

Designated ELD Resources

Scheduling Elementary Level ELs

To ensure EL students benefit from being with English proficient students, as well as students from various English language proficiency (ELP) levels in elementary schools, strategically placing ELs in heterogeneous classroom assignments, ensures exposure to peer English language models throughout the school day.

General Scheduling Recommendations for Teachers of ELs at the Elementary Level

- Develop master schedules that allow grade level teams common planning time to plan together and discuss individual students' strengths and needs. Ensure EL/bilingual authorized teachers are included in grade level team meetings.
- Include periodic planning time for vertical articulation across grade levels for EL/bilingual authorized teachers for specific content areas.
- If schools have experienced EL/Bilingual authorized teachers, carefully plan their schedules so that both their integrated ELD instructional time and Designated ELD groupings are maximized to reach an appropriate number of students (neither over- nor under-utilizing human resources).

Scheduling Recommendations for Elementary Schools with Proportionally Small (1-10%) EL Student Populations

If an elementary grade level enrollment has a relatively small number of ELs, cluster the few students together with one experienced EL/Bilingual authorized teacher. This will benefit the students and the instruction, as opposed to spreading ELs among several teachers who may not have EL experience or expertise. The rest of the classroom would be made up of English proficient students. For schools with experienced EL/Bilingual authorized teachers, clustering small numbers of EL students also maximizes resources and better serves ELs.

Scheduling Recommendations for Elementary Schools with Moderate-Sized (11-30%) EL Student Populations

If an elementary grade level enrollment has a moderate number of ELs, consider clustering EL students together with two or three experienced EL/Bilingual authorized teachers, rather than spreading them among all the teachers at a grade level who may not have EL experience or expertise. For schools with experienced EL/Bilingual authorized teachers, clustering moderate numbers of EL students with only several teachers also maximizes resources and better serves ELs.

Scheduling Recommendations for Elementary Schools with Proportionally Large (over 30%) EL Student Populations

If an elementary grade level enrollment has a proportionally large number of ELs, consider clustering EL students together with as many experienced EL/Bilingual authorized teachers as available. Ensure that ELs at the lower proficiency levels are assigned to experienced EL/Bilingual authorized teachers to the extent possible. For schools with proportionally large EL student populations, an ideal scenario is to hire and maximize the number of experienced EL/Bilingual authorized teachers.

Scheduling Secondary Level ELs

For secondary programs, students can and should have targeted instruction based on their needs, and should be scheduled to receive the appropriate courses to meet these individualized needs. However, secondary ELs should not be segregated all day from English proficient English language models and other ELs of different ELP levels. ELs can be grouped with other students, at a minimum in classes such as art, music, physical education and other electives, as well as content areas, based on their background knowledge. For ELs at the secondary level, there are ELD courses that are required. In L.A. Unified, the following are Designated ELD courses for secondary level:

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

For more information about scheduling ELD for secondary ELs, please see the [Placement, Scheduling, and Staffing English Learners in Middle School](#) and [Placement, Scheduling, and Staffing English Learners in High School](#).

Scheduling Recommendations for Secondary Schools with Proportionally Small (1-10%) EL Student Populations

If a secondary content area class enrollment (e.g., Algebra I) has a relatively small number of ELs, consider clustering the few students together with one teacher, who is an experienced EL/Bilingual authorized teacher, rather than spreading them among several teachers who may not have EL experience or expertise. If staffing allows for team teaching of a content area teacher together with an experienced teacher who holds a full EL/Bilingual authorization, clustering EL students together in one class can also facilitate providing team teaching. In this way, fewer experienced EL/Bilingual authorized teachers will be needed to team, maximizing resources and better serving ELs.

Scheduling Recommendations for Secondary Schools with Moderate-Sized (11-30%) EL Student Populations

If a secondary content area class enrollment (e.g., Algebra I) has a moderate number of ELs, consider clustering EL students together with two or three teachers, who either are experienced EL/Bilingual authorized teachers, rather than spreading them among all teachers of the content area, who may not have EL experience or expertise. If staffing allows for team teaching of content area teachers together with experienced full English Learner authorized teachers, clustering EL students together in two or three classes can also facilitate providing team teaching. In this way, fewer teachers will be needed to team, maximizing resources and better serving ELs.

Scheduling Recommendations for Secondary Schools with Proportionally Large (over 30%) EL Student Populations

- If a secondary content area class enrollment (e.g., Algebra I) has a proportionally large number of ELs, consider having dually certified teachers with content area certification and a full English Learner authorization. In this way, ELs in these teachers' classes will have integrated ELD built into their schedule without necessitating an additional teacher to provide this type of instruction, which is both cost-effective and maximizes human resources. If staffing allows for team teaching of content area teachers together with

experienced EL/Bilingual authorized teachers, clustering EL students together can also facilitate providing team teaching.

- If dually certified teachers are not immediately available, teachers who already have successful experience in teaching ELs are also advantageous for serving ELs in schools with large EL populations. Schools can work with the central office to explore ways to provide EL/Bilingual authorization training for teachers to add over time, thus increasing the cadre of dually certified teachers.