

Time in U.S.	CELDT Level	Placement		
0 to 12 Months	CELDT 1 SEI	7-8 – <i>ELD Emerging (DY1ELD)</i> & <i>ELA Emerging (DY1ELA)</i>		
		9-12 – <i>ELD Emerging (DYAELD)</i> & <i>ELA Emerging (DYAELA)</i>		
1-4 Years	CELDT 1-2 SEI	7-8 – <i>ELD Emerging (DY1ELD)</i> & <i>ELA Emerging (DY1ELA)</i>		
		9-12 – <i>ELD Emerging (DYAELD)</i> & <i>ELA Emerging (DYAELA)</i>		
	CELDT 3 SEI	7-8 CELDT 3 Low ¹ <i>ELD Expanding (DY2ELD)</i> & <i>ELA Expanding (DY2ELA)</i>	7-8 CELDT 3 High ¹ <i>ELD Expanding (DY2ELD)</i> & ELA grade level mainstream class	
		9-12 CELDT 3 Low ¹ <i>ELD Expanding (DYBELD)</i> & <i>ELA Expanding (DYBELA)</i>	9-12 CELDT 3 High ¹ <i>ELD Expanding (DYBELD)</i> & ELA grade level mainstream class	
CELDT 4-5	7-8 and 9-12 – ELA grade level mainstream class			
5+ Years	CELDT 2-3 LTEL	7-8 Academic ELD 7-8 ² (Bridging) class (<i>ELLT04</i>) and ELA grade level mainstream class		
		9-12 Academic ELD ² (Bridging) class (<i>ELLT04</i>) and ELA grade level mainstream class		
	CELDT 4-5	7-8 and 9-12 – ELA grade level mainstream class ³		

- For content classes, cluster English Learners (EL) to ensure they are a third of the class or less.
- **Only CELDT 1 and 2 students are to be placed in classes prefaced by “EL”** (e.g. EL US. History, EL Biology, etc.)
- Students who successfully complete the *ELD Emerging* (SEI) program will be placed in their grade level ELA class in conjunction with an ELD Expanding class. (The IEP will govern placement for students who are English Learners and receive Special Education Services.)
- Ensure EL students are fluidly moved to the next level of classes as soon as they are ready. Do not allow the restrictions of a master schedule to prevent this move. (e.g. Do not wait until the end of the semester or the end of the year to move a student who clearly is not being challenged.)
- ELD Emerging or ELD Expanding class is not to be repeated unless the course is different from Middle School to High School. Student should follow the sequencing pattern. After completing ELD Emerging, they will progress to ELD Expanding and subsequently to Academic ELD, regardless of CELDT level.
- Academic ELD (LTEL 7-12) is not to be repeated. Unless approved by the ELSD, do not move an EL student to a lower level class.
- LTEL students who have completed 6th grade and are entering Middle School (i.e., 7th grade) should be placed in Academic ELD in conjunction with a Mainstream ELA class.
- If the site has concerns about any placement, notify the English Learner Services Department (ELSD) team.

CELDT 1-2 (Emerging): Little or no English Proficiency; Newcomers: 12 months or less in US and CELDT 1

CELDT 3 Low (Expanding): Beginning communication for a variety of social and academic tasks

CELDT 3 High (Expanding): Improved communication for a variety of social and academic tasks

CELDT 4-5 (Bridging): English skills proficient to perform in mainstream classes

¹ Refer to ELSD-prepared CELDT 3 high/low roster.

² Alternate placements are based on the academic needs of the students these are: Native Speaker class or an Academic writing class (see back).

³ Some CELDT 4 students may need additional academic support, including Academic ELD. Consult with the ELSD for any 5s needing additional support.

Definitions – Acronyms for English Learner Placement for 7-12

Academic Writing: Use of the Language Analysis Framework for academic writing that demonstrates students' linguistic awareness and ability to write complex text at their grade level.

CELDT: California English Language Development Test—This assessment helps to determine English literacy and course placement for English Learners.

Designated ELD: This refers to classes (secondary)/30 minutes a day (elementary) in which all students are grouped as English Learners based on similar challenges unique to English Learners and are taught with curriculum designed to address those challenges.

EL: English Learner—A student whose initial score on the CELDT determines English proficiency and they have not been reclassified.

ELA: English Language Arts – at the secondary level typically called **English**

ELD: English Language Development—This is the title for courses designed for CELDT levels 1-4 for students who have typically been in the United States for approximately 5 years or less.

ELA/ELD: English Language Arts/ English Language Development the English Language Arts/English Language Development Framework: Kindergarten through Grade Twelve offers guidance for providing all California students a world-class education in English language arts and in literacy in history/social studies, science, and technical subjects. (see also <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>)

EO: English Only—A student whose primary language is English. This student does not take the CELDT or any other language proficiency assessment.

LTEL: Long Term English Learner—This student has been in U.S. schools for more than 5 years, demonstrates verbal fluency, generally performs below grade level, and is still classified as an English Learner.

Native Speakers Class: Whenever possible, Long Term English Learners should be enrolled in an articulated, high quality program of primary language development, designed for native speakers, which includes explicit literacy instruction aligned to the literacy standards in English and designed to bridge their own academic language gaps.

Primary Language Support: This refers to support the student receives in their primary language. This support may include Newcomer Digital Initiatives - laptops programmed to support students' primary language, bilingual dictionaries, glossaries, texts, and other relevant materials written in the student's first language.

Reclassification/Redesignation: This refers to the process by which an English Learner meets a number of criteria required to be considered proficient in English and no longer in need of additional support classes (see **English Learner Reclassification Form** and **Reclassification Flow Chart**).

RFEP: Reclassified Fluent English Proficient—This student was initially an English Learner, but has met the criteria for reclassification and is no longer in need of an additional support class. The student's progress is monitored for two years after reclassification in order to ensure academic success. Interventions may be in order for those students who are not performing well academically.

SEI: Structured English Immersion—An English Language Acquisition process for students in which nearly all classroom instruction is in English with the curriculum and presentation designed for students who are learning the language. (*EC Section 306*).