



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

**TITLE:** Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities

**NUMBER:** REF-5994.2

**ISSUER:** Beth Kauffman, Associate Superintendent  
Division of Special Education

**DATE:** July 3, 2017

**ROUTING**

All Secondary Schools  
 Local District Superintendents  
 Instructional Directors  
 Local District English Learner Program Coordinators  
 Local District Counseling Coordinators  
 Division of Special Education Staff  
 EL Program Coordinators  
 Special Education Teachers

**PURPOSE:** The purpose of this Reference Guide is to provide guidance for using the *English Learner Master Plan* (2012) to serve secondary students with disabilities with an active Individualized Education Program (IEP). This Reference Guide (1) outlines the options for placement in ELD courses for English Learners (ELs) with disabilities who are matriculating to, or are currently attending a middle or high school; and (2) provides secondary schools with procedures to ensure that students with disabilities have equal access to appropriate ELD courses.

- MAJOR CHANGES:**
- Replaces REF-5994.1, dated July 13, 2015
  - Updated guidance on scheduling ELD instruction for ELs with disabilities (EL SWDs) using MiSiS and multiple data points
  - Updated guidance on providing ELD instruction to Long Term English Learners (LTELs) receiving Resource Specialist Program (RSP) services in the Learning Center
  - Updated guidance on reclassification procedures for EL SWDs
  - Replaces the applicable instructions for completing an IEP for EL SWDs in the *Policy and Procedures Manual*, pages 67 and 300

**BACKGROUND:** As the District continues its full implementation of the *English Learner Master Plan* (2012), English learner students with disabilities (EL SWDs) must have the same access to the current ELD instruction and supports at school sites as their nondisabled peers. This Reference Guide addresses provision of ELD instruction to students with disabilities who are accessing either the general education curriculum or alternate curriculum.

The District provides services to EL SWDs that are mandated by federal and state laws. These include ELD instruction and any necessary special education supports to provide EL SWDs with access to the core curriculum. To ensure



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

## **BACKGROUND (Continued):**

that ELs are provided access to standards-based instruction and ELD instruction, schools must follow the procedures described in this Reference Guide, and in the annual memos on placement, scheduling, and staffing for secondary ELs published by the Multilingual and Multicultural Education Department (MMED).

## **DEFINITIONS:**

### **FOUR TYPES OF SECONDARY ENGLISH LEARNERS WITH DISABILITIES**

A student's participation in either the general education curriculum or the alternate curriculum is a decision made by the IEP team after discussion about how the student's disability/disabilities impact his/her ability to access the general education curriculum. The curriculum for each student with disabilities is located in the IEP on FAPE Part 1.

The procedures for scheduling EL students with disabilities on the general education curriculum and those for EL students with disabilities on the alternate curriculum will be addressed in separate sections of this Reference Guide. More information about ELs with disabilities and documenting services and supports on the IEP is provided in REF-6124.1: "IEP Guidelines for Documenting English Language Development (ELD) Instruction for Students with Disabilities", dated October 25, 2013.

1. English Learner Recent Arrivals: An EL SWD is considered a "recent arrival" for ELD placement purposes if he/she has been enrolled in U.S. schools for less than five (5) years. In general, recent arrivals to U.S. schools must be afforded every opportunity to receive ELD instruction in the general education program before being referred for special education.
2. Long Term English Learner (LTEL) with Reasonable Fluency: A LTEL SWD is considered to have "reasonable fluency" for ELD placement purposes if he/she is in at least Grade 6, has been enrolled in U.S. schools for five or more years, and has scores and evidence that demonstrate the student **is approaching** the criteria needed for reclassification as Fluent English Proficient (RFEP).
3. Long Term English Learner (LTEL) with Less Than Reasonable Fluency: A LTEL SWD is considered to have "less than reasonable fluency" for ELD placement purposes if he/she is in at least Grade 6, has been enrolled in U.S. schools for five (5) or more years, and has scores or evidence that demonstrate the student **is not approaching** the criteria needed for reclassification. These students have scores on the CELDT/ELPAC (both



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

**DEFINITIONS  
(Continued):**

overall and on the reading subtest) and on measures of Basic Literacy Skills that are well below the criteria needed for reclassification. These students, when compared to their grade-level peers with similar disabilities, have literacy skills well below expectations. These LTEL SWDs may not make sufficient progress toward meeting the criteria for reclassification without intensive literacy instruction delivered in a daily, extended time format.

4. English Learners with Disabilities on the Alternate Curriculum: These EL SWDs (grades 6 and up) have been determined to be eligible for special education services due to one or more moderate-to-severe cognitive and/or language disabilities. These students participate on an alternate curriculum, including an alternate ELD curriculum.

Reclassification as Fluent English Proficient (RFEP) - Secondary

In order for a secondary EL student to be reclassified as Fluent English Proficient (RFEP), he/she must meet the District-approved criteria. The LAUSD criteria are outlined in BUL-5619.5, “Reclassification of English Learners.” The California English Language Development Test (CELDT) is the primary measure for determining reclassification until Spring 2018, when it will be replaced by the English Language Proficiency Assessments for California (ELPAC).

<b>Reclassification Criteria</b>	
<b>Criterion</b>	<b>Score</b>
CELDT Overall Score <sup>1</sup>	4 or 5
CELDT Sub-scores (each section: Reading, Writing, Listening, and Speaking) <sup>1</sup>	3, 4, or 5
Basic Literacy Skills Assessment <sup>1</sup>	Basic or higher
Course grade in grade-level English course	A, B, or C

<sup>1</sup> The procedures for reclassifying a student with disabilities who took the CELDT with modifications or students who require an alternate assessment of basic literacy skills are outlined in BUL-5619.5, Attachments C-1 and C-2.

EL SWDs on the alternate curriculum who have significant cognitive disabilities are likely being assessed with an alternate assessment of ELD instead of the Annual CELDT (or the Annual ELPAC, beginning in Spring 2018). The current alternate ELD assessment for LAUSD is the Communication Observation Matrix (COM), and a new alternate ELD assessment, the VCCALPS, will be administered beginning in Spring 2018.

In the event that the school or IEP team determines any EL SWD has met the criteria for reclassification using alternate means (e.g., assessments, measures), the school can complete Attachment C-1 of BUL-5619.5 and send to the Division



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

---

### DEFINITIONS (Continued):

of Special Education for final processing.

### PROCEDURES:

The following are required procedures to ensure that secondary EL SWDs on the general education curriculum are appropriately scheduled into ELD courses and have access to materials and services equal to that of their non-disabled EL peers.

#### I. PROCEDURES FOR MIDDLE AND HIGH SCHOOL

- A. Run the EL Monitoring Report in MyData or the EL Roster under the "Reports" tab in MiSiS: Export the report into MS Excel, then perform a custom sort for the "SpEd" column for EL students with disabilities. In some cases, the EL Designee may need to contact the elementary school for additional information.
- B. Administer the DPI (if needed): For any EL student with an IEP who has been enrolled in U.S. schools for less than five (5) years, the student can be administered the *Diagnostic and Placement Inventory* (DPI) assessment to determine appropriate placement into "new arrival" ELD courses (ELD 1-4).
- C. Refer to the Placement Chart: Using the MiSiS EL Roster, use Attachment A to determine the number of students who qualify for each course placement for ELs with disabilities. Attachment A must be used to guide the scheduling of all ELs with disabilities at all LAUSD schools.
- D. Review Students' IEPs: For EL students with disabilities, review current scores:
  - ELD level (overall CELDT/ELPAC score)
  - CELDT/ELPAC sub-scores
  - Scores on the Basic Literacy Skills assessment (DIBELS Next, Reading Inventory, or other reading test scores)
  - Types of services and supports recommended in the IEP for each EL. However, if the IEP contains missing or inaccurate information regarding the student's ELD level or present level of performance, the IEP team must reconvene to make the necessary adjustments. The IEP team must use REF-6124.1 to guide any needed changes.

Note: For students whose CELDT/ELPAC and Basic Literacy Skills assessment scores are inconsistent from year to year or are not a match to the student's present level of performance in reading and writing as described in the student's IEP, the IEP team should



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

---

### PROCEDURES (Continued):

convene to discuss the most appropriate ELD placement for the student. However, per the *English Learner Master Plan*, all students with disabilities who are English learners must receive daily ELD instruction until they meet the criteria for reclassification. The IEP team may not recommend that an EL “waive” or “opt out” of ELD instruction or enrollment in an approved ELD/LTEL course.

- E. Create the Master Schedule: The APSCS/designee must determine the number of sections needed for each of the ELD and LTEL courses outlined in Attachment A:
- Assign teachers who have the proper credentials and training to each ELD/LTEL course being offered. See Attachment C for more information regarding credentialing and training requirements for ELD courses:
    1. Advanced ELD (Levels 1 and 2)
    2. Language & Literacy for ELs (Levels 1 and 2)
    3. Learning center ELD elective (DEV ELS MS or DEV ELS SH)
    4. Secondary Intensive/Tier 3 Reading Intervention Program: Middle School (Literacy for Success 1 and 2) or Grade 9 (Strategic Literacy 1 and 2).

## II. DESCRIPTION OF ELD COURSES

### A. Grade-Level Sheltered (SH) English Course:

This course follows the content standards outlined for each grade level in the *California English Language Arts/English Language Development Framework* and utilizes both ELA and ELD standards for all EL students:

- English courses must use *Williams*-approved core textbooks.
- English courses can be taught by either general education teachers or special day program teachers, and these teachers must possess BCLAD/CLAD/LDS authorization to teach a sheltered section of the course.
- These courses may be double-rostered with non-sheltered versions of grade level English.
- For students with disabilities, all teachers must also provide the accommodations and/or modifications that are specified in each student’s IEP.

### B. English Language Development (ELD 1AB, 2AB, 3AB, 4AB):

These courses are for English Learners who are recent arrivals to U.S. schools. Prior to this Reference Guide, these courses were called “English as a Second Language (ESL).” The course must assign the *Williams*-



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

---

### PROCEDURES (Continued):

approved textbook to each student and utilize this textbook as the primary source of curriculum, instruction, and assessment.

#### C. Advanced ELD (Year 1 or Year 2):

This course is considered a concurrent support (Tier 1) for Long Term English Learners (LTELs) with “reasonable fluency” who are approaching the criteria for reclassification:

- This course may only be taught by general education teachers with an English credential and BCLAD/CLAD/LDS authorization.
- LTEL SWDs may benefit from this course if their reading Lexile scores are within 100 points of the proficient band for that grade level.
- The curriculum for this course is created by the Multilingual and Multicultural Education Department (MMED), and all teachers assigned must receive training for teaching the course.
- Students who complete Level 1 of Advanced ELD but do not reclassify will take Level 2 of the course the following year.

#### D. Literacy and Language (L&L) for ELs (Year 1 or Year 2):

This course is considered a strategic intervention (Tier 2) for LTELs with “reasonable fluency” but need additional support in the ELD standards for reading and writing to meet the criteria for reclassification:

- These courses may be taught by either general education teachers or special day program teachers, and these teachers must possess BCLAD/CLAD/LDS authorization.
- RSP teachers may not be assigned to teach this course.
- The curriculum for this course is the *English 3D* (Houghton Mifflin Harcourt) program, in addition to novels and supplemental resources.
- All teachers assigned must receive training for teaching the course.
- Students who complete Level 1 of L&L but do not make significant progress will take Level 2 of the course the following year.

#### E. Learning Center ELD Elective Course:

This is a newly created course entitled “Developing English Language Skills in Content Areas” (DEV ELS MS or DEV ELS SH). The criteria for considering a student for ELD services through the Learning Center and the RSP program are outlined in REF-2025.3, “Development and Implementation of a Learning Center at the Secondary Level”:

- This course is designed to be flexible in assisting ELs with disabilities receiving support from the Resource Specialist Program (RSP) in accessing the general education curriculum.
- This course assists students with utilizing English language skills in all content areas, with a focus on addressing the literacy domains that are



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

---

### PROCEDURES (Continued):

preventing each student from meeting the criteria for reclassification (i.e., reading, writing, speaking, and listening).

- The course will center on each student's IEP goals and objectives in ELD, reading, writing, math, and other areas. There is no set curriculum for all students, as instruction will be focused on each student's needs related to ELD and reclassification, in addition to other content areas.
- The curricular resources and textbooks for both Advanced ELD and Literacy & Language for ELs should be utilized in this course, along with other supplemental resources, depending on student need.
- All teachers assigned to this course must receive training in how to implement the LTEL course curriculum.
- See Attachment B1/B2 for the ELD learning center course descriptions and REF-2025.3 for more guidance on implementing secondary learning centers.

#### F. Secondary Intensive/Tier 3 Reading Intervention Program:

This intensive program (Tier 3) is designed for students in grades 6 through 9 with reading levels that are significantly below grade-level expectations as evidenced by multiple measures. For English Learners, this course is appropriate for students with "less than reasonable fluency" who are not making adequate progress toward reclassification, particularly in the area of foundational reading skills:

- These courses are taught by either general education English teachers or special day program English teachers, and these teachers must also possess BCLAD/CLAD/LDS authorization.
- RSP teachers may not be assigned to teach this course.
- The course is aligned to the Common Core Foundational Reading standards, some grade level standards, and CA ELD Standards in the *English Language Arts/English Language Development Framework*. Students will continue to participate in the District periodic assessments in ELA/ELD (e.g., IABs, Reading Inventory, etc.).
- This course is double-blocked and replaces the core curriculum for English language arts (ELA) and ELD. For students eligible for this program, there is no longer a one-period option for delivering this instruction. These students must receive a two-period block of intensive reading instruction.
- This course must use one of two district-adopted textbooks: *LANGUAGE! 4<sup>th</sup> Edition, Focus on English Learning* (Voyager Sopris) or *System 44/Read-180* with daily use of the *L-Book* (Houghton Mifflin Harcourt).
- In middle school, the course is titled "Literacy for Success," and in



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

## PROCEDURES (Continued):

high school the course is titled “Strategic Literacy.” For more information about scheduling the Intensive/Tier 3 Reading Intervention program, see Attachment C.

### III. EL STUDENTS RECEIVING SERVICES AND SUPPORT FROM THE RESOURCE SPECIALIST PROGRAM (RSP)

The resource specialist teacher (RST) and/or special education assistant may provide services within both the sheltered English course and/or the ELD course to address the student’s IEP goals in reading, writing, and ELD. However, RSP teachers may not be register-carrying teachers for Literacy for Success, Strategic Literacy, Advanced ELD, Literacy & Language for ELs, or ELD 1-4. The only courses that can be assigned to RSP teachers are the Learning Center elective courses found in REF-2025.3 for the sole purpose of providing RSP services to student in accordance with their IEPs.

### IV. PROGRESS TOWARD HIGH SCHOOL DIPLOMA AND MEETING A-G REQUIREMENTS

- A. In grade 9, students who are placed in the double block of the Intensive/Tier 3 Reading Intervention Program will also receive 10 credits toward the English graduation requirement, even though the curriculum that will be used is a replacement of the core curriculum. However, this program may not be used to replace the core curriculum in the following courses: *English 10, American Literature & Composition, Contemporary Composition, ERWC, Expository Composition*, or any Grade 12 English course.
- B. Students can earn five (5) elective credits toward graduation for any ELD/LTEL elective course, including Learning Center electives. One year of Advanced ELD can be counted toward the “B” English requirement, if needed. The Learning Center courses can be repeated for credit.

### V. STUDENTS WITH DISABILITIES ON THE ALTERNATE CURRICULUM

#### A. Curriculum

The Division of Special Education has adopted the *Oxford Picture Dictionary: Content Areas for Kids* for elementary and the *Oxford Picture Dictionary* for secondary ELs who participate on the alternate curriculum. Instruction must be developed in conjunction with current ELD goals as written in students’ IEPs.





# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

---

**PROCEDURES  
(Continued):**

**B. Assessment**

Either the CELDT/ELPAC or the COM/VCCALPS alternate ELD assessment is the primary measure for identifying and monitoring the progress of ELs who participate on the alternate curriculum. Consult BUL-3778.0: “Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Language Learners (ELs),” dated October 2, 2007, for the policies and procedures for identifying and monitoring the progress of ELs participating on the alternate curriculum.

**C. Placement**

Secondary ELs who participate on the alternate curriculum must receive at least 45 minutes of daily ELD instruction using the *Oxford Picture Dictionary*. Students are to receive instruction up to age 22 or until the student is reclassified.

EL SWDs on the alternate curriculum should be programmed in the following courses:

<u>First Semester</u>	<u>Second Semester</u>
493505 - ELD ALT CUR A	493506 – ELD ALT CUR B

Students on the alternate curriculum may be scheduled into the ELD Alternate Curriculum course in lieu of another reading/language arts course. The ELD alternate curriculum course may be double-rostered with the Alternate Curriculum English course(s). See Attachment A for further guidance.

**ATTACHMENTS:**

- Attachment A: Scheduling Secondary English Learners with Disabilities - Placement Chart
- Attachment B1: “Developing English Language Skills in the Content Areas – Middle School” Course Description
- Attachment B2: “Developing English Language Skills in the Content Areas – Senior High School” Course Description
- Attachment C: Frequently Asked Questions

**RELATED  
RESOURCES**

- REF-6124.1: “IEP Guidelines for Documenting English Language Development (ELD) Instruction for Students with Disabilities,” dated October 25, 2013
- BUL-5619.5: “Reclassification of English Learners,” dated February 22, 2017
- REF-2025.3: “Development and Implementation of a Learning Center at the Secondary Level,” dated October 17, 2016



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

### **RELATED RESOURCES (Continued):**

- BUL-3778.0: “Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Language Learners (ELs),” dated October 2, 2007
- REF-5828.0: “Secondary English Language Development (ELD) Course Codes for Students with Disabilities Participating on the Alternate Curriculum,” dated September 10, 2012
- Annual secondary EL placement policy documents accessible via the MMED website at <http://achieve.lausd.net/Page/181#spn-content>

### **ASSISTANCE:**

For assistance or information regarding the assessment and placement of secondary English learners with disabilities into English language development (ELD) courses, please contact your school’s LRE Specialist or your Local District Secondary EL Instruction Coordinator.

For additional assistance, contact Diana Inouye, Coordinator, K-12 Instruction, at [diana.inouye@lausd.net](mailto:diana.inouye@lausd.net) or (213) 241-6701.

## SCHEDULING SECONDARY ENGLISH LEARNERS WITH DISABILITIES COURSE PLACEMENT CHART

<b>English Learners with Disabilities - Students with Reasonable Fluency</b> Student has yet to meet the criteria for reclassification.				
Years in U.S. Schools	CELDT/ELPAC Overall Level	CELDT/ELPAC Reading Subscore	Lexile Score (RI)	Recommended Course Placement Grades 6-12
More than 5	3, 4, or 5	<b>3, 4, or 5</b>	Gr 6: >730 Gr 7: >770 Gr 8: >790 Gr 9: >850	<b>Grade-level Sheltered English course <u>in addition to</u> a one-period ELD/LTEL support class</b>  <i>Choice of ELD support class determined by IEP team</i>
LTEL/ELD Support Class Options – EL SWDs with Reasonable Fluency				
Advanced ELD <sup>1</sup>	Literacy & Language for ELs		ELD Learning Center Elective Courses	
MS Level 1: 170505/170506 MS Level 2: 170509/170510  SH Level 1: 170507/170508 SH Level 2: 170511/170512	MS Level 1: 170403/170404 MS Level 2: 170405/170406  SH Level 1: 170407/170408 SH Level 2: 170409/170410		DEV MS A/B Middle School: 170601/170602 <i>RSP only - Can be repeated once for credit</i>  DEV SH A/B Senior High: 170605/170606 <i>RSP only - Can be repeated for credit</i>	
Other ELD Support Class Options – Students with Disabilities that Impact Progress in ELD				
Students with VI Eligibility: <b>Braille</b> Students with DEA/HOH Eligibility: <b>American Sign Language 1-4</b> Students with Autism or Social Skills/Social Communication IEP Goals: <b>Social Communication courses</b>				

<sup>1</sup> The Advanced ELD course is recommended for EL SWDs with Lexile scores within 100 points of the minimum Proficient Lexile score for the grade level.

<b>English Learners with Disabilities – Students with Less Than Reasonable Fluency</b> Student needs intensive reading intervention to meet the criteria for reclassification.							
Years in U.S. Schools	CELDT/ELPAC Overall Level	CELDT/ELPAC Reading Subscore	Lexile Score <sup>2</sup>	Recommended Course Placement Grades 6-12			
More than 4.5	Any	<b>1 or 2</b>	Gr 6: <730 Gr 7: <770 Gr 8: <790 Gr 9: <850	<b>Secondary Intensive/Tier 3 Reading Program<sup>3</sup></b> <b>Two-period block that replaces <u>both</u> the grade-level English course <u>and</u> the ELD course</b>  <i>Placement in Intensive/Tier 3 Reading Program determined by IEP team and Lexile Score</i>			
Accelerating Academic Literacy Courses – EL SWDs with Less Than Reasonable Fluency Lexile Score Ranges and Recommended Placement in <i>Secondary Intensive/Tier 3 Reading Program</i>							
Grade 6		Grade 7		Grade 8		Grade 9	
Lexile <480	Literacy for Success Level 1 230131/230132	Lexile <520	Literacy for Success Level 1 230131/230132	Lexile <540	Literacy for Success Level 1 230131/230132	Lexile <750	Strategic Literacy Level 1 230141/230142
Lexile 485-725	Literacy for Success Level 2 230133/230134	Lexile 525-765	Literacy for Success Level 2 230133/230134	Lexile 545-785	Literacy for Success Level 2 230133/230134	Lexile 755-845	Strategic Literacy Level 2 230143/230144

<sup>2</sup> The Lexile score obtained on the RI during the Spring Semester for reclassification purposes should only be considered an initial screening point. If the student is programmed into the Secondary Intensive/Tier 3 Reading Program, the Lexile score must be validated during the first two weeks of the Fall Semester. Schools that use the *LANGUAGE!* curriculum will use its Lexile-based test, the LRS or PAR, to validate the Lexile score. Schools that use the *System 44/Read 180* curriculum will validate the score using the RI and/or Phonics Inventory (PI).

<sup>3</sup> The curriculum to be used during the Secondary Intensive/Tier 3 Reading Program double-block must be an evidenced-based program targeting foundational reading skills. The Division of Special Education will provide schools with the *LANGUAGE! Focus on English Learning, 4<sup>th</sup> Edition* teacher and student materials for use during the double-block once the assigned teacher has attended the mandatory training. Any other curriculum selected for use must be funded by the school.

## SCHEDULING SECONDARY ENGLISH LEARNERS WITH DISABILITIES COURSE PLACEMENT CHART

<b>English Learners with Disabilities – Recent Arrivals</b>			
Student is on the general education curriculum and has been enrolled in U.S. schools for less than 5 years.			
Years in U.S. Schools	Overall CELDT Level	DPI Score	Recommended Course Placement <sup>4</sup> Grades 6-12
No more than 1.5	1 or 2	1, 2, or 3	<b>ELD 1A/1B (Double-Block)</b> 170301/170302
No more than 2.5	2 or 3	A	<b>ELD 2A/2B (Double-Block)</b> 170303/170304
No more than 3.5	3	B	<b>Grade-Level English Course + ELD 3A/3B</b> 170305/170306
No more than 4.5	3 or 4	C	<b>Grade-Level English Course + ELD 4A/4B</b> 170307/170308

<sup>4</sup>The ELD 1-4 courses are taught by general education teachers. These courses are not offered within the special day program.

<b>English Learners with Disabilities – Students Participating on the Alternate Curriculum</b>			
Student participates on the alternate curriculum due to a significant cognitive disability. Student is assessed annually using alternate assessments of ELD standards and CCSS ELA standards. Student will work toward a certificate of completion in lieu of a high school diploma.			
<i>Students on the alternate curriculum should not be placed in courses for recent arrivals or LTELs.</i>			
Years in U.S. Schools	Overall Level on CELDT/ELPAC or COM/VCCALPS	DPI Score	Recommended Course Placement Grades 6-12
2 or more <sup>5</sup>	Any <sup>5</sup>	Not administered	<b>Alternate Curriculum English Course<sup>6</sup> + ELD</b> <b>ALT CURR ELD A/B</b> 493505/493506

<sup>5</sup> Students with significant cognitive disabilities must be administered the Initial CELDT/ELPAC during the student's first year of enrollment in U.S. schools. After the Initial CELDT is administered, the IEP team may determine the student should be assessed using the alternate ELD assessment. When a student scores in the upper ranges of the alternate ELD assessment, the IEP team should convene to discuss assessing the student with CELDT/ELPAC the following year, with or without accommodations or modifications. See BUL-3778.0 for the guidelines for determining the appropriate assessment for these students.

<sup>6</sup> Schools on a six-period bell schedule may enroll students in the Alternate Curriculum ELD Course in lieu of the Alternate Curriculum English course to permit time for students to participate in a general education elective course. Alternate Curriculum English may be multi-rostered with Alternate Curriculum ELD courses. Students in grades 10+ may also enroll in Alternate Curriculum ELD in lieu of Alternate Curriculum English if they participate in an off-site career/technical education program.

Alternate Curriculum English Courses:  
*Can be taken in any order and can be repeated for credit.*

Grade 6 - English Alt Curr 6AB (492333/492334)  
Grade 7 - English Alt Curr 7AB (492335/492336)  
Grade 8 - English Alt Curr 8AB (492337/492338)

Grade 9 – Practical English AB (492339/492340)  
Grade 10 – Applied English AB (492341/492342)  
Grade 11 – Community English AB (492343/492344)  
Grade 12+ – Community Resources AB (492345/492346)

**Developing English Language Skills in the Content Areas – Middle School**  
**(Semester Elective Course – Grades 6, 7, or 8)**  
**Co-requisite: Grade-level sheltered English course**

**170601**      **DEV ELS MS A**  
**170602**      **DEV ELS MS B**

Each semester course may be repeated for credit once in middle school.

**Course Description**

The major emphasis of this course is to promote a balanced English Language Development (ELD) program that provides students who are Long Term English Learners (LTELs) with opportunities to develop skills in English reading, writing, listening, speaking, and language to comprehend texts and tasks in both English Language Arts courses and other content-area courses. In alignment with the *English Language Arts/English Language Development Framework for California Public Schools* (CDE, 2015), instruction in this course includes both Integrated ELD across content areas and Designated ELD, focusing on building students’ proficiency with collaborative language (engagement in dialogue with others), interpretive language (comprehension and analysis of written and spoken texts), and productive language (creation of oral presentations and written texts), and in developing their metalinguistic awareness (their awareness and self-monitoring of language) and accuracy of English language production. Ideally, this course will be taught in the school’s Learning Center.

The course will provide sequential and structured opportunities for students who are LTELs who are reading at least at the fourth grade level as measured by multiple assessments. Students will learn systematic strategies in English reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material for any core course. The framework provides an opportunity to use English language skills for exploring ideas, attitudes, and values as they relate to self and the larger community. The teacher of this course must possess a CLAD/BCLAD/LDS or other District-approved certification for teaching English Language Development, as well as have received training in the LAUSD LTEL curriculum and instructional strategies.

This course fulfills the daily English Language Development instruction requirement for LTEL students who are considered “reasonably fluent” according to the *LAUSD Master Plan for English Learners* but are not making annual progress toward reclassification. This elective course is designed to assist students with disabilities in acquiring the skills needed to achieve the California ELD standards. All six domains of the California Common Core State Standards for ELA are addressed in this course: Reading Literature, Reading Information, Reading Foundational Skills, Writing, Speaking and Listening, and Language. This intervention course earns elective credit only and cannot be used in place of the grade-level English course.

**Recommended Focus Areas from the California English Language Development Standards**

**Part 1: Interacting in Meaningful Ways**

- |                                      |  |
|--------------------------------------|--|
| <b>Collaborative</b>                 | 1. Exchanging information/ideas via oral communication and conversations                     |
| <b>Uses of Language</b>              | 2. Interacting via written English (print and multimedia)                                    |
|                                      | 3. Offering opinions and negotiating with/persuading others                                  |
|                                      | 4. Adapting language choices to various contexts   |
| <b>Interpretive Uses of Language</b> | 5. Listening actively and asking/answering questions about what was heard                    |
|                                      | 6. Reading closely and explaining interpretations/ideas from reading                         |
|                                      | 7. Evaluating how well writers and speakers use language to present or support ideas         |
|                                      | 8. Analyzing how writers use vocabulary and other language resources                         |
| <b>Productive Uses of Language</b>   | 9. Expressing information and ideas in oral presentations                                    |
|                                      | 10. Composing/writing literary and informational texts                                       |
|                                      | 11. Supporting opinions or justifying arguments and evaluating others’ opinions or arguments |
|                                      | 12. Selecting and applying varied and precise vocabulary and other language resources        |

## Developing English Language Skills in the Content Areas – Middle School (continued)

### **Part 2: Learning About How English Works**

<b>Structuring</b>	1. Understanding text structure and organization based on purpose, text type, and discipline
<b>Cohesive Texts</b>	2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
<b>Expanding and Enriching Ideas</b>	3. Using verbs and verb phrases to create precision and clarity in different text types
	4. Using nouns and noun phrases to expand ideas and provide more detail
	5. Modifying to add details to provide more information and create precision
<b>Connecting and Condensing Ideas</b>	6. Connecting ideas within sentences by combining clauses
	7. Condensing ideas within sentences using a variety of language resources

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Develop English reading, writing, listening, and/or speaking skills that are necessary for reclassification
- Compare and contrast, gather, identify, question, and evaluate different ideas, values, and behaviors in relation to events
- Contribute pertinent information to class or group discussions and participate in other appropriate oral language situations
- Give examples of literal and implied meaning of words and trace their derivations
- Paraphrase and summarize to increase understanding
- Classify and arrange oral and written information in sequence, using a variety of prewriting strategies and utilizing a variety of sentence types that are appropriate for the purpose
- Follow directions and a sequence of events or ideas presented in oral or written form
- Use paragraphs to organize information and ideas
- Revise work by combining sentences, adding details to support the content, and incorporating an interesting opening and a satisfying conclusion
- Distinguish between major and minor facts and details, opinion, and inference in content area materials
- Summarize information from content area materials in a coherent manner, with generalizations supported by specific details
- Trace the etymology of words and use knowledge of roots and affixes to understand their meanings
- Incorporate strong, vivid, precise, and interesting vocabulary in writing about content area topics
- Proofread, edit, and evaluate their own compositions for clarity and coherence, according to established criteria of standard written English

**Assessments** will include:

- Results from the annual CA ELD Assessment administration and the LAUSD assessments in ELA and ELD
- Curriculum-based assessments and teacher-designed formative assessments
- Student oral and written narratives, expository compositions, essays, and research compositions

**Texts/Materials**

- All District-adopted standards-based textbooks for English language arts and English language development (teacher and student editions, including ancillary and digital resources), including *Reader's Handbook*, Middle School edition, *Write Source*, grades 6, 7, and 8, Scholastic *English 3D*, and all other ELD materials
- Supplementary ELD and literacy materials:
  - Reading Comprehension and Fluency: *Focused Reading Intervention*, *Ticket to Read*, *Compass Learning/Odyssey Reading*, *Six-Minute Solution/eSolution*, *VocabJourney*, *REWARDS*, *Read-180*, *Accelerated Reader*, *Reader's Handbook*, etc.
  - Writing and Language: Spelling/Morphology: *Step Up to Writing*, *English 3D*, *Words Their Way*, *Write Source*, *Writer's Inc.*, *Writing A-Z*, etc.
- Supplementary texts (news and magazine articles, editorials, commentaries, longer works of nonfiction)

## **Developing English Language Skills in the Content Areas – Senior High School (Semester Elective Course – Grades 9-12)**

**Co-requisite: Grade-level sheltered English course**

**170605      DEV ELS SH A**

**170606      DEV ELS SH B**

**Each semester course may be repeated for credit in senior high school.**

### **Course Description**

The major emphasis of this course is to promote a balanced English Language Development (ELD) program that provides students who are Long Term English Learners (LTELs) with opportunities to develop skills in English reading, writing, listening, speaking, and language to comprehend texts and tasks in both English/Language Arts courses and other content-area courses. In alignment with the *English Language Arts/English Language Development Framework for California Public Schools* (CDE, 2015), instruction in this course includes both Integrated ELD across content areas and Designated ELD, focusing on building students' proficiency with collaborative language (engagement in dialogue with others), interpretive language (comprehension and analysis of written and spoken texts), and productive language (creation of oral presentations and written texts), and in developing their metalinguistic awareness (their awareness and self-monitoring of language) and accuracy of English language production. Ideally, this course will be taught in the school's Learning Center.

The course will provide sequential and structured opportunities for students who are LTELs who are reading at least at the sixth grade level as measured by multiple assessments. Students will learn systematic strategies in English reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material for any core course. The framework provides an opportunity to use English language skills for exploring ideas, attitudes, and values as they relate to self and the larger community. The teacher of this course must possess a CLAD/BCLAD/LDS or other District-approved certification for teaching English Language Development, as well as have received training in the LAUSD LTEL curriculum and instructional strategies.

This course fulfills the daily English Language Development instruction requirement for LTEL students who are considered "reasonably fluent" according to the *LAUSD Master Plan for English Learners* but are not making annual progress toward reclassification. This elective course is designed to assist students with disabilities in acquiring the skills needed to achieve the California ELD standards. All six domains of the California Common Core State Standards for ELA are addressed in this course: Reading Literature, Reading Information, Reading Foundational Skills, Writing, Speaking and Listening, and Language. This intervention course earns elective credit only (non-A-G course) and cannot be used in place of the grade-level English course or for credit recovery.

### **Recommended Focus Areas from the California English Language Development Standards**

#### **Part 1: Interacting in Meaningful Ways**

- |   |  |
|---|--|
| <b>Collaborative<br/>Uses of Language</b> | 1. Exchanging information/ideas via oral communication and conversations                     |
|   | 2. Interacting via written English (print and multimedia)                                    |
|   | 3. Offering opinions and negotiating with/persuading others                                  |
|   | 4. Adapting language choices to various contexts   |
| <b>Interpretive Uses<br/>of Language</b>  | 5. Listening actively and asking/answering questions about what was heard                    |
|   | 6. Reading closely and explaining interpretations/ideas from reading                         |
|   | 7. Evaluating how well writers and speakers use language to present or support ideas         |
|   | 8. Analyzing how writers use vocabulary and other language resources                         |
| <b>Productive Uses of<br/>Language</b>    | 9. Expressing information and ideas in oral presentations                                    |
|   | 10. Composing/writing literary and informational texts                                       |
|   | 11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments |
|   | 12. Selecting and applying varied and precise vocabulary and other language resources        |

## **Developing English Language Skills in the Content Areas – Senior High School (continued)**

### **Part 2: Learning About How English Works**

<b>Structuring</b>	1. Understanding text structure and organization based on purpose, text type, and discipline
<b>Cohesive Texts</b>	2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
<b>Expanding and Enriching Ideas</b>	3. Using verbs and verb phrases to create precision and clarity in different text types 4. Using nouns and noun phrases to expand ideas and provide more detail 5. Modifying to add details to provide more information and create precision
<b>Connecting and Condensing Ideas</b>	6. Connecting ideas within sentences by combining clauses 7. Condensing ideas within sentences using a variety of language resources

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Develop English reading, writing, listening, and/or speaking skills that are necessary for reclassification
- Compare and contrast, gather, identify, question, and evaluate different ideas, values, and behaviors in relation to events
- Contribute pertinent information to class or group discussions and participate in other appropriate oral language situations
- Give examples of literal and implied meaning of words and trace their derivations
- Paraphrase and summarize to increase understanding
- Classify and arrange oral and written information in sequence, using a variety of prewriting strategies and utilizing a variety of sentence types that are appropriate for the purpose
- Follow directions and a sequence of events or ideas presented in oral or written form
- Use paragraphs to organize information and ideas
- Revise work by combining sentences, adding details to support the content, and incorporating an interesting opening and a satisfying conclusion
- Distinguish between major and minor facts and details, opinion, and inference in content area materials
- Summarize information from content area materials in a coherent manner, with generalizations supported by specific details
- Trace the etymology of words and use knowledge of roots and affixes to understand their meanings
- Incorporate strong, vivid, precise, and interesting vocabulary in writing about content area topics
- Proofread, edit, and evaluate their own compositions for clarity and coherence, according to established criteria of standard written English

**Assessments** will include:

- Results from the annual CA ELD Assessment administration and the LAUSD assessments in ELA and ELD
- Curriculum-based assessments and teacher-designed formative assessments
- Student oral and written narratives, expository compositions, essays, and research compositions

### **Texts/Materials**

- All District-adopted standards-based textbooks for English language arts and English language development (teacher and student editions, including ancillary and digital resources), including *Reader's Handbook*, High School edition, *Write Source*, grades 9-12, *Scholastic English 3D*, and all other ELD materials
- Supplementary literacy materials (for more resources, see the Division of Special Education website):
  - Reading Comprehension and Fluency: *Compass Learning/Odyssey Reading*, *REWARDS*, *Six-Minute Solution/eSolution*, *VocabJourney*, *Read-180*, *Accelerated Reader*, *Reader's Handbook*, etc.
  - Writing and Language: Spelling/Morphology: *Step Up to Writing*, *English 3D*, *Words Their Way*, *Write Source*, *Writer's Inc.*, etc.
- Supplementary texts (news and magazine articles, editorials, commentaries, longer works of nonfiction)



## **FREQUENTLY ASKED QUESTIONS – REF-5994.2**

**QUESTION 1: Do schools have the “option” of deciding whether or not to schedule English Learner (EL) students with disabilities (SWDs) into an ELD course?**

**RESPONSE 1:** No, schools are not at liberty to decide whether or not they will provide ELD to any English Learner. This is true regardless of the student's ELD level, whether the student is a recent arrival or a Long-Term English Learner (LTEL), or whether the student has an IEP. All ELs, regardless of their ELD level or number of years in the EL program, must receive daily ELD instruction or support unless the parent has signed an annual waiver.

**QUESTION 2: Some of the SWDs at my school still show on older IEPs that they are in the Preparation for Redesignation Program (PRP). Does this mean that all of these students only take one period of an ELD elective?**

**RESPONSE 2:** Prior to this Reference Guide, the District used the name “Preparation for Redesignation Program” (PRP) to identify any English learner who had completed Level 5 of the ELD portfolio in elementary school or who had completed the English as a Second Language (ESL) course sequence for middle school. As of Fall 2013, “PRP status” is no longer used to classify English Learners in LAUSD. These students are now referred to as Long-Term English Learners (LTELs). Placement for both recent arrivals and LTELs is aligned to a student’s present level of performance in ELD. See Attachment A of this Reference Guide.

**QUESTION 3: For EL students with disabilities with "reasonable fluency" as evidenced by the criteria on the Course Placement Chart (Attachment A), ELD must be provided. Are there options for how ELD can be provided for these students? Is there a difference for students receiving service from the Resource Specialist Program (RSP) and those in the Special Day Program (SDP)?**

**RESPONSE 3:** For EL students with disabilities, the Course Placement Chart is based on student data, not the type of services the student currently receives. Also, the type of ELD/LTEL course that a student needs is not different whether they are in the RSP or SDP program, and any of those courses could be taught by either general education teachers or special day program teachers. In those cases, the IEP team must decide the best environment for the student to receive ELD based on his/her individual needs as evidenced by data: either the general education classroom (with support from the special education program) or a special education classroom. However, ELs in the special day program should not be scheduled into the Learning Center unless the IEP team has determined the student: a.) can take a sheltered English course taught by the general education teacher in the general education setting; and b.) the IEP states that the student requires the learning center service to access the general education curriculum.

**QUESTION 4: For EL students with disabilities (whether they are in RSP or SDP) with "less than reasonable fluency" as evidenced by the criteria on Course Placement Chart (Attachment A), are there options for how ELD can be provided to these students?**

**RESPONSE 4:** In grades 6-9, these students must be scheduled into the two-period block of the intensive literacy intervention program, *Accelerating Academic Literacy*. There is no longer a one-period option for EL students with disabilities in the “less than reasonable fluency” category, and the Division of Special Education will not grant waivers in this area. It is entirely possible that a school may have EL students who receive services through RSP, but their scores show that they need the intensive literacy intervention program, *Accelerating Academic Literacy*, instead of the grade-level sheltered English course. The AAL courses must be taught by a teacher with the appropriate credential(s) and training in the curriculum. If the class will be taught by a general education teacher, the IEP team must decide whether direct support from a special education teacher/paraprofessional is necessary for the student to access the curriculum/instruction in that class. In grades 10-12, the IEP team has more flexibility with how the student will receive appropriate reading and ELD intervention. However, these students must be scheduled into at least one period of ELA or ELD intervention to make progress toward reclassification and toward meeting graduation requirements. The credentialing requirements for teaching ELD are detailed below:

### Credentialing requirements for Teaching ELD:

- **General Education Teachers:** Multiple subjects (grade 6) or Single-subject English (grades 7-12), CLAD/BCLAD or LDS, and training in the selected ELD program/curriculum
- **Special Education Teachers:** Education Specialist Mild/Moderate, CLAD/BCLAD or LDS, and training in the selected ELD program/curriculum. Preferred experience teaching secondary English.

**QUESTION 5: How do we prepare for including the Secondary Intensive/Tier 3 Reading Program in two-period blocks in the master schedule [Literacy for Success (MS) or Strategic Literacy (HS)]?**

**RESPONSE 5:** EL students with disabilities who have been determined to need a two-period block of the Secondary Intensive/Tier 3 Reading Program must be scheduled into those courses. By District policy, the two-period course fulfills the requirement for both core English (English 6, 7, 8, or 9) and ELD.

Note: This course is designed for all students who need this intensive intervention, not just English Learners. A school does not need separate sections of the course for ELs and for non-ELs; they can and should be programmed together.

Curriculum, Instruction, and Assessments for Secondary Intensive/Tier 3 Reading Program Double-Block Courses

Per District policy, the double-block Secondary Intensive/Tier 3 Reading Program course and curriculum may only replace both the core English course and ELD course in grades 6, 7, 8 and 9. Students who need intensive literacy intervention beyond grade 9 (grades 10+) must take literacy intervention courses in stand-alone elective courses or through another format.

For students who qualify for the Secondary Intensive/Tier 3 Reading Program, the school must use one of two District-adopted curricula for the entire two-period block. Those two curricula are the following:

- *LANGUAGE! 4<sup>th</sup> Edition, Focus on English Learning* (Voyager Sopris)
- *System 44/Read-180* program with daily use of the *LBook* (Houghton Mifflin Harcourt)

Note: The core curriculum and textbooks may not be used in the Secondary Intensive/Tier 3 Reading Program course, even though the student’s program will still show the core English course. Students need to spend all instructional minutes receiving intensive literacy instruction. To inquire about ordering *LANGUAGE!* materials, contact Diana Inouye in the Division of Special Education at (213) 241-8175 or [diana.inouye@lausd.net](mailto:diana.inouye@lausd.net).

Scheduling Students in Secondary Intensive/Tier 3 Reading Program

The student must be scheduled into two back-to-back classes in their schedule to denote that he/she is enrolled in the Secondary Intensive/Tier 3 Reading Program. The Literacy course must precede the grade-level English course on the student’s schedule to denote that it is an intervention two-period block.

Middle School Example:

- Period 1\*: Literacy for Success 1AB (230131/32) or 2AB (230133/34)
- Period 2\*: Core English course (English 6, 7, or 8)

Grade 9 High School Example:

- Period 1\*: Strategic Literacy 1AB (230141/42) or 2AB (230143/44)
- Period 2\*: Core English course (English 9)

The scheduling for the Secondary Intensive/Tier 3 Reading Program courses would occur as follows for schools with bell schedules other than a traditional 6-period or 7-period day. All students must receive 180 days of instruction:

**8x2 Alternating Day Scheduling for Secondary Intensive/Tier 3 Reading Program**

<b>Middle School 8x2 (grades 6-8)</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
Period 1*	Period 2*	Period 1*	Period 2*
Lit Success 1A or 2A (230131 or 230133)	Core English A	Lit Success 1B or 2B (230132 or 230134)	Core English B
<b>High School 8x2 (grade 9 only)</b>			
Period 1*	Period 2*	Period 1*	Period 2*
Strategic Lit 1A or 2A (230141 or 230143)	English 9A (230107)	Strategic Lit 1B or 2B (230142 or 230144)	English 9B (230108)

\* Note: Periods 1 and 2 are used for illustrative purposes only. As long as the school schedules a student into the program in adjoining periods of the day, the student is programmed correctly.

**4x4 Mester Scheduling for Secondary Intensive/Tier 3 Reading Program**

Middle School 4x4 (grades 6-8)			
<i>Fall Semester</i>		<i>Spring Semester</i>	
Mester/Quarter 1	Mester/Quarter 2	Mester/Quarter 3	Mester/Quarter 4
Lit Success 1A or 2A (230131 or 230133)	Core English A	Lit Success 1B or 2B (230132 or 230134)	Core English B
High School 4x4 (grade 9 only)			
Mester/Quarter 1	Mester/Quarter 2	Mester/Quarter 3	Mester/Quarter 4
Strategic Lit 1A or 2A (230141 or 230143)	English 9A (230107)	Strategic Lit 1B or 2B (230142 or 230144)	English 9B (230108)

Credentialing requirements for Teaching Secondary Intensive/Tier 3 Reading Program in a Two-Period Block:

General Education Teachers: Multiple subjects (grade 6) or Single-subject English (grades 7-12), CLAD/BCLAD or LDS, and training in the selected ELD program/curriculum

Special Education Teachers: Education Specialist Mild/Moderate, CLAD/BCLAD or LDS, and training in the selected ELD program/curriculum. Preferred experience teaching secondary English.

**QUESTION 6: Can a student beyond grade 9 be placed in either ELD or Secondary Intensive/Tier 3 Reading Program as credit recovery to replace a failing grade in English 9A or 9B?**

RESPONSE 6: No. The student must re-take any section of English 9 in a course that uses the grade-level curriculum and textbook as the primary instructional materials. ELD textbooks and the Secondary Intensive/Tier 3 Reading Program programs (*LANGUAGE!* or *System 44/Read-180*) may not be used in any core English 9 course.

**QUESTION 7: Can an RSP teacher be assigned to teach/carry a roster for ELD 1-4, an ELD elective, or Secondary Intensive/Tier 3 Reading Program?**

RESPONSE 7: No. RSP teachers may only provide collaborative support/co-teaching in ELA or ELD courses, However, they can provide ELD to students in a Learning Center elective course and carry a roster for that course.

**QUESTION 8: Can a Special Day Program (SDP) teacher teach ELD 1-4, an ELD elective, or Secondary Intensive/Tier 3 Reading Program to nondisabled/general education students?**

RESPONSE 8: At no time is a teacher who only possesses a special education credential authorized to be the register-carrying teacher for nondisabled (general education) students. The CLAD/BCLAD is not a stand-alone credential, and therefore it does not authorize teaching ELD without the requisite general education teaching credential. However, special education teachers in this situation can co-teach a class with a general education teacher.

Special day program teachers may not be assigned to teach ELD 1-4. Those classes are designed for newcomer/recent arrival students and should be taught by general education teachers.

However, if the special education teacher also has a general education credential in either multiple subjects or English and has a CLAD/BCLAD or LDS certificate, that teacher can teach the Secondary Intensive/Tier 3 Reading Program to general education students when more than half (>50%) of the students enrolled in the class are students with disabilities and when that teacher has received training in the program/curriculum.

**QUESTION 9: What other materials/programs are recommended for RSP students who need support in reading, language arts, and English language development?**

RESPONSE 9: Students served by the resource specialist program are a heterogeneous group and no single intervention, program, or set of materials can be recommended for all students. However, research indicates that teaching reading and language skills to students with learning disabilities combines components of direct instruction in phonics, comprehension, and fluency, and strategy instruction to enhance understanding of narrative and expository material. Additionally, alternative grouping and differentiated, explicit instruction are evidence-based strategies for improving learning outcomes for students with learning disabilities.

**QUESTION 10: Who purchases the ELD and core (grade-level) reading materials for students with disabilities who are participating in the general education curriculum?**

**RESPONSE 10:** LAUSD provides ELD and core student textbooks and teacher's editions to your school sites. It is the responsibility of the school site administrator to order a sufficient number of materials to meet the needs of all general and special education students who participate on the general education curriculum, including ELD textbooks. However, the Division of Special Education will provide the teacher and student curriculum materials for *LANGUAGE! Focus on English Learning, 4<sup>th</sup> Edition* when it is used as the AAL Tier 3/intensive literacy intervention in accordance with District guidelines. Contact the Division of Special Education, Office of K-12 Instruction Programs, at (213) 241-6701 for more information.

**QUESTION 11: What assessment and evaluation tools are appropriate for students with disabilities?**

**RESPONSE 11:** Standardized instruments (also called norm-referenced tests), standards-based assessments (also called criterion-referenced tests), and curriculum-based instruments all have a place in evaluating progress toward assessment of goals and in guiding diagnostic/prescriptive teaching. Ongoing assessment, which includes using a variety of tools, is vital for driving instruction. Formal, norm-referenced instruments (Woodcock-Johnson, KTEA, etc.) may be used during the IEP development process along with criterion-referenced assessments (Smarter Balanced/CAASPP, CELDT/ELPAC, Progress Monitoring Assessments, etc.) and curriculum-based measures (tests and assessments embedded within the curriculum and instructional materials, including teacher-made versions).

**QUESTION 12: When is it appropriate to use a program other than the core English language arts program selected by the District?**

**RESPONSE 12:** Per the LAUSD Voluntary Agreement with the Office for Civil Rights, all English learners, including those students with disabilities, must receive daily ELD instruction using the District-adopted instructional materials until they reclassify as Fluent English Proficient. The IEP team may discuss other instructional strategies and materials, or accommodations and modifications, which may be used to address identified disabilities and improve student achievement. If an EL student with disabilities does require intensive literacy intervention in order to make progress toward reclassification, see Question 5 above.

**QUESTION 13: What kind of accommodations or modifications may teachers incorporate for EL students with disabilities?**

**RESPONSE 13:** Both general and special education teachers must provide the accommodations or modifications as delineated in the IEP. The ELA and ELD textbooks also provide a variety of intervention suggestions found in the Teacher's Guide. For example, teachers may break down ELD lessons into smaller segments to be taught over a longer period of time and supplement lessons with other literacy strategies, as those are standard adaptations to lesson delivery that are appropriate for all students. The Resource Specialist Teacher (or a special education assistant under the guidance of the RST) may also provide instructional support. Examples include pre-teaching, re-teaching, strategies for vocabulary development, comprehension strategies, and opportunities for structured and guided practice. Differentiated instructional strategies are used to meet the individual needs of students with disabilities.

**QUESTION 14: What training should special education teachers have before teaching an ELD course?**

**RESPONSE 14:** Special education teachers, both RSP and SDP, must participate in any training for District-adopted ELD/LTEL courses. Training includes a foundation in using the selected curriculum and supplemental resources. Contact your Local District EL Coordinator for more information.

**QUESTION 15: Does an IEP meeting need to be convened in order for students with disabilities to participate in ELD/LTEL courses?**

**RESPONSE 15:** Federal and State laws mandate that the District provides services that include English language development (ELD) and supports to provide ELs with access to the core curriculum. ELs with disabilities must be provided access to both standards-based instruction and ELD programs that are the same as those provided to their nondisabled peers. When the student's placement in an ELD course alters the percentage of time (number of minutes) in which the student will be in special education, the amount of time a student with disabilities will receive support in the Learning Center, or progress toward diploma completion, the IEP team should convene to discuss possible amendments. Use REF-6124.1 for more specific guidance.