

English Language Proficiency Levels

Proficiency levels are aligned to the California English Language Development (ELD) Standards. They form the pathway to the English Language Arts (ELA) Grade-Level Content Standards. In addition, each ELD level builds on the preceding level.

Elementary English learners are expected to advance a minimum of one ELD level per year. Secondary English learners are assigned to English as a Second Language (ESL) classes that correspond to their ELD levels. They are expected to progress one ESL level per semester. Below is an explanation of what students are able to do at each of the five ELD levels.

ELD 1 – Beginning: Students may demonstrate little or not receptive English skills. Oral and written production are usually limited. Frequent errors make communication difficult.

ELD 2 – Early Intermediate: Students continue to develop receptive and productive English skills. Oral and written production are usually limited to phrases, memorized statements, and questions. Frequent errors may interfere with communication.

ELD 3 – Intermediate: Students begin to tailor their English language skills to meet communication and learning demands. Oral and written production have usually expanded to sentences, paragraphs, original statements, and questions.

ELD 4 – Early Advanced: Students begin to combine the elements of the English language in complex, cognitively demanding situations. Oral and written production are characterized by more elaborate discourse, fully developed paragraphs, and compositions.

ELD 5 – Advanced: Students respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

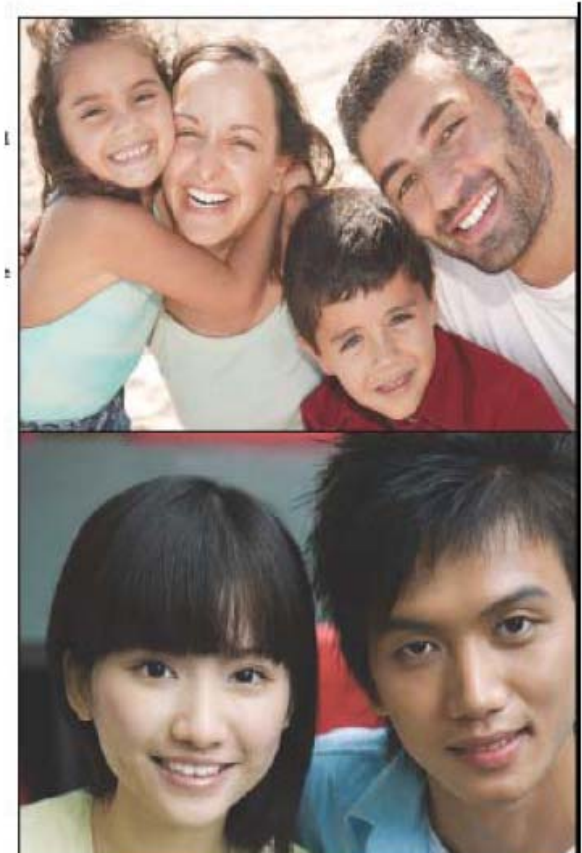
The District's goal is for all ELs to acquire high levels of English proficiency to meet grade-level standards in all content areas as rapidly as possible. All English learners are expected to make progress in acquiring English and are given full access to grade-level curriculum. Students who do not make adequate progress are provided with opportunities to receive intervention services.

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INSTRUCTIONAL PROGRAMS for ENGLISH LEARNERS PARENT BROCHURE



Program Goals and Descriptions

When the Home Language Survey (HLS) identifies a potential English learner, the school informs the parents of the Master Plan instructional program options, placement, and their right to request a waiver for an Alternative Program.

The California English Language Development Test (CELDT) is administered within 30 calendar days of enrollment to determine English proficiency and English learner (EL) classification. ELs are also assessed in their primary language within 30 calendar days of enrollment. The school notifies parents of the initial CELDT and primary language test results and confirms program placement. At this time, parents are given an opportunity to request a change of program placement.

Subsequently, ELs are annually assessed with the CELDT to measure ELD progress. Parents are annually notified of their child's test results and program placement. They may request a conference with the principal to discuss test results, program placement, or other program options.

All Master Plan instructional programs are designed to ensure that ELs acquire full English proficiency and meet grade-level content standards as rapidly as possible. They are described below:

Structured English Immersion (SEI) Program

ELs with less than reasonable fluency in English (ELD levels 1-4 or ESL 1-2) are placed in an SEI program. The SEI program provides instruction in English, including: content-based ELD, primary language support, and Specially Designed Academic Instruction in English for access to grade-level content. ELs are grouped by their English proficiency level for daily ELD/ESL instruction. Secondary ELs in Intro ESL or ESL 1 may receive introductory ESL classes in math, science, and history during their first year to assist them with grade-level courses the

following year. This may delay access to grade-level standards while students are learning English.

Mainstream Program

ELs with reasonable fluency in English (ELD level 5) are placed in the Mainstream Program. This program provides grade-level academic instruction in English and is designed for native English speakers. ELs continue to receive additional instructional support in order to meet the requirements to be reclassified as fluent English proficient.

Note: Parents have the right to request the Mainstream Program for their child at any time during the year. This request must be made in writing.

Alternative Programs

1. Basic Bilingual Program: Bilingual teachers use primary language to teach grade-level academic subjects. ELD is taught daily. As students progress in their English proficiency, English instruction is increased in academic subjects.
2. Dual Language Program: ELs and English proficient students receive instruction in two languages in the same classroom to develop academic proficiency in both languages beginning in kindergarten for a minimum of six years.

The Waiver Process

Parents have the right to request an Alternative Program. Parental Exception Waivers must be acted upon no later than 10 calendar days after the end of the initial 30-day English language classroom placement, or within 30 instructional days from the time the parental waiver is received by the school principal, whichever is later. Circumstances in which a parental exception waiver may be granted are as follows: (a) children who already know English, (b) children age 10 or older, and (c) children with special needs.

When 20 or more pupils at the same grade have been granted a Parental Exception Waiver, the school must provide a Basic Bilingual class, when the class is full or when there are not enough students to open a

class, the school must establish a waiting list for public review. Parents are given the option of transferring their children to another public school in which such a program is offered (Education Code 310).

If fewer than 20 Parental Exception Waivers are granted at a grade-level, the school may establish a consecutive multi-grade class.

Note: Parents must annually request a Parental Exception Waiver in person to continue enrollment in a Basic Bilingual or Dual Language Program.

The Appeal Process

Parental Exception Waivers shall be granted unless the school administration determines that the Alternative Program offered at the school would not benefit the student.

If a Parental Exception Waiver is denied, parents must be informed in writing of the reasons on a Denial Form and advised of appeal procedures.

Parents may appeal using the following three steps:

Step 1: Appeal to the School Principal

Step 2: Appeal to the Local District Superintendent

Step 3: Appeal to the Chief Instructional Officer

Note: The Individualized Education Program (IEP) team determines placement of each student receiving Special Education services regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

