



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: Placement, Scheduling and Staffing for English Learners in Middle School for 2017-2018

NUMBER: MEM-6866.0

ISSUER: Frances Gipson, Ph. D., Chief Academic Officer
Division of Instruction

Hilda Maldonado, Executive Director
Multilingual and Multicultural Education
Department

DATE: August 15, 2017

ROUTING

Local District Superintendents
Administration of Instruction
Administrators of Operations
Directors
Counseling Coordinators
EL Coordinators
ELA Coordinators
Secondary Principals
Secondary Assistant
Principals
Counselors
School Site EL Coordinators
UTLA Chapter Chairs

PURPOSE: The purpose of this memorandum is to provide schools with procedures based on the 2012 English Learner Master Plan for the proper placement of middle school English Learners (ELs) in English Language Development (ELD) classes, including classes for Long Term English Learners 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-6046.4 *Placement, Scheduling and Staffing for English Learners in Middle School and High School in 2016-2017*, dated April 18, 2016. To determine the placement of ELs, there are now two placement memorandums, one for middle school and one for high school. There is also new clarifying language regarding newcomer programs.

BACKGROUND: This Memorandum provides procedures for:

- I. Middle School Placement of English Learners
- II. Implications for the Master Schedule

GUIDELINES: I. MIDDLE SCHOOL PLACEMENT OF ENGLISH LEARNERS

Schools must consider EL years as the primary indicator when determining a student’s initial ELD course level. Other data sources, such as those listed below, may be used to inform placement when an EL student’s scores indicate stronger proficiency levels than the ELD level indicated by the number of years in program:

- California English Language Development Test (CELDT)
- Reading Inventory (RI) for reclassification
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS)
- Diagnosis and Placement Inventory (DPI)



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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 CELDT overall score of 3), 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 CA ELA/ELD Framework, comprehensive ELD is comprised of Designated ELD and Integrated ELD. All English Learners require *both* Designated ELD *and* Integrated ELD.

1. Designated ELD

English Learners are entitled to Designated ELD services. Designated ELD is the core instructional program for English Learners. 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 CA 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 LAUSD the following are Designated ELD courses:

- ELD 1 A/B – ELD 4 A/B
- Literacy & Language
- Advanced ELD

For additional Designated ELD courses for ELs with disabilities please refer to REF-5994.2. The CA ELD Standards and ELA/ELD Framework can be found on the California Department of Education (CDE) website: <http://www.cde.ca.gov>.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

2. Integrated ELD

The ELA/ELD Framework defines Integrated ELD as “ELD taught throughout the day and across all disciplines” (p. 107). Integrated ELD includes all core content classes in which content teachers of English Learners must use CA ELD Standards in tandem with their content standards.

B. Placement of Students in ELD 1-4 Courses, including students matriculating from Elementary

In most cases, students’ placement will be determined by the number of years classified as an English Learner in U.S. schools and overall CELDT scores.

English Learners who have been identified as ELs for less than five years and have scored a 4 or less on the overall CELDT may be placed in the following ELD courses:

- ELD 1 A/B
- ELD 2 A/B
- ELD 3 A/B
- ELD 4 A/B

ELD 1 A/B and ELD 2 A/B are year-long courses taught in two consecutive periods, that are blocked to provide intensive English language instruction for beginning level English Learners. ELD 3 A/B – ELD 4 A/B courses are taught in a single period and are taken concurrently with a grade-level English course. Refer to Attachment A for placement chart.

Students who complete ELD 1-4 courses and who do not reclassify or exceed five years in U.S. schools before the beginning of the 2017-18 school year will continue to the next higher level of ELD courses which are *Literacy & Language* or *Advanced ELD*. In the event that the current ELD teacher or SSPT has evidence that a student is not prepared for the next highest level, the student may repeat any level of ELD and still earn numerical credit for graduation. However, in no case may a student be retained in an ELD level past the one-year limit for that ELD level. Refer to Attachment A for year limits. Spring 2017 course marks are not part of the criteria for placement; as such, a student may receive a passing grade and repeat the course, if additional time is needed at that level. Conversely, a student may fail an ELD level and be moved to the next higher level if they have reached the maximum number of years allowable for their current level.



C. Placement of ELs in Newcomer Programs

Newcomers are students who have been classified as English Learners for two years or less in U.S. schools.

Newcomers that enroll in California schools, and whose Home Language Survey indicates a primary language other than English will be required to take the CELDT as an initial assessment to determine the levels of English language proficiency. In addition, newcomers may also be assessed in their primary language using *LAS Links Español* for Spanish speaking students or the Basic Inventory of Natural Languages (BINL) for ELs with home languages other than Spanish. Newcomers who also 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-4803.3, *Primary Language Assessment in Spanish, Secondary Schools*, dated February 7, 2013 and REF 4822.2, *Primary Language Other Than Spanish, K-12*, February 7, 2013, for information on the process and procedures in administering *LAS Links Español* and BINL. For information regarding 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 English Learners 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. 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. 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 Possible Sample Schedule

Student	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ESL Newcomers	ELD 1A/B	ELD 1A/B	LAPL	ESL Science	Math	Physical Education

2. Newcomer Program with Primary Language Instruction

Newcomers may also benefit from primary language instruction during their first year of schooling in the U.S. 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.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

All primary language classes must be taught by teachers holding the appropriate subject credential, an authorization to teach ELs and academic proficiency (i.e. A-level fluency, BCC, BCLAD) in the primary language. Students who have completed one full school year in the Newcomer program transition into the Sheltered English Immersion program.

Table 2 Possible 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.

3. Newcomer Program with Primary Language Support

This program is similar to the Newcomer Program with Primary Language Instruction. However, the language of instruction is English. Primary language support is provided to students as needed in the form of a bilingual paraprofessional or supplemental instructional materials in the student's primary language

Table 3 Possible Sample Schedule

Student	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Newcomers with Primary language support	ELD 1A/B	ELD 1A/B	Math SH	Science SH	Social Studies SH	Physical Education

*SH=Sheltered



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

4. ELs in Dual Language Programs

English Learners in Dual Language Programs must be enrolled in the appropriate ELD courses.

For additional information please refer to REF-3451.1, *Implementation Policy for New and Existing Dual Language Programs*, dated April 8, 2008.

D. Placement of LTELs in the LTEL Courses

1. Long Term English Learners (LTELs) are defined in LAUSD as students who have not reclassified after completing five years in U.S. schools and in grades 6-12. The Designated ELD courses for LTELs are:

- Literacy & Language
- Advanced ELD
- Other courses for EL SWD identified in REF-5994.2

2. LTELs will receive instruction designed to accelerate their oral and written language development as well as academic and domain specific vocabulary. *Literacy & Language* 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. The CA ELD standards will be used as the basis of the content in the Designated ELD courses; therefore, teachers must use the CA ELD Standards to guide their instruction.

3. Long-Term English Learners (LTELs) in middle school are to be placed in their grade-level English course and one period of either *Literacy & Language* or *Advanced ELD*. Other Designated courses maybe organized for EL SWD in accordance with REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*. Middle schools lacking sufficient numbers of 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.

4. LTEL students who are enrolled in one of the LTEL classes in the Spring 2017 semester and do not reclassify before the start of the 2017-2018 school year will continue in the LTEL classes. However, students



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

identified as LTELs for the third consecutive year MUST be referred to the SSPT or IEP team for review to determine best placement beyond middle school. All LTEL courses may be repeated for credit until reclassification criteria has been met.

Please refer to Attachment A for a summary of placement criteria guidelines for LTELs.

5. Tier 3 Intervention- 6th grade only

When data indicates that an LTEL lacks the basic foundational literacy skills needed for the LTEL courses, focused intensive reading intervention must be provided to prevent further academic deficits from occurring. In order to accelerate progress toward reclassification, various data points (i.e., CELDT, DIBELS, RI, Interim Assessments, etc.) can be used to screen for deficits in foundational literacy skills (e.g., phonics, comprehension, fluency).

- LTELs with scores of 1 or 2 on the CELDT Overall and/or Reading subtest for two consecutive years may need more intensive/Tier 3 reading intervention.
- Elementary Students scoring in the Well Below Benchmark (red) 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 BR (Beginning Reader) 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. The guidelines for placing students in this program are outlined in MEM-6487.0, *Placement Guidelines Language Arts Tier 2 and Tier 3 Intervention Programs in Grades 6 and 9*, dated April 7, 2015. 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 3 A/B, ELD 4 A/B, *Literacy & Language* or



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

Advanced ELD must be concurrently enrolled in a grade-level English/Language Arts course. Sheltered sections of each ELA course are designated for English Learners, allowing the teacher to provide appropriate Integrated ELA/ELD instruction for all students in the class. These ELA sections with one or more ELs enrolled must be identified in MiSiS with the appropriate English Learner 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 must 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.

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: Structured English Immersion
Students in ELD 1 A/B or ELD 2 A/B courses and may require primary language support and must be grouped by proficiency level for scheduling into standards-based, grade level core content courses. The classes must be taught by teachers holding the appropriate EL authorization and using Integrated ELD strategies, supplemental materials (in addition to the state-



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

approved textbook) and primary language support. Content teachers must use the CA ELD Standards in tandem with their content standards

ELs with Reasonable Fluency: Mainstream (ELD 3 or 4 Courses) and LTELs

ELs enrolled in ELD 3 A/B or ELD 4 A/B courses and LTELs should be scheduled into standards-based, grade-level, academic classes. These students must be grouped by Master Plan program/proficiency level in the core classes of math, science, and social studies. See section II.D. for Sheltered Section Type instructions.

II. SCHEDULING OF CLASSES FOR ENGLISH LEARNERS

A. Priorities for Scheduling

When choosing priorities for placement of courses in the Master Schedule, English Learner courses should 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. The requirements for both instructional time and course scheduling for ELs with disabilities are outlined in REF-5994.2, *Scheduling Appropriate ELD Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017. REF-5994.2 outlines four categories of ELs with disabilities:

1. students with reasonable fluency
2. students with less than reasonable fluency
3. students who are recent arrivals (less than 5 years enrolled in U.S. schools)
4. students with disabilities participating on the alternate curriculum.

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



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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. Sheltered Section Type

The site administrator shall establish a sufficient number of academic classes for ELs on the basis of students' English language proficiency and academic need. ELs must be grouped for core content according to their Master Plan program and ELD level, however, when numbers do not permit such grouping (e.g., a total of 12 ELs in a grade level), classes may be formed with multiple EL groups. If "backfilling" is necessary in order to meet class size norms, schools should identify the most recent RFEP students and/or RFEP students who are not making adequate progress.

All classes for ELs in any core content area must be designated for ELs and 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. Additionally, the "SH" (sheltered) section type shall be assigned in MiSiS to sections with ELs. 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 Designated ELD 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 in ELD 3A/B, ELD 4A/B 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.

RELATED RESOURCES:

[LAUSD 2012 English Learner Master Plan](#)

Found on Multilingual & Multicultural Education Department website.

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

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



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

MEM-6487.0, *Placement Guidelines Language Arts Tier 2 and Tier 3 Intervention Programs in Grades 6 and 9*, dated April 7, 2015.

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

BUL-4153.1, *Parental Exception Waivers: Procedures and Guidelines for Requesting Alternative Programs for ELs, K-12*, September 6, 2013.

MEM-4287.1, *Authorization to Teach English Learner (EL) Students*, May 20, 2009.

REF-3451.1, *Implementation Policy for New and Existing Dual Language Programs*, April 21, 2008.

BUL-6730.0, *A Multi-Tiered System of Support Framework for the Student Support and Progress Team*, July 25, 2016.

REF-6554.1, *Opening Day Procedures: Supplemental Guide and Update*, August 8, 2016.

BUL-6890, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grade 6-12*, August 7, 2017.

ASSISTANCE: For assistance or further information, please contact your Local District English Learner Coordinator for Secondary Instruction or Veronica Arevalo, EL Coordinator, Multilingual and Multicultural Education Department, vareval@lausd.net or (213) 241-5582.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

ATTACHMENT A-1

MIDDLE SCHOOL PLACEMENT CHARTS

Secondary Schools English Learner Reclassification Requirements		
	State Requirement	2017-18 LAUSD Implementation
1	CELDT	4 or 5 overall, no sub score lower than 3
2	Teacher Recommendation	Course mark of C or better in ELA course or LTEL courses
3	Assessment of Basic Skills	Basic (or better) on Fall 2016- 2017 administration of Reading Inventory (RI) (grades 6-12)
4	Parental Consultation	Parental Notification Letter

2017-18 ELD Placement Chart for Limited English Proficient Students (<5 years)						
<i>Years in U.S. Schools</i>	<i>Overall CELDT Level</i>	<i>Other Data Points</i>			<i>Course Placement</i>	<i>Curriculum</i>
		<i>RI score</i>	<i>DIBELS</i>	<i>DPI Code</i>		
No more than 1.5	1 or 2	BB or No Score ¹	DIBELS MOY/EOY < Benchmark ¹	1 – 3	2 consecutive periods of ELD 1A/B	<i>Inside the USA and Inside Fundamentals</i>
No more than 2.5	2 or 3			A	2 consecutive periods of ELD 2A/B	<i>Inside Level A</i>
No more than 3.5	3			B	1 period of ELD 3A/B + 1 period of grade level ELA	<i>Study Sync, Springboard or Collections</i>
No more than 4.5	3 or 4			C	1 period of ELD 4A/B + 1 period of grade level ELA	<i>Study Sync, Springboard or Collections</i>
<i>In most cases, students' placement will be determined by their years in U.S. schools and their overall CELDT. However, RI, DIBELS, and DPI may be used as additional data points.</i>						

2017-18 Placement Chart for Students <u>Currently</u> in LTEL² Courses*					
<i>Years in U.S. Schools</i>	<i>2016-17 LTEL Course</i>	<i>Reclassified?</i>	<i>RI Scores</i>	<i>CELDT</i>	<i>2017-18 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	1, 2	Literacy & Language for ELs 2A/B
	Literacy & Language for ELs A/B or 2A/B ³	No	Basic or better	3, 4, or 5	Advanced ELD A/B
	Advanced ELD A/B or 2A/B ³	No	Below Basic or no score	1, 2, 3, 4, or 5	Literacy & Language 2A/B or Advanced ELD ³
	Advanced ELD A/B or 2A/B ³	No	Basic or better	1, 2, 3, 4, or 5	Advanced ELD 2A/ B ³
² Defined as ELs enrolled in U.S. schools for more than 5 years and in grade 6-12 without reclassifying. ³ Students identified as LTELs for the third consecutive year MUST be referred to SSPT for review and recommendation. *ELs who have completed the ELD 1-4 course series but are not LTEL based on EL years, would take an LTEL Course as the next course in the series.					

While placement data will not always align to these charts for every student, schools should use the multiple criteria above to place EL students by adhering to these guidelines to the greatest extent possible and convene a SSPT to make the best recommendations when the data does not align. Scheduling EL Students with Disabilities (SWD): For ELs with disabilities who have attended U.S. schools for less than 5 years, are current LTELs, or are newly identified LTELs, please refer to the placement charts in REF-5994.2. These charts should not be used for scheduling ELD instruction for SWD.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

ATTACHMENT A-2

2017-18 Placement Chart for Newly Identified Long-Term ELs²				
<i>Years in U.S. Schools</i>	<i>DIBELS or RI</i>		<i>CELDT</i>	<i>Placement</i>
More than 4.5 at the start of the school year	DIBELS MOY/EOY ≥ Benchmark	Basic or better	Any	Advanced ELD A/B
	DIBELS MOY/EOY < Benchmark or no score	Below Basic or no score	3, 4 or 5	Advanced ELD A/B
	DIBELS MOY/EOY < Benchmark or no score	Below Basic or no score	1-2	Literacy and Language for ELs A/B
² Defined as ELs enrolled in U.S. schools for more than 5 years in grades 6-12 without reclassifying.				

While placement data will not always align to these charts for every student, schools should use the multiple criteria above to place EL students by adhering to these guidelines to the greatest extent possible and convene a SSPT to make the best recommendations when the data does not align.

Scheduling EL Students with Disabilities (SWD): For ELs with disabilities who have attended U.S. schools for less than 5 years, are current LTELs, or are newly identified LTELs, please refer to the placement charts in REF-5994.2. These charts should not be used for scheduling ELD instruction for SWD.



MIDDLE SCHOOL MASTER PLAN COURSES FOR ENGLISH LEARNERS				
ENGLISH LANGUAGE DEVELOPMENT (ELD) COURSES (Grades 6-8)				
Required Standards-Based Courses	Curriculum	Program	Scheduling	Credentials*
17-03-01/02 ELD 1A/B	<i>Inside the USA and Inside Fundamentals Inside, Level A</i> <i>Study Sync, Springboard, Collections</i> <i>Study Sync, Springboard, Collections</i>	N, SEI, DL SEI, DL M, DL M, DL	2 consecutive periods 2 consecutive periods 1 period, concurrent with SH ELA 1 period, concurrent with SH ELA	English, Foreign Language, or Multiple Subject Preferred
17-03-03/04 ELD 2A/B				
17-03-05/06 ELD 3A/B				
17-03-07/08 ELD 4A/B				
CONTENT-BASED COURSES FOR STUDENTS IN THE NEWCOMER PROGRAM				
Courses	Suggested Curriculum	Program	Scheduling	Credentials*
17-36-01 ESL Science A	<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
17-36-02 ESL Science B				
17-37-03 ESL History A				
17-37-04 ESL History B				
LONG-TERM ENGLISH LEARNER ACCELERATED COURSES				
Required Standards-Based Courses	Curriculum	Program	Scheduling	Credentials*
170403/04 Lit & Lang for ELs A/B	<i>English 3D Course 1</i> <i>English 3D, Course 1</i> <i>Reader's Handbook</i> <i>Write Source and Skills Book</i> <i>Reader's Handbook</i> <i>Write Source and Skills Book</i>	LTEL Only	1 period, concurrent with SH ELA	Multiple Subject or English Only
170405/06 Lit & Lang for ELs 2A/2B				
170505/06 Advanced ELD MS A/B				
170509/10 Advanced ELD MS 2A/2B				
All courses with English Learners enrolled require the appropriate authorization to teach ELs (CLAD, BCLAD, BCC, LDS, etc.)				



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>The 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.</p> <p>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).</p>