

CHAPTER 3

ACADEMIC CLASSES/COURSES FOR ENGLISH LEARNERS

This chapter describes the academic classes/courses of study that the Pasadena Unified School District (PUSD) provides to address the language development needs of English Learners (ELs). This group of ELs includes newcomers, students enrolled five years or fewer, and Long-Term English Learners (LTELs). Chapter 3 elaborates on the instructional program options described in the preceding chapter by discussing the features of the academic courses/classes offered under these program options. Such programs include English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), mainstream courses, and LTEL support courses. ELD instruction provided at all grade levels is based on the students' English proficiency levels and years enrolled in PUSD.

ELD instruction focuses on the acquisition of English language skills by ELs to prepare them for transition to English Language Arts (ELA) and mainstream content area instruction. To accomplish this goal, ELD instruction is designed to meet the needs of students at all levels of English proficiency and is aligned with the state's ELD Standards (2012) and ELA Common Core standards. ELD, in this view, is its own content area guided by both the ELD standards and mandated assessments. It focuses on features of academic English in order to support mainstream content courses. For students to develop a strong foundation in English, Designated ELD specifically emphasizes a range of language skills and functions, including the four domains of Listening, Reading, Speaking, and Writing. Additionally, Designated ELD is systematic and explicit instruction during the designated daily ELD time period.

The District is committed to providing ELs with effective and efficient instruction that develops fluency in English until students are identified as Reclassified Fluent English Proficient (RFEP). All ELD instruction is provided by authorized teachers using standards-based curriculum and materials specifically designed for the proficiency levels and grade levels of the students instructed. ELD teachers are provided with their students' most recent California English Language Development Test (CELDT) scores in each language domain. Language Development Resource Teachers (LDRTs) are trained to differentiate instruction according to students' proficiency levels. In addition, SDAIE trainings are provided to all teachers and site administrators as detailed in Chapter 6.

Elementary ELs receive Designated ELD for a minimum of 30 minutes each day. At the secondary level, ELs receive designated ELD for newcomers, five or fewer years, and LTELs. In addition, grades 6-12 ELs receive integrated ELD in SDAIE and mainstream courses for other core subjects. The minimum expectation is that teachers at all grade levels will create language objectives paired with content objectives for instruction in all core content courses. In the summer of 2014, the District started the process of designing a Differentiation Toolkit that outlines specific strategies and supports in accessing the outcomes for Common Core instructional units. ELs have full access to

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the core curriculum, along with primary language support as needed, through a variety of differentiation and modification techniques and strategies appropriate for mainstream core content classes. Instruction is appropriate to the students' levels of English proficiency. Placement outside of primary criteria, or using any alternate curricula requires LADD consultation and approval.

The Principal and/or designee administer, supervise, and evaluate the implementation of the courses of study described in the Master Plan. In addition, the Single Plan for Student Achievement (SPSA) includes information about the EL program. The Language and Assessment Development Department (LADD) leadership and staff provide guidelines and support to ensure that implementation of the plan accords with laws and follows best practices and research-based strategies. In addition, the LADD office provides resources for all ELD and LTEL courses and offers professional development activities for SDAIE and mainstream teachers.

To ensure efficiency and effectiveness, an accountability table (Table 3.4) is included at the end of the chapter.