Master Schedule and Placement Recommendations for English Learners 2017-18

English Learner Typology	Junior High	High School
Long Term English Learner and/or "At Risk" of becoming LTEL	**Course: AVID Excel 7th and 8th** (students are <u>**recruited**</u>) Team (EL Services Curriculum Specialist, AVID Coordinator, AVID Excel Teacher) reviews data, interviews students and selects students for program. Criteria: • 3 years of CELDT History – Intermediate or Early Advanced, No Movement/No Progress for 2 years or more or who regressed • U.S. school enrollment date in U.S. schools for 4+ years • Writing sample • Oral Interview Enrollment kept under 30 students to allow for more individualized/diagnostic instruction.	The AVID pathway will be a choice for AVID Excel students upon matriculation to high school in 2018-19.
Long Term English Learner	**Course: ELM** (students are <u>**placed**</u>) Team (EL Program Chair, EL Coordinator, ELD teachers, Counselor) reviews criteria and recommends placement. Criteria: • 3 years of CELDT History – Intermediate-Early Advanced, No Movement/No Progress for 2 years or more or who regressed (Priority goes to lower level proficiency) • U.S. school enrollment data in U.S. schools for 5+ years • Movement Through Program form (MTP) • If SWD EL, students should be "clustered" (up to 6 students in a class). Case Carrier and ELM teacher discuss the Linguistically Appropriate Goals from IEP. • Open to both 7th and 8th grade students BUT target 7th grade. • Students who were in ELM in 7th grade and who are performing at or above average overall <u>**should not**</u> be enrolled in 8th grade ELM. Monitor students throughout 8th grade. If students struggle, determine if additional language support is needed and consider recommending students for **Language and Literacy for ELs** during 9th grade registration. <mark>**Also Consider:** Students who have exited ELD II need to be in an additional language support class. Students should be tagged and monitored to distinguish from LTEL.</mark>	**Course: Language and Literacy for ELs** (students are <u>**placed**</u>) Team (EL Program Chair, EL Coordinator, ELD teachers, Counselor) reviews criteria and recommends placement. Criteria: • 3 years of CELDT History – Intermediate or Early Advanced, No Movement/No Progress for 2 years or more or who regressed. • U.S. school enrollment date in U.S. schools for 6+ years • Student received C- or lower past two years of English classes (grades 7-9) and/or student received D or F in 2-3 core classes • Consider alternate elective for student who <u>**has not**</u> made language gains in previous year's support class (ELM, Reading). It is recommended that counselors and/or EL Program Chair conference with the student prior to enrollment so student understands why they are being placed in the class.

English Learner Typology	Junior High	High School
Newcomer-Emerging	**Course: ELD I and ELD I Literacy Support** Team (EL Program Chair, EL Coordinator, ELD teachers, Counselor) reviews criteria and recommends placement. Criteria: - CELDT Overall Beginning (1) – *ELPAC Emerging* - U.S. school enrollment date - Students are assessed at beginning of school year to ensure proper placement	**Course: ELD I and ELD I Literacy Support** Team (EL Program Chair, EL Coordinator, ELD teachers, Counselor) reviews criteria and recommends placement. Criteria: - CELDT Overall Beginning (1) - *ELPAC Emerging* - U.S. school enrollment date - Students are assessed at beginning of school year to ensure proper placement
Newcomer-(Early) Expanding	**Course: ELD II and ELD II Literacy Support** Team (EL Program Chair, EL Coordinator, ELD teachers, Counselor) reviews criteria and recommends placement. Criteria: - CELDT Overall Early Intermediate (2) – *ELPAC Emerging-Early Expanding* - Movement Through Program form (MTP) - Students should have successfully completed ELD I or initially assessed at Early Intermediate - Students are assessed by teacher at the beginning of school year to ensure proper placement	**Course: ELD II and ELD II Literacy Support** Team (EL Program Chair, EL Coordinator, ELD teachers, Counselor) reviews criteria and recommends placement. Criteria: - CELDT Overall Early Intermediate (2) - *ELPAC Emerging-Early Expanding* - Movement Through Program form (MTP) - Students should have successfully completed ELD I or initially assessed at Early Intermediate - Students are assessed by teacher at the beginning of school year to ensure proper placement
Expanding	**Course: English 7 or English 8** Team (EL Program Chair, EL Coordinator, ELD teachers, Counselor) reviews criteria and recommends placement. Criteria: - CELDT Overall Intermediate (3) – *ELPAC Expanding* - Movement Through Program form (MTP) - Students should have successfully completed ELD II - Students are strategically grouped (clustered) in English courses	**Course: ELD III and ELD III Literacy Support** Team (EL Program Chair, EL Coordinator, ELD teachers, Counselor) reviews criteria and recommends placement. Criteria: - CELDT Overall Intermediate (3) - *ELPAC Expanding* - Movement Through Program form (MTP) - Students should have successfully completed ELD II - Students are assessed at the beginning of school year to ensure proper placement

<u>Other considerations for scheduling English Learners:</u>

- Cluster (5-6 students) ELs by language proficiency level with strategically selected core teachers (English, Math, Science, History/Social Science).
- For ELD and ELD support courses, maintain class size below 28 students if possible. Class size not to exceed 30 students. ELD I and II may be combined.
- Schedule courses with ELD I and II students strategically throughout the day to increase opportunities for Bilingual Instructional Assistants to assist students in math, science, and history/social science. **Cluster ELD I and II students by language** (all Spanish speakers in a cluster of 5-6, all Arabic in a cluster, etc.).
- Concurrent enrollment in World Language courses should be encouraged for students to develop and build upon their home language (L1). A strong L1 significantly supports second language acquisition.
- For EL SWD, if IEP team is considering placement in ELD class, consult EL Program Chairperson for input.