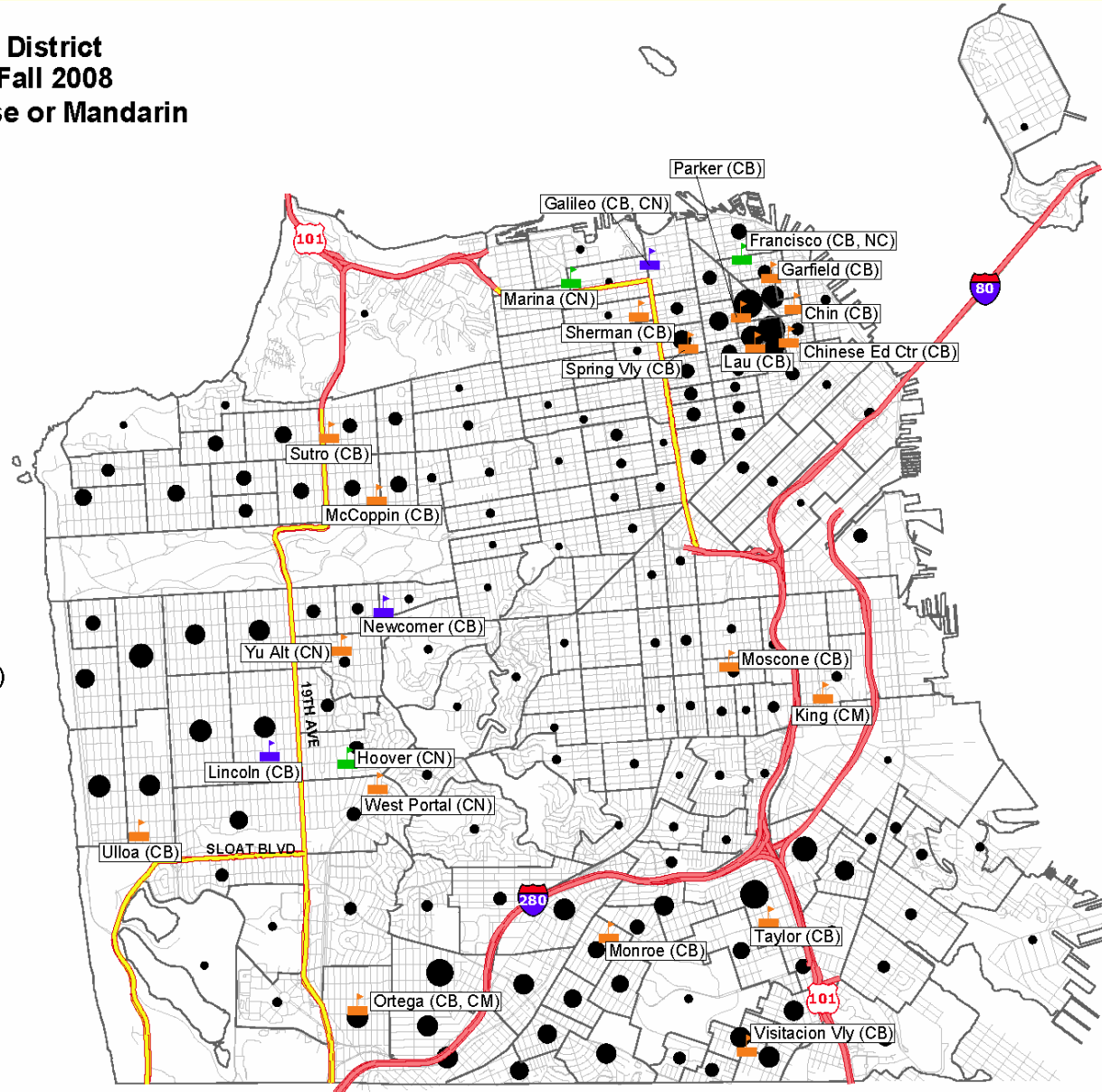
San Francisco Unified School District
 Number of K-12 EL Students, Fall 2008
 whose Home Language is Cantonese or Mandarin
 by Census Tract



- Census Tracts
- ▣ Elementary Schools
- ▣ Middle Schools
- ▣ High Schools

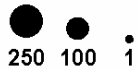


(Language Program Codes in parentheses)

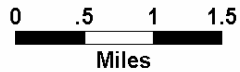


Language Programs and EL Students

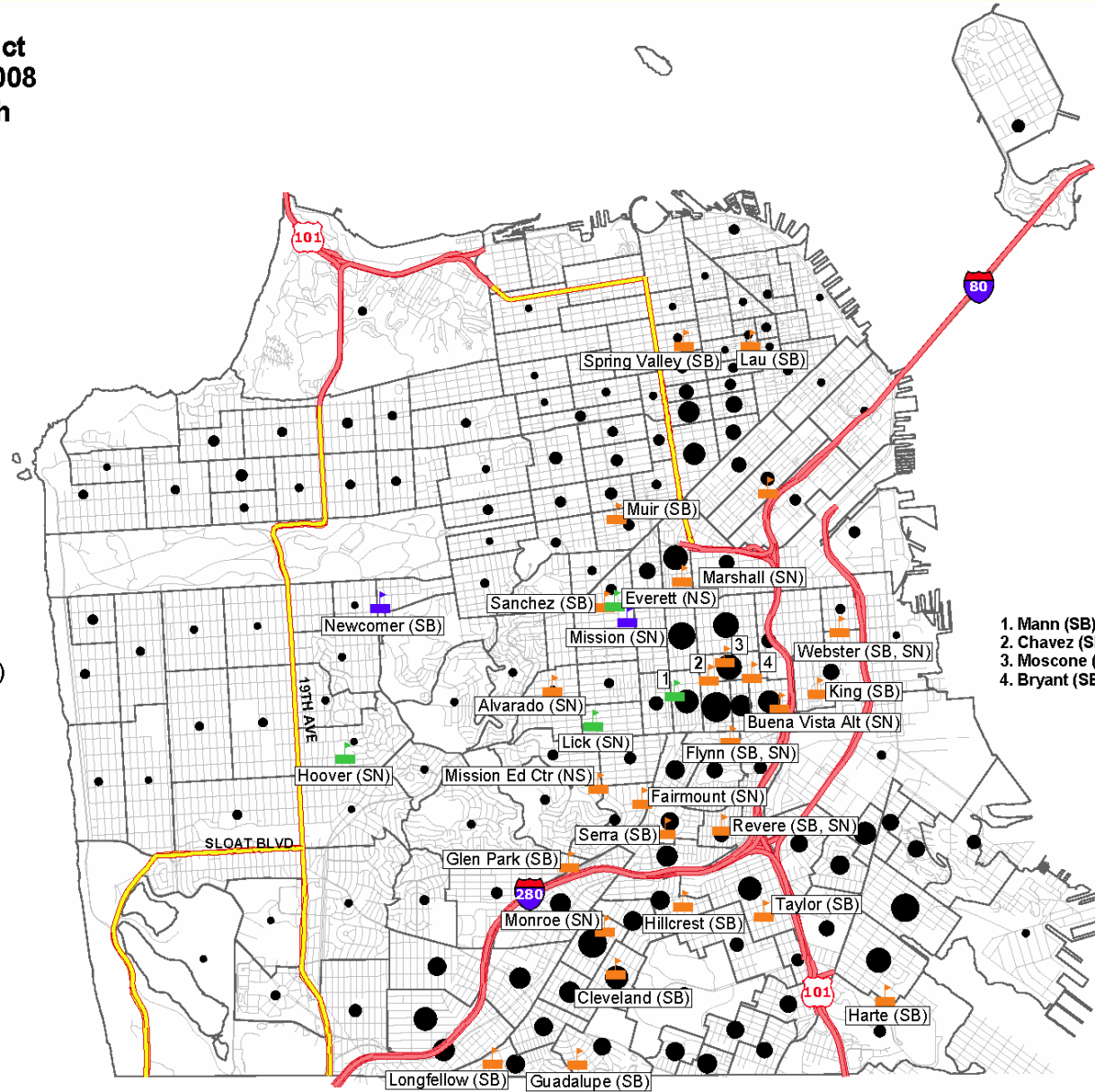
San Francisco Unified School District
 Number of K-12 EL Students, Fall 2008
 whose Home Language is Spanish
 by Census Tract



- Census Tracts
- Elementary Schools
- Middle Schools
- High Schools



(Language Program Codes in parentheses)

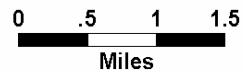


Language Programs and EL Students

San Francisco Unified School District
 Number of K-12 EL Students, Fall 2008
 whose Home Language is not
 Cantonese, Mandarin or Spanish
 by Census Tract



- Census Tracts
- Elementary Schools
- Middle Schools



(Language Program Codes in parentheses)



Demand for Language Programs

- 18% of **all** applicants listed a language program as their first choice
- 22% of English Learners listed a language program as their first choice
- This does not include the counseling necessary for English Learner families to make an acceptably informed choice

Demand for Language Programs

Round 1 Applicants 2009-10: First Choice Requests Only

Program	K Requests / Capacity	6 th Requests / Capacity	9 th Requests / Capacity
Cantonese Biliteracy	307 / 384	20 / 33	51 / 73
Cantonese Dual Language Immersion	76 / 34	53 / 132	20 / 22
Cantonese Total Immersion	284 / 66	3 / 0	--
Japanese Bicultural Biliteracy	162 / 88	--	--
Mandarin Dual Language Immersion	49 / 66	--	--
Korean Dual Language Immersion	42 / 22	--	--
Filipino Biliteracy	6 / 22	--	--
Spanish Biliteracy	217 / 370	5 / 40	--
Spanish Dual Language Immersion	509 / 392	145 / 133	--

SFUSD, June 8, 2009

Data source: 5 year capacity and demand report



District Vision

District Vision

- *“Preparing students for our world of multilingualism and multiculturalism has become an integral and indispensable part of the educational process.”*

SFUSD Board Resolution

- *“To prepare all SFUSD students to become global citizens in a multilingual world by providing the opportunity for all students to graduate with proficiency in English and at least one other language through participation in a well-articulated PreK-12 world language program.”*

Blue Ribbon Task Force

Guiding the Vision

- District Strategic Plan commitment to equity, access and 21st century learning
- Board resolution and Blue Ribbon Task Force report and recommendations
- Lau Action Plan

Implications of District Vision

- The District's vision has implications for all English Learner services and programs
- To reach this vision we must:
 - Ensure proper identification
 - Ensure appropriate placement
 - Ensure access to effective well articulated K-12 pathways



Current Process

Current Process: Historical

- Prior to fall 2005, EPC conducted English and primary language assessments for all applicants
- Due to CELDT testing restrictions, since fall 2005 the CELDT has been administered at school sites after the opening of school
- The diversity index lottery was changed to eliminate language proficiency as a factor (Parties to the Consent Decree, September 2005)
- In response to the above and the SFUSD budget challenges, the language assessment team was reduced by 6 FTE and the scope of assessments changed

Current Process: Historical

Language assessments conducted by EPC between September 2005 and December 2008

Who was Assessed?	What Assessments?
Students new to SFUSD requesting immediate assignment	CELDT and primary language
Round 1 and 2 applicants who requested Alice Fong Yu	English proficiency and Cantonese proficiency
Round 1 and 2 applicants who requested a dual language immersion program and spoke the target language (not always able to test 100% of students due to resource constraints, including time)	Primary language assessment (Spanish, Cantonese, Mandarin)

Current Process: Changes in 2009

Interim changes implemented in January 2009:

- English **and** primary language assessments for students with a home language of Spanish, Cantonese, or Mandarin who applied to a dual language immersion program
- English language assessment for all incoming kindergartners with a home language of Spanish, Cantonese, or Mandarin
- Increased focus on achieving a balance of target and non-target speakers in the dual language immersion programs
- Improved counseling for English Learners to include information about the benefits of language programs

Recommendations for the 2010-11 School Year (enrollment cycle beginning November 2009)

Recommendations - Programs

- Train site administrators, teachers, and staff:
 - program models and goals
 - assessment and placement guidelines
 - effective instruction for English Learners
- Transition from ELD to the English Plus pathway (English Plus will be available at all sites; depending on the number of students, it may be a program within a classroom.)

Recommendations - Programs

- Expand biliteracy and dual language immersion pathways by increasing capacity at schools that currently offer the programs and adding programs in additional schools
 - New programs for 2010-11:
 - identified 6 potential sites
 - New programs for 2011-12:
 - Develop a proposal to provide greater access to continuous English Learner pathways
 - Develop dual language immersion programs at the secondary level to support the continuation of the dual language immersion pathway

Recommendations - Communication

- Post information for English Learners on the SFUSD web site and in the Enrollment Guide
 - Identification process
 - Assessment process
 - Program models and goals
 - Implications of appropriate student placement
 - Contact information for staff who can answer questions
- Publish information in top five languages

Recommendations - Communication

- Inform transitional grade students (5th and 8th grade) enrolled in a language program about the value of consistent placement in the language program and list all schools that offer the program

Recommendations - Assessment

- Conduct English language **and** primary language assessments for all new students (K-12) who list a language other than English in response to **any** of the first three questions on the home language survey

Recommendations – Counseling

- Provide ongoing training to EPC staff on program models, goals and implications
- Train secondary counselors on appropriate English Learner placement
- Provide assessment results and counseling to EL students **before** assignment runs
 - Recommend the dual language immersion, biliteracy, or newcomer program to EL students
 - Families who refuse dual language immersion, biliteracy, or newcomer placement will be assigned to English Plus
 - Ask families to finalize their choices before conducting the assignment runs

Recommendations – Placement

- EPC will generate an assignment letter indicating the language pathway
- For English Plus placements, schools will make the appropriate classroom assignment depending on the number and proficiency level of English Learners

Budget

- In general, the recommendations will be implemented using our existing infrastructure
- Exceptions:
 - Creating the assessment process (staff, assessment tools, etc.)
 - translation services
- Staff are in the process of analyzing cost/budget implications and establishing appropriate funding sources

Immediate Next Steps

- Compose and translate content into Spanish, Cantonese, Filipino, and Vietnamese
- Post on the web and in Enrollment Guide
- Redesign the application form
- Establish an assessment team and tools
- Ensure technology captures assessment results
- Create and implement a training plan for principals and teachers
- Implement a process for increasing the number of language programs