



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**TITLE:** Placement, Scheduling and Staffing for English Learners in High School for 2018-2019

**NUMBER:** MEM-6909.1

**ISSUER:** Frances Gipson, Ph.D., Chief Academic Officer  
Division of Instruction

Lydia Acosta Stephens, Executive Director  
Multilingual and Multicultural Education  
Department

**DATE:** January 7, 2019

**ROUTING**

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

**PURPOSE:** The purpose of this memorandum is to provide schools with procedures based on the 2018 Master Plan for the proper placement of high school English Learners (ELs) 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-6909.0, *Placement, Scheduling and Staffing for English Learners in High School in 2017-2018*, dated August 15, 2017. This memorandum includes new definitions for Newcomers, Potential Long-Term English Learners (PLTELEs) and Long-Term English Learner (LTELEs) that align to state and federal reporting requirements.

**BACKGROUND:** This Memorandum provides procedures for:

- I. High School Placement of English Learners
- II. Implications for the Master Schedule
- III. Staffing for English Language Development courses

**GUIDELINES: I. HIGH SCHOOL PLACEMENT OF ENGLISH LEARNERS**

Schools must consider EL years 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 program.

- English Language Proficiency Assessments for California (ELPAC)
- Reading Inventory (RI) administered for reclassification
- English Language Arts Smarter Balanced Assessment (ELA SBA)



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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 in these cases. 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

Based on the 2014 California ELA/ELD Framework, comprehensive ELD is comprised of Designated ELD and Integrated ELD. All English Learners must receive *both* Designated ELD *and* Integrated ELD.

### 1. Designated ELD

English Learners must receive Designated ELD services. Designated ELD is a core instructional program for English Learners. The ELA/ELD Framework defines it in the following way: "Designated ELD (deled) 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
- Academic ELD 3 A/B through Academic ELD 4 A/B
- Literacy & Language A/B and Literacy & Language 2A/2B
- Advanced ELD A/B and Advanced ELD 2A/2B

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



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## 2. Integrated ELD (iELD)

The ELA/ELD Framework defines iELD as “ELD taught throughout the day and across all disciplines” (p.107). iELD is taught in all content classes in which content teachers of English Learners must use the California ELD Standards in tandem with content standards.

## 3. Meeting Graduation Requirements

ELs should be afforded the opportunity to meet graduation requirements in four years to the greatest extent possible. ELs may remain in high school until requirements are met or through the age of 21 as long as satisfactory progress is maintained. This information applies specifically to all EL students enrolling in high school as their first school in the United States as stated in REF-6554.3, *Opening Day Procedures: Supplemental Guide and Updates*, dated August 3, 2018. The purpose of this provision is to assure that ELs are provided sufficient time to meet LAUSD graduation criteria and the “a-g” course sequence (refer to BUL-6566.2, *Graduation Requirements for the classes of 2016-2019*, dated December 15, 2016). English Learners for whom high school placement is not their first schooling in the United States may stay an additional year if needed to complete graduation requirements.

## B. 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.

Newcomers who enroll in California schools and whose Home Language Survey indicates a primary language other than English will be required to take the Initial ELPAC. In addition, newcomers 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. Newcomers who also 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 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 ELs with significant cognitive disabilities, please see 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 English Learners with limited or interrupted schooling may be formed, when numbers permit, for students in ELD 1A/B courses. The content courses taken concurrently can be ESL



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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. Primary language support is provided to students as needed in the form of a bilingual paraprofessional and/or supplemental instructional materials in the student’s primary language. 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 Newcomers	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. For students who have grade-level literacy in their primary language, grade-level language arts instruction is provided in Language Other Than English (LOTE) courses. For example, newcomers whose primary language is Spanish may take *Spanish for Spanish Speakers* or *Advanced Placement Spanish* (or other approved languages for AP credit) for a-g credit. Students who have completed one full school year in the Newcomer program transition into the L<sup>2</sup>EAP program (formerly Sheltered English Immersion).

All primary language classes must be taught by a teacher holding the appropriate subject credential, and a full bilingual Authorization (i.e. BCC, BA, BCLAD, etc.).

Table 2 Sample Schedule

Student	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Newcomers with Primary Language Instruction	ELD 1A/B	ELD 1A/B	Math in primary language	Science in primary language	LOTE: Spanish for Spanish Speakers	Physical Education

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 the service. The *Language of Instruction* field should indicate the language in which the course is taught.



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**Add Section Attributes**

**Section: 256014H.1**

Additional Educator Role: - Please Select -

Additional Educator Name: - Please Select -

Daily Hours:

Learning Community: - Please Select -

Location: - Please Select -

Master Plan Program: - Please Select -

Language of Instruction: SPANISH

Special Day Program: - Please Select -

English Learner Service: Primary Language

RSP:

GATE:

Core:

Exclude Attendance:

Exclude Grades:

Independent Study:

Work Experience (Continuation):

Independent Study (Continuation):

Save Cancel

If a school plans to start offering a Newcomer program with Primary Language Instruction in the remaining of the 2018-2019 academic year, notify the LD 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-3451.1, *Implementation Policy for New and Existing Dual Language Programs*, dated April 8, 2008.

#### C. Placement of Students in ELD 1 through 4 Courses, including students matriculating from Middle School

In most cases, student placement will be determined by the number of years classified as an English Learner in U.S. schools and overall assessment scores (i.e. ELPAC, RI, ELA SBA).

English Learners who have been identified as ELs for less than 4.5 years may be placed in the following ELD courses (refer to Attachment A):

- ELD 1 A/B
- ELD 2 A/B
- Academic ELD 3 A/B
- Academic ELD 4 A/B

ELD 1A/B and ELD 2 A/B are year-long courses taught in two consecutive periods, that are blocked to provide intensive English language development instruction for beginning level English Learners. Academic ELD 3 A/B and Academic ELD 4 A/B



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courses are taught in a single period and are taken concurrently with a grade-level English course (Refer to Attachment A for placement chart).

As per the University of California, Office of the President (UCOP), Academic ELD 3 A/B and Academic ELD 4 A/B are now approved to earn a-g credit under section "b" for substitution purposes beginning with the class of 2021.

Students who complete ELD 1 through 2, or Academic ELD 3 or Academic ELD 4 courses and who do not reclassify will continue to the next level of ELD courses which are *Literacy & Language* or *Advanced ELD*. In the event that the current ELD teacher or SSPT has evidence that a student is not prepared for the next level, the student may repeat any level of ELD and still earn numerical credit for graduation. However, in no case may a student be retained automatically in an ELD level past the one-year limit for that ELD level. Refer to Attachment A for year limits. Spring 2018 course marks are not part of the criteria for placement; as such, a student may receive a passing grade and repeat the course, if additional time is needed at that level. Conversely, a student may fail an ELD level and be moved to the next level if they have reached the maximum number of years allowable for their current ELD course level.

#### D. Placement of PLTELEs and LTELs in LTEL Courses

1. Potential Long-Term English Learner (PLTEL) are EL students in grades 3-12 with 4.0 to 5.9 years as an EL.
2. Long-Term English Learners (LTELs) are EL students in grades 6-12 enrolled in U.S. schools for 6 or more years as an EL.

The Designated ELD courses for PLTELEs and LTELs are:

- Literacy & Language
- Advanced ELD
- Other courses for EL SWDs identified in REF-5994

PLTELEs that have completed the ELD 1 through 4 course series will be enrolled in the LTEL courses.

PLTELEs and LTELs will receive instruction to accelerate their oral and written language development as well as academic and domain specific vocabulary. *Literacy & Language* 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 of the content in the designated ELD courses;



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therefore, teachers must use the California ELD Standards to guide their instruction.

3. LTELs in high school are to be placed in a core “a-g” English course and one period of either *Literacy & Language* or *Advanced ELD*. Other Designated ELD courses may be organized for EL students with disabilities (SWD) in accordance with REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*. High schools lacking sufficient numbers of PLTELs and LTELs to offer separate sections of each course will offer the course that best meets the needs of the students. The LTEL courses must be taught by a permanent teacher with an English credential with a full EL Authorization (CLAD, BA, BCLAD, BCC, LDS, etc.); please see Attachment B for appropriate authorization to teach ELs. The Advanced ELD Courses may not be assigned to a Special Day Program (SDC) teacher (refer to REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*).
4. The LTEL Courses “a-g” Credit for Class of 2021 Only  
Per University of California Office of the President (UCOP), LTEL courses are approved for “b” credit for grades 9-12, for a maximum of two semesters, if a grade-level English course is failed. These courses if not used to satisfy the “b” credit requirement, may be used for “g” credit; please see BUL-045786.1, *Graduation Requirements for the Class of 2021*, dated February 23, 2018.

### The LTEL Courses “a-g” Credit.

Students may receive “b” credit for the first year of an LTEL course, with the exceptions of grade 12 English, and “g” credit for the second year of the LTEL course; please refer to BUL-6566.2 *Graduation Requirements for Classes of 2016-2019*, dated December 15, 2016.

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 continuing LTELs.

5. In the event that a grade 12 student has not made sufficient progress in “a-g” courses, such that placing the student in an LTEL course will prevent the student from completing the “a-g” courses in time for graduation, then the student should be placed in the “a-g” course and not in the LTEL course. However, these students must continue receiving EL services.
6. LTEL students who are enrolled in one of the LTEL classes in the Spring 2018 semester and do not reclassify before the start of the 2018-19 school year will continue in the LTEL classes. However, students identified as



LTEs for the third consecutive year and each year thereafter must be referred to the Student Support and Progress Team (SSPT) for review.

7. Tier 3 Intervention-9<sup>th</sup> grade only

When data indicates that a PLTEL or LTEL lack 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, these students' data points (e.g., CELDT, ELPAC, RI, Interim Assessments, etc.) can be used to screen for deficits in foundational literacy skills (e.g., phonics, fluency, comprehension).

- PLTEs or LTEs with scores of 1 or 2 on the ELPAC Reading subtest for two consecutive years may need more intensive/Tier 3 reading intervention.
- High 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 high school. Students with this intensive need can be scheduled into the double-block of the high school *Strategic Literacy* 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 and 9*, dated April 7, 2015. If a student has an IEP you may 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 a-g English Courses

1. ELs enrolled in Academic ELD 3 A/B, Academic ELD 4 A/B, *Literacy & Language* or *Advanced ELD* must be concurrently enrolled in a core "a-g" grade level English Language Arts course. Sheltered sections of each ELA course are designated for English Learners, allowing the teacher to provide appropriate Integrated ELD support for all students in the class. These ELA sections with one or more ELs enrolled must be identified in MiSiS with the appropriate English Learner service in the EL Service field of the Section Attributes menu. Additionally, a section type with the appropriate abbreviation should be included for sections designated for English learners.

Refer to the sample section attribute screen below for EL Service options. Refer to Attachment C for a description of the EL services.





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**Add Section Attributes**

Section: 310342.4

Additional Educator Role: - Please Select -

Additional Educator Name: - Please Select -

Daily Hours:

Learning Community: - Please Select -

Location: - Please Select -

Master Plan Program: - Please Select -

Language of Instruction: - Please Select -

Special Day Program: - Please Select -

English Learner Service: - Please Select -

- English Language Development
- Primary Language
- Primary Language, ELD, & SDAIE
- SDAIE

Exclude Att... SDAIE English Language Development

Exclude

Independent Study:

Work Experience (Continuation):

Independent Study (Continuation):

Save Cancel

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 “a-g” Core Content Courses 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 (L<sup>2</sup>EAP) (formerly Structured English Immersion)  
Students in ELD 1 A/B-ELD 2 A/B courses may require primary 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 authorization and must use the California ELD standards in tandem with the content standards. Content teachers should use District approved textbooks and may use supplemental material with primary language support.
2. ELs with Reasonable Fluency: Mainstream (ELD 3 or 4) and LTELs  
ELs enrolled in Academic ELD 3 A/B or Academic ELD 4 A/B and LTELs must be scheduled concurrently with a grade level English course. If numbers permit, these students may be grouped by Master Plan program/proficiency level in the core classes of math, science, and social studies. See section II.D. for Sheltered Section Type instructions.



## 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 should 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 outlines four categories of ELs with disabilities:

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

The requirements for both course scheduling and instructional time for ELs with disabilities are outlined in REF-5994.2, *Scheduling Appropriate ELD 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, see REF-6124.1, *IEP Guidelines for Documenting*



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*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 Designated ELD instruction to ELs. Students enrolled in ELD 1A/B and ELD 2A/B should be scheduled so that they receive ELD instruction every day of the week. Students in Academic ELD 3A/B, Academic 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.



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**RELATED  
RESOURCES:**

LAUSD 2018 English Learner Master Plan for English Learners and Standard English Learners found on [Multilingual & Multicultural Education Department](#) website.

*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-4803.3, *Primary Language Assessment in Spanish, Secondary Schools*, dated February 7, 2013

REF 4822.2 *Primary Language Other Than Spanish, K-12*, February 7, 2013

REF-5994.2, *Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities*, dated July 3, 2017

MEM-6487.0, *Placement Guidelines Language Arts Tier 2 and Tier 3 Intervention Programs in Grades 6 and 9*, dated April 7, 2015

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-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

BUL-6730.1, *A Multi-Tiered System of Support Framework for the Student Support and Progress Team*, dated August 1, 2017

REF-6554.3, *Opening Day Procedures: Supplemental Guide and Updates*, dated August 3, 2018

BUL-6890.0, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grade 6-12*, dated August 7, 2017

BUL- 6566.2, *Graduation Requirements for Classes of 2016-2019*, dated December 15, 2016

BUL-045786.1, *Graduation Requirements for the Class of 2021*, dated February 23, 2018



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**ASSISTANCE:** For further information, contact Alberto Alvarez, Coordinator, Secondary EL Instruction, at [alberto.x.alvarez@lausd.net](mailto:alberto.x.alvarez@lausd.net) or (213) 241- 4555.



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ATTACHMENT A

**HIGH SCHOOL PLACEMENT CHARTS**

<b>Secondary Schools English Learner Reclassification Requirements</b>		
	<b>State Requirement</b>	<b>2018-2019 LAUSD Implementation</b>
1	ELPAC	A proficient score on the ELPAC
2	Teacher Recommendation	Course mark of C or better in “a-g” ELA course or LTEL courses
3	Assessment of Basic Skills	Basic (or better) on Fall or Spring 2018-19 administration of Reading Inventory (RI) (grades 6-12) or meets or exceeds standards on the ELA SBA (grade 8 or 11)
4	Parental Consultation	Parental Notification Letter

\* CELDT scores will not be utilized for reclassification once the ELPAC scores become available.

<b>2018-2019 ELD Placement Chart for Limited English Proficient Students (&lt; 4.5 years)</b>					
<i>Years in U.S. Schools</i>	<i>Overall ELPAC Level</i>	<i>Other Data Points</i>		<i>Course Placement</i>	<i>Curriculum</i>
		<i>RI score or ELA SBA</i>			
No more than 1.5	1	BB or No Score	Nearly Met or Below Standard	2 consecutive periods of ELD 1A/B	<i>Inside the USA and Edge Fundamentals</i>
No more than 2.5	2			2 consecutive periods of ELD 2A/B	<i>Edge Level A</i>
No more than 3.5	2 or 3			1 period of Academic ELD 3A/B + 1 period of grade level ELA	<i>Edge Level B</i>
No more than 4.5	4			1 period of Academic ELD 4A/B + 1 period of grade level ELA	<i>Edge Level C</i>

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

<b>2018-19 Placement Chart for Newly Identified PLTELS<sup>3</sup>/LTELs<sup>2</sup></b>				
<i>Years in US Schools</i>	<i>RI Score or ELA SBA</i>		<i>ELPAC</i>	<i>Placement</i>
More than 4.5 at the start of the school year	Basic or better	Met or Exceed Standards	Any	Advanced ELD A/B
	Below Basic or no score	Nearly Met or Below Standards	3 or 4	Advanced ELD A/B
	Below Basic or no score	Nearly Met or Below Standards	1-2	Literacy and Language for ELs A/B

<sup>2</sup>An EL student in grades 6-12 enrolled in U.S. schools for 6 or more years as an EL.  
<sup>3</sup>EL students in grades 3-12 with 4.0 to 5.9 years as an EL.

**Scheduling EL Students with Disabilities (SWD):** For ELs with disabilities who have attended U.S. schools for less than 6 years, are current LTELs, or are newly identified LTELs, please refer to the placement charts in REF-5994.2. The charts in this memorandum should not be used for scheduling ELD instruction for SWD who are ELs.



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<b>2018-2019 Placement Chart for Students <u>Currently</u> in LTEL<sup>2</sup> Courses*</b>						
<i>Years in U.S. Schools</i>	<i>2017-2018 LTEL Course</i>	<i>Reclassified?</i>	<i>RI Scores or ELA SBA</i>		<i>ELPAC</i>	<i>2018-19 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 <sup>3</sup>	No	Below Basic or no score	Nearly Met or Below Standards	1, 2	Literacy & Language for ELs 2A/B
	Literacy & Language for ELs A/B or 2A/B <sup>3</sup>	No	Basic or better	Met or Exceed Standards	3, 4	Advanced ELD A/B
	Advanced ELD A/B or 2A/B <sup>3</sup>	No	Below Basic or no score	Nearly Met or Below Standards	1, 2, 3, 4	Literacy & Language 2A/B or Advanced ELD <sup>3</sup>
	Advanced ELD A/B or 2A/B <sup>3</sup>	No	Basic or better	Met or Exceed Standards	1, 2, 3, 4	Advanced ELD 2A/ B <sup>3</sup>

\*ELs who have completed the ELD 1 through 4 course series but are not PLTEL or LTEL based on EL years, should take an LTEL Course as the next course in the series.  
<sup>2</sup>EL students in grades 3-12 with 4.0 to 5.9 years as an EL.

**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 recommendations when the data does not align.**



<b>HIGH SCHOOL MASTER PLAN COURSES FOR ENGLISH LEARNERS</b>				
<b>ENGLISH LANGUAGE DEVELOPMENT (ELD) COURSES (Grades 9-12)</b>				
<b>Required Standards-Based Courses</b>	<b>Curriculum</b>	<b>Program</b>	<b>Scheduling</b>	<b>Credentials*</b>
17-03-01/02 ELD1A/B 17-03-03/04 ELD 2A/B 17-03-05/06 Academic ELD 3A/B 17-03-07/08 Academic ELD 4A/B	<i>Inside USA and Edge Fundamentals Edge Level A Edge Level B Edge Level C</i>	N, L <sup>2</sup> EAP, DL, L <sup>2</sup> EAP, DL M, DL M, DL	2 consecutive periods 2 consecutive periods 1 period, concurrent with grade - level SH ELA 1 period, concurrent with grade - level SH ELA	English, Foreign Language, or Multiple Subject and Full English Learner (EL) Authorization
<b>CONTENT-BASED COURSES FOR STUDENTS IN THE NEWCOMER PROGRAM</b>				
<b>Required Standards- Based Courses</b>	<b>Suggested Curriculum</b>	<b>Program</b>	<b>Scheduling</b>	<b>Credentials*</b>
17-36-01 ESL Science A 17-36-02 ESL Science B 17-37-03 ESL History A 17-37-04 ESL History B	<i>Longman Science Longman Science Longman Social Studies Longman Social Studies</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
<b>LONG-TERM ENGLISH LEARNER ACCELERATED COURSES</b>				
<b>Required Standards-Based Courses</b>	<b>Curriculum</b>	<b>Program</b>	<b>Scheduling</b>	<b>Credentials*</b>
170407/08 Lit & Lang for ELs A/B 170409/10 Lit a & Lang for ELs 2A/2B 170507/08 Advanced ELD SH A/B 170511/12 Advanced ELD SH 2A/2B	<i>English 3D, Course II English 3D, Course II Reader's Handbook Write Source and Skills Book Reader's Handbook Write Source and Skills Book</i>	LTEL or PLTEL Only	1 period, concurrent with SH ELA	English with full EL Authorization

\*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.





**English Learner Services Section Attributes**

<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 normally provided to FEP and English-only students in the district. SDAIE must be provided by an authorized teacher (either certificated or in training for the type of service provided).</p>
<p>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>The course section provides English Language Development (ELD) instruction and Specially Designed Academic Instruction in English (SDAIE) but NOT Primary Language Instruction. ELD is an academic subject of English language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). SDAIE is an approach used to teach academic courses to English learner (EL).</p>