



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Early Education Programs For English Learners and Standard English Learners

NUMBER: BUL-1327.1

ISSUER: Barbara I. Gutierrez, Assistant Superintendent
Early Childhood Education Division

DATE: April 20, 2007

ROUTING
 Local District Superintendents
 Local District Directors of Instruction
 Local District English Learners Program Staff
 All Elementary School Principals
 All Early Education Center Administrators

POLICY: Identify the appropriate instructional methods, assessment process, staffing and professional development that are necessary to provide the kind of teaching and learning that address the language development and academic needs of English Learners (ELs) and Standard English Learners (SELs) in preschool environments in all early education programs.

MAJOR CHANGES: Revised policy replaces BUL-1327.0, dated July 1, 2004.

The following guidelines apply:

Background and Purpose: The Early Childhood Education Division (ECED) recognizes linguistically and culturally diverse children come to early education programs with previously acquired knowledge and learning based upon the languages and cultures of their homes.

There is an urgent need in the Los Angeles Unified School District (LAUSD) to ensure that all early education programs are responsive to the language needs of English Learners (ELs) and Standard English Learners (SELs). It is imperative that preschool teachers, administrators, paraeducators and other staff acknowledge and validate the importance of the home language and culture when implementing developmentally appropriate curriculum. The ECED is committed to embracing and to adopting research-based practices that ensure the academic success of all students and prevent the achievement gap.

The purpose of this bulletin is to clarify ECED policies and procedures that impact the instructional program of ELs and SELs in all early education programs. This bulletin identifies the appropriate instructional methods, assessment process, staffing and professional development that are necessary to provide the kind of teaching and learning that address the language development and academic needs of ELs and SELs in early education environments.



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Review of the District's Master Plan For English Learners and Standard English Learners:

Inherent in early education principles relative to preschool ELs and SELs is the alignment to elementary programs of instruction.

The Master Plan for English Learners, adopted by the LAUSD Board of Education in 1996, was developed to establish a K-12 district policy compliant with state and federal mandates associated with serving the instructional needs of students identified to have limited-English proficiency. The Master Plan addresses early childhood education programs in Section II - Instruction - Prekindergarten Programs (pages 47-52).

The instructional section of the Master Plan was revised, following the passage of Proposition 227 in 1998, to reflect changes in the Ed Code (300-340). These changes did not directly affect the delivery of early education programs. The Master Plan currently offers K-12 parents the following instructional programs:

1. Structured English Immersion Program
2. Alternative Programs: Basic Bilingual and Dual Language (Currently available in Spanish and Korean.)
3. Mainstream English Program

All Master Plan Programs are designed to accomplish the following goals:

1. Develop each student's fluency in English as effectively and efficiency as possible.
2. Provide each student with equal opportunity for academic achievement, including, when necessary, academic instruction through the primary language.
3. Reinforce each student's positive self-image and promote cross-cultural understanding.

All Master Plan Programs incorporate specific research-based instructional services that are designed to accelerate the learning of academic English and provide access to grade-level content.

Review of ECED Programs: Early education programs in the District are administered by the ECED. The division's vision is that all children entering LAUSD kindergarten classrooms are prepared for this formal year of schooling. The mission of the ECED is to provide a high quality early education program that maximizes school readiness.

School readiness is especially critical for students who are not proficient in English. Maximizing student's quality time in English is critical. This will enhance the student's ability to become successful in academic English and other content areas.



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The ECED strives to align principles and practices that support English Learners and Standard English Learners in early education programs with elementary programs. Consistent with the Master Plan, ECED incorporates researched based instructional practices that are designed to accelerate the learning of Academic English and provide students access to a developmentally appropriate curriculum.

Currently, four early education programs are included in the Master Plan:

- ✓ School Readiness Language Development Program (SRLDP)
- ✓ Early Education Center (EEC) Program
- ✓ State Preschool Program (SPS)
- ✓ Infant and Preschool Program (Special Education)

New early education programs which need to be added to the District's Master Plan are:

- ✓ Los Angeles Universal Preschool (LAUP)
- ✓ Prekindergarten and Family Literacy Program (PKFLP)

School Readiness Language Development Program (SRLDP): Is an oral language development program at PHBAO elementary schools for prekindergarten (4 years old) students including children who are English Learners (ELs) and need primary language support and children who are Standard English Learners (SELs). SRLDP provides students the opportunity to increase in their ability to listen, speak effectively, use vocabulary appropriately, and develop academic readiness skills.

Early Education Center (EEC) Program and EECs with State Preschool (SPS) Program: Students who are two to four years old and who are English Learners (ELs) and Standard English Learners (SELs) in Early Education Center (EEC) programs (and students who are three to four years old in State Preschool Programs situated within an Early Education Center) will receive their instruction in English mainstream or English immersion classes. Primary language will be utilized to acknowledge the students' home language, to validate the students' culture, and to facilitate the students' progress in cognitive, social, physical and socio-emotional development. Depending upon the student's needs, the early education staff will be assigned accordingly to ensure that the use of the student's primary language will be accommodated.

State Preschool Program (SPS) at Elementary Schools: Like students in EEC programs, students who are English Learners (ELs) and Standard English Learners (SELs) in State Preschool Program (SPS) classrooms situated within an elementary school will receive their instruction in English mainstream or English immersion classes.



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Infant and Preschool Program (Special Education): Programs for English Learners receiving special education services are determined by the I.E.P.

Los Angeles Universal Preschool (LAUP): Children must be four years of age on or before December 2, 2006. Four-year old children are eligible to attend Los Angeles County's LAUP Program for one year only and must be enrolled to attend the LAUP Program for a minimum of four (4) days per week. Like students in EEC programs, students who are English Learners (ELs) and Standard English Learners (SELs) in Los Angeles Universal Preschool (LAUP) classrooms situated at early education centers or within an elementary school will receive their instruction in English mainstream or English immersion classes.

Prekindergarten and Family Literacy Program (PKFLP): Children must be four years of age on or before December 2, 2006. Students who are English Learners (ELs) and Standard English Learners (SELs) in Prekindergarten Family Literacy Program (PKFLP) classrooms situated within an elementary school will receive their instruction in English mainstream or English immersion classes. This program also includes a parent literacy component.

A. Alignment of ECED Policy To Master Plan:

Identification of Students: All early education (EEC, LAUP, PKFLP, SPS and SRLDP) students complete the Home Language Survey (HLS) at the time of enrollment as mandated by District policy.

The language needs of students enrolled in LAUP, PKFLP SPS and EEC programs are identified through informal assessments, including teacher observations during daily activities.

SRLDP is included in the District's Master Plan for English Learners. Potential SRLDP English Learners, as identified by the HLS, are assessed with the Pre-Language Assessment Scales (PRE-LAS) in English as outlined in REF-2588, *English PRE-LAS, Spanish PRE-LAS, and LAS Elementary Schools*, dated July 3, 2006. The English PRE-LAS is used to determine students' English language proficiency and is to be administered if they are four years old or older within the 40 days of enrollment. If they are not four years or older at the time of enrollment, they are to be assessed as soon as they reach age four.

The PRE-LAS Español is administered to identify Spanish-speaking English learners as outlined in REF-2588, *English PRE-LAS, Spanish PRE-LAS, and LAS Elementary Schools*, dated July 3, 2006. Students with primary languages other than Spanish will be assessed in kindergarten as described in REF-2586.1, *Primary Language Assessments in Languages Other Than Spanish, K-12*, dated July 31, 2006.



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- B. **Placement of Students:** Elementary instructional programs begin with early education and continue at the Kindergarten level. Participation in these programs will ensure a consistent sequential and developmental school experience for students.

ELs and SELs in EEC and SPS classrooms will be supported as needed in either an English mainstream or English immersion program.

SRLDP parents of English Learners should be fully informed of the program options provided under Proposition 227, which include Structured English Immersion, Waiver for a Basic Bilingual Program, or assignment to an English mainstream or English immersion classroom. District communication regarding this process is contained in the Elementary School Guide, Instructional Program for English Learners, Publication No. EC-649, 2001.

- C. **Staffing:** Principals at the elementary schools and Administrators at the early education centers have the ultimate responsibility of implementing appropriate programs at the site level and achieving compliance with the requirements. Elementary Principals will ensure that contract and credentialing guidelines are implemented when staffing SRLDP classrooms.
- D. **Primary Language Support:** All early education (EEC, LAUP, PKFLP, SPS and SRLDP) students who are English Learners (ELs) and Standard English Learners (SELs) are initially placed in a structured English mainstream or English immersion program. The student's primary language will be used to assist with school orientation and adjustment, emergency procedures, and comprehension of instruction.

Parents of SRLDP students may request a parental exception waiver for their child to be taught in an alternative/bilingual program or a Dual Language Program (depending upon site availability), after 30 days, following established District procedures.

The use of the primary language is encouraged to ensure that students comprehend instruction and directions. The use of the primary language is also essential in communicating with parents regarding their child's progress.

This policy supports the Early Childhood Education Division's belief that each staff member: "Value and respect for the languages and cultures of students, parents, staffs and communities are essential to student success".



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- E. **English Language Development:** Early education (EEC, LAUP, PKFLP, SPS and SRLDP) teachers and paraeducators provide EL and SEL students with support for language development through varied instructional strategies that are researched based and consistent with best practices related to language development and second language acquisition.

While English language development occurs throughout the day, early education teachers will provide “intentional” English language development opportunities for 20 minutes daily. During this time, as well as throughout the day, staff will focus on the skills of ELD Level 1 through an array of activities and interactions with children.

- F. **Assessment and Progress:** At this time, informal assessments are administered to EL students in EEC, LAUP, PKFLP, SPS and SRLDP classrooms. Plans are underway to develop a PreK English Language Development Test. Once the version has been developed, all early education programs (EEC, SPS and SRLDP) will administer this test for students who are English Learners (ELs) and Standard English Learners (SELs), following procedures similar to K-5.

- G. **Transfer of Prekindergarten Students:** Because it is essential that longitudinal studies take place to determine program and curriculum effectiveness, it is strongly encouraged that elementary principals group students who have experienced an LAUSD early education program together in cohort groups of 10.

Curriculum And Instruction: The Early Childhood Education Division adopted the *DLM Early Childhood Express* Program as the full Early Literacy, English Language Development and Mathematics curricula for implementation in all prekindergarten classrooms in July 2004. The adopted program is in alignment with the Kindergarten *Open Court* Program, the State’s Kindergarten Standards for Reading and Mathematics and the State’s *Prekindergarten Learning and Development Guidelines*.

Professional Development: SRLDP instructional and support staff will attend sessions designed to familiarize all with the contents of the revised Master Plan.

Professional development for teachers and support staff in early education programs will be driven by current research based theories and strategies that support language development of first and second language learners.

Parent Engagement: The use of the primary language in all early education programs (EEC, LAUP, PKFLP, SPS and SRLDP) is essential for parent communication and to facilitate interactive parent dialogue allowing parents to be full partners in their children’s school success.



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EEC, LAUP, PKFLP, SPS and SRLDP parents have a right to understand the Master Plan, the program for ELs, student expectations and their roles as parents in assisting their child to be ready for kindergarten and beyond.

AUTHORITY: This is a policy of the Early Childhood Education Division, Los Angeles Unified School District.

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