

# Options for students learning English as a Second Language.

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## English Learners [EL]

An EL is a K-12 student who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. These students are sometimes referred to as Limited English Proficient (LEP). The process for identification is described in the California English Language Development Test (CELDT) Assistance Packet for School Districts at <http://www.cde.ca.gov/ta/tg/el/assistancepkt.asp>. (CDE, 2006)

## What is the program placement for ELs in California?

An English language classroom is the placement for ELs in California, unless a parental exception waiver is granted for an alternative program. There are two types of English language classrooms: Structured English Immersion (SEI) and English Language Mainstream. SEI classrooms are designed for students with less than “reasonable fluency”. An English language mainstream classroom is designed for students with “reasonable fluency” or a “good working knowledge of English”. Typically, ELs scoring at the beginning to intermediate levels on the CELDT are considered to have less than “reasonable fluency” (California *Education Code* [EC] Section 305). (CDE, 2006)

An EL shall be transferred from a SEI classroom to an English language mainstream classroom when the pupil has acquired a reasonable level of English proficiency (EC 305). However, at any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom (*California Code of Regulations* [CCR], Title 5, section 11301). (CDE, 2006)

### English Language Mainstream

- Designed for native English speaking [EO] students
- The ELs receive ELD, SDAIE and support in L1
- When EL students are reclassified FEP [fluent English proficient], they are usually assigned to the English Language mainstream.

### Structured English Immersion class [SEI]

- Designed for ELs for one year or less
- The ELs receive ELD, SDAIE and support in L1

## How long must districts provide services to ELs?

School districts are required to *continue to provide additional and appropriate educational services to English learners until they have demonstrated English-language skills comparable to that of the district’s average native English-language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum* (CCR, Title 5, section 11302). Services must continue until ELs meet objective reclassification criteria (EC 313). This means that EL students must be provided with ELD and SDAIE, as needed, and/or primary language instruction until they are redesignated as fluent English proficient (FEP). (CDE, 2006)

## English Language Development [ELD]

[ESL]

- Designed for part or most of the school day for ELs
- Approach to learn to understand, speak, read, and write English as a second language

## Specifically Designed Academic Instruction in English classes [SDAIE]

[SDAIE]

- Designed for part or all of the school day for ELs
- Focus on academic content using SDAIE and English standards

## Primary Language Support [L1]

- Support from school staff who is proficient in the student's first language and culture
- Help provide access to the core curriculum
- Partial day – usually pulled out of the classroom to work with a bilingual adult
- Full day – placement in an alternative bilingual program

## What does a parent need to do to have his/her child placed in an alternative program?

The parent/guardian may request a waiver to allow his/her child to participate in an alternative program following local district waiver procedures. The final decision to grant or deny the request lies with the principal and educational staff who must apply the standard found at CCR, Title 5, section 11309(b)(4). (CDE, 2006)

## Early Exit Transitional Bilingual Program [Early TB]

[Transitional]

- Designed for ELs for 3-4 years
- Instruction in L1 and English
- Goal: move the ELs English as soon as possible

## Late Exit Transitional Bilingual Program [Late TB]

[Maintenance]

- Designed for ELs for 5-7 years
- Instruction in L1 and English
- Goal: give the ELs an academic base in L1 before moving them to English classrooms

## What is a Dual Language Program or Two-Way Immersion Program?

Two-way immersion programs integrate language minority students (ELs) and language majority students (English speakers) in order to develop their bilingualism and biliteracy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non-English) language. Dual Language Program or Two-Way Immersion Program is one of the instructional delivery approaches under the alternative program. For more information, please visit <http://www.cde.ca.gov/sp/el/ip>. (CDE, 2006)

## Heritage Immersion program

[One Way Immersion]

- Designed for students who do not speak their own native language
- Instruction in English and L1
- Goal: students will be proficient in English and their newly acquired native language and reach high academic grade levels in two languages

## Dual Language Bilingual Immersion program

[Two-Way Bilingual Immersion]

- Designated for students who are native speaking English and also students who speak another language
- Instruction in L1 and L2
- Goal: students will be proficient in two languages and reach high academic grade levels in both languages

## Bibliography

CDE. (2006, August 21). *California Department of Education/Specialized Programs/English Learners/Resouces*. Retrieved from English Learners in California Frequently Asked Questions: <http://www.cde.ca.gov/sp/el/er/>