

TITLE: UTK-12 Placement of English Learners
for Instructional Services

NUMBER: REF-144709

ISSUER: Anthony Aguilar
Chief of Special Education
Equity and Specialized Programs

Lydia Acosta Stephens
Executive Director
Multilingual Multicultural Education
Department

DATE: August 28, 2023

ROUTING

All Schools
Region Superintendents
Administrators of Instruction
Regional Directors
School Site Administrators
Region Multilingual
Multicultural Academic
Language Program Staff
EL Designees/TSP Advisors
Teachers
School Administrative
Assistants
Counseling Coordinators
Counselors

PURPOSE: The purpose of this Reference Guide is to provide guidance on the placement for UTK-12 for English Learners (ELs) instructional services. All ELs must receive a Comprehensive English Language Development (ELD) program composed of Designated ELD (dELD) and Integrated ELD (iELD) in all content areas. ELs must develop proficiency in English as rapidly and effectively as possible and to meet state standards.

The multilingual brain approaches the use of language by influencing the connection and fluidity of the heritage language and the language being learned by leveraging their linguistic repertoire. This is fundamental to increasing their cognitive and executive functions. We must cultivate both languages and strengthen cross-linguistic connections that integrate new content learning.

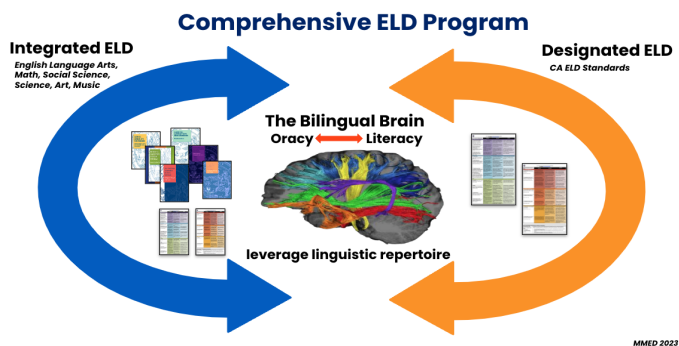
MAJOR CHANGES: This reference guide replaces REF-3661.4, Elementary Master Plan Program Class Organization, Instructional Services and Staffing for English Learners and Standard English Learners dated April 26, 2019, REF-123302, Middle School Placement, Curriculum Scheduling and Staffing for English Learners for 2021-2024 dated March 25, 2022, REF-123303, High School Placement, Curriculum Scheduling and Staffing for English Learners for 2021-2024 dated March 28, 2022, and REF-5994.2, Scheduling Appropriate English Language Development (ELD) for Students with Disabilities dated July 3, 2017.

This policy offers new guidance on placement for ELs. Changes to this version include:

- Eliminating secondary grades 6-12 LTEL classes.
- Eliminating homogeneous grouping of International Newcomer students and UTK-12 ELs.
- Renaming and restructuring Secondary ELD courses.
- Requiring that ELs in grades K-5/6 receive uninterrupted minimum of 30 minutes of dELD time.
- UTK students (grade level TK/TE) also received Designated ELD as part of the UTK instructional program. For more information, refer to [REF-123501.2, 2023-2024 Universal Transitional Kindergarten](#), dated April 10, 2023
- Placing all EL typologies [International Newcomers, Potential Long-Term English Learners (PLTEs), Long-Term English Learners (LTELs), and English Learners with Disabilities (EB SWDs)] in grade level/graduation year dELD class.
- Programming ELs to receive dELD within their grade level/graduation year ELA course if they have already received English Learner services for six or more years and at least two years of secondary ELD.
- Placing International Newcomer students new to the country (12 months or less) in a two-period secondary ELD course.

INSTRUCTIONS: I. COMPREHENSIVE ENGLISH LANGUAGE DEVELOPMENT (ELD)

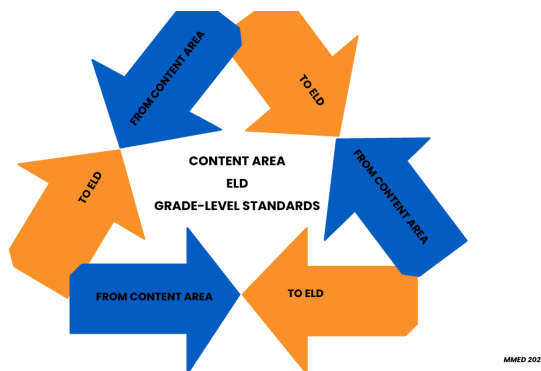
A Comprehensive ELD Program must be provided to ensure that all ELs including EL SWDs of all ages and English proficiency levels are engaged in rigorous grade level content and appropriate learning experience.



According to the California ELA/ELD Framework, a Comprehensive ELD Program consists of both Integrated ELD (iELD) and Designated ELD (dELD).

Integrated ELD is required to be taught throughout all content areas as ELs are learning content and the language of the discipline. Integrated ELD teachers use the CA ELD Standards in tandem with their CA Content Standards to support their ELs’ linguistic and academic progress. Content teachers should use district-approved textbooks, supplemental material, and may provide primary language support as needed.

Designated ELD is the specific time of the day in which students are learning how English works and interacting in meaningful ways. During dELD, teachers use the CA ELD Standards as the focal standards using core content materials (“into and from”) to develop critical English language skills, knowledge, and abilities needed for content learning in English. Schools must select a content course (ELA, Math, Performing Arts, Social Sciences, Science, etc.) that will be paired with the dELD course to reinforce the “into and from” instructional design. This will build students’ English language skills in listening, speaking, reading, and writing. Please see image below regarding “into” and “from.”



For additional guidance, refer to the [California ELA/ELD Framework Chapter 2](#) and the [California ELD Standards at a Glance](#).

II. SECONDARY SCHEDULING GUIDELINES

English Learner courses should be scheduled first in the Master Schedule. The District shall provide EL students with a Comprehensive ELD Program (iELD/dELD) until they are Reclassified Fluent English Proficient (RFEP).

A. English Learners in Dual Language Education (Two-Way Immersion and One-Way Immersion Programs)

English Learners in Dual Language Education Programs must also receive a Comprehensive ELD Program (iELD/dELD). For additional information on Dual Language Education scheduling options, refer to [MEM-6425.8, Establishing a School Leadership-Initiated Elementary Dual Language Education Program \(TK-5/6\) 2024-2025 School Year](#) dated February 13, 2023 and [MEM-055497.4, Establishing a School Leadership-Initiated Secondary Dual Language Education Program \(6-12\) 2024-2025 School Year](#) dated February 13, 2023.

B. Placement of EL SWDs

English Learners with Disabilities (EL SWDs) must also receive a Comprehensive ELD Program. Course placement will be determined by the students Individualized Education Program (IEP) team.

III. PLACEMENT GUIDELINES

All schools in Los Angeles Unified must strategically organize classrooms to ensure the linguistic and academic needs of ELs are addressed. Every classroom must provide ELs an opportunity to engage in meaningful interaction with more proficient peers. This will accelerate ELs' language acquisition while learning content. The following guidelines must be followed:

A. Elementary

Homogenous classes will no longer exist. Schools who have ELs must organize classrooms heterogeneously [ELs, English Only (EOs), Initial Fluent English Proficient (IFEPs), and Reclassified Fluent English Proficient (RFEPs), and Standard English Learners (SELS)]. Teachers must deliver dELD and iELD grade level content daily using [Essential Instructional Approaches for Multilingual Learners](#) to maximize academic talk and model metacognition. English Learners in grades K-5/6 receive an uninterrupted minimum of 30 minutes of dELD time, with the focus on increasing their English language proficiency

as measured by the CA ELD Standards and the ELPAC domains (Listening, Reading, Speaking, and Writing). UTK students (grade level TK/TE) also received Designated ELD as part of the UTK instructional program. For more information, refer to [REF-123501.2, 2023-2024 Universal Transitional Kindergarten](#), dated April 10, 2023

School sites will schedule and organize classrooms heterogeneously. Designated ELD will be scheduled to maximize the instructional time in either a small group classroom setting or grade level teaming.

B. Secondary ELD Courses

Secondary dELD courses use the grade level CA ELD Standards as the focal standards and are taught in a single period. Refer to Attachment A, Secondary ELD Course Titles and for an example, refer to Attachment C, Placement Structures for Middle & High Schools. These courses were made available for schools who opted in during the 2023-2024 school year.

Chapter 2 of the *CA ELA/ELD Framework* states that the grade level dELD courses are part of a Comprehensive ELD program.

i. Grade-Level ELD Courses:

Placement of secondary ELs in dELD courses will be organized heterogeneously by graduation year. In this heterogeneous placement structure, ELs at different ELPAC overall proficiency levels (ELD 1-4) will be placed together. Designated ELD (dELD) instruction in this placement structure will be differentiated to meet the various language needs of students. For information regarding curriculum for this course, refer to Attachment B, Secondary ELD Curriculum and Authorization. For information regarding course description, refer to Attachment D, Middle and High School ELD Course Descriptions.

ii. International Newcomer ELD Course:

International Newcomers (defined as ELs born outside the United States with 0-3 years of enrollment in U.S. schools) will be enrolled in the International Newcomer ELD course. This course is a year-long program designed for students who have been in U.S. schools for 12 months or less at ELPAC level of Novice or 1. The International Newcomer ELD A/B course is taught in a block of two

consecutive periods to provide intensive ELD instruction. At the end of the school year, a mandatory Student Support and Progress Team (SSPT) meeting will be completed to determine ELD course placement for the following year.

If the SSPT team has determined that the student has not met adequate progress to transition into the appropriate ELD course (based on their graduation year), the student will continue to be enrolled in this course. For information regarding curriculum for this course, refer to Attachment B, Secondary ELD Curriculum and Authorization. For course description, refer to Attachment D, Middle and High School ELD Course Descriptions.

iii. **Comprehensive ELA/ELD Course:**

This course will be available for the 2024-2025 school year. A limited number of ELs who have received 6 or more years of formal U.S. instruction (otherwise known as LTELs) and may be placed by SSPT in this course if the following components are in place:

- The SSPT has deemed the individual student as no longer benefitting from the grade level ELD course.
- Student has received 6 or more years of formal U.S. instruction (otherwise known as LTELs).
- Student has completed at least two years of grade level ELD at the secondary level and has not reclassified.
- Student has received extensive, multi-tiered linguistic and academic support have been provided to the student and documented.
- The parent/guardian has participated and agreed to the SSPT decision that the student is no longer benefitting from the grade level ELD course.
- A limited number of EL students (otherwise known as LTELs) will receive their required dELD service within this course until they reclassify.

The overall goal is for this limited number of ELs to have differentiated grade level ELA with dELD to propel them in meeting the reclassification criteria as quickly as possible.

C. Scheduling EL SWDs

The school's IEP team will determine placement of EL SWDs in the ELD program. The team will also decide on the location

where such services will be provided to EL SWDs. EL SWDs receive EL instruction with their general education peers to the maximum extent possible and in accordance with their IEP. The IEP team may not recommend that an EL SWD “waive” or “opt out” of ELD instruction or enrollment in an approved ELD course. For course descriptions, refer to Attachment D, Middle and High School ELD Course Descriptions. All students including EL SWDs must receive ELD instruction until the student is reclassified, up to aging out of special education at 22.

If an IEP team determines that the EL SWD on the alternate curriculum should receive ELD instruction in the special education setting, they should be programmed in the following courses:

| | |
|--|---|
| First Semester 493505-ELD ALT CUR A | Second Semester 493506-ELD ALT CUR B |
|--|---|

Students on the alternate curriculum may be scheduled into the ELD Alternate Curriculum course instead of another reading/language arts course. The ELD alternate curriculum course may be double rostered with the Alternate Curriculum English course(s).

D. Alternate Block Schedules

All grades 6-12 ELs in schools with alternative block schedules must be provided dELD regularly according to the school’s adopted schedule. Grade level ELD and the school selected content must be programed within the same mester/semester. The grade level dELD course must be offered in the first mester and the third mester of the academic year. International Newcomer ELs will have a dELD course in every mester/semester.

IV. UTK-12 STAFFING REQUIREMENTS

All teachers providing instruction to ELs must be appropriately authorized. English Learner courses in secondary will require a teacher with the full English Learner Authorization to teach departmentalized dELD (ex. valid CLAD, ELA1, emergency CLAD, BCLAD, Bilingual Authorization, etc.). English Learner authorizations that do not authorize departmentalized dELD include ELAM, ELAS, ELAE, ELA3, Certificate of Completion of Staff Development, or SB1969 Certificate. High school courses that receive approval for subject area “b”

(English) will need to be taught by a teacher with an English authorization. Other content specific ELD courses, such as ESL Math, ESL Science, and ESL History, will continue to require an authorization in the base content area of instruction (ex. mathematics, science, and social sciences, respectively) and a full English Learner Authorization.

For additional information, refer to Attachment B and/or contact LAUSD Credentials, Contracts, and Compliance Services (213) 241-5300.

V. MULTI-TIERED SYSTEMS OF SUPPORT FOR EMERGENT BILINGUALS

Schools must hold SSPT meetings annually to progress monitor ELs' academic performance and plan for additional instructional supports to address their linguistic and academic needs. For more information regarding academic progress monitoring and supports, refer to [REF-070901.2, ETK-12 English Learners Academic Progress Monitoring and Supports](#) dated October 24, 2022.

MTSS must be implemented to accelerate ELs' academic achievement and optimize their opportunities for reclassification. For more information regarding MTSS, please refer to [REF-043782.0 Implementing a Multi-Tiered System of Supports Framework](#) July 1, 2018.

VI. ADMINISTRATOR RESPONSIBILITIES

A. Integrated ELD (iELD) in Secondary

The site administrator is responsible for ensuring an effective instructional program where ELs engage daily in meaningful academic discourse. To develop their 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 provided by the MMED staff or district regional EL Coordinators. To access the iELD online module, please go to <https://bit.ly/iELDmodule>.

B. Identifying EL services for ELs in MiSiS

The site administrator is responsible for ensuring all core content classes/courses with one or more ELs are appropriately coded with EL Services in MiSiS. For further instruction, click on the following,

[Adding Section Attributes for English Learner Services Job Aid](#). EL Services are identified in the section attribute screen as shown in the image below. Refer to Attachment E, Identifying EL Services for ELs in MiSiS.

C. Master Plan Waiver

Los Angeles Unified has established a process for schools to apply for a Master Plan Waiver if compelling educational reasons exist based on student need. A master plan waiver will be required, for example, if the school chooses to implement a different EL placement structure or Designated ELD curriculum that differs from established policy. To access the Master Plan Policy Waiver BUL-6260.2, please go to [BUL-6260.2 Guidelines and Procedures for Requesting an English Learner Master Plan Waiver, TK-12](#) dated May 9, 2016.

Failure to implement the requirements outlined in this policy could subject the school to uniform complaints under the District’s Uniform Complaint Procedures and/or findings of non-compliance by the District, State and/or Title I and Title III auditors.

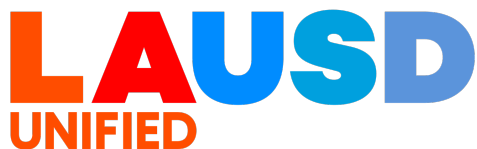
RELATED RESOURCES:

- [English Language Arts/English Language Development Framework](#)
- [Office for Civil Rights Agreement to Resolve with LA UNIFIED, English Learner Component](#), dated October 11, 2011
- [BUL-5159.11, Uniform Complaint Procedures](#), dated January 25, 2021
- [BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team](#) dated July 13, 2017
- [Bul-079501.1, Graduation Requirements for Classes of 2020-2025](#), dated February 25, 2022

- [BUL-076308, Graduation Requirements for Classes of 2020-2023](#), dated October 7, 2019
- [BUL-6260.2, Guidelines and Procedures for Requesting an English Learner Master Plan Waiver, TK-12](#), dated May 9, 2016
- [English Learner 2022-23 Program Instrument, CDE](#), dated May 2022
- [MEM-6425.8, Establishing a School Leadership-Initiated Elementary Dual Language Education Program \(TK-5/6\) 2024-2025 School Year](#), dated February 13, 2023
- [MEM-055497.4, Establishing a School Leadership-Initiated Secondary Dual Language Education Program \(6-12\) 2024-2025 School Year](#), dated February 13, 2023
- [REF-070901.2, ETK-12 English Learners Academic Progress Monitoring and Supports](#), dated October 24, 2023

ATTACHMENTS: Attachment A – Secondary ELD Course Titles
Attachment B – Secondary ELD Curriculum and Authorization
Attachment C – Placement Structures for Middle & High Schools
Attachment D – Middle and High School ELD Course Descriptions
Attachment E – Identifying EL Services for EBs in MiSiS
Attachment F – Frequently Asked Questions

ASSISTANCE: For assistance or further information regarding placement of ELs for instructional services, please contact the Multilingual Multicultural Education Department at (213) 241-5582.

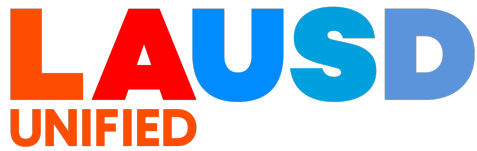


SECONDARY ELD COURSE TITLES

| ELD Course Title | ELD Course Abbreviation | Courses # | Grade Level(s) |
|---|--------------------------------|------------------|-----------------------|
| Middle School International Newcomer English Language Development A/B | MS INT NEW ELD A/B | 170319/20 | 06-08 |
| English Language Development Grade 6 A/B | ELD 6A/B | 170321/22 | 06 |
| English Language Development Grade 7 A/B | ELD 7A/B | 170323/24 | 07 |
| English Language Development Grade 8 A/B | ELD 8A/B | 170325/26 | 08 |
| High School International Newcomer English Language Development A/B | HS INT NEW ELD A/B | 170419/20 | 09-12 |
| English Language Development Grade 9 A/B** | ELD 9A/B | 170421/22 | 09 |
| English Language Development Grade 10 A/B* | ELD 10A/B | 170423/24 | 10 |
| English Language Development Grade 11 A/B* | ELD 11A/B | 170425/26 | 11 |
| English Language Development Grade 12 A/B** | ELD 12A/B | 170427/28 | 12 |

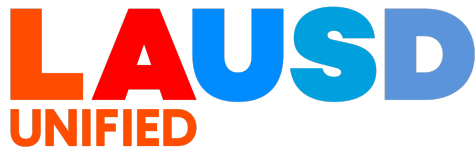
*University of California Office of the President (UCOP) approved for b credit

** University of California Office of the President (UCOP) approved for g credit



SECONDARY ELD CURRICULUM AND AUTHORIZATION

| MIDDLE SCHOOL DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD) COURSES (Grades 6-8) | | | |
|--|--|--|--|
| Required Standards Based Courses | Curriculum** | Scheduling | Teacher Authorization* |
| Middle School International Newcomer ELD A/B | <i>Inside the USA, Inside Fundamentals, and additional ELD resources located in Schoology</i> | 2 consecutive block periods | Single or Multiple Subject & Full (EL) Authorization |
| ELD 6 A/B | <i>My Perspectives ELD Companion, Studysync ELD Companion, SpringBoard ELD, content course resources, or additional ELD resources located in Schoology</i> | 1 period, concurrent with grade level content course | Single or Multiple Subject & Full (EL) Authorization |
| ELD 7 A/B | <i>My Perspectives ELD Companion, Studysync ELD Companion, SpringBoard ELD, content course resources, or additional ELD resources located in Schoology</i> | 1 period, concurrent with grade level content course | Single or Multiple Subject & Full (EL) Authorization |
| ELD 8 A/B | <i>My Perspectives ELD Companion, Studysync ELD Companion, SpringBoard ELD, content course resources, or additional ELD resources located in Schoology</i> | 1 period, concurrent with grade level content course | Single or Multiple Subject & Full (EL) Authorization |

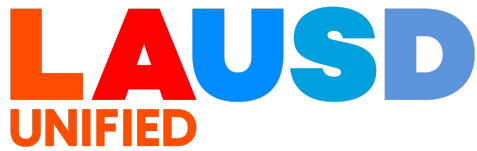


| HIGH SCHOOL DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD) COURSES (Grades 9-12) | | | |
|---|--|--|--|
| Required Standards Based Courses | Curriculum*** | Scheduling | Credentials* |
| High School International Newcomer ELD A/B | <i>Inside the USA, Edge Fundamentals, and additional ELD resources</i> | 2 consecutive block periods | Single Subject & Full (EL) Authorization |
| ELD 9 A/B | <i>My Perspectives ELD Companion, Studysync ELD Companion, SpringBoard ELD, content course resources, or additional ELD resources located in Schoology</i> | 1 period, concurrent with grade level content course | Single Subject & Full (EL) Authorization |
| ELD 10 A/B | <i>My Perspectives ELD Companion, Studysync ELD Companion, SpringBoard ELD, content course resources, or additional ELD resources located in Schoology</i> | 1 period, concurrent with grade level content course | Single Subject & Full (EL) Authorization |
| ELD 11 A/B | <i>My Perspectives ELD Companion, Studysync ELD Companion, SpringBoard ELD, content course resources, or additional ELD resources located in Schoology</i> | 1 period, concurrent with grade level content course | Single Subject & Full (EL) Authorization |
| ELD 12 A/B | <i>My Perspectives ELD Companion, Studysync ELD Companion, SpringBoard ELD, content course resources, or additional ELD resources located in Schoology</i> | 1 period, concurrent with grade level content course | Single Subject & Full (EL) Authorization |

* All courses with English Learners enrolled require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS, ELA1, emergency CLAD, Bilingual Authorization, 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.

** (Additional ELD resources for middle school may include adopted ELD curriculum and supplemental ELD materials).

*** (Additional ELD resources for high school may include adopted ELD curriculum and supplemental ELD materials).



PLACEMENT STRUCTURES FOR MIDDLE & HIGH SCHOOLS

Multilinguals interact with the world in extraordinary ways. The bilingual brain approaches the use of language by influencing the connection and fluidity of the heritage language and the language being learned to support the understanding of new content by leveraging their one linguistic repertoire. This has important implications for how we teach our English Learners (ELs). Thinking and acting in new ways about the language practices of emergent bilinguals is fundamental to increasing their cognitive and executive functions. It is imperative that we cultivate both languages and strengthen cross-linguistic connections that integrate learning in the multilingual brain.

| ELD A/B SCHEDULE EXAMPLE | | | | | | |
|--------------------------|------------------------|-----------------|----------|----------|----------------|--------------------|
| English Learner Students | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
| Grades 6-12 | Grade level ELD Course | Grade level ELA | Math* | Science | Social Studies | Physical Education |

*In this sample, grade level ELD is paired with Math. As a reminder, any content area can be paired with grade level ELD course.

| INTERNATIONAL NEWCOMER A/B SCHEDULE EXAMPLE | | | | | | |
|---|----------------------------|----------------------------|----------|----------|----------------|--------------------|
| English Learner Students | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
| International Newcomer Students Grades 6-12** 0-12 months ELPAC level Novice or 1-mandatory 12-36 months-optional | International Newcomer ELD | International Newcomer ELD | Math* | Science | Social Studies | Physical Education |

** At the end of the year, a mandatory SSPT meeting must be completed to determine next ELD course placement.

MIDDLE AND HIGH SCHOOL ELD COURSE DESCRIPTIONS

| COURSE NAME | COURSE DESCRIPTION |
|--|---|
| <p>International Newcomer ELD Course A/B Grades 6-12</p> | <p>International Newcomer ELD A/B is a year-long course taught in two consecutive blocked periods to provide intensive dELD instruction for beginning level International Newcomers. This course is based on the CA ELD Standards at the Emerging level. The International Newcomer ELD course is designed for students who have been in U.S. schools for 12 months or less at ELPAC level Novice or 1. This course is also an option for International Newcomers who have been in U.S. schools for 13-36 months as determined by the school’s SSPT. The ELD standards and four language domains are the focus of the daily dELD instruction designed to support students’ literacy and social emotional learning skills necessary to do well in content courses.</p> |
| <p>ELD 6-12 Course A/B</p> | <p>This course is for English Learners (ELs) at the Emerging, Expanding and/or Bridging ELD Proficiency Levels. ELs are grouped heterogeneously at their grade-level to ensure they are exposed to various language models at different proficiency levels. This course is a dELD course that uses the grade level CA ELD Standards as the focal standards and is taught in a single period taken concurrently with a content area course (ELA, Math, Performing Arts, Social Sciences, Science, etc.). It is part of a Comprehensive ELD program that leverages other content and uses the “into and from” instructional design to build students’ English language skills in listening, speaking, reading, and writing. “English Learners learn about how English Works for successful participation on academic tasks across content areas through use of discourse practices, grammatical structures and vocabulary.” (Chapter 2, pg. 115, CA ELA/ELD Framework).</p> |
| <p>Comprehensive ELA/ELD Course</p> | <p>This course will be available starting the 2024-2025 school year. A limited number of ELs who have received 6 or more years of formal U.S. instruction (otherwise known as LTELs) and have received at least two years of grade level ELD at the secondary level may be placed by SSPT in this course. The overall goal is for this limited number of EBs to have differentiated grade level ELA with dELD to propel them in meeting the reclassification criteria as quickly as possible.</p> |

| COURSE NAME | COURSE DESCRIPTION |
|---------------------------------|---|
| Alternate Curriculum ELD Course | <p>Schools on a six-period bell schedule may enroll students in the Alternate Curriculum ELD Course in lieu of the Alternate Curriculum English course to permit time for students to participate in a general education elective course. Alternate Curriculum English may be multi-rostered with Alternate Curriculum ELD courses. Students in grades 10+ may also enroll in Alternate Curriculum ELD in lieu of Alternate Curriculum English if they participate in an off-site career/technical education program.</p> <p>First Semester 493505 – ELD ALT CUR A Second Semester 493506 – ELD ALT CUR B</p> |

IDENTIFYING EL SERVICES FOR ELs IN MISIS

| | |
|--|--|
| <p style="text-align: center;">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 (SDAIE). 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).</p> <p>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 normally 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 style="text-align: center;">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 style="text-align: center;">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 (ELs).</p> |
|---|---|

FREQUENTLY ASKED QUESTIONS

| Questions | Answers |
|---|---|
| When will this reference guide start implementation? | This reference guide goes into effect the 2024-2025 school year |
| Should the same teacher who is teaching the content that will be used (into and from) during dELD teach the grade level ELD course? | It is NOT required that the same teacher teach the secondary grade level ELD course. However, it is required that the teacher holds the appropriate credential(s) to teach the secondary grade level ELD course (Cross Cultural, Language, and Academic Development (CLAD) credential) |
| Can a non-ELA credentialed teacher teach the secondary grade level ELD course? | The teacher must have an appropriate English Learner (EL) Authorization to teach the course. Please refer to Attachment A. |
| How will schools prove that they are complying with dELD and iELD requirements? | School site administrators will continue to monitor the implementation of a Comprehensive ELD Program to ensure maintenance of a compliant ELD program. Evidence of school site monitoring for Federal Progress Monitoring includes the elementary classroom ELD schedules or the secondary “English Learner Schedule Summary Report.” (REF-070901.2, ETK-12 English Learners Academic Progress Monitoring and Supports dated October 24, 2022). |
| Can students of various ELPAC proficiency levels be placed in the secondary grade level ELD course? | Yes, all secondary grade level ELD courses will be organized by graduation year and will have students from various ELPAC performance levels. The only course that will have multiple grade levels is the International Newcomer course for students who have less than 0-36 months in the United States. (Mainstream Program Conference Checklist) |
| Can low EL count schools’ double roster? | Schools may determine the staff and rostering needs for their school sites should there be low EL student counts. The recommendation is to keep grade alike students together (i.e., 6th/7th or 7th/8th in middle school; 9th/10th or 11/12th in high school). |

| Questions | Answers |
|---|--|
| Can a Resource Services Provider (RSP Teacher) be assigned to teach/carry a roster for ELD 1-4, an ELD elective, or Secondary Intensive/Tier 3 Reading Program? | No. RSP teachers may only provide collaborative support/co-teaching in ELA or ELD courses. |
| Can a Special Day Program (SDP) teacher teach ELD 1-4, an ELD elective, or other ELD course to nondisabled/general education students? | At no time is a teacher who only possesses a special education credential authorized to be the register-carrying teacher for nondisabled (general education) students. The CLAD/BCLAD is not a stand-alone credential, and therefore it does not authorize teaching ELD without the requisite general education teaching credential. In this situation, the special education teachers in this situation can co-teach a class with a general education teacher. Special day program teachers may not be assigned to teach ELD classes. |
| Do we have to cohort students? | No, students should have unique schedules to meet individual student needs. The dELD and the school-selected content course should be programed according to the grade-level and content course selected to the best possible extent (ex: all students in ELD 9 should also be programed in Biology, if that is the school-selected content course that is to accompany ELD 9). |
| How will we meet the needs of International Newcomer students with this shift? | International Newcomers will now be given the 2 blocks to acclimate to the school culture, environment, and language while giving the teacher the opportunity to know the students as individuals and better serve their needs. |
| How will I support English Learners in the classroom since there will be a mix of all ELD levels? | Heterogenous or mixed grouping of ELs gives students an opportunity to practice and learn from each other while exposed to language proficiencies. |

| Questions | Answers |
|---|---|
| <p>Would teachers with the ELA Credentials (ELAS, ELAM, ELAE) be able to provide the same support as the former ELA1 and ELA2 credentials? Do teachers need special authorization to teach ELs?</p> | <p>Teachers providing instruction to ELs must be appropriately authorized. All EL courses in secondary will require a teacher with the full English Learner Authorization to teach departmentalized dELD (ex. valid CLAD, ELA1, emergency CLAD, BCLAD, Bilingual Authorization, etc.). EL authorizations that do not authorize departmentalized dELD include ELAM, ELAS, ELAE, ELA3, Certificate of Completion of Staff Development, or SB1969 Certificate. High school courses that receive approval for subject area “b” (English) will need to be taught by a teacher with an English authorization. Other content specific ELD courses, such as ESL Math, ESL Science, and ESL History, will continue to require an authorization in the base content area of instruction (ex. mathematics, science, and social sciences, respectively) and a full English Learner Authorization.</p> |
| <p>Will LTEL students still have an extra class in addition to their core classes? In other words, do we need to have a class for these students in the master schedule?</p> | <p>Since courses formerly known as LTEL courses (e.g., Literacy & Language and Advanced ELD) will no longer exist, English Learners (ELs) will now have an open period to select an elective or another “A-G” course as needed. These students will most likely be placed in Grade Level ELA Comprehensive ELD Course if the SSPT team and parent/guardian have agreed.</p> |
| <p>Can our newcomer teacher who has an English single subject, and an authorization in other subject ELD classes, continue to teach the math, science, and social studies?</p> | <p>Yes, your teachers with EL authorization are welcome to continue to teach content courses.</p> |
| <p>Will there be any more LTEL courses in secondary?</p> | <p>There will no longer be LTEL courses in secondary. If an EB is an LTEL, they may be eligible to take the Grade Level ELA Comprehensive ELD Course if the SPPT team has deemed that the student would benefit in this course and the parent/guardian has agreed.</p> |

| Questions | Answers |
|---|--|
| At the end of the year, a mandatory SSPT meeting must be completed to determine next ELD course placement for International Newcomers. Can we have group SSPTs? | To meet each student’s needs, individual SSPTs should held for each International Newcomer that is being recommended for International Newcomer class exit. |
| Can you double rooster in secondary? | Schools must make a concerted effort to roster students according to their grade level course. When numbers do not permit such grouping, differing grade level courses can be Master Plan programed. |
| Will English Learners need SSPTs yearly? What defines progress? | Yes, ELs will need an SSPT each year, however those continuing in the program could be conducted as a group. Refer to REF-070901.2, ETK-12 English Learners Academic Progress Monitoring and Supports dated October 24, 2022, to determine progress. |
| Will the International Newcomer Course be by grade level? | No. There will be one course number for International Newcomers regardless of grade. |
| If a Newcomer comes after the start of the school year, where will they be placed at the end of the year for the next year? | This will be an SSPT decision based on student need. |
| Will all teachers be trained to teach dELD (ELD Course) | Training will be available for all teachers in the district teach dELD. |
| In secondary, will ELD no longer be a stand-alone course? | ELD has always been intended to be a part of a comprehensive program, however it will now be required to be paired with a school-selected content course by grade level to make sure a Comprehensive ELD Program is being done. |
| In Elementary, can we teach dELD for longer than 30 minutes? | 30 minutes is a minimum, not a maximum. Please be sure you are teaching dELD to meet the needs of your students. |
| What if an administrator wants to purchase an additional teacher to teach the ELD courses in secondary to make the classroom size smaller? | Schools may use allowable funds to purchase additional personnel. |
| Will we be offering training in the curriculum for secondary during the 2023 summer? | Trainings will be offered in the summer as well as throughout the school year. |

| Questions | Answers |
|---|--|
| Are we cohorting secondary students in ELD and content classes? | Students are to be placed in their grade year ELD course as well as the school-selected content course for the specific graduation year. However, content course can be programed for students during different periods (ex: ELD 9 and Algebra: some students might take Algebra during 2 nd period, while others could take it during period 4). |
| Are we allowed to double roster the International Newcomer class? | It is recommended to try to avoid double rostering International Newcomer classes but if needed, double rostering is allowed. |
| Can ELs who are not International Newcomers take an elective? | ELD will no longer be double blocked unless students are in the International Newcomer ELD course. |
| How will SSPT meetings be recorded for large groups? | During the 2023-2024 school year, an enhancement will be rolled out. Until then, the paper version found in the attachment of the SSPT policy is to be utilized. |
| Does this policy only focus on changing the name of the existing secondary ELD courses? | This policy addresses placement of UTK-12 EBs, eliminates homogenous grouping of International Newcomers and ELs, renames and restructures Secondary ELD courses by grad year, eliminates Secondary LTEL classes, and restructures the International Newcomer ELD course. |
| Are we getting rid of the sheltered classes? | Content courses where teachers are using strategies to provide EL access to core is known as iELD. Per the ELA/ELD Framework, all EBs are required to receive iELD in all content areas. |
| Can the same ELD course be repeated by an EL? | No. Because the classes are no longer organized by ELD levels, ELs will not be able to repeat the same course. They will move on to their appropriate graduation year course when the new school year begins. |
| Does this new policy require new course numbers? | Yes, new course numbers for International Newcomer and ELD 6-12 courses will be implemented. |
| What curriculum and materials will be used for the ELD courses? | Refer to Attachment A-Secondary ELD Curriculum and Authorization. |

| Questions | Answers |
|---|---|
| Looking at the sample it shows International Newcomers will need to be placed in two international newcomer ELD classes Where in their schedule will they have room for an English class? | International newcomer students need intensive support therefore they will be enrolled in the International Newcomer ELD A/B course. This course is taught in a block of two consecutive periods to provide intensive ELD instruction. At the end of the school year, a mandatory Student Support and Progress Team (SSPT) meeting must be completed to determine next ELD course placement. Students who, per SSPT, are not ready to transition to a grade level/ELD graduation year course will continue to be enrolled in this course. |
| We already ordered textbooks. What materials will be used in these ELD courses? | Refer to Attachment A-Secondary ELD Curriculum and Authorization. |
| What if the parents of the EL opted out of ELD services? | All ELs must be provided ELD. If a parent decides to opt an EL out of ELD then student will be placed in the ELA Course that provides dELD and iELD instruction daily. |