



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

**TITLE:** Elementary Master Plan Program Class  
 Organization and Staffing for English Learners

**NUMBER:** REF-3661.3

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**ROUTING**

ESC Superintendents  
 ESC Elementary Directors  
 ESC EL Coordinators  
 Elementary Principals  
 School Site EL Designees  
 UTLA Chapter Chairs

**DATE:** April 10, 2015

**PURPOSE:** The purpose of this Reference Guide is to provide procedures and guidance on Master Plan program class organization and staffing as it relates to the Collective Bargaining Agreement between LAUSD and UTLA, Article IX-A, Section 2.0, *Uniform Staffing Procedures for All K-12 Schools*, in alignment with the Federal Guidelines for English Learner Students dated January 7, 2015 and the English Learner Master Plan adopted June 2012.

To aid in the transition into full implementation of the California ELD Standards (2015-2016), and the California ELA/ELD Framework, schools will use the overall English Language Proficiency level as measured by the California English Language Development Test (CELDT) in lieu of the ELD portfolio level for classroom organization.

**MAJOR CHANGES:** This Reference Guide replaces REF-3661.2, *Elementary Master Plan Program Class Organization and Staffing for English Learners*, dated April 3, 2014. The major changes include:

- The use of the Overall English Language Proficiency level, as determined by the California English Language Development Test (CELDT), in lieu of the students’ ELD portfolio level for class organization.
- Alignment of elementary classroom organization with Federal Guidelines for EL students dated January 7, 2015 and the English Language Arts/English Language Development (ELA/ELD) Framework from the California Department of Education.
- Updates related to Heterogeneous Grouping

**INSTRUCTIONS:** I. BACKGROUND

The US Department of Education’s Office for Civil Rights and the US Department of Justice’s Civil Rights Division released joint guidance on January 7, 2015 to assist all public schools in meeting their legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services. The



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

LAUSD Office for Civil Rights Agreement (2011-2012) and the English Learner Master Plan (2012) provides further guidance on meeting the needs of English Learners (ELs).

The California Department of Education (CDE) ELA/ELD Framework calls for districts to ensure that schools deliver a comprehensive instructional program consisting of Integrated and Designated ELD. ELs face the unique challenge of learning English as an additional language as they are also learning grade level content through English. This challenge creates a dual responsibility for all teachers who teach ELs. Appropriate class placement will ensure delivery of a comprehensive instructional program.

Additionally, the District must:

- Use a valid and reliable English Language Development test (CELDT) to determine appropriate EL services based on English proficiency level.
- Provide all English Learners with targeted language and literacy instruction appropriate for their English proficiency level.
- Ensure that academic instruction for English Learners is designed and implemented to meet the California ELD Standards and Common Core State Standards for their respective grade levels.

To meet these desired outcomes, the Board of Education of the Los Angeles Unified School District (LAUSD) approved the following English Learner Master Plan (2012) instructional programs:

Figure 2. Elementary Instructional Program Options

| Elementary Instructional Program Option (Grades K-5/6)          | Target/Eligible Student Population |          |     |      |    | Program Goals  | Key Instructional Services |       |            |                |
|---|------------------------------------|----------|-----|------|----|--|----------------------------|-------|------------|----------------|
|   | EL (1-3)                           | EL (4-5) | REP | IFEP | EO |  | ELD                        | SDAIE | L1 Support | L1 Instruction |
| Structured English Immersion (SEI) Grades K-5                   | X                                  |          |     |      |    | Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.   | X                          | X     | X          |                |
| Mainstream English Program <sup>2</sup> Grades K-5              |                                    | X        | X   | X    | X  | Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports.   | X                          | X     |            |                |
| Transitional Bilingual Education (TBE) <sup>3</sup> Grades K-3  | X                                  |          |     |      |    | Acquire English language proficiency and grade-level academic content through a combination of core content instruction via primary language, ELD and differentiated instruction in English      | X                          | X     | X          | X              |
| Maintenance Bilingual Education Program Grades K-5 <sup>4</sup> | X                                  | X        | X   | X    |    | Acquire language proficiency and academic achievement in two languages: English and the students' primary language   | X                          | X     | X          | X              |
| Dual Language Two-Way Immersion Grades K-5                      | X                                  | X        | X   | X    | X  | Acquire language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for ELs and English-proficient students | X                          | X     | X          | X              |

Classrooms must be organized based on English language proficiency levels as determined by CELDT, so that ELs can be provided targeted and appropriate ELA/ Literacy and Designated ELD. The table above outlines the language



proficiency levels with the corresponding Master Plan Instructional programs.

## II. MASTER PLAN PROGRAM CLASS ORGANIZATION FOR STRUCTURED ENGLISH IMMERSION AND MAINSTREAM ENGLISH PROGRAMS

The site administrator will organize classes to ensure the linguistic and academic needs of ELs, including those with disabilities, are met by authorized staff and follow guidelines set forth in the LAUSD English Learner Master Plan (2012). Although teachers may provide input on class organization, the site administrator is responsible for making the final decision to ensure adherence to District policy.

The organization of classes for ELs is determined on the basis of the following three factors:

1. The Master Plan Instructional program as requested by the parent/guardian (Structured English Immersion, Mainstream English Program, Transitional Bilingual Program [TBE], Maintenance Bilingual Program [MBE], or Dual Language [DL]).
1. Overall English Language Proficiency level as measured by the most recent overall CELDT in lieu of ELD portfolio level.
2. Academic needs as measured by District and school formative and summative assessments (ELD portfolio work samples, DIBELS).

*NOTE: School sites consider numerous factors during the class organization process (e.g. behavior, gender, reading level), however, in keeping with the Master Plan for ELs and the district's agreement with the Office for Civil Rights, the linguistic needs of ELs as measured by the CELDT must take precedence. In the event that the overall CELDT level is not available, schools must convene a LAT meeting to discuss students' academic needs for appropriate placement.*

*Students in DLP, MBE, and TBE are organized by program and should not be included in this class organization process by EL proficiency level. For additional information on classroom composition, see Classroom Composition on page 9.*

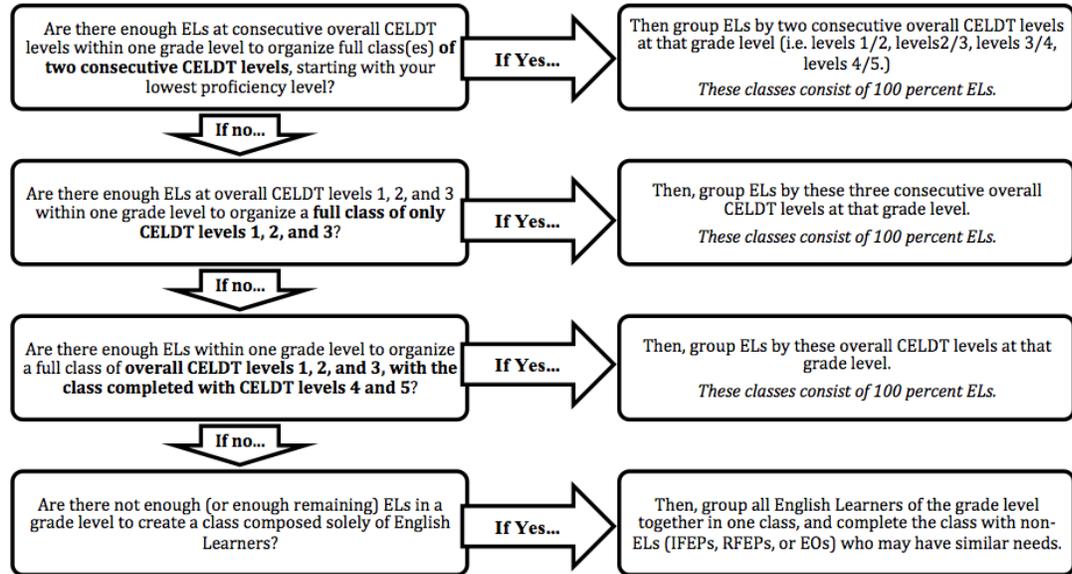
- A. Organization of EL Master Plan Instructional Programs for Structured English Immersion (EI) and Mainstream English (ME) instructional programs only.

**Step One:** Prior to organizing classes, the site administrator must ensure EL Master Plan information is updated and reflected in MiSiS.

**Step Two:** Use MiSiS to generate Master Plan Rosters and English Learner Rosters by teacher. These rosters will be needed to determine student classification counts (EO, IFEP, RFEP, LEP). The Master Plan Roster will display complete classroom composition information whereas, the English Learner Roster will only display information for English Learners.



**Step Three:** Use the information from the rosters to organize classes at each grade level based on student information: Language classification, EL Master Plan instructional program, and overall English Language Proficiency level (CELDT). (You may use Attachment B: *EL Master Plan Instructional Programs Organization Tool*)



### B. Organization by English Language Proficiency

The diagram above delineates the decision-making process by which school sites are to organize for Structured English Immersion (EI) and Mainstream English (ME) classes to support ELs linguistic and academic proficiency.

*NOTE: Due to program design, alternative instructional programs requested by parents: Transitional Bilingual Education (TBE), Maintenance Bilingual Education (MBE), and Dual Language program must follow program requirements outlined in the EL Master Plan. For additional information, see Alternative Programs for ELs (Alternative Programs for ELs, pg. 6).*

Students must continue to receive ELD services designed for their proficiency level as required by federal and state law.

*NOTE: For Transitional Kindergarten and Kindergarten class organization, the site administrator needs to anticipate the number of ELs enrolling and continue to group them to best meet their second-language and grade level instructional needs.*

### C. Heterogeneous Grouping

Federal guidelines prohibit the segregation of students. Certain EL programs may be designed, however, to require that English Learners receive separate instruction for a limited portion of the day or period of time in ELA/Literacy and Designated ELD instruction. In programs where classes consist of 100 percent ELs, heterogeneous grouping is mandatory on a daily basis for portions of the day in content areas such as Math, Science, Social Studies,



Health, the Arts and Physical Education.

Heterogeneous grouping requires that English Learners be grouped with Fluent English Proficient (IFEP, EO, RFEP) students. Teachers must deliver specialized instruction utilizing English Learner strategies to ensure that ELs progress linguistically and academically to meet grade-level CA Common Core State Standards. In cases where the number of EOs/IFEPs/RFEPs is limited, students should be heterogeneously grouped with ELs at different overall CELDT levels.

### III. MASTER PLAN PROGRAM INSTRUCTIONAL SERVICES

- A. The goal of Structured English Immersion (EI) program is acquisition of English language skills to support proficiency in the core content so that ELs can succeed in a Mainstream English classroom. This is achieved through daily Designated ELD instruction informed by student language needs and the CA ELD Standards working in tandem with the Common Core State Standards. ELs who are “less than reasonably fluent” (i.e., overall CELDT levels 1-3) are placed in the Structured English Immersion (EI) program, unless another instructional program option is requested by the parent/guardian. When there is a sufficient number of ELs in a grade level, Structured English Immersion (EI) classrooms should be comprised of 100% English Learners during ELA/Literacy and Designated ELD. Structured English Immersion is the designated default placement for ELs who are “less than reasonably fluent” (ELs at overall CELDT levels 1-3).

*NOTE: SEI (Structured English Immersion) is now EI in MiSiS.*

- Designated English Language Development  
All EL students (overall CELDT levels 1-3) in Structured English Immersion (EI) receive daily ELD instruction at their overall CELDT level for a minimum of 60 minutes. In classes where there is more than two overall CELDT levels, teaming for Designated ELD must occur to ensure ELD instruction is delivered at the student’s language proficiency level.  
*NOTE: In the event that a student’s overall CELDT level progresses to level 4 beyond the initial classroom organization, teaming for ELD may need to occur within or across grade levels to provide instruction based on the student’s language proficiency.*
- ELA/Literacy (within the grade level Core Curriculum)  
ELs in Structured English Immersion will achieve grade level core content proficiency using scaffolded and differentiated content instruction. EL strategies with primary language support (for clarification) may be provided according to student needs.
- Heterogeneous Grouping  
This program requires a period of time each day when ELs are integrated



with their English proficient peers (EO, IFEP, RFEP) in subject areas other than ELA/Literacy and Designated ELD.

B. Mainstream English Instructional Program (ME)

The goal of this program is to ensure that ELs progress linguistically and academically to meet the CA ELD Standards used in tandem with grade-level CA Common Core State Standards as they transition from a Structured English Immersion (EI) or a Transitional Bilingual Education (TBE) program (or have opted into the mainstream program via a parental withdrawal from services). This program is appropriate for ELs that are “reasonably fluent in English” (i.e., overall CELDT levels 4 and 5). This program is also appropriate for RFEPs, IFEPs & EOs. When there is a sufficient number of ELs at levels 4 and 5 in a grade level, classrooms must be comprised of 100% English Learners.

- Designated English Language Development  
All EL students (overall CELDT levels 4-5) in Mainstream English (ME) must receive daily ELD instruction for a minimum of 45 – 60 minutes. In classes where there are ELs with more than two overall CELDT levels, teaming for ELD must occur to ensure ELD instruction is delivered at the student’s language proficiency level.
- ELA/Literacy (within the grade level Core Curriculum)  
ELs in Mainstream English (ME) will achieve grade level core content proficiency using scaffolded and differentiated content instruction. EL strategies with primary language support (for clarification) may be provided according to student needs.
- Heterogeneous Grouping  
In the event that a Mainstream English (ME) class consists of 100 percent ELs (i.e. overall CELDT levels 4 and 5), the teacher must plan for a period of time each day when ELs are integrated with their English proficient peers (EO, IFEP, RFEP) in subject areas other than ELA/Literacy and Designated ELD.

C. Alternative Programs for ELs

The site administrator needs to anticipate the number of parents who are likely to request waivers for their child to continue in a TBE, MBE and/or DL programs and must establish the appropriate number of classes. When waivers are granted for continuing students, the site administrator will assign students to identified alternative program classes.

For new enrollees, the site administrator needs to anticipate the number of parents who are likely to request waivers and identify classes that are likely to convert to an alternative program after the initial 30-day period of Structured English Immersion (EI). When the required 30-day period is completed, the site administrator will assign students with waivers to classes identified in the



matrix as likely to convert to an alternative program.

When parents of at least 20 EL students have been granted waivers for one given grade, the school site administrator must form an alternative program class. When parents of at least 20 EL students in two consecutive grades have been granted a waiver, the school administrator has either the option to form a combination alternative program class or let the parents know that the child will be placed on a waiting list pending formation of a single grade alternative program class with 20 students.

#### 1. Transitional Bilingual Education (TBE)

The TBE program was formerly known as the Waiver-to-Basic Bilingual Program. The goal of the TBE program is to promote acquisition of English language proficiency and grade-level academic achievement in core subjects. This program option does *not* aim for sustained bilingualism and biliteracy. Rather, TBE provides ELs immediate access to grade-level academic content and early literacy development in the primary language with a gradual transition to English instruction by third grade. Students who enter the TBE program after first grade may transition to a Structured English Immersion (EI) instructional program if they are “less than reasonably fluent” (i.e., have not developed Early Advanced proficiency in English) by the end of third grade when the TBE program ends. For EL newcomers entering in second or third grade, the transition may be to a Structured English Immersion (EI) program if they have not reached Early Advanced level of English proficiency by the end of third grade.

Program Model:

- 70/30 – 70% of the instructional day occurs in the primary language, with 30% in English during the first year in program, annually increasing percentage of instructional minutes in English and transitioning to Mainstream English program within three to four years.
- Designed for ELs speaking the same primary language at overall CELDT levels 1-3 in grades K-3.

- Designated English Language Development  
All EL students (overall CELDT level 1-3) in TBE receive daily Designated ELD instruction for a minimum of 60 minutes. In classes where there are ELs with more than one overall CELDT level, teaming for Designated ELD must occur to ensure Designated ELD instruction is delivered at the student’s language proficiency level.
- ELA/Literacy (within the grade level Core Curriculum)  
All EL students (overall CELDT level 1-3) in TBE receive daily high-quality instruction, as well as academic content instruction in the primary language in conjunction with the effective use of EL strategies. Students who enter at kindergarten are expected to



transition to the Mainstream English (ME) program by end of third grade. ELs in Transitional Bilingual Education (TBE) will achieve grade level core content proficiency using scaffolded and primary language content instruction.

- Heterogeneous Grouping  
This model requires a period of time each day (minimum of 20%) when ELs are integrated with their English proficient peers.

## 2. Maintenance Bilingual Education (MBE)

The goal of the MBE program is the acquisition of language proficiency and academic achievement in two languages: English and the students' primary language. Instruction is delivered in the primary language and English. There are two different program models that vary by the proportion of each language used. The aim is to promote high levels of academic achievement in all curricular areas and full proficiency in both languages. Students are expected to meet grade level content standards in both languages. Students enter this program in Kindergarten or first grade and continue through grade 5/6 and may elect to continue through grade 12 in the Secondary Dual Language Two-Way Immersion program with the goal of attaining the California Seal of Biliteracy.

\*For additional classroom composition considerations, refer to page 34 of the *EL Master Plan*.

Program Model:

- 80/20—80% instruction in the primary language, 20% instruction in English in Kindergarten. Each year more English is added until they reach 50% primary language, 50% English by 4<sup>th</sup> Grade.
- 50/50—50% instruction in the primary language, 50% instruction in English. English and the primary language are used equally for instruction beginning in Kindergarten.

- Designated English Language Development  
All EL students (overall CELDT level 1-5) in MBE receive daily Designated ELD instruction for a minimum of 45 - 60 minutes. In classes where there are ELs with more than one overall CELDT level, teaming for Designated ELD must occur to ensure ELD instruction is delivered at the student's language proficiency level.
- ELA/Literacy (within the grade level Core Curriculum)  
ELs enrolled in an MBE program access grade level core content using EL strategies, differentiated instruction, primary language support, and primary language instruction. ELs in Maintenance Bilingual Program (MBE) will achieve grade level core content proficiency using scaffolded and differentiated content instruction.



- Heterogeneous Grouping  
This model requires a period of time each day (minimum of 20%) when ELs are integrated with their English proficient peers.

3. Dual Language Two-Way Immersion (DL)

The goals of the DL program are acquisition of full language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in the target language and English, with three different program models that vary by proportion of each language used. The aim is to promote high levels of academic achievement in all curricular areas and full proficiency in both languages. Students are expected to meet grade level content standards in both languages. Students typically continue in this program option after attaining proficiency in their second language. Students enter this program option in kindergarten or 1<sup>st</sup> grade and continue through Grade 5/6. In addition, they have the option to continue through grade 12 with the goal of attaining the California Seal of Biliteracy.

Program Models- There are three DL models available:

- 90/10—90% instruction in the target language, 10% instruction in English in Kindergarten. Each year more English is added until they reach 50% target language 50% English by 4th grade.
- 70/30—70% instruction in the target language, 30% instruction in English in Kindergarten. Each year more English is added until they reach 50% target language 50% English by 4th grade.
- 50/50—50% instruction in the target language, 50% instruction in English. English and the target language are used equally for instruction beginning in Kindergarten.

- Classroom Composition  
Classroom composition produces optimal results when the percentage of both EL and EO/FEP students approaches 50%. However, because of attrition and the inability to add students who do not have grade level proficiency in the target language of the program, it is required that kindergarten and grade one classrooms in a dual language program not exceed a maximum representation of 2/3 from either of the two language groups.
- Designated English Language Development  
All EL students (overall CELDT level 1-5) in the DL program must receive daily Designated ELD instruction for a minimum of 30-45 minutes. In team teaching configurations, teaming for Designated ELD/Target Language Development (TLD), when appropriate, within or across grade levels to provide differentiated ELD/TLD instruction.



- ELA/Literacy (within the grade level Core Curriculum)  
ELs enrolled in DL program access grade level core content using EL strategies, differentiated instruction, primary language support, and primary language instruction. ELs in Dual Language Two-Way Immersion (DL) will achieve grade level core content proficiency using scaffolded and differentiated content instruction.
- Heterogeneous Grouping  
Due to the student classifications in the Dual Language program, it is not necessary to group as their composition meets federal guidelines prohibiting segregation.

#### IV. ELs WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

As with all English learners, ELs with an Individualized Education Program (IEP) are expected to make progress in English language proficiency and academic content mastery and receive language and disability-related services. To fulfill this requirement, instruction for ELs with disabilities will include daily Designated ELD instruction based on their overall CELDT, Integrated ELD during core content instruction, primary language support as appropriate and instructional supports/accommodations per the student's IEP. Whenever possible, ELs with disabilities should receive ELD in the mainstream classroom with students of like age/grade and language proficiency.

#### V. ASSIGNMENTS AND STAFFING PROCEDURES FOR TEACHERS of ELs

All teachers in Structured English Immersion (EI), Mainstream English Program (ME), Transitional Bilingual Education (TBE), Maintenance Bilingual Education (MBE), and Dual Language Two-Way Immersion (DL) classes must be authorized to teach ELs.

Teacher assignments should be established using the following steps:

1. The matrix is developed at the school on the basis of information in Attachment A. The matrix is the key to staffing procedures and the site administrator should include the following information:
  - Number of classes for each grade level
  - Instructional programs, language classification and overall CELDT levels
  - Special credentials and necessary qualification to teach each class
  - Potential differentials for alternative program classes, along with requirements to qualify for the differentials

*Note: Although teachers with qualifications may be potentially eligible to receive differentials for teaching alternative bilingual program classes, it is the actual use of those qualifications in the (providing instruction appropriate for the program and student level of English proficiency) which results in a differential payment for a given semester. In addition to providing primary*



*language instruction in an alternative program, 1/3 of the class must be overall CELDT levels 1-3 to qualify for a differential.*

2. The matrix is posted.
3. Teachers fill out a “preference form” or use another locally determined method to request assignment for the next school year to a grade level.
4. The site administrator makes teacher assignments based on the best interests of the educational program, which includes the linguistic and academic needs of students, teacher authorizations, teacher preference, and the seniority of permanent teachers. When all authorized staff has been assigned appropriately, the site administrator determines the next most qualified teacher to teach a class, but must demonstrate a significant reason for deviation.

BCC/BCLAD Teachers

Priorities for placement of BCC/BCLAD teachers are:

- Instructional programs that provide primary language **instruction** (Dual Language Program, Maintenance Bilingual Program, Transitional Bilingual Program), then
- Instructional programs that provide primary language **support**

The chart below identifies priorities for the assignment of qualified bilingual teachers to Structured English Immersion (EI) classes:

| <b>Priorities for Assignment of BCC/BCLAD teachers to Structured English Immersion Program*</b> |  |
|---|--|
| Priority One:   | Grades K, 1, and 2 and/or overall CELDT levels 1-2   |
| Priority Two:   | Grades 2, 3, and 4 and/or overall CELDT level 3  |
| Priority Three:   | Grades 4 and 5/6 and/or overall CELDT level 4 (when all classes with levels 1-3 have been staffed appropriately) |

*\*When BCC/BCLAD authorization in the language of need is unavailable, the next level of authorization is CLAD with A-Level Fluency in the language of need, and then a CLAD.*

Teachers with a bilingual class code (0722-Teacher, Elementary-Bilingual Spanish) should be assigned to an alternative bilingual classroom since that teacher has a contract with LAUSD to serve in that capacity. They may also be assigned to Structured English Immersion classes with ELs as indicated in Attachment A. The English Learner Master Plan establishes staffing priorities based on the instructional needs of students. BCC/BCLAD teachers should be assigned to grade levels with the greatest numbers of ELs requiring primary language instruction or support (overall CELDT levels 1 - 3).

*Note: Schools with SRLDP will assign qualified staff to align with the pre-school and the TK /Kindergarten program to ensure that instruction is appropriate for all ELs.*



5. The site administrator posts the tentative assignments for the coming year.
6. The site administrator retains each teacher's preference form or documentation of locally determined method for identifying teacher preference in the event that subsequent changes in the matrix are necessary.
7. When additional classes are needed, the site administrator shall designate classes following procedures described in the Collective Bargaining Agreement between LAUSD and UTLA, Article IX-A, Section 2.0, *Uniform Staffing Procedures for All K-12 Schools*.

**RELATED  
RESOURCES:**

[LAUSD 2012 English Learner Master Plan](#)  
[Multilingual & Multicultural Education Department website](#)

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents dated Jan. 7, 2015. US Department of Education, 2015  
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>.

REF-5994.0, Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities in 2013-2014, dated April 29, 2013

BUL-4153.2, *Parental Exception Waivers: Procedures and Guidelines for Requesting Alternative Programs for ELs, K-12*, dated March 3, 2015

REF-3451.1, Implementation Policy for New and Existing Dual Language Programs, dated April 8, 2008

REF-4380.1, Initial Notification Requirements for Parents of English Learners (K-12), dated September 24, 2013

REF-5955.0, *Implementation Policy for New Elementary Maintenance Bilingual Education (MBE) Programs*, dated March 6, 2013

REF-5954.0, *Implementation Policy for Transitional Bilingual Education (TBE) Programs*, dated March 6, 2013

[MiSiS Job Aid - Generate an English Learner Roster](#)

[MiSiS Job Aid - Generate Master Plan Roster](#)

**ASSISTANCE:**

For assistance or further information, please contact Angela Sandoval, EL Programs Specialist, Multilingual and Multicultural Education Department at [abs9291@lausd.net](mailto:abs9291@lausd.net) or (213) 241-5582.



**Elementary Master Plan Program Options for English Learners**

| <b>EL Programs</b>                                | <b>ELP Level</b> | <b>English Language Development</b> | <b>Language of Instruction</b>        | <b>Academic Content</b>                                      | <b>Required Authorizations</b>   |
|---|------------------|-------------------------------------|---------------------------------------|--|--|
| Structured English Immersion (SEI) Grades K-5     | 1-3              | 60 minutes                          | English with primary language support | Differentiated instruction with primary language support     | BA/BCLAD/BBC or EL Auth /CLAD/ LDS/SB1969/ SB395/* AB2913/CCSD                                     |
| Mainstream English Program Grades K-5             | 1-5              | 45-60 Minutes                       | English                               | English with SDAIE support                                   | BA/BCLAD/BBC or EL Auth/ CLAD/ LDS/SB1969/ *SB395/AB2913/ CCSD                                     |
| Transitional Bilingual Education (TBE) Grades K-3 | 1-3              | 60 minutes                          | Primary language and English          | Primary language instruction transitioning to English        | BA/BCLAD/BBC   |
| Maintenance Bilingual Education Grades K-5        | 1-5              | 45-60 Minutes                       | English and target language           | Standards Based instruction in English and targeted language | BA/BCLAD/BBC<br>(Teachers must demonstrate native-like fluency in English and the target language) |
| Dual Language Two-Way Immersion Grades K-5        | 1-5              | 30-45 Minutes                       | English and target language           | Standards Based instruction in English and targeted language | BA/BCLAD/BBC<br>(Teachers must demonstrate native-like fluency in English and the target language) |

\* SB1969/SB395/AB2913/CCST certificate authorizes teachers to teach ELD in self-contained classrooms only.



Multilingual and Multicultural Education Department  
**EL Master Plan Instructional Program Organization Tool**  
(To be used with EL Roster and Master Plan Roster for grade-level organization)

ECAST Primary # of Classes \_\_\_\_\_

ECAST Upper # of classes \_\_\_\_\_

|     | PK/TK → Kinder<br>Total Classes-_____ |       |        |               |               |               |               |               | Kdg → 1 <sup>st</sup><br>Total Classes-_____ |               |     |       |        |               | 1 <sup>st</sup> → 2 <sup>nd</sup><br>Total Classes-_____ |               |               |               |                |               |     |       |        |               |               |               |               |               |                |               |  |
|-----|---------------------------------------|-------|--------|---------------|---------------|---------------|---------------|---------------|--|---------------|-----|-------|--------|---------------|--|---------------|---------------|---------------|----------------|---------------|-----|-------|--------|---------------|---------------|---------------|---------------|---------------|----------------|---------------|--|
|     | EOs                                   | IFEPs | RIFEPs | CELDI level 1 | CELDI level 2 | CELDI level 3 | CELDI level 4 | CELDI level 5 | Total students                               | Total classes | EOs | IFEPs | RIFEPs | CELDI level 1 | CELDI level 2  | CELDI level 3 | CELDI level 4 | CELDI level 5 | Total students | Total classes | EOs | IFEPs | RIFEPs | CELDI level 1 | CELDI level 2 | CELDI level 3 | CELDI level 4 | CELDI level 5 | Total students | Total classes |  |
| MS  |                                       |       |        |               |               |               |               |               |  |               |     |       |        |               |  |               |               |               |                |               |     |       |        |               |               |               |               |               |                |               |  |
| SEI |                                       |       |        |               |               |               |               |               |  |               |     |       |        |               |  |               |               |               |                |               |     |       |        |               |               |               |               |               |                |               |  |

|     | 2 <sup>nd</sup> → 3 <sup>rd</sup><br>Total Classes-_____ |       |        |               |               |               |               |               | 3 <sup>rd</sup> → 4 <sup>th</sup><br>Total Classes-_____ |               |     |       |        |               | 4 <sup>th</sup> → 5 <sup>th</sup><br>Total Classes-_____ |               |               |               |                |               |     |       |        |               |               |               |               |               |                |               |  |
|-----|--|-------|--------|---------------|---------------|---------------|---------------|---------------|--|---------------|-----|-------|--------|---------------|--|---------------|---------------|---------------|----------------|---------------|-----|-------|--------|---------------|---------------|---------------|---------------|---------------|----------------|---------------|--|
|     | EOs  | IFEPs | RIFEPs | CELDI level 1 | CELDI level 2 | CELDI level 3 | CELDI level 4 | CELDI level 5 | Total students   | Total classes | EOs | IFEPs | RIFEPs | CELDI level 1 | CELDI level 2  | CELDI level 3 | CELDI level 4 | CELDI level 5 | Total students | Total classes | EOs | IFEPs | RIFEPs | CELDI level 1 | CELDI level 2 | CELDI level 3 | CELDI level 4 | CELDI level 5 | Total students | Total classes |  |
| MS  |  |       |        |               |               |               |               |               |  |               |     |       |        |               |  |               |               |               |                |               |     |       |        |               |               |               |               |               |                |               |  |
| SEI |  |       |        |               |               |               |               |               |  |               |     |       |        |               |  |               |               |               |                |               |     |       |        |               |               |               |               |               |                |               |  |