



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: Placement, Scheduling and Staffing for English Learners in Middle School for 2020-2021

NUMBER: MEM-6866.3

ISSUER: Alison Yoshimoto-Towery
Chief Academic Officer
Division of Instruction

Lydia Acosta Stephens
Executive Director
Multilingual and Multicultural Education Department

DATE: October 13, 2020

ROUTING

LD Superintendents
Administrators of Instruction
Administrators of Operations
Community of School Administrators
Counseling Coordinators
EL Coordinators
ELA Coordinators
Secondary Principals
Secondary Assistant Principals
Counselors
School Site EL Designees
UTLA Chapter Chairs

PURPOSE: The purpose of this memorandum is to provide schools with procedures based on the 2018 Master Plan for English Learners (ELs) and Standard English Learners (SELs) for the proper placement of middle school English Learners in English Language Development (ELD) classes and core content classes. For programming of ELs with disabilities who have Individualized Education Programs (IEPs), please refer to REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017.

MAJOR CHANGES: This memorandum replaces MEM-6866.2, *Placement, Scheduling and Staffing for English Learners in Middle School in 2019-2020*, dated September 13, 2019. This memorandum includes new guidance on classroom composition for ELs in Integrated ELD courses (iELD), updated information on Designated ELD (dELD) off-sequence course offerings, the use of formative assessment in placement of newly enrolled ELs, and information on Tier 2 intervention and Long-Term English Learners with Disabilities.

BACKGROUND This Memorandum provides procedures for:

- I. Middle School Placement of ELs
- II. Scheduling Classes for ELs

GUIDELINES: **I. MIDDLE SCHOOL PLACEMENT OF ENGLISH LEARNERS**

Schools may consider time enrolled in U.S. schools as one of the indicators when determining a student’s initial ELD course level placement. Other data sources may be used to inform placement such as those listed below:

- English Language Proficiency Assessments for California (ELPAC)
- Reading Inventory (RI) administered for reclassification
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS 8)



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

- English Language Arts Smarter Balanced Assessment (ELA SBA)
- Department Formative Assessments

Refer to Attachment A for a chart summarizing scores for the information above. Although all possibilities cannot be covered in a single chart, the guidelines for placement stated on the chart must be followed when data matches the chart. When conflicting test data occurs (i.e., first year of enrollment with an Initial ELPAC intermediate performance level), individual cases must be evaluated and the Student Support and Progress Team (SSPT) should assist in determining the most appropriate placement. Additional placement information for ELs with disabilities can be found in REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017.

A. Comprehensive ELD

According to the California ELA/ELD Framework, Comprehensive ELD is comprised of Designated ELD (dELD) and Integrated ELD (iELD). All ELs require both dELD and iELD.

1. Designated ELD (dELD)

Designated ELD is a core instructional service for ELs and is comprised of the following: ELD 1 through ELD 4, Literacy and Language, and Advanced ELD courses. The ELA/ELD Framework defines it in the following way: "Designated ELD is a protected time during the regular school day when teachers use the California ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language" (ELA/ELD Framework, 2014, p. 106). In these courses, English Learners, including ELs with disabilities, must receive dELD instruction to develop listening, speaking, reading, and writing skills. Refer to table below for a list of Designated ELD courses.

Semester One	Semester Two
ELD 1A	ELD 1B
ELD 2A	ELD 2B
ELD MS 3A	ELD MS 3B
ELD MS 4A	ELD MS 4B
Literacy & Language SH A	Literacy & Language SH B
Literacy & Language SH 2A	Literacy & Language SH 2B
Advanced ELD SH A	Advanced ELD SH B
Advanced ELD SH 2A	Advanced ELD SH 2B



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

All ELD A/B courses should be offered both semesters based on the differentiated student needs, especially when schools experience increased enrollment of Newcomer students in the spring semester who need ELD 1A. For additional dELD courses for ELs with disabilities, refer to REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017.

2. Integrated ELD (iELD)

The ELA/ELD Framework defines iELD as “ELD taught throughout the day and across all disciplines” (p.107). iELD is taught in all core content classes in which content teachers of ELs must use California ELD Standards in tandem with content standards.

According to The California ELA/ELD Framework, iELD teachers provide, throughout the day and across the disciplines, “effective instructional experiences” for ELs that:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

In L.A. Unified, iELD teachers use their content area curricular materials, content area standards, and California ELD Standards to provide effective instructional experiences for ELs throughout the day and across the disciplines.

To build capacity and expertise in this area, teachers are highly encouraged to attend Professional Development (PD) opportunities provided by Multilingual Multicultural Education Department (MMED), Local Districts and school sites throughout the academic year. For additional guidance on Integrated ELD (iELD), refer to the California ELA/ELD Framework, Chapter 2, and the California ELD Standards.

B. Placement of ELs in ELD 1 through ELD MS 4 Courses

Schools must consider time enrolled in U.S. schools and overall assessment scores (i.e., ELPAC, RI, ELA, SBA) when determining a student’s initial ELD course placement. ELs who have been in U.S. schools for less than 3 years and scored an ELPAC Performance Level of 3 or less may be placed in the most appropriate ELD 1A/AB through ELD MS 4A/B course.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

ELD 1 A/B and ELD 2 A/B are year-long courses taught in two consecutive, blocked periods to provide intensive English language instruction for beginning level English Learners.

ELD MS 3 A/B and ELD MS 4 A/B courses are taught in a single period and are taken concurrently with a grade-level English course. Schools must use L.A. Unified's approved curriculum for ELD 1 through ELD MS 4 to accelerate English language acquisition, build vocabulary and literacy skills. Refer to Attachment A for the placement chart.

Students who complete ELD 1 through ELD MS 4 courses and who do not reclassify will be placed in the next higher ELD course, either *Literacy & Language for ELs* or *Advanced ELD*. In no case may a student be retained in an ELD level beyond the one-year limit unless the SSPT has evidence that a student is not prepared for the next level. Refer to Attachment A for year limits.

C. Placement of ELs in Newcomer Programs

Newcomers are foreign-born EL students who have been enrolled in a U.S. school for three years or less.

Students who enroll in California schools, and whose Home Language Survey (HLS) indicates a primary language other than English will be required to take the Initial ELPAC. In addition, ELs may also be assessed in their primary language using *LAS Links Español* for Spanish speaking students or the Informal Assessment of Home Language Literacy (IAHLL). ELs who have a severe cognitive disability will be given primary language assessments as part of the Initial IEP evaluation. These tests can be used to determine students' primary language proficiency. Refer to REF 4822.2, *Primary Language Assessments in Languages Other Than Spanish, K-12*, dated February 7, 2013, for information on the process and procedures in administering *LAS Links Español* and IAHLL. For information regarding the initial English language assessment of students with disabilities, refer to BUL-3778.0, *Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Learners (ELs)*, dated October 2, 2007.

1. ESL Newcomer Line

Content-based ELD courses for newcomer ELs with limited or interrupted schooling may be formed, when numbers permit, for students in ELD 1A/1B courses. The content courses taken concurrently can be ESL Science and ESL Social Studies. Bilingual teachers or bilingual paraprofessionals could provide primary language support as needed. Furthermore, students could be supported with primary language supplemental instructional materials. Students may remain in the ESL Newcomer line for up to one year to allow the development of language skills in a content-based ELD setting.



Table 1 Sample Schedule

Student	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ESL Newcomer	ELD 1A/B	ELD 1A/B	ESL Social Studies	ESL Science	Math	Physical Education

2. Newcomer Program with Primary Language Instruction

The Newcomer Program with Primary Language Instruction is designed to provide academic content instruction in the student’s primary language during a Newcomer’s first year of U.S. schooling. Schools may program students into at least two core content classes (i.e., mathematics, science, social studies) taught in the students’ primary language and use primary-language materials. In addition, students with low primary language literacy may also be programmed into Language Arts in the Primary Language (LAPL 1 and 2) for the purpose of basic literacy development in their primary language. All primary language classes must be taught by teachers holding the appropriate subject credential, and a full EL Authorization (i.e., BCC, BCLAD, BA, etc.) in the primary language. Students who have completed one full school year in the Newcomer program transition into the new Language and Literacy in English Acceleration Program [L²EAP].

Table 2 Sample Schedule

Student	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Newcomer with Primary Language Instruction	ELD 1A/B	ELD 1A/B	Math in primary language	Science in primary language	Social Studies	Physical Education

Content courses taught in the primary language do not require a different course code. However, the *EL Service* field of the Section Attributes menu in MiSiS should indicate primary language as one of the services. The *Language of Instruction* field should indicate the language in which the course is taught, see screenshot below:



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

If a school plans to start offering a Newcomer program with Primary Language Instruction during the 2020-21 academic year, notify the Local District EL Program Coordinator.

3. ELs in Dual Language Programs

The priority for ELs in Dual Language Programs is enrollment in the appropriate ELD course. For additional information on Dual Language course requirements, please refer to REF-3451.2, *Implementation Policy for New and Existing Dual Language Programs*, dated July 1, 2019.

D. Placement of PLTELS and LTELEs in the LTEL Courses

1. Potential Long-Term English Learner (PLTEL) are EL students in grade 3-12 with 4.0 to 5.9 years.
2. Long-Term English Learners (LTELEs) are EL students in grades 6-12 who have been enrolled in U.S. schools for 6 or more years.

The Designated ELD courses for PLTELEs and LTELEs are:

- Literacy & Language for ELs 1A/1B and 2A/2B
- Advanced ELD A/B and 2A/2B
- Other courses for EL SWD identified in REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017.

Based on students' needs, PLTELEs who have completed the ELD 1 through ELD MS 4 courses and have not yet reclassified, will be enrolled in the LTEL courses. SSPT may also determine placement of PLTELEs in LTEL courses based on ELPAC, RI and DIBELS data for incoming 6th graders. For more information on PLTEL and LTEL ELD course placement, reference Attachment A, Middle School Placement Chart.

A school may submit a Master Plan Waiver to implement another evidence-based method, approach or curriculum for meeting the ELD needs of LTELEs. For guidance and procedures, reference BUL-6260.2, *Guidelines and Procedures for Requesting an English Learner Master Plan Waiver, TK-12*, dated May 9, 2016.

3. PLTELEs and LTELEs will receive Designated ELD instruction until they reclassify to accelerate their English development as well as academic and domain specific vocabulary that is aligned with the California ELD Standards. *Literacy & Language for ELs* focuses on developmental literacy skills and addresses the four language domains. *Advanced ELD* focuses on ELD Standards at the upper levels with an emphasis on oral language development, academic vocabulary and expository writing.



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

The California ELD standards guide the content in the dELD courses; therefore, teachers must use the California ELD Standards to guide their ELD instruction.

4. LTELs in middle school are to be placed in their grade-level English course and one period of either *Literacy & Language for ELs* or *Advanced ELD*. Other dELD courses may be organized for EL SWD in accordance with REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017. Middle schools lacking sufficient numbers of PLTELEs and LTELs to offer separate sections of each course will offer the course that best meets the needs of the students. The LTEL courses may be considered for reclassification eligibility and must be taught by a permanent teacher with an English or multiple subject credential with a full EL Authorization (CLAD, BA, BCLAD, BCC, etc.) The Advanced ELD Courses may not be assigned to a Special Day Program (SDCP).
5. LTELs who were enrolled in one of the LTEL classes in the Spring 2020 semester and did not reclassify before the start of the 2020-2021 school year will continue in LTEL classes. However, students identified as LTELs for the third consecutive year MUST be referred to the SSPT for review to determine best placement beyond middle school. All LTEL courses may be repeated for credit until reclassification criteria has been met. When data indicates that a PLTEL or LTEL lacks the basic foundational literacy skills needed for the LTEL courses, focused intensive reading intervention instruction must be provided as this student is incurring academic deficits. Identification of students in need of support should be conducted during the first month of the academic year in order to provide Tier 3 interventions during the first semester. To accelerate progress toward reclassification, various data points (i.e., ELPAC, DIBELS, RI, Interim Assessments, etc.) can be used to screen for deficits in foundational literacy skills (e.g., phonics, comprehension, fluency).
6. To assess EL progress toward reclassification, school staff should monitor EL data regularly. However, administrators and school support staff might choose the frequency of data monitoring and the fashion in which to communicate their findings to individual students and staff.

PLTELEs or LTELs with ELPAC overall and/or Reading subtest scores of 2 or lower for two consecutive years may need more intensive/Tier 3 reading intervention. To support English Learners' academic performance and outcomes, CDE released ELPAC questions might be used as needed during the tiered intervention.



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

Incoming grade 6 students scoring in the Well Below Benchmark range in DIBELS and/or fluency assessments for one or more years may need more intensive/Tier 3 reading intervention.

Middle school students scoring below 500L on the RI, including students scoring Beginning Reader (BR) Level may need more intensive/Tier 3 reading intervention in order to accelerate progress toward reclassification.

Unless the student has an IEP, an SSPT meeting must be convened and if warranted, the SSPT may recommend placement in one of the District's intensive/Tier 3 reading intervention programs in middle school. Students with this intensive need can be scheduled into the double block of the middle school *Literacy for Success* course in lieu of placement in an LTEL course. If a student has an IEP refer to REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017.

E. Placement of ELs in grade-level ELA Courses

1. ELs enrolled in ELD MS 3 A/B, ELD MS 4 A/B, *Literacy & Language* or *Advanced ELD* must be concurrently enrolled in a grade-level English Language Arts course. These ELA sections with one or more ELs enrolled (iELD ELA) must be identified in MiSiS with the appropriate EL service in the EL service field of the Section Attributes menu. Additionally, a section type with the appropriate abbreviation should be included for sections assigned to English Learners. Refer to the sample section attribute screen for EL service options. Refer to Attachment C for a description of the EL services.
2. Students may be grouped for language support in an ELA course according to their Master Plan program. However, when numbers do not permit such grouping, classes may be formed with students participating in multiple Master Plan programs. Schools are encouraged to place ELs in heterogeneous grade-level content classes that allow them to interact with English-proficient peers. Generally, ELs should not comprise more than one-third of the class population.

F. Placement of ELs in Core Content Course Other Than ELA Appropriate placement of ELs into core content courses will depend on the student's Master Plan Program.

1. ELs with Less than Reasonable Fluency: Language and Literacy in English Acceleration Program (L²EAP) Students in ELD 1 A/B or ELD 2 A/B courses may require primary language support and may be grouped by English proficiency level for scheduling into standards-based, grade level core content courses. The classes must be taught by teachers holding the appropriate EL credential and authorization and must use California ELD



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

Standards in tandem with their content standards. Content teachers should use District approved textbooks and may use supplemental materials in the student's primary language.

2. ELs with Reasonable Fluency: Mainstream (ELD 3 or 4) and LTELs ELs enrolled in ELD MS 3 A/B or ELD MS 4 A/B courses and LTELs should be scheduled into standards-based, grade-level, iELD academic classes. If numbers permit, these students may be grouped by Master Plan program/proficiency level in the core classes of math, science, and social studies. Schools are encouraged to place ELs in heterogeneous grade-level content classes that allow them to interact with English-proficient peers. Generally, ELs should not comprise more than one-third of the class population. Generally, ELs should not comprise more than one-third of the class population.

II. SCHEDULING CLASSES FOR ENGLISH LEARNERS

A. Priorities for Scheduling

When choosing priorities for placement of courses in the Master Schedule, English Learner courses must be established first. Schools with a six-period day will not be able to offer ELD/LTEL courses and math intervention and other intervention courses to ELs simultaneously. In this case, the ELD/LTEL course takes priority, as providing appropriate ELD instruction will better prepare the student for grade-level instruction in all content areas. This priority is established in the Office for Civil Rights Agreement, Page 3, Number 3: *The District shall provide EL students with ELD instruction until they are reclassified as RFEP.*

B. Placement of ELs with Disabilities with Individual Education Plans (IEPs)

ELs with disabilities should receive ELD in the general education classroom with students of like age/grade and language proficiency to the greatest extent possible and in accordance with the student's IEP. REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017, provides detailed guidance that addresses placement options in the four categories of ELs with disabilities:

- students with reasonable fluency
- students with less than reasonable fluency
- students who are recent arrivals (enrolled in U.S. schools for less than 3 years)
- students with disabilities participating in the alternate curriculum

ELs with disabilities that are considered "reasonably fluent" but are not making annual progress towards reclassification may be enrolled in The Learning



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

Center ELD Elective course entitled “Developing English Language Skills in Content Areas” (DEV ELS SH). However, even though this course fulfills the daily ELD instruction requirement for LTEL students, this course is not eligible for meeting the ELA/LTEL course criteria for reclassification.

For guidance on specific Designated ELD courses that can be assigned to special education teachers and on documenting ELD services and supports in the student’s IEP, see REF-6124.1, *IEP Guidelines for Documenting English Language Development (ELD) Instruction for Students with Disabilities*, dated October 25, 2013.

C. Staffing Criteria

Staffing decisions shall be made on the basis of student need and teacher credentialing. Please see Attachment B for a summary of courses in EL programs and the required credentials for each. For further clarification, please refer to the Collective Bargaining Agreement between LAUSD and UTLA, Article IX-A, Section 2.0, *Uniform Staffing Procedures for All K-12 Schools*.

D. Integrated ELD Courses (iELD)

The site administrator shall establish a sufficient number of academic classes for ELs on the basis of students’ English language proficiency and academic needs. Schools are encouraged to place ELs in heterogeneous grade-level content classes. Generally, ELs should not comprise more than one-third of the class population.

In order to develop capacity in addressing the needs of ELs in iELD classes, school principals and instructional staff are highly encouraged to use the iELD online module or attend the face to face iELD professional learning developed by the MMED staff or local district EL coordinators. To access the iELD online module please go to <https://achieve.lausd.net/Page/131#spn-content>.

For further information on iELD training offerings, please check the MMED website at <https://achieve.lausd.net/mmed#spn-content>.

All classes with ELs in any core content area must be identified in MiSiS with “SDAIE” in the EL service field of the section attributes menu, indicating both the composition of the class and the need for Integrated ELD. For sections designated as Primary Language Instruction, schools must also select a language in the *Language of Instruction* field.

E. Non-Traditional Bell Schedules

Schools on a non-traditional schedule (e.g., 4x4, 2x8, Copernican, etc.) should make every effort to offer daily dELD instruction to ELs. Students enrolled in ELD 1A/B and ELD 2A/B should be scheduled so that they receive ELD instruction every day of the week. Students enrolled in ELD 3A/B, ELD 4A/B



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

and the LTEL courses should receive the ELD/LTEL course before the grade level ELA course. For example, in a 4x4 schedule, ELs should receive their ELD course in the first half of the semester and their ELA course in the second half of the semester.

F. Other Considerations for Strengthening Programs and Services for ELs

To strengthen programs and services for ELs, school should consider implementing the following recommendations:

- Equitably budgeting sufficient Local Control Funding Formula resources to fund supplemental services or resources for English Learners (professional development, data analysis, instructional implications of ELPAC/RI, early intervention/enrichment activities, field trips, extracurricular)
- Provide parent and family training opportunities to understanding the features of Designated and Integrated ELD and how to support their children's academic success at home
- Fund paraprofessionals to provide primary language and instructional support under the direct guidance of a certificated teacher

RELATED RESOURCES:

2018 Master Plan For English Learners and Standard English Learners

English Language Arts/English Language Development Framework (July 2014) pp. 106-107

Office for Civil Rights Agreement to Resolve with LAUSD, English Learner Component, dated October 11, 2011

REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017

REF-6124.1, *IEP Guidelines for Documenting English Language Development (ELD) Instruction for Students with Disabilities*, dated October 25, 2013

REF-3451.2, *Dual Language Education Programs Implementation Guidelines K-5/6*, dated July 1, 2019

REF-4822.2, *Primary Language Assessments in Languages Other Than Spanish, K-12*, dated February 7, 2013



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

BUL-095902, *A Multi-Tiered System of Support (MTSS) Identification and Educational Supports for Students with Attentional Challenges*, dated August 6, 2020

BUL-3778.0, *Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Learners (ELs)*, dated October 2, 2007

BUL-6260.2, *Guidelines and Procedures for Requesting an English Learner Master Plan Waiver, TK-12*, dated May 9, 2016.

ASSISTANCE: For assistance or further information, please contact the Multilingual and Multicultural Education Department's Secondary English Learner Instructional Coordinator Rania Nahle at (213) 241-4555, or rania.nahle@lausd.net



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

MIDDLE SCHOOL PLACEMENT CHART

ATTACHMENT A

Secondary Schools English Learner Reclassification Requirements		
	State Requirement	2020-21 LAUSD Implementation
1	ELPAC	A proficient score on the ELPAC
2	Teacher Recommendation	Course mark of C or better in ELA course or LTEL course
3	Assessment of Basic Skills	Basic (or better) Fall or Spring 2020-21 administration of Reading Inventory (RI) (grades 6-12) or meets or exceeds standards on the ELA SBA (grades 6 through 8, 11)
4	Parental Consultation	Parental Notification Letter

2020-21 ELD Placement Chart for Limited English Proficient Students (<4.5years)¹					
<i>Years in U.S. Schools</i>	<i>Overall ELPAC Level</i>	<i>Other Data Points</i>		<i>Course Placement</i>	<i>Curriculum</i>
		<i>RI score ELA</i>	<i>DIBELS</i>		
No more than 1.5	1	BB or No Score ¹	DIBELS MOY/EOY <Benchmark ¹	2 consecutive periods of ELD 1A/B	<i>Inside the USA and Inside Fundamentals</i>
No more than 2.5	2			2 consecutive periods of ELD 2A/B	<i>Inside Level A</i>
No more than 3.5	2 or 3			1 period of ELD MS 3A/B + 1 period of grade level ELA	<i>Study Sync, Springboard or Collections</i>
No more than 4.5	4			1 period of ELD MS 4A/B + 1 period of grade level ELA	<i>Study Sync, Springboard or Collections</i>

Note: All ELD A/B courses should be offered both semesters based on student needs.

¹ *In most cases, students' placement will be determined by their number of years enrolled in U.S. schools and their overall ELPAC scores. Schools should also consider assessing newly identified ELs with department formative assessments for placement in advanced courses (i.e., math).*

2020-2021 Placement Chart for Newly Identified PLTELS3/LTELS2					
<i>Years in U.S. Schools</i>	<i>DIBELS</i>	<i>RI</i>	<i>ELA SBA</i>	<i>ELPAC</i>	<i>Placement</i>
More than 4.5 at the start of the school year	DIBELS MOY/EOY ≥ Benchmark	Basic or better	Met or Exceed Standard	Any	Advanced ELD A/B
	DIBELS MOY/EOY < Benchmark or no score	Below Basic or no score	Nearly Met or Below Standard	3 or 4	Advanced ELD A/B
	DIBELS MOY/EOY < Benchmark or no score	Below Basic or no score	Nearly Met or Below Standard	1 or 2	Literacy and Language for ELs A/B

Note: All ELD A/B courses should be offered both semesters based on student needs.

2. A student in grades 6-12 enrolled in U.S. schools for 6 or more years as an EL.

3. Students in grades 3-12 with 4.0 to 5.9 years as an EL.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

ATTACHMENT A

2020-2021 Placement Chart for Students <u>Currently</u> in LTEL² Courses*						
<i>Years in U.S. Schools</i>	<i>2019-2020 LTEL Course</i>	<i>Reclassified?</i>	<i>RI Scores or ELA SBA</i>		<i>ELPAC</i>	<i>2020-21 Placement</i>
More than 4.5 at the start of the school year	Literacy & Language for ELs A/B or 2A/B	Yes				Mainstream (no LTEL course)
	Advanced ELD A/B or 2A/B	Yes				Mainstream (no LTEL course)
	Literacy & Language for ELs A/B or 2A/B ³	No	Below Basic or no score	Nearly Met or Below Standard	1 or 2	Literacy & Language for ELs 2A/B
	Literacy & Language for ELs A/B or 2A/B ³	No	Basic or better	Met or Exceed Standard	3 or 4	Advanced ELD A/B
	Advanced ELD A/B or 2A/B ³	No	Below Basic or no score	Nearly Met or Below Standard	1, 2, 3, 4	Literacy & Language 2A/B or Advanced ELD ³
	Advanced ELD A/B or 2A/B ³	No	Basic or better	Met or Exceed Standard	1, 2, 3, 4	Advanced ELD 2A/ B ³

*Note: All ELD A/B courses should be offered both semesters based on student needs.
*ELs who have completed the ELD 1 through 4 course series but are not PLTEL or LTEL based on years in U.S., should take an LTEL Course as the next course in the series.
An EL student in grades 6 through 12 enrolled in U.S. schools for 6 or more years
Students identified as LTELs for the third consecutive year MUST be referred to SSPT for review and LTEL course placement recommendation.*

While placement data will not always align to these charts for every student, schools should use the multiple criteria above to place EL students and convene a SSPT meeting to make the best ELD/LTEL course placement. The requirement for the SSPT is to review and recommend appropriate placement of LTELs who are participating in the accelerated Program for LTELs for the third year.



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ATTACHMENT B

HIGH SCHOOL MASTER PLAN COURSES FOR ENGLISH LEARNERS				
ENGLISH LANGUAGE DEVELOPMENT (ELD) COURSES (Grades 9-12)				
Required Standards-based Courses	Curriculum	Program	Scheduling	Credentials*
17-03-01/02 ELD1A/B 17-03-03/04 ELD 2A/B 17-03-05/06 ELD 3A/B 17-03-07/08 ELD 4A/B	<i>Inside USA and Edge Fundamentals</i> <i>Edge Level A</i> <i>Edge Level B</i> <i>Edge Level C</i>	N, L ² EAP, DL, L ² EAP, DL M, DL M, DL	2 consecutive periods 2 consecutive periods 1 period, concurrent with grade-level SH ELA 1 period, concurrent with grade-level SH ELA	English, Foreign Language, or Multiple Subject and Full English Learner (EL) Authorization
CONTENT-BASED COURSES FOR STUDENTS IN THE NEWCOMER PROGRAM				
Required Standards-based Courses	Suggested Curriculum	Program	Scheduling	Credentials*
17-36-01 ESL Science A 17-36-02 ESL Science B 17-37-03 ESL History A 17-37-04 ESL History B	<i>Longman Science</i> <i>Longman Science</i> <i>Longman Social Studies</i> <i>Longman Social Studies</i>	Newcomer Only	1 period in place of grade- level content course for up to one year	Subject area credential appropriate to the course and full EL Authorization
LONG-TERM ENGLISH LEARNER ACCELERATED COURSES				
Required Standards-based Courses	Curriculum	Program	Scheduling	Credentials*
170407/08 Lit & Lang for ELs A/B 170409/10 Lit a & Lang for ELs 2A/2B 170507/08 Advanced ELD MS A/B 170511/12 Advanced ELD MS 2A/2B	<i>English 3D/Reading Horizon</i> <i>English 3D/Reading Horizon</i> <i>Reader's Handbook/ Write Source and Skills Book Reading Horizon</i>	LTEL or PLTEL Only	1 period, concurrent with SH ELA	English with full EL Authorization
*All courses with English Learners enrolled require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS, etc.) The following authorizations are not considered full EL Authorizations: CCSD (including SB 1969/SB395/AB2913) and the newly embedded EL authorizations with the following codes: ELAM, ELAS, ELAE, or ELA3.				



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

ATTACHMENT C

English Learner Services Section Attributes

<p>Primary Language Instruction and ELD Instruction and/or SDAIE Instruction</p>	<p>This course section provides primary language instruction, English Language Development (ELD), and Specially Designed Academic Instruction in English. Primary language instruction is an approach used to teach academic courses in and/or through a primary language other than English. The curriculum must be equivalent to that provided to fluent English proficient (FEP) and English only students. Instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). ELD is an academic subject of English language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). SDAIE is an approach used to teach academic courses to English learner (EL) students in English. SDAIE must be designed for non-native speakers of English and focused on increasing the comprehensibility of the academic courses usually provided to FEP and English-only students in the district. SDAIE must be provided by an authorized teacher (either certificated or in training for the type of service provided).</p>
<p>ELD Instruction Only</p>	<p>This course section provides only English Language Development (ELD) instruction, which is an academic subject of English language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).</p>
<p>SDAIE Instruction Only</p>	<p>This course section provides only Specially Designed Academic Instruction in English (SDAIE) services, which is an approach used to teach academic courses to English learner (EL) students in English. SDAIE must be designed for non-native speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided).</p>
<p>ELD Instruction and SDAIE Instruction But Not Primary Language Instruction</p>	<p>This course section provides English Language Development (ELD) instruction and Specially Designed Academic Instruction in English (SDAIE) but NOT Primary Language Instruction. ELD is an academic subject of English language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). SDAIE is an approach used to teach academic courses to English learners (EL).</p>