



GJUESD English Learner Program

An **English Learner (EL)** is a student who does not speak English or whose native language is not English and who is not currently able to perform regular classroom work in English at the level of the district's average native English speaking students.

The goal of programs serving ELs is to effectively, efficiently, and rapidly develop English language proficiency and ensure academic success through universal access to the curriculum. All ELs shall be provided explicit direct instruction and a challenging core curriculum designed to develop proficiency in English.

All ELs are placed in English language classrooms in which the language of instruction used by the teaching personnel is overwhelmingly in English. This requirement may be waived for students with approved parental exception waivers in the District's Alternative Bilingual Program.

For the 2013-14 school year, the district serves **1,480** students who have a home language other than English. They are classified as: *English Learners (776)*, *Reclassified-Fluent English Proficient (R-FEP) students (609)*, *Initial-Fluent English Proficient (I-FEP) students (95)*. These students represent more than 18 different home languages. 98% of the district's English Learner population has Spanish as their primary language.

English Learner Program settings:

In order to provide equal opportunity for academic achievement and prevent any substantive academic deficits, ELs shall receive instruction in the core curriculum via one or more of the following settings:

- **English Mainstream (MS)** – A program in which the students are either native English speakers or English Learners who have already acquired a reasonable level of fluency in English. ELs receive a designated daily English Language Development class and instruction is delivered using Specially Designed Academic Instruction in English (SADAIE) strategies.
- **Structured English Immersion (SEI)** - A program for English Learners with less than reasonable fluency in English. Typically these students are



in grades K-1 or newcomers and at the Beginning-Early Intermediate levels of English language development. Nearly all of the instruction is in English. ELs receive a designated daily English Language Development class and instruction is delivered using Specially Designed Academic Instruction in English (SADAIE) strategies. The Student's primary Language (Spanish) may be used for clarification, explanation and support, as needed. Support may be defined as assistance from a bilingual instructional assistant, textbooks, homework, translated tests, and intervention services provided in the primary language.

- **Alternative Bilingual Program (ABP)** – An alternative course of study in which much of the instruction, textbooks, and teaching materials are in the students' native language (Spanish). In Kindergarten through 2nd grade the Language Arts block is in Spanish and the Mathematics instruction is delivered bilingually. The 3rd grade year begins the transition to English reading and writing instruction. ELs receive a designated daily English Language Development class and English instruction is delivered using Specially Designed Academic Instruction in English (SADAIE) strategies.

District Definition of “Reasonable Level of Fluency” in English

An English Learner has acquired a “reasonable level of English proficiency” when he/she has achieved at least Intermediate level on the CELDT in grades K-1 or Intermediate level on the Listening and Speaking portion of the CELDT in grades 2-8.

District Definition of “Nearly All” and “Overwhelmingly”

For English Learners in English Language classrooms the term “nearly all” or “overwhelmingly” means at least 60% of the classroom instruction is in English (clarification, explanation and support may be in the student's primary language)

For more information, contact Donna Mayo-Whitlock, GJUESD English Learner Coordinator at (209) 745-1546 ext. 303, or e-mail dwhitlock@galt.k12.ca.us.