



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: Elementary Master Plan Program Class
Organization, Instructional Services and Staffing for
English Learners and Standard English Learners

NUMBER: REF-3661.4

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

Lydia Acosta Stephens, Executive Director
Multilingual and Multicultural Education Department

DATE: April 26, 2019

ROUTING

LD Superintendents
Administrators of
Instruction
Elementary Directors
LD EL Coordinators
Elementary Principals
School Site EL Designees
UTLA Chapter Chairs

PURPOSE: The purpose of this Reference Guide is to provide guidance and procedures on the elementary Master Plan program class organization and staffing as it relates to the Collective Bargaining Agreement between Los Angeles Unified School District (L.A. Unified) and United Teachers of Los Angeles (UTLA), Article IX-A, Section 2.0, Uniform Staffing Procedures for All ETK-12 Schools, in alignment with the Federal Guidelines for English Learner students dated November 29, 2016 and the *2018 Master Plan for English Learners and Standard English Learners* (2018 Master Plan).

As part of the core instructional program provided through general funds, all English Learners (ELs) in L.A. Unified receive a comprehensive ELD program to support their achievement in attaining English language proficiency and meeting grade level content standards within a reasonable amount of time. According to state and federal guidelines, districts must take appropriate action to overcome language barriers that impede ELs from attaining English language proficiency and from meeting grade level content standards. 20 U.S.C. §§ 1703(f); *Castaneda v. Pickard*, 648 F.2d 989 (5th Cir. 1981).

MAJOR CHANGES: This Reference Guide replaces REF-3661.3, Elementary Master Plan Program Class Organization and Staffing for English Learners, dated April 10, 2015. The major changes include:

- Adoption of new Master Plan program names
- Updated Master Plan class organization guidelines for ELs
- Inclusion of instructional guidelines for Standard English Learners (SELs)
- English Language Proficiency Assessments for California (ELPAC)
- Incorporation of guidance for identifying EL instructional services attributes by class and program

INSTRUCTIONS: I. BACKGROUND

The U.S. Department of Education's Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division released joint guidance on January 7, 2015, to assist all public schools in meeting their legal obligations to



ensure that ELs can participate meaningfully and equally in educational programs and services. Additionally, the *California English Language Arts /English Language Development Framework* (ELA/ELD Framework) calls for districts to ensure that schools deliver a Comprehensive ELD instructional program consisting of Integrated and Designated ELD. The ELA/ELD Framework defines Integrated and Designated ELD on page 31 as follows:

- *Integrated ELD (iELD)*: is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.
- *Designated ELD (dELD)*: is provided by teachers during a protected time in the school day. Teachers use the CA ELD Standards as the focal standards that build into and from content instruction to develop the critical language ELs need for content learning in English.

To ensure that ELs strengthen their abilities to use English as they simultaneously learn content through English, educators foster an assets-based mindset by knowing, valuing, and affirming their students' cultures and languages.

To meet these desired outcomes for ELs, the L.A. Unified Board of Education approved the following elementary English Learner Master Plan instructional programs in the adoption of the 2018 Master Plan:

1. Dual Language Two-way Immersion Program (TWI)
2. Dual Language One-way Immersion Program (OWI)
3. Language and Literacy in English Acceleration Program (L²EAP)
4. Mainstream English Program (ME)

The L²EAP program replaces the previous Structured English Immersion program created under Proposition 227. The goal of L²EAP is to provide ELs at ELPAC performance levels 1 through 3 targeted dELD and iELD to support the rapid acquisition of English proficiency and access to grade level academic content. Instruction in this program incorporates the use of the students' primary language and cultural resources to support advancement of English language development and knowledge of grade level content. Attachment A outlines the eligible student populations, program goals, and key instructional services for the each of the adopted elementary Master Plan instructional programs.

All elementary schools in L.A. Unified must strategically organize classrooms to ensure that the linguistic and academic needs of ELs are addressed. The organization of classes must be personalized based on the school's EL student population, available Master Plan instructional programs (based on parent/guardian selection), and ELs' ELPAC performance levels and academic needs. School administrators must also consider the 2018 Master Plan guiding



questions, when organizing classes for ELs. An appropriate and strategic Master Plan classroom composition supports the sound delivery of a Comprehensive ELD program which is inclusive of dELD and iELD.

II. MASTER PLAN CLASS ORGANIZATION

The site administrator is responsible for carefully organizing classes based on the 2018 Master Plan guidelines to ensure that the linguistic and academic needs of ELs, including those with disabilities, are met. The site administrator is ultimately responsible for ensuring a sound class composition for the effective delivery of dELD and iELD instruction.

To provide an effective Comprehensive ELD program, the site administrator must utilize the 2018 Master Plan's guiding questions (see Attachment B).

A. Who are our EL students?

For a thoughtful organization of classes, it is essential to first consider the size of the EL student population, the different types of students that make up the school's student population, and the ELs' English proficiency levels and academic needs. ELs' academic needs can be determined by reviewing District and school formative and summative assessments (e.g., Smarter Balanced Assessment (SBA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), progress report marks, and student work samples). Additionally, schools may convene a Student Support and Progress Team (SSPT) meeting to review students' linguistic and academic progress to inform placement. For a brief description of each EL typology, refer to table 8 on chapter 4 of the [2018 Master Plan](#).

B. What are our instructional program options?

After analysis of the different typologies of EL students, consider the available Master Plan program options at the school site. Schools may consider adopting additional Master Plan instructional programs based on parent request or shifts in student populations. For a detailed list of available Master Plan program options and corresponding instructional services, see Chapter 1 of the [2018 Master Plan](#).

C. How do we determine classroom composition?

After considering the different typologies of ELs and available Master Plan program options, the principal determines the best possible classroom organization structure for ELs to receive a robust Comprehensive ELD (dELD and iELD) program. Schools have the flexibility to organize classrooms homogeneously and/or heterogeneously based on student language classification and overall ELPAC performance levels. The strategic composition of classrooms provides a crucial foundation for the delivery of dELD and iELD. Additionally, the classroom composition should provide the opportunity for ELs students to interact with other students of different social, cultural and linguistic assets and needs. This enables each group to learn from other groups.



The following steps should be followed when organizing of classes:

Step One: Prior to organizing classes, the site administrator must ensure EL Master Plan information is updated and reflected in the My Integrated Student Information System (MiSiS).

Step Two: Use MiSiS to generate Elementary Reorganization Cards, Master Plan Rosters and English Learner Monitoring Rosters by teacher. These cards and rosters will be needed to determine student classification counts (English Only [EO], Initial Fluent English Proficient [IFEP], Reclassified Fluent English Proficient [RFEP], English Learner [EL]) and the students' overall ELPAC performance levels.

Step Three: Use the information from the rosters (and guiding questions from Attachment B) to organize classes at each grade level based on: Language classification, Master Plan instructional program, and overall ELPAC performance level. The Master Plan class organization structure for each school will depend on the size of the EL student population and ELs' linguistic and academic needs. Schools can use Attachment E to organize student counts by grade level and ELPAC performance level.

Step Four: Schools may select either a heterogeneous and/or homogeneous classroom organization composition.

1. Heterogeneous Classroom Organization Guidelines

Schools with large EL student populations (30% or more) or moderate-sized EL student populations (11% to 29%):

- L²EAP: Cluster ELs in each grade level at overall ELPAC performance levels 1-3 with non-ELs. Optimally, a cluster of ELs consists of one-third to two-thirds of the class.
- Mainstream English Program: Cluster ELs in each grade level at overall ELPAC performance level 4 with non-EL students. Optimally, a cluster of ELs consists of one-third to two-thirds of the class.

NOTE: Classrooms that are organized heterogeneously will require teaming at the grade level for the delivery of daily differentiated dELD to maximize the instructional time for ELs and non ELs (dELD, MELD, Academic Language Development, Target Language Development).

Schools with small EL student populations (10% or less):

- L²EAP: Group ELs per grade level at overall ELPAC performance levels 1-3 with one EL authorized teacher, heterogeneously grouping them with non-ELs.

NOTE: There might be situations where the students' primary



language needs and available primary language supports necessitate a different placement structure.

- **Mainstream English Program:** Place ELs at the grade level at overall ELPAC performance level 4 (or students Withdrawn by a Parent Request from L²EAP at ELPAC performance levels 1 through 3) with one EL authorized teacher, heterogeneously grouping them with non-ELs.

2. Homogeneous Classroom Organization Guidelines (100% ELs)

The following guidelines must be followed if the school determines for a homogeneous classroom organization structure:

- **L²EAP:** In classrooms that are comprised of 100% ELs, organize classrooms with no more than three consecutive overall ELPAC performance levels in each grade level (1-2, 2-3, or 1-3).
- **Mainstream English Program:** In classrooms that are comprised of 100% ELs, organize classrooms with students at overall ELPAC performance level 4 or former L²EAP students in ELPAC performance levels 1-3 who have been withdrawn by a parent request.

NOTE: Classrooms that are comprised of 100% ELs will require teaming at the grade level during a portion of daily iELD instruction to meet the heterogeneous grouping requirement.

a. Heterogeneous Grouping Requirement

Federal guidelines prohibit the segregation of students. However, based on student need, certain EL classes may be designed to require that English Learners receive separate instruction for a limited portion of the day. When the classroom composition consists of 100 percent ELs, heterogeneous grouping is mandatory on a daily basis for a portion of the day in content areas such as ELA, Math, Science, Social Studies, Health, the Arts and Physical Education.

Heterogeneous grouping requires that ELs be grouped with Fluent English Proficient students (EOs, IFEPs, and RFEPs). Teachers must deliver specialized instruction based on the content ELD standards in tandem, utilizing English Learner strategies to ensure that ELs progress linguistically and academically to meet grade-level content standards. In cases where the number of EOs, IFEPs, and RFEPs is limited, ELs should be heterogeneously grouped with ELs at different overall ELPAC performance levels.

D. How do we flexibly group students for instruction?

ELs, including those with disabilities, at all English proficiency levels and



at all ages, must be provided a Comprehensive ELD program which consists of daily iELD and dELD.

1. Integrated ELD (iELD) Instruction

ELs in L²EAP and the Mainstream English Program will achieve grade level core content proficiency. Instruction in iELD consists of the implementation of the EL Instructional approaches (see Attachment C for the list and components of the EL Instructional Approaches), the use of the content standards as the focal standards in tandem with the ELD standards and the provision of primary language support (according to student need).

- a. Schools that determine to heterogeneously organize ELs into classrooms with non-ELs are already structured to meet the heterogenous grouping requirement during iELD instruction. Schools may choose to team at the grade level for iELD to further differentiate instruction based on students' language, literacy and academic need.
- b. Schools that opt to homogeneously organize ELs at each grade level and have classrooms that are comprised of 100% ELs will require heterogeneous grouping at the grade level during a portion of daily iELD instruction to develop language and literacy.

2. Designated ELD (dELD) Instruction

dELD consist of the implementation of the EL Instructional Approaches and the use of the ELD standards as the focal standards that build into and from content instruction. dELD must be differentiated by overall ELPAC performance level. It is highly recommended that the dELD instructional time take place at the same time schoolwide or at the same time by grade level to support the differentiation of dELD by overall ELPAC performance levels.

- a. Schools that opt to homogeneously organize ELs by performance level at each grade level are already structured to provide daily differentiated dELD instruction. Schools may choose to team at the grade level to further differentiate by one overall ELPAC performance level.
- b. Schools that opt to heterogeneously organize ELs into more than one classroom at the grade level will require teaming for the delivery of daily differentiated dELD.
 - For schools with large and moderate-sized EL Student populations, group ELs at each grade level for daily dELD instruction by one, or no more than two, consecutive overall ELPAC performance levels.



- For schools with small EL student populations, group all ELs at each grade level for daily dELD instruction with one or no more than two EL authorized teachers in order to provide differentiated instruction by overall ELPAC performance levels.

3. Required Number of Minutes for Daily dELD

ELs must receive the required daily dELD instructional minutes until they are Reclassified Fluent English Proficient (RFEP). The objective of this instructional service is to increase ELs' English language proficiency as measured by the ELD standards and ELPAC. The chart below provides the required daily minimum of uninterrupted ELD minutes by Master Plan program:

Master Plan Program	Overall ELPAC Level	Required Daily Minutes
L ² EAP	Levels 1-3	60 minutes
Mainstream English Program	Levels 1-3*	60 minutes
	Level 4	45 minutes
Dual Language Two-way Immersion	Any Level	30-45 minutes
Dual Language One-way Immersion	Any Level	45-60 minutes

*If ELs at ELPAC performance levels 1-3 are participating in a Mainstream English class per a parent/guardian request, the daily dELD time for the EL students must be 60 minutes.

E. How do we differentiate instruction to meet students' needs?

The final step for providing an effective Comprehensive ELD program for ELs is differentiating instruction by language, literacy and academic needs. Teachers should use formative assessment data to determine the students who are excelling, those making adequate linguistic and academic progress and those who might be struggling. Formative assessment data can be used to flexibly group students for targeted instruction and support.

III. ELS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

All ELs, including those with an Individualized Education Program (IEP), are expected to make progress in learning English and achieve grade-level content standards in accordance with their IEP. ELs with disabilities must receive language and special education services. To fulfill this requirement, instruction for ELs with disabilities includes daily dELD instruction based on overall ELPAC performance level, iELD during content instruction, primary language support (as appropriate) and instructional supports/accommodations based on the student's IEP. The IEP team must consider the least restrictive environment for each EL student with disabilities to receive the required instructional services. Whenever possible, ELs with disabilities should receive dELD in a general education classroom with students of like age/grade and language proficiency.



IV. INSTRUCTIONAL GUIDELINES FOR STANDARD ENGLISH LEARNERS

L.A. Unified actively embraces the numerous strengths and assets that our Standard English Learners (SELs) contribute to the school community, while simultaneously connecting students' knowledge and skills to the academic English that will help them be successful in the school environment (L.A. Unified Board Resolution "Strengthen Support for Standard English Learners" 097-13/14).

There are differences between the varieties of English that SELs use in their home communities and Standard English, therefore SELs may experience difficulties in successfully participating in school if their teachers do not actively support them to develop standard English, and more specifically academic English ([Chapter 9, CA ELA/ELD Framework](#)).

As noted in the California ELA/ELD Framework (2014), "Simply immersing students in standard English and ignoring differences between standard English and the [varieties] of English that SELs use...is ineffective and not conducive to a positive and productive learning environment" (p. 917).

A. Academic English Proficiency Targets

Probable SELs who have one or more At-Risk Data Warnings (see Table 13 in Chapter 5 of [2018 Master Plan](#)) should be given the Language Assessment Scales (LAS Links) screening to identify their academic English Language Proficiency Level.

Academic English Proficiency Levels

- Level 1: Beginning
- Level 2: Early Intermediate
- Level 3: Intermediate
- Level 4: Proficient
- Level 5: Above Proficient

After reaching an academic English proficiency level of 5, students should receive Academic Language Development (ALD) support. They can participate in ALD and/or enrichment Mainstream English Language Development (MELD) ([2018 Master Plan](#), Chapter 2, page 56).

B. The Difference between MELD and ALD

L.A. Unified seeks to help SELs learn academic English as an additional language skill; we do not make an attempt to "correct" or eliminate their home language skills. L.A. Unified therefore offers MELD and ALD, responsive language development instructional programs that develop listening, speaking, reading, and writing skills in academic English.



C. Operationalizing MELD and ALD

Standard English Learners (SELs) are identified for differentiated instructional opportunities, not program placement. Effective language and literacy differentiation for SELs consists of the effective delivery of MELD and ALD as outlined in Chapter 5 of [2018 Master Plan](#). The site administrator is responsible for making the final decision to ensure a sound class composition for the delivery of MELD, ALD, and the implementation of Culturally and Linguistically Responsive instruction for Standard English Learners. These must be present to ensure that SELs are not denied an equal opportunity to learn.

Each school site must designate a language development block of time (45-60 minutes) for SELs. Schools may be creative in the way they operationalize MELD by utilizing a Walk-To, Push In, Pull Out, or Self Contained model. This would optimally take place concurrently with ELs receiving ELD instruction. Sample MELD Scheduling and Planning Resources are provided on pages 117 and 118 in Chapter 5 of the [2018 Master Plan](#).

The organization of Mainstream English Language Development for SELs is determined based on the following factors:

1. Language Classification of EO or IFEP
2. Within LAUSD, the majority of SELs can be found among these four ethnic groups. (Please note, SELs are not exclusive to these ethnic groups. Additional groups are identified in Chapter 9 of the California ELA/ ELD Framework.)
 - African American, Latino, American Indian, Hawaiian/ Pacific Islander
3. SELs' academic needs as measured by district and school formative and summative assessments (SBAC, DIBELS, progress report cards, student work samples)
4. SELs' language and literacy needs are measured by overall LAS Links Proficiency Levels (1-5)
 - Beginning, Early Intermediate, Intermediate, Proficient, Above Proficient

D. Curriculum and Resources for Mainstream English Language Development

SELs possess a variety of linguistic and cultural abilities that are viewed as assets. Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent through use of high-impact essential practices.

To address the language and literacy needs of SELs, L.A. Unified developed AEMP, a comprehensive research and evidence based program offering professional development (PD) as well as curricular resources.



The Academic English Mastery Program (AEMP) has developed grade specific MELD Instructional Guides for the elementary and secondary level. The MELD Instructional Guides are designed with the specific purpose of supporting and structuring MELD intervention for SELs. The resources can be accessed on AEMP's website (<https://achieve.lausd.net/aemp>). In addition to the MELD Instructions Guides, other culturally and linguistically responsive tools can be accessed along with information on upcoming professional development opportunities.

Schools are to utilize materials from the District approved ELA adopted curriculum to use with SELs. Teachers may also use culturally relevant literature or materials from the content areas to design lessons that develop standard and academic English.

V. DUAL LANGUAGE EDUCATION PROGRAMS

For existing Dual Language Education (DLE) programs, the site administrator needs to anticipate the number of new applications for Dual Language Two-Way or One-Way Immersion Programs and must establish the appropriate number of classes. For continuing students, the site administrator will assign students to the appropriate DLE Program classes for the grade level.

To address parents requesting a dual language program, follow the procedures outlined in [REF-056098, Proposition 58 Implementation Guidelines](#), dated September 10, 2018.

VI. ENTERING SECTION ATTRIBUTES FOR EL SERVICES IN MISIS

As part of Master Plan program placement and classroom organization, schools must take appropriate steps to ensure that ELs are being provided the required EL instructional services [MiSiS code English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and/or Primary Language Instruction in MiSiS). It will not be enough to assume that appropriate services are being provided based simply on teachers' credentials or EL authorizations.

The appropriate section attributes of EL instructional services must be entered into MiSiS for course sections where one or more English Learners are enrolled. Follow the instructions below to access the Section Attributes Screen in MiSiS.

- Step 1: Log in with the "Scheduling Administrator" role.
- Step 2: Select "Master Scheduling" under Admin menu.
- Step 3: Select the correct term (2019-2020 Elementary – Single Track A)
- Step 4: Click the "Section Editor" button.
- Step 5: Hover over the course section to be checked and click on the "+" sign to access the attribute screen.



For each class with one or more EL, enter the appropriate services from the “English Learner Service” box.

For classes taught in the students’ primary language (e.g., in Dual Language Two-Way or One-Way Immersion Programs), enter the following in MiSiS:

1. The appropriate Master Plan program
2. The language of instruction
3. The appropriate English Learner service(s)

For more detailed information, reference the MiSiS job aid, [*Adding Section Attributes for English Learner Services*](#).

VII. ASSIGNMENTS AND STAFFING PROCEDURES FOR TEACHERS OF ENGLISH LEARNERS

All teachers of ELs teaching in Language and Literacy in English Acceleration Program (L²EAP), Mainstream English Program (ME), Dual Language Two-Way Immersion Program (TWI), and Dual Language One-Way Immersion Program (OWI) classes must be fully authorized to teach ELs.

Teacher assignments should be made in accordance with Article IX-A of the LAUSD-UTLA Collective Bargaining Agreement, keeping in mind the following credential/certification/authorization requirements in Attachment D.

Teachers with a bilingual class code (0722-Teacher, Elementary-Bilingual Spanish) should be assigned to a Dual Language Education classroom since that teacher has a contract with LAUSD to serve in that capacity. They may also be assigned to L²EAP classes with ELs as indicated in ATTACHMENT D. The English Learner Master Plan establishes staffing priorities based on the instructional needs of students. BA/BCC/BCLAD teachers should be assigned to grade levels with the greatest numbers of ELs requiring primary language instruction or support (overall ELPAC performance levels 1 - 2).

NOTE: Schools with Expanded Transitional Kindergarten (ETK) will assign qualified staff to align with the ETK and the Transitional Kindergarten (TK) or Kindergarten program to ensure that instruction is appropriate for all ELs.

RELATED RESOURCES:

[2018 Master Plan for English Learners and Standards English Learners](#)

[Elementary Master Plan Program Class Organization Module](#)

[2014 English Language Arts/English Language Development Framework, dated July 2015.](#)

[2018-19 English Learner \(EL\) Program Instrument, California Department of Education, dated May 2018](#)

[REF-056098, Proposition 58 Implementation Guidelines, dated September 10, 2018](#)



[MEM-6425.3, *Establishing a K-5/6 School Leadership-Initiated Elementary Dual Language Education Program for the 2019-2020 School Year*, dated August 28, 2018](#)

[*Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* dated Jan. 7, 2015. US Department of Education, 2015](#)

[REF-4380.2, *Initial Notification Requirements for Parents of English Learners \(ETK-12\)*, dated August 17, 2018](#)

[MiSiS Job Aid - Generate an English Learner Roster](#)

[MiSiS Job Aid - Generate Master Plan Roster](#)

[MiSiS Job Aid – Adding Section Attributes for English Learner Services](#)

ASSISTANCE: For assistance on Master Plan programs and class organization, please contact the Local District EL program staff or Multilingual and Multicultural Education Department at (213) 241-5582.

For information on the Academic English Mastery Program, contact Kandice McLurkin, Administrative Coordinator, at (213) 241-3340.

For assistance with credentialing and staffing, please contact the Human Resources Department at (213) 241-6131.

For MiSiS related questions, call the MiSiS Helpdesk at (213) 241-5200.



Elementary Master Plan Instructional Programs for English Learners

Elementary Master Plan Instructional Programs (Grades K-5/6)	Target/Eligible Student Population					Program Goals	Key Instructional Services			
	ELPAC Levels 1-3	ELPAC Level 4	REEP	IFEP	EO		dELD	iELD	Primary Language Support	Primary Language Instruction
Dual Language Two-Way Immersion	X	X	X	X	X	Bilingualism and Biliteracy Academic Achievement Sociocultural Competency	Target Language Development for EOs	X	X	X
Dual Language One-Way Program (formerly MBE program)	X	X	X			Bilingualism and Biliteracy Academic Achievement Sociocultural Competency	X	X	X	X
L ² EAP = Language and Literacy in English Acceleration Program (formerly SEI)	X					Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.	X	X	X	
Mainstream English Program	X	X	X	X	X	Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports.	X	X	X	



Guiding Questions for Providing Effective English Learner Instruction

1. Who are our EL students?

Consider: EL typologies, ages, proficiency levels, size of population

2. What are our instructional program options?

Consider: Programming and placement based on EL typologies (newcomers or Potential Long-Term ELs), parent requests, and available instructional program options

3. How do we determine classroom composition?

Consider: Student population, both homogeneous and heterogeneous grouping, staffing, available program models

4. How do we flexibly group students for instruction?

Consider: Comprehensive ELD instruction, individual needs for iELD (homogeneous and heterogenous) and dELD (homogeneous)

5. How do we differentiate instruction to meet students' needs?




Consider: Formative assessments, ELD levels and progress



Los Angeles Unified School District
Multilingual and Multicultural Education Department



English Learner Instructional Approaches

 Active Listening:	 Extended Communication:	 Oral Summarizing:
<p>Active Listening as an explicit instructional approach has three objectives for students:</p> <ol style="list-style-type: none"> 1. listen to learn how to use the language modeled 2. listen to learn about thinking (metacognition) 3. listen to learn academic content across disciplines <p>The teacher must clearly articulate and model these three purposes for listening to students.</p>	<p>Extended Communication is an explicit instructional approach that expects students to utilize Constructive Conversation Skills to communicate their thinking and knowledge. The expectations are a minimum of:</p> <ol style="list-style-type: none"> 1. four exchanges in an academic conversation. 2. four connected sentences in responding to prompt. <p>There are two types of extended communication. Students communicate:</p> <ol style="list-style-type: none"> 1. application of a metacognitive strategy and 2. knowledge of a topic/text 	<p>Oral Summarizing as an explicit instructional approach is a daily practice that expects students to clearly and cohesively communicate their knowledge in short responses. Students need to understand that in academic communication they convey their full understanding of a topic.</p> <p>This approach has three objectives for students to:</p> <ol style="list-style-type: none"> 1. construct a relevant and clear initial statement 2. communicate how evidence from the text connects to their initial statement 3. communicate a concluding statement

Guiding Questions for Lesson Design/Cognitive Planning

<ul style="list-style-type: none"> • Where do I explicitly teach active listening? • How do I activate active listening? • How do I model active listening? • How do I give feedback for active listening? • How do I model metacognitive strategies with active listening? • What evidence will I have of active listening? 	<ul style="list-style-type: none"> • Where in the lesson do I provide students with models of extended communication? • How do the prompts allow for extended communication? • How do the prompts help students focus their communication to address the objective of the lesson? • How do I model metacognitive strategies with extended communication? • What evidence will I have of extended communication? 	<ul style="list-style-type: none"> • Where do I provide students with models of oral summarizing? • How do I scaffold oral summarizing activities? • Where do I provide students with opportunities to orally summarize their thinking and knowledge? • How do I model metacognitive strategies for oral summarizing? • What evidence will I have of oral summarizing?
--	--	---

HIGH IMPACT PRACTICES

**FOSTERING
ACADEMIC INTERACTIONS**



**USING
COMPLEX TEXT**



**FORTIFYING
COMPLEX OUTPUT**



Elementary Master Plan Program Options for English Learners

EL Programs	ELPAC Levels	English Language Development	Language of Instruction	Academic Content	Required Authorizations
Dual Language Two-way Immersion Program (TWI)	1-4	30-45 minutes	English and Target Language	Standards Based Instruction in English and Target Language	BA/BCLAD/BBC (Teachers must demonstrate native-like fluency in English and the target language)
Dual Language Two-way Immersion Program (OWI)	1-4	45-60 Minutes	English and Target Language	Standards Based Instruction in English and Target Language	BA/BCLAD/BBC (Teachers must demonstrate native-like fluency in English and the target language)
L ² EAP	1-3	60 minutes	English	Standards Based iELD Instruction with Primary Language Support	BA/BCLAD/BBC or EL Auth /CLAD/ LDS/SB1969/ SB395/*AB2913/CCSD
Mainstream English Program	4	45-60 Minutes	English	Standards Based iELD Instruction with Primary Language Support	BA/BCLAD/BBC or EL Auth/ CLAD/ LDS/SB1969/ *SB395/AB2913/ CCSD

* SB1969/SB395/AB2913/CCST certificate authorizes teachers to teach ELD in self-contained classrooms only.



Multilingual and Multicultural Education Department

Master Plan Classroom Organization Tool

(To be used with the M/SiS generated Master Plan and EL Monitoring Roster)

ECAST Primary # of Classes_____

ECAST Upper # of classes_____

	ETK/TK →Kinder Total Classes-										Kinder →1 st Total Classes-										1 st →2 nd Total Classes-									
	EOs	IFEPs	RFEPs	ELPAC Level 1	ELPAC Level 2	ELPAC Level 3	ELPAC Level 4	No ELPAC Score	Total students	Total Classes	EOs	IFEPs	RFEPs	ELPAC Level 1	ELPAC level 2	ELPAC Level 3	ELPAC level 4	No ELPAC Score	Total students	Total Classes	EOs	IFEPs	RFEPs	ELPAC Level 1	ELPAC level 2	ELPAC Level 3	ELPAC level 4	No ELPAC Score	Total students	Total Classes
LP*																														
ME*																														

	2 nd → 3 rd Total Classes-_____										3 rd → 4 th Total Classes-_____										4 th → 5 th Total Classes-_____									
	EOs	IFEPs	RFEPs	ELPAC Level 1	ELPAC level 2	ELPAC Level 3	ELPAC level 4	No ELPAC Score	Total students	Total Classes	EOs	IFEPs	RFEPs	ELPAC Level 1	ELPAC level 2	ELPAC Level 3	ELPAC level 4	No ELPAC Score	Total students	Total Classes	EOs	IFEPs	RFEPs	ELPAC Level 1	ELPAC level 2	ELPAC Level 3	ELPAC level 4	No ELPAC Score	Total students	Total Classes
LP																														
ME																														

*LP=Language and Literacy in English Acceleration Program (L²EAP)

+ME=Mainstream English Program