



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Scheduling Secondary English Learners and Staffing
NUMBER: MEM-2545.0
ISSUER: Alma Peña-Sanchez, Assistant Superintendent
 Instructional Services
DATE: June 5, 2006

ROUTING
 Local District Administrators
 Local District EL Staff
 Local District Secondary
 Literacy Coordinators
 Middle School Principals
 High School Principals
 AP, SCS
 EL Program Coordinators
 Literacy Coaches

PURPOSE: The purpose of this memorandum is to assist secondary school staff with the organization of classes for the 2006-2007 school year and to provide guidance for staffing Master Plan classes in relation to Article IX, Section 6.1, Uniform Staffing Procedures for All K-12 Schools, of the Collective Bargaining Agreement.

MAJOR CHANGES: This Memorandum replaces Memorandum No. MEM-1642.1, *Scheduling Secondary English Learners and Staffing*, dated May 9, 2005. The English Language Skills (ELS) course has been modified; the DPI is no longer required for the placement of students in this course and the use of *High Point* curriculum for that intervention is no longer recommended. Options for scheduling ESL classes in four-by-four settings and Small Learning Communities are provided.

INSTRUCTIONS:

I. BACKGROUND

Schools are required to provide services for English learners that include English language development and access to the core curriculum. Students enrolled in Introduction to ESL AB, Beginning ESL 1A and 1B, and Intermediate ESL 2A and 2B have “less than reasonable fluency” and must receive services, as required, in a Structured English Immersion Program, an alternative bilingual program, or a mainstream program. Parents select the program they believe will be best for their child. Programs and selection procedures are described in the secondary school guide, Instructional Programs for English Learners.

The District’s Structured English Immersion Program complies with the requirements of Proposition 227, reflects the District’s Board of Education Policy, and conforms to the California Department of Education’s State Program for English Learners.

The Education Code gives parents of English learners the right to request an alternative bilingual program of instruction for their child using a parental exception waiver. The Basic Bilingual Program offers classes for academic credit taught in the primary language while newcomers are learning English. Waiver procedures are described in the secondary school guide, Instructional Programs for English Learners.

Schools are required to provide a mainstream English program to English learners with “reasonable fluency” enrolled in ESL 3, ESL 4 or the Preparation for



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Reclassification Program (PRP). Also, parents have the right to request a mainstream placement for a child with “less than reasonable fluency.” Procedures for making these written requests are described in the secondary school guide, Instructional Programs for English Learners.

II. STRUCTURED ENGLISH IMMERSION PROGRAM: SCHEDULING STUDENTS

The site administrator shall organize classes to ensure that English learners are taught by authorized staff. Students in the Structured English Immersion Program must be scheduled as follows:

A. Assignment to English Language Development

All English as a Second Language (ESL) courses must be offered each semester. The curriculum for each ESL course must follow the *High Point* textbook designated for that course level. ESL courses must be scheduled for two consecutive periods as a single block in both middle and high school. (Periods 1 and 2, or 2 and 3 are consecutive; periods 2 and 5 are not.) Each two-period block should be taught by one authorized teacher, assigned to teach both periods in the block. Since the two-period block is considered a single course, the mark the student receives must be the same for both periods.

Students should be programmed into ESL classes based on their ESL level and not their grade level. In order to avoid the creation of split-level classes, students in different grade levels and programs must be programmed into multi-grade level ESL classes. However, forming grade level ESL classes is only feasible when there are a sufficiently large number of students at a grade level to do so. Students who meet the course standards (demonstrated by passing the designated portfolio assessments), receive passing marks and are scheduled into the next ESL course the following semester.

Newcomers with little or no previous schooling who lack prerequisite transferable literacy skills in their home language must be programmed into Introduction to ESL AB. Students are readily identified for this course by a primary language assessment score of “Non” from either the Language Assessment Scales, Español (LAS), the Basic Inventory of Natural Language (BINL), or the Informal Assessment of Home Language Literacy. (See ATTACHMENT A – MASTER PLAN COURSES FOR ENGLISH LEARNERS).

B. Assignment to Core Academic Classes

1. Academic Classes for Newcomers with Little Previous School Experience

Enabling courses are designed for newcomers with little previous school experience who would benefit from an introductory year of ESL classes to prepare them for core academic classes taught in the English language the following year. These content-based ESL courses are designed to develop readiness for standards-based academic instruction taught using specially designed academic instruction in English (SDAIE). The classes must be



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taught by a teacher authorized to teach ESL. In addition, it is recommended that the teacher be credentialed to teach the specified content.

Students enrolled in Introductory ESL AB must be programmed into content-based ESL courses. It is recommended that ESL 1A/B students also be programmed into these enabling courses. The following courses offer English language development as well as basic content instruction, and provide elective credit (See ATTACHMENT B – ENABLING COURSE DESCRIPTIONS).

ESL Math AB	(17-31-01, 17-31-02)
ESL Science AB	(17-36-01, 17-36-02)
ESL History AB	(17-37-03, 17-37-04)

2. Academic Classes for English Learners with Previous Schooling

Newcomers with strong educational backgrounds who are able to learn from specially-designed instruction in the English language with support in the primary language could be grouped together by ESL level. They could be scheduled into academic classes appropriate for their grade, taught by an authorized teacher. For these ESL 1A and 1B students, a bilingual teacher or paraeducator and primary language support materials must be available to assist students with comprehension, as necessary.

English learners in Intermediate ESL 2A and 2B should be scheduled into grade-appropriate academic classes taught by an authorized teacher, using specially designed academic instruction in English (SDAIE) with primary language support, as necessary.

III. BASIC BILINGUAL PROGRAMS: SCHEDULING STUDENTS

The site administrator shall organize classes to ensure that English learners are taught by authorized bilingual teachers. Basic Bilingual Program classes must be organized according to guidelines in the Master Plan for English Learners, pages 94 - 101.

A. Assignment to English Language Development

All ESL courses must be offered each semester. The curriculum for each ESL course must follow the *High Point* textbook designated for that course level. ESL courses must be scheduled for two consecutive periods as a single block in both middle and high school. (Periods 1 and 2, or 2 and 3 are consecutive; periods 2 and 5 are not.) Each two-period block should be taught by one authorized teacher, assigned to teach both periods in the block. Since the two-period block is considered a single course, the mark the student receives must be the same for both periods.

Students should be programmed into ESL classes based on their ESL level and not their grade level. In order to avoid the creation of split-level classes, students in different grade levels and programs must be programmed into multi-grade



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level ESL classes. However, forming grade level ESL classes is only feasible when there are a sufficiently large number of students at a grade level to do so. Students who meet the course standards (demonstrated by passing the designated portfolio assessments) receive passing marks and are scheduled into the next ESL course the following semester.

Newcomers with little or no previous schooling who lack prerequisite transferable literacy skills in their home language must be programmed into Introduction to ESL AB. Students are readily identified for this course by a primary language assessment score of “Non” from either the Language Assessment Scales, Español (LAS), the Basic Inventory of Natural Language (BINL), or the Informal Assessment of Home Language Literacy. (See ATTACHMENT A – MASTER PLAN COURSES FOR ENGLISH LEARNERS).

B. Assignment to Language Arts in the Primary Language (LAPL)

Language Arts in the Primary Language (LAPL) should be scheduled for one period for all beginning and intermediate level ESL students. Middle schools must explore organizational options to offer LAPL 1-6, such as a seventh or zero period. Students with little previous schooling should be scheduled into LAPL 1 and LAPL 2 for the purpose of basic literacy development. If a middle school is unable to provide a schedule for this purpose, LAPL 1 and 2 may be substituted for social studies. LAPL 3, 4, 5 and 6 provide grade-level language arts instruction in the primary language. If a middle school is unable to schedule LAPL 3-6, the courses may be omitted in deference to the priorities of the two-period ESL block and primary language core content classes.

High schools offer LAPL 1-4 for students with little previous schooling or less than grade-level literacy. Grade-level language arts is provided in Spanish for Spanish Speakers and Advanced Placement Spanish (or other languages) for those students who have grade-level literacy in their primary language. (See ATTACHMENT A – MASTER PLAN COURSES FOR ENGLISH LEARNERS).

C. Assignment to Standards-Based Content Classes

English learners enrolled in Beginning ESL 1A or 1B should be scheduled into standards-based academic classes appropriate for the grade of the student. The class must be taught by an authorized bilingual teacher using the student’s primary language and primary-language materials. Newcomers with little previous schooling and low numeracy may be scheduled into ESL Math. This class may be taught in the primary language in order to develop readiness for standards-based math courses.

English learners enrolled in Intermediate ESL 2A or B should be scheduled into standards-based academic classes appropriate for the grade of the student. These core content courses must be taught by an authorized bilingual teacher using the primary language first and then making a transition to specially designed



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academic instruction in English (SDAIE), using English instructional materials with primary language support.

IV. MAINSTREAM PROGRAMS: SCHEDULING STUDENTS

English learners in Advanced ESL 3/4 and in the Preparation for Redesignation Program are deemed to have “reasonable fluency.” The site administrator shall organize classes to ensure that English learners with “reasonable fluency” continue to receive English language development until reclassification and continue to have access to standards-based core curriculum through SDAIE.

A. Assignment to English Language Development

All ESL courses must be offered each semester. The curriculum for each ESL course must follow the *High Point* textbook designated for that course level. Each ESL course must be scheduled for two consecutive periods as a single block in both middle and high school. (Periods 1 and 2, or 2 and 3 are consecutive; periods 2 and 5 are not.) Each two-period block should be taught by one authorized teacher, assigned to teach both periods in the block. Since the two-period block is considered a single course, the mark the student receives must be the same for both periods.

Students should be programmed into ESL classes based on their ESL level and not their grade level. In order to avoid the creation of split-level classes, students in different grade levels and programs must be programmed into multi-grade level ESL classes. However, forming grade level ESL classes is only feasible when there are a sufficiently large number of students at a grade level to do so.

English learners who meet the standards for Intermediate ESL 2B by passing the designated portfolio assessment requirements receive passing marks and will be scheduled into Advanced ESL 3 for one semester and ESL 4 for the next semester in both middle and high school. For Advanced ESL 3/4, students receive academic credit for standards-based language arts at the appropriate grade level.

(See ATTACHMENT A – MASTER PLAN COURSES FOR ENGLISH LEARNERS).

Students who meet standards for Advanced ESL 4 (by passing the designated portfolio assessment requirements) and are not able to reclassify will be scheduled into appropriate standards-based sheltered English courses taught by an authorized teacher using SDAIE. These students are not subject to the Developing Readers and Writers Course (DRWC) assessment until spring 2007. (MEMORANDUM NO. MEM-2179.0, ASSESSMENT AND PLACEMENT OF STUDENTS, GRADES 5-10, FOR INTERVENTION PROGRAM, *DRWC* January 30, 2006) English learners with reasonable fluency must continue to receive rigorous instruction in English language development to prepare them to meet reclassification requirements in English courses (Master Plan for English Learners, p. 94).



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B. Assignment to Standards-Based Content Classes

Students with “reasonable fluency” will be scheduled into standards-based sheltered academic classes appropriate for their grade level taught by an authorized teacher. Students with “reasonable fluency” must receive standards-based instruction using SDAIE in the content classes to prepare them to meet reclassification requirements.

C. Assignment to English Language Skills (ELS) Courses

English Language Skills (ELS) courses are ELD intervention courses for PRP students. The ELS course must be offered to PRP students in addition to their grade level English course when students meet specific criteria. The criteria parallel the reclassification criteria representing one step below the minimum requirement for reclassification on the CELDT and CST. The three criteria for adding this supplemental ELD intervention course are the following:

1. Overall CELDT level of 3 or less, And
2. CST ELA of Below Basic or Far Below Basic, And
3. CELDT Reading at 2 or less, or CELDT Writing at 2 or less
(SEE ATTACHMENT C.)

All three criteria must be met to add the course. It is highly recommended that the course be taught by the students’ grade level English teacher in a block format, e.g., the grade-level English course for period 1 and the ELS course for period 2. The ELS courses are year-long courses; they cannot be repeated. A student would start with ELS 1A/B and take a second year, ELS 2A/B, only if the criteria were still met with the subsequent year’s data.

PRP students currently enrolled in DRWC (2005-06) will remain in DRWC and complete that course series. Students completing the second year of DRWC should not be programmed into ELS courses.

English Language Skills courses are normed at 25:1. The specified *High Point* curriculum used in 2004-2005 and 2005-06 is no longer required. The curriculum for the course is the same grade level material as the core English class supplemented with resources that provide scaffolding of that content’s ELA standards along with additional English Language Development. The recommended resource that meets these ELA/ELD criteria for high school is the following material from Great Source®:

- Reader’s Handbook: A Student Guide for Reading and Learning,
ISBN 0-669-49008-3
- Reader’s Handbook, Student Applications Book,
ISBN 0-669-49507-7
- Reader’s Handbook, Student Applications Book, Teacher’s Ed.,
ISBN 0-669-49512-3
- Reader’s Handbook, Teacher’s Guide, ISBN 0-669-49500-X

The recommended resource that meets these ELA/ELD criteria for middle school is the following material from Great Source®:



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Reader's Handbook: A Student Guide for Reading and Learning,
ISBN 0-669-49008-3
Reader's Handbook, Student Applications Book,
ISBN 0-669-49507-7
Reader's Handbook, Student Applications Book, Teacher's Ed.,
ISBN 0-669-49512-3
Reader's Handbook, Teacher's Guide, ISBN 0-669-49500-X

Since matriculating elementary students are assessed with the DPI for determining placement in ESL or grade level English, it is possible that a sufficient number of PRP students meeting the above criteria may not be generated to form a class at the middle school level. In that event, in order to establish a complete class of 25 at either the middle school or high school, students who meet two out of the three criteria listed above may also be considered for the course.

V. MASTER SCHEDULE AND TEACHER ASSIGNMENTS

Teacher assignments should be established using the following steps:

STEP 1: Classes shall be organized based on the language and academic needs of English learners. The site administrator shall establish classes for English learners on the Master Schedule first. Assignments should be made using the following established steps:

A. English Language Development for All Grades and Programs

The site administrator shall establish ESL classes for introductory, beginning and intermediate ESL levels first. The site administrator must consider the potential of newcomers to increase enrollment in Introduction to ESL A and Beginning ESL 1A, and schedule a sufficient number of ESL classes to accommodate newcomers. Beginning ESL 1A and/or Introduction to ESL classes should start the semester with a significantly lower enrollment count than Advanced ESL 3/4 and Intermediate ESL 2A/B classes in order to accommodate enrollment growth.

ESL classes should be organized by ESL level and not by grade level; all grade levels should be scheduled into a single level ESL class in order to avoid establishing split-level ESL classes. However, when the number of English learners at the same ESL level is insufficient to form an ESL class, the site administrator will establish classes with double rosters, grouping English learners together by consecutive levels in the most reasonable manner to facilitate appropriate ESL instruction. (1B and 2A are consecutive levels; 1B and 2B are not).

Due to standards-based ESL instruction using the *High Point* textbook series, double roster classes with two or more ESL levels should be avoided. To reduce the number of double-roster ESL classes, the site administrator must consider the overall department class-size average and the potential for change in enrollment throughout the year. Year-round schools, whether three tracks or four, should



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provide ESL classes on only two tracks and all ESL course levels should be offered on both tracks. Students in PRP should be scheduled on all tracks and be provided the appropriate ELD intervention courses when needed. When ESL services are concentrated on two tracks, schools gain flexibility in scheduling, reducing the potential of double-rosters while meeting integration requirements. Reducing double or multiple ESL classes is an issue of access for ESL students since federal case law and the California Ed Code directs schools to teach English effectively and to provide access to core curriculum. For this reason schools need to pay particular attention to scheduling ESL students in Four-by-Four and SLC settings.

B. ESL classes in non-traditional settings: Four-by-Four and SLC settings

1. Small Learning Communities

Schools forming Small Learning Communities (SLC) could organize ESL classes to span across various SLCs. In this way ESL students may participate in the core curriculum of the SLC while being programmed into a single-level ESL class. A visual representation of programming students from three SLCs into a common ESL class is represented in the diagram below.

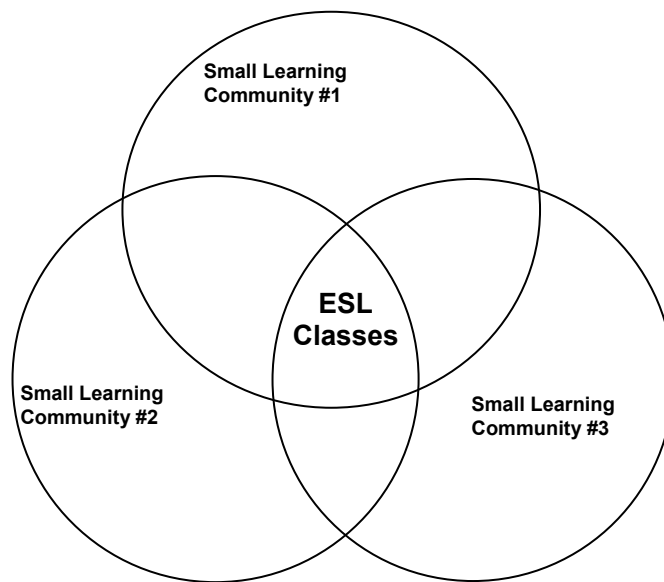


Figure 1: ESL Courses Bridging Three Small Learning Communities

2. Four-by-Four Structures

Through the 4 x 4 system students can accumulate 320 credits in four years. There is sufficient opportunity for beginning ESL 1 students to accumulate all the A-G credits within the 230 credits needed to meet the District's high school graduation requirements. Both options in the charts below do not hold students back nor deny them access.



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Option 1 provides 180 minutes of ESL per day, allowing for in-depth coverage of the curriculum with possibilities of enrichment or in-class intervention.

OPTION 1				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Period 1	ESL 1A (or ESL 2A, or ESL 3)	ESL 1A (or ESL 2A, or ESL 3)	ESL 1B (or ESL 2B, or ESL 4)	ESL 1B (or ESL 2B, or ESL 4)
Period 2	ESL 1A (or ESL 2A, or ESL 3)	ESL 1A (or ESL 2A, or ESL 3)	ESL 1B (or ESL 2B, or ESL 4)	ESL 1B (or ESL 2B, or ESL 4)
Period 3	Core or Elective Course	Core or Elective Course	Core or Elective Course	Core or Elective Course
Period 4	Core or Elective Course	Core or Elective Course	Core or Elective Course	Core or Elective Course

Option 2 provides 90 minutes of ESL per day, plus an additional 90 minutes for two of the four quarters. This provides the equivalent amount of time students receive in the traditional two blocks of ESL per day.

OPTION 2				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Period 1	ESL 1A (or ESL 2A, or ESL 3)	ESL 1A (or ESL 2A, or ESL 3)	ESL 1B (or ESL 2B, or ESL 4)	ESL 1B (or ESL 2B, or ESL 4)
Period 2	ESL 1A (or ESL 2A, or ESL 3)	Core or Elective Course	ESL 1B (or ESL 2B, or ESL 4)	Core or Elective Course
Period 3	Core or Elective Course	Core or Elective Course	Core or Elective Course	Core or Elective Course
Period 4	Core or Elective Course	Core or Elective Course	Core or Elective Course	Core or Elective Course

Both these four-by-four options enhance the opportunity for ESL students to succeed by providing adequate time for English Language Development. Additional provisions for support could also be provided within the four-by-four framework without denying access to A-G requirement courses over the span of the high school years.

C. Core Academic Classes for English Learners with “Less than Reasonable Fluency”

1. The Structured English Immersion (SEI) Program

The site administrator shall establish a sufficient number of academic classes for English learners on the basis of students’ English language proficiency and academic need. Such classes include enabling classes and standards-based sheltered academic classes taught by an authorized teacher using SDAIE with primary language support. Classes should be identified with



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“SH” in the language attribute field, not in the course title. Students at the ESL 1A/B and ESL 2A levels are most in need of primary language support and must be grouped together in core content classes taught by authorized teachers with primary language support services. In this way SEI students are provided the best opportunity to access core curriculum.

2. The Basic Bilingual Program

The site administrator shall anticipate the number of students for whom parents are likely to request a waiver to Basic Bilingual Program (or Dual-Language Program, when appropriate) and establish a sufficient number of academic classes likely to be taught in the primary language by a bilingual teacher, e.g., LAPL, Spanish for Native Speakers, math, science, and history-social science. Newcomers enrolled in beginning and intermediate ESL classes should be enrolled in academic classes taught in the primary language. These courses should be appropriately identified in the language attribute field, not in the course title.

D. Core Academic Classes for English Learners Enrolled in ESL 3 or 4

English learners enrolled in ESL 3 or 4 should be scheduled into standards-based sheltered academic classes taught by authorized teachers using SDAIE. These classes should be identified with “SH” in the language attribute field, not in the course title. These students should be clustered in the core classes of math, science, social studies and English in order to provide the needed instructional services and optimize a school’s authorized staff.

E. English Learners in the Preparation for Reclassification Program (PRP)

English Courses: The site administrator shall establish sufficient numbers of standards-based sheltered English classes for PRP students at appropriate grade levels. These classes must be taught by authorized teachers using SDAIE, and identified with “SH” in the language attribute field, not in the course title.

English Language Skills Courses: The site administrator shall establish sufficient numbers of English Language Skills classes based on the number of PRP students who meet the criteria for needing ELD intervention. These classes must be taught by an authorized teacher.

Other Core Academic Classes: The site administrator shall establish a sufficient number of sheltered classes for standards-based math, science, and history-social science for PRP students at appropriate grade levels. These classes must be taught by an authorized teacher using SDAIE, and identified with “SH” in the language attribute field, not in the course title.

STEP 2: The site administrator shall follow procedures established for staffing Master Plan classes in relation to Article IX, Section 6.1, Uniform Staffing Procedures for All K-12 Schools, of the Collective Bargaining Agreement.

The site administrator shall prepare and post a matrix of the master schedule, including Special Education classes, indicating the teacher qualifications required to



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teach each class and information regarding potential differential eligibility for classes taught in the primary language.

Although teachers with qualifications may be potentially eligible to receive differentials, it is the actual use of those qualifications in the classroom, providing primary language instruction appropriate for the program and the progress of English learners, that results in differential payment for a given semester. Schools with bilingual programs must assign a teacher with a bilingual class code (0721-Teacher, Secondary-Bilingual Spanish) to a bilingual classroom first since that teacher has a contract with the District to serve in that capacity.

When there is a shortage of authorized staff, the site administrator shall assign teachers-in-training who are participating in an approved program leading to an appropriate authorization. All such classes should be posted with teacher-in-training requirements. The site administrator shall prioritize classes on the basis of student needs for designated authorizations and indicate those classes deemed to require priority staffing on the basis of student programs described in the Master Plan for English Learners. Priorities for the assignment of bilingual paraeducators to assist teachers-in-training have been established and are described in the Master Plan on pages 178 and 179. ATTACHMENT D, PRIORITIES FOR ASSIGNMENT, summarizes teacher qualifications for the Structured English Immersion Program, the Basic Bilingual Program, and mainstream classes with English learners.

STEP 3: After the matrix developed at the school site is posted, schools are to adhere to Article IX, Section 6.1, Uniform Staffing Procedures for All K-12 Schools, of the Collective Bargaining Agreement.

It is recommended that the site administrator retain each teacher's preference form to assure that adequate information is available in the event that subsequent changes are necessary.

VI. REFERENCES AND RESOURCES

A. References directly related to the payment of differentials:

- Bulletin No.S-24, Bilingual/Language Development Salary Differentials and Incentive Stipends, Office of the Associate Superintendent, Human Resources, October 24, 2001.
- UTLA/LAUSD Contract, Article XI-B Bilingual Master Plan Program, Section 3.0, Master Plan Salary Differentials.

B. Other supportive documents for Master Plan Programs which support organization of classes and assist with compliance matters, but do not relate to differentials:

- Revision to the Master Plan for English Learners, January 2002
- Memorandum MEM-2049, Authorization to Teach English Language Learner Students, Human Resources, October 10, 2005
- Instructional Programs for English Learners: Secondary School Guide, Publication No. SC 1008, 2001



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- The Master Plan for English Learners, Publication No. GC-155, 1996
- Reference Guide REF-2182.1, Assessment of 5th/6th Grade Elementary English Learners for Placement in Middle School ELD/ESL Curriculum, Planning Assessment and Research, February 27, 2006
- Memorandum MEM-2536, Placement of Matriculating English Learners in Middle School and High School ELD (ESL/SH English) Curriculum, Planning Assessment and Research, May 22, 2006

ASSISTANCE: For assistance or information regarding the assessment of matriculating elementary English Learners, please call your local district EL staff.

For assistance with SIS, please call the Elementary SIS Support at 213/241-4617 or Secondary SIS Support at 213/241-4850.



MASTER PLAN COURSES FOR ENGLISH LEARNERS

ENGLISH AS A SECOND LANGUAGE (ESL) COURSES (Grades 6-12)

- Enabling courses for newcomers with little or no previous schooling in all programs
 - 17-01-15 Introduction to ESL A
 - 17-01-17 Introduction to ESL B

- Required Standards-Based Courses for all programs
 - 17-01-01 Beginning ESL 1A
 - 17-01-02 Beginning ESL 1B
 - 17-01-03 Intermediate ESL 2A
 - 17-01-04 Intermediate ESL 2B
 - 17-01-05 Advanced ESL 3
 - 17-01-06 Advanced ESL 4

- Enabling courses for newcomers in the Structured English Immersion Program
 - 17-31-01 ESL Math A
 - 17-31-02 ESL Math 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

- ELD Intervention for PRP students: the English Language Skills (ELS) courses
 - 17-23-21 (Eng. Lang. Skills) ELS 1A
 - 17-23-22 (Eng. Lang. Skills) ELS 1B
 - 17-23-23 (Eng. Lang. Skills) ELS 2A
 - 17-23-24 (Eng. Lang. Skills) ELS 2B

BASIC BILINGUAL PROGRAM: LANGUAGE ARTS

Language Arts in the Primary Language (LAPL): Grade-level standards-based instruction

Middle Schools

- 17-20-21 LAPL 3
- 17-20-22 LAPL 4
- 17-21-23 LAPL 5
- 17-20-24 LAPL 6

High Schools

- Spanish for Spanish Speakers
- AP Spanish
- Similar courses for speakers of other languages

Language Arts in the Primary Language (LAPL): Enabling courses for students with little or no previous schooling:

Middle Schools

- 17-20-13 LAPL 1
- 17-20-14 LAPL 2

High Schools

- 17-20-13 LAPL 1
- 17-20-14 LAPL 2
- 17-20-21 LAPL 3
- 17-20-22 LAPL 4



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ATTACHMENT B

ENABLING COURSE DESCRIPTIONS

COURSE: ESL Math A/B (Course Codes: 17-31-01/02 Grades 6-11, Elective Credit)

Course Description

ESL Math AB is a one-year enabling course for newcomers enrolled in the Structured English Immersion Program. The course is designed to provide an introduction to key language and concepts in mathematics and to build a foundation for standards-based mathematics instruction taught in English. It may be offered under the following conditions:

- As a prerequisite for standards-based sheltered math courses taught using specially designed academic instruction in English (SDAIE).
- As an intervention for English learners in need of basic language and conceptual development in mathematics, to be offered during summer or intersession.

Recommended Curriculum for ESL Math A/B

Longman Math Student text 0-13-193023-0

Longman Math Teacher's Edition 0-13-193024-9

COURSE: ESL Science A/B (Course Codes: 17-36-01/02, Grades 6-11, Elective Credit)

Course Description

ESL Science AB is a one-year enabling course for newcomers enrolled in the Structured English Immersion Program. The course is designed to provide an introduction to key language and concepts in science and to build a foundation for standards-based science instruction taught in English. It may be offered under the following conditions:

- As a prerequisite for standards-based sheltered science courses taught using specially designed academic instruction in English (SDAIE).
- As an intervention for English learners in need of basic language and conceptual development in science, to be offered during summer or intersession.

Recommended Curriculum for ESL Science

Longman Science: Student text 0131930303; Workbook 0131930311

Longman Science: Teacher's Guide 013193032X

COURSE: ESL History-Soc. Sci. A/B (Codes: 17-37-03/04, Grades 6-11, Elective Credit)

Course Description

ESL History-Social Science AB is a one-year enabling course for newcomers enrolled in the Structured English Immersion Program. The course is designed to provide an introduction to key language and concepts in history-social science and to build a foundation for standards-based history-social science instruction taught in English. It may be offered under the following conditions:

- As a prerequisite for standards-based sheltered history-social science taught using specially designed academic instruction in English (SDAIE).
- As an intervention for English learners in need of basic language and conceptual development in science, to be offered during summer or intersession.

Recommended Curriculum for ESL History

Longman Social Studies: Student text 0131930257; Workbook 0131930273

Longman Social Studies: Teacher's Guide 0131930281



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SIS Extract to Determine PRP Candidates for English Language Skills

The ELS criteria are one step below the minimum for reclassification. All three criteria must be met to qualify for the course. CELDT and CST scores must be current, i.e., annual CELDT from 2005-06, and CST from May '05 unless May '06 CST scores become available. The three criteria are:

1. Overall CELDT score of 3 or less,
And
2. CST ELA of Below Basic or Far Below Basic,
And
3. CELDT Reading at 2 or less, OR CELDT Writing at 2 or less

THE FOLLOWING SIS INSTRUCTIONS WILL IDENTIFY THE STUDENTS WHO MEET THE CRITERIA FOR THE ENGLISH LANGUAGE SKILLS COURSE:

ID99,3 (choose for active students)

STUDENT SELECTION

341=L (LEP students)

351=P (PRP master plan program)

141<11 (selects 10th, 9th, 8th, 7th, & 6th graders)

340≤3 (selects CELDT Overall 3, 2, 1 or blank)

339≤2 (selects CELDT Writing 2, 1 or blank)

[Press F3 before selecting field 338 to activate the OR provision.]

338≤2 (selects CELDT Reading 2, 1 or blank)

991<B (selects CST E/LA level far below basic, below basic or blank)

411= blank (eliminates current DRWC placed students)

SORT SELECTION (track and grade level)

142, 141,

ITEM SELECTION

102 (record number)

101 (name)

140 (grade and track)

341 (language classification)

991 (CST-ELA level)

336 (CELDT date)

340 (CELDT overall)

339 (CELDT writing)

338 (CELDT reading)

410 (DRWC Code for 2004-05)

411 (current DRWC placement)

441 (CAT6 date)

444 (CAT6 reading total)

908 (English grade)

702 (SDC)

703 (RSP)



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ATTACHMENT D

PRIORITIES FOR ASSIGNMENT

I. REQUIREMENT: ENGLISH LANGUAGE DEVELOPMENT (ELD)

- ESL courses in all programs, as well as enabling content-based ESL courses, English Language Skills (ELS) courses for PRP students, and ESL within Special Education programs:
 1. LDS/CLAD/BCLAD
 2. Teacher-in-Training*
- English courses with English learners in PRP, including Special Education.
 1. LDS/CLAD/SB1969/SB395/BCLAD
 2. Teacher-in-Training*

Note: An ESL teacher is required to be trained in the *High Point* curriculum.

Additionally, ESL teachers should have an underlining base credential in English or foreign language, or a degree in TESOL or linguistics. The same holds true for teachers of ELS courses.

BCLAD teachers may be assigned to teach ELD (in ESL courses or core English) when all classes requiring a BCLAD teacher for primary language instruction have been staffed appropriately.

II. REQUIREMENT: CORE CURRICULUM

Standards-Based Academic Courses (Math, Science, History-Social Science) with English learners enrolled in Intro to ESL A/B, Beginning ESL 1A/B, and/or Intermediate ESL 2A/B

- Structured English Immersion Program
 1. BCC/BCLAD or LDS/CLAD/SB1969/SB395 with a bilingual paraeducator
 2. Teacher-in-Training* with a bilingual paraeducator
- Basic Bilingual Program
 1. BCC/BCLAD
 2. Teacher-in-Training* with a bilingual paraeducator
- Academic courses with English learners in Advanced ESL 3/4 or PRP
 1. LDS/CLAD/SB1969/SB395/BCLAD/BCC
 2. Teacher-in-Training*

Note: BCLAD teachers may be assigned to teach academic courses for English learners with advanced levels of fluency when all classes requiring a BCLAD teacher for primary language instruction have been staffed appropriately.

*When a teacher-in-training is assigned to teach English learners due to a shortage of state authorized staff, the teacher's training goal must correspond to the authorization identified as the number one priority for the assignment. The teacher must be working to obtain the identified qualifications. Additional information regarding authorizations to teach English learners is found in Memorandum MEM-2049, Authorization to Teach English Language Learner Students, Human Resources, October 10, 2005, and in the Master Plan on pages 173-179.