



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: Placement, Scheduling and Staffing for English Learners in Middle School for 2019-2020

NUMBER: MEM-6866.2

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DATE: September 16, 2019

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-6866.1, *Placement, Scheduling and Staffing for English Learners in Middle School in 2018-2019*, dated January 28, 2019. This memorandum includes updated definitions for Newcomers, guidance on primary language instructional support of Newcomers, and new definitions for Potential Long-Term English Learners (PLTEs) that align to state and federal reporting requirements.

All English Language Development courses should be offered off-sequence for EL students who enter the District during the spring semester.

BACKGROUND: This Memorandum provides procedures for:

- I. Middle School Placement of ELs
- II. Implications for the Master Schedule
- III. Staffing for ELD Courses

GUIDELINES: I. MIDDLE SCHOOL PLACEMENT OF ENGLISH LEARNERS

Schools must consider time enrolled in U.S. schools 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 the U.S.:

ROUTING
LD Superintendents
Administrators of Instruction
Administrators of Operations
Directors
Counseling Coordinators
EL Coordinators
ELA Coordinators
Secondary Principals
Secondary Assistant Principals
Counselors
School Site EL Designee
UTLA Chapter Chairs



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

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

ELs are entitled to dELD services as a core instructional service for ELs. 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 L.A. Unified, the following are dELD courses:

- ELD 1 A/B through ELD 2 A/B
- ELD MS 3 A/B through ELD MS 4 A/B
- Literacy & Language A/B and Literacy & Language 2 A/B
- Advanced ELD A/B and Advanced ELD 2A/2B

Please note that all ELD A/B courses should be offered both semesters based on student needs.

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. The [California ELD Standards](#) and [ELA/ELD Framework](#) can



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be found on the California Department of Education (CDE) website:
<http://www.cde.ca.gov>.

2. Integrated ELD

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.

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

In most cases, students’ placement will be determined by the number of years enrolled in U.S. schools and overall assessment scores (i.e., ELPAC, RI, ELA SBA).

Students who have been identified as ELs for less than 3 years and have scored an ELPAC Performance Level of 3 or less may be placed in the following ELD courses:

- ELD 1 A/B
- ELD 2 A/B
- ELD MS 3 A/B
- ELD MS 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 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. 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 current ELD teacher or 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 Basic Inventory of Natural Languages (BINL) for ELs with home languages other than Spanish. 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



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language proficiency. Refer to REF-4803.3, *Primary Language Assessment in Spanish, Secondary Schools*, dated February 7, 2013, and 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 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 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. 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. 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	LAPL	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. 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



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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:

If a school plans to start offering a Newcomer program with Primary Language Instruction during the 2019-20 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 ELs student in grades 6-12 enrolled in U.S. schools for 6 or more years.

The Designated ELD courses for PLTELEs and LTELEs are:

- Literacy & Language for ELs
- Advanced ELD
- 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.

PLTELEs who have completed the ELD 1 through ELD MS 4 courses and have not yet reclassified, will be enrolled in the LTEL courses.



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3. PLTELEs and LTELs will receive instruction to accelerate their English development as well as academic and domain specific vocabulary 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. The California ELD standards will be used as the basis for the content in the dELD courses; therefore, teachers must use the California ELD Standards to guide their 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) teacher (refer to REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*).
5. LTELs who were enrolled in one of the LTEL classes in the Spring 2019 semester and did not reclassify before the start of the 2019-2020 school year will continue in the 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. Please refer to Attachment A for a summary of placement criteria guidelines for LTELs.
6. Tier 3 Intervention grades 6 through 8 when data indicates that a PLTELE 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. In order to accelerate progress toward reclassification, various data points (i.e. DIBELS, RI, Interim Assessments, etc.) can be used to screen for deficits in foundational literacy skills (e.g., phonics, comprehension, fluency).
 - PLTELEs or LTELs with scores of 3 on the ELPAC Overall and/or Reading subtest for two consecutive years may need more intensive/Tier 3 reading intervention.



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- 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 through 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 MS 3 A/B, ELD MS 4 A/B, *Literacy & Language for ELs* or *Advanced ELD* must be concurrently enrolled in a grade-level English Language Arts course. Sheltered sections of each ELA course are designated for ELs, 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 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.

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



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language support and may 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 credential and authorization and must use California ELD 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, 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.

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 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 a detailed outline that addresses placement options in the four categories of ELs with disabilities:

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

The requirements for both instructional time and course scheduling for ELs with disabilities are outlined in REF-5994.2, *Scheduling Appropriate ELD*



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Instruction for Secondary English Learners with Disabilities, dated July 3, 2017.

ELs with disabilities that are considered “reasonably fluent” but are not making annual progress towards reclassification may be enrolled in The Learning 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, also 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. 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 dELD instruction to ELs. Students enrolled in ELD 1A/B and ELD 2A/B should be scheduled so that they receive ELD



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instruction every day of the week. Students enrolled 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 2018 English Learner Master Plan for ELs and SELs, found on the Multilingual & Multicultural Education Department website:

<https://achieve.lausd.net/mmed> .

[*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-3451.1, Implementation Policy for New and Existing Dual Language Programs, dated April 21, 2008*](#)

[*BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team, dated July 13, 2017*](#)

[*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*](#)

ASSISTANCE:

For assistance or further information, please contact the Multilingual and Multicultural Education Department at (213) 241-5582.



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ATTACHMENT A

MIDDLE SCHOOL PLACEMENT CHARTS

Secondary Schools English Learner Reclassification Requirements

	State Requirement	2019-20 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 2019-20 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

2019-20 ELD Placement Chart for Limited English Proficient Students (<4.5years)¹

Years in U.S. Schools	Overall ELPAC Level	Other Data Points		Course Placement	Curriculum
		RI score ELA	DIBELS		
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 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 4A/B + 1 period of grade level ELA	<i>Study Sync, Springboard or Collections</i>

Please note that all ELD A/B courses should be offered both semesters based on student needs.

¹In most cases, students' placement will be determined by their number of years enrolled in U.S. schools and their overall ELPAC scores.

2019-20 Placement Chart for Newly Identified PLTELS³/LTELS²

Years in U.S. Schools	DIBELS	RI	ELA SBA	ELPAC	Placement
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

Please note that all ELD A/B courses should be offered both semesters based on student needs.

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

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



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ATTACHMENT A

2019-2020 Placement Chart for Students <u>Currently</u> in LTEL² Courses*						
<i>Years in U.S. Schools</i>	<i>2018-2019 LTEL Course</i>	<i>Reclassified?</i>	<i>RI Scores or ELA SBA</i>		<i>ELPAC</i>	<i>2019-20 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

Please note that 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.*
²*A student in grades 6 through 12 enrolled in U.S. schools for 6 or more years as an EL.*
³*Students identified as LTELs for the third consecutive year MUST be referred to SSPT for review and 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.



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</i>	N, L ² EAP, DL	2 consecutive periods	English, Foreign Language, or Multiple Subject and Full English Learner (EL) Authorization
17-03-03/04 ELD 2A/B	<i>Inside, Level A</i>	L ² EAP, DL	2 consecutive periods	
17-03-09/10 ELD MS 3A/B	<i>Study Sync, Springboard, Collections</i>	M, DL	1 period, concurrent with SH ELA	
17-03-11/12 ELD MS 4 A/B	<i>Study Sync, Springboard, Collections</i>	M, DL	1 period, concurrent with SH ELA	
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>	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
17-36-02 ESL Science B	<i>Longman Science</i>			
17-37-03 ESL History A	<i>Longman Social Studies</i>			
17-37-04 ESL History B	<i>Longman Social Studies</i>			
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>	LTEL Only	1 period, concurrent with SH ELA	Multiple Subject or English with full EL Authorization
170405/06 Lit & Lang for ELs 2A/2B	<i>English 3D, Course 1</i>			
170505/06 Advanced ELD MS A/B	<i>Reader's Handbook</i> <i>Write Source and Skills Book</i>			
170509/10 Advanced ELD MS 2A/2B	<i>Reader's Handbook</i> <i>Write Source and Skills Book</i>			

*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.



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English Learner Services Section Attributes

ATTACHMENT C

<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.</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 learners (EL).</p>