

The purpose of this document is to provide schools with procedures for the proper placement of English Learners in English Language Development classes and core content classes until our English Learner Master Plan is updated to reflect the Every Student Succeeds Act and the English Language Proficiency Assessment for California,

Placement Guidelines for English Learners

Emery Secondary School

The registrar must consider the English learner's age as the primary indicator when determining student's initial grade level. Other data sources, may be used for placement in the appropriate ELD course.

- English Language Proficiency Assessment for California (ELPAC)
- Scholastic Reading Inventory (SRI) administered for reclassification
- i-Ready Diagnostic Data

When conflicting test data occurs, the ELD Coordinator and teachers should be consulted to determine student placement.

Anna Yates Middle School

The registrar must consider the English learner's age as the primary indicator when determining student's initial grade level. The student's English Language Proficiency should be used to determine which cohort to place the student in. Emerging-Expanding ELs should be placed in Cohort A and Expanding-Bridging ELs should be placed in Cohort B to ensure Designated support. Long Term English Learners (5 or more years as an EL) should also be placed in Cohort B to ensure specific LTEL support.

Anna Yates Elementary School

The registrar must consider the English learner's age as the primary indicator when determining student's initial grade level. The student's English Language Proficiency will determine if the student is placed in a Structured English Immersion or English Language Mainstream class. If a student is at the Emerging-Expanding level they will be placed in Structured English Immersion. If a student is at the Expanding -Bridging level they will be placed in an English Language Mainstream class.

Comprehensive English Language Development

According to the California English Language Arts/English Language Development Framework, all English learners require both Designated and Integrated ELD.

Designated ELD: English Learners must receive Designated ELD services. “Designated ELD is a protected time during the regular school day when teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.”

“During this protected time, ELs are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language” (ELA/ELD Framework, 2014, p.106)

Integrated ELD: The ELA/ELD Framework defines Integrated ELD as “ELD taught throughout the day and across all disciplines” (ELA/ELD Framework, 2014, p. 107). Integrated ELD is taught in all content area classes in which content teachers of English learners must use the CA ELD Standards in tandem with their content standards.

Long Term English Learners (LTELs) are defined as students who have not reclassified after completing five years in U.S. Schools and are in grades 6-12. LTELs will receive instruction to accelerate their oral and written language development as well as academic and domain specific vocabulary.

English Learners with Individual Education Plans (IEPs): English learners with disabilities should receive ELD in the general education classroom with students of like age/grade and language proficiency to the greatest extent possible and in accordance with the student’s IEP. The Special Factors page in the student’s IEP will indicate how the student’s language needs are being met.

Interim Reclassification Requirements

Grade	Proficiency on ELPAC	Demonstration of Basic Skills		Teacher Evaluation	Parent Notification
1	Overall Spring 2018 ELPAC Proficiency of 4 with no sub scores below 3.	i-Ready Reading	Early First Grade or above	<p>Student will qualify for reclassification on the teacher evaluation criterion based on performance level marks</p> <p>✓ Average of 2.5 or higher in English Language Arts, Social Studies, and Science on Standards-Based Report Card</p>	√

2	Same as grade 1.	i-Ready Reading	Early second grade or above.	Same as above.	√
3	Same as grade 1.	Scholastic Reading Inventory	500 and above	Same as above.	√
4	Same as grade 1.	Scholastic Reading Inventory	600 and above	Same as above.	√
5	Same as grade 1.	Scholastic Reading Inventory	700 and above.	Same as above.	√
6	Same as grade 1.	Scholastic Reading Inventory	800 and above.	Student will qualify for reclassification on the teacher evaluation criterion based on performance level marks ✓ Report card grade of C or better in English Language Arts	√
7	Same as grade 1.	Scholastic Reading Inventory	850 and above.	Same as above.	√
8	Same as grade 1.	Scholastic Reading Inventory	900 and above.	Same as above.	√
9	Same as grade 1.	Scholastic Reading Inventory	1000 and above.	Same as above.	√
10	Same as grade 1.	Scholastic Reading Inventory	1025 and above.	Same as above.	√
11	Same as grade 1.	Scholastic Reading Inventory	1050 and above.	Same as above.	√
12	Same as grade 1.	Scholastic Reading Inventory	1050 and above.	Same as above.	√

ELD Instruction and SDAIE Instruction but not Primary Language Instruction

In this class or course, ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). Specially Designed Academic Instruction in English is an approach used to teach academic courses to English learners.

ELD Curriculum

TK-Grade 5 National Geographic *Reach for Reading*

Newcomer National Geographic *In the USA*

TK-Grade 8 i-Ready Diagnostic and Differentiated Online Instruction

i-Ready supports different levels of language proficiency and specifically engages EL students through text-to-text, text-to-self, and text-to-world instruction. The vocabulary words used throughout the instructional program include Tier 2 high-utility words that are specifically chosen to maximize EL students' vocabulary.

Grades 6-8 English 3D Course I (Expanding-Bridging, LTEL)

Grades 9-12 English 3D Course II

