ELD Handbook for Families

Select the "Document Outline" image ▤ in the upper left corner to go preview or select a specific question.

What's EL?

English Learner

What's ELD?

English Language Developer / English Language Development

Who Can I Contact?

General Questions and Support	Your Teacher of Record
Curriculum, Instruction & Support	Tamara Murphy tmurphy@excelacademy.education
Designation & ELPAC Assessments	Jenny Craig jcraig@excelacademy.education

How is a student identified?

Every family completes a home language survey as part of their enrollment process. If a family answers yes to any of the questions, schools are prompted to administer the initial ELPAC assessment.

What is a "designation"?

Students are designated as English Learners based on their results from the Initial ELPAC assessment. They will either be IFEP (initial fluent English Proficient) or designated as an English Learner. ELs have the opportunity to redesignate or RFEP (Reclassify Fluent English Proficient) if they earn an overall score of 4 on their Summative ELPAC assessment. The summative assessment is only offered once annually, in the spring.

What are CA requirements?

[California Department of Education Recommendation](#)

[FAQ's - California Department of Education](#)

What is the EACS ELD Program?
- Synchronous, *designated* instruction through virtual classes for acquisition of linguistic and academic goals in the domains of reading, writing, speaking, and listening per California Department of Education.
- Asynchronous assignments using research based curriculum proven to meet the needs of English learners
- SST (Student Support Team) meetings, as needed

What are EACS EL requirements?

ELs must participate in *designated,* synchronous, virtual instruction through our ELD LIVE classes (3x weekly, 35m each) and asynchronous activities (45 minutes) to meet the requirement of 150 minutes each week.

Each Local Education Association (LEA) may choose their own curriculum, instruction, and program requirements. Our EACS ELD program requirements are very comparable to other schools in the state. More information may be found on the [CDE website](#).

What are home educator /parent expectations?

- Our goal is working together to reclassify your student/s as English proficient.
- Remain consistent with ELD program attendance so your student/s get the most out of their learning experience
- Stay in communication with the ELD Live Teacher, Teacher of Record, and Intervention Department for collaborative support.

PIN Process for ELs

How to exit the ELD program?

A student may <u>only</u> change their EL designation by receiving a passing score (overall score of 4) on their Summative English Learner Proficiency Assessment of California (ELPAC). This assessment is administered annually in the spring. Assessment results typically arrive and are communicated in July. Once a student is Reclassified Fluent English

Proficient (RFEP) they no longer need to participate in ELD curriculum and ELD LIVE.

What is an LTEL?

Long-term English language learners (LTEL) are *defined* as (including all)

- Students in grades 6 to 12
- Enrolled in U.S. schools for more than six years
- Remained at the same level of English for two or more years as measured by ELPAC
- Scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

LTELs will participate in the Student Support Team (SST) process annually
- Your ToR will assist with and monitor implementation of SST goals

Can ELs use private tutoring?

We are unable to accept private tutoring in lieu of our ELD Program because we are unable to monitor attendance, participation, and progress of the student. Private tutoring can absolutely be used to supplement our program.

ELs with IEPs

Families, SPED Case Managers, ToRs, and the Intervention Department can work together collaboratively to best support the needs of students with an IEP.

Curriculum & Instruction

Have your EL students bring their computer to the first in-person meeting so your Teacher of Record can support you to access the resources needed for ELD curriculum and instruction.

K-3 *Synchronous Instruction (ELD Live)*

- Curriculum: <u>Literacy Footprints</u>
- Virtual (ELD Live) class and parent communication is led by ELD Teacher; INT Dept. and ToR follows up to provide support, as needed
- Tuesdays, Wednesdays, Thursdays (35 minutes per class)
- The Intervention Department will monitor student participation in synchronous learning.

K-3 *Asynchronous Instruction (Independent)*

- Curriculum: <u>Imagine Language & Literacy</u>
- Activity Assignments given by ELD Teacher; INT Dept. and ToR follow up to provide support, as needed
- Student & ToR digital access will be created and provided to Families and ToRs by INT Dept.
- The Intervention Department will monitor student participation in asynchronous learning.

4-12 *Synchronous Instruction (ELD Live)*

- Curriculum: <u>English 3D</u>
- Virtual (ELD Live) class and parent communication is led by ELD Teacher; INT Dept. and ToR follows up to provide support, as needed
- Tuesdays, Wednesdays, Thursdays (35 minutes per class)

- The Intervention Department will monitor student participation in synchronous learning.

4-12 *Asynchronous Instruction (Independent)*

- Curriculum: <u>English 3D Assignments</u>
- Activity Assignments given by ELD Teacher; INT Dept. and ToR follows up to provide support, as needed
- Student & ToR digital access will be created and provided to Families and ToRs by INT Dept.
- The Intervention Department will monitor student participation in asynchronous learning.

EL Teaching Strategies

SDAIE (Specially Designed Academic Instruction in English)
SDAIE is instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. ToRs and Parents should use specialized strategies that enable students to understand, participate in and access the core curriculum. SDAIE is an instructional methodology, not a program.
(EC 44253.2[b])

SDAIE Strategies:
- Speak slowly and use repetition
- Lots of visuals and realia
- Manipulatives available
- Activate prior knowledge
- Focus on the meaning
- Graphic organizer/Charts
- Preview-Review

- Gestures and facial expressions
- Self-selected reading
- Scaffolding (visual content, graphic organizers)
- Consistent and Immediate Feedback
- Summarizing and Re-Teaching
- Reciprocal Teaching

ELD Standards

Please click on the link to view ELD standards by grade level on the *California Department of Education* website. ELD K-12 Standards

Resources

Online Resource Links

Khan Academy: Spanish
1. Khan Academy's New Spanish Website!

Saddleback College Algebra2Go
1. This site has Pre-pre-algebra to Calculus Courses.
2. There are video lectures, along with lecture notes in Spanish or English and printable homework and tests.
3. If the settings on Teacher Tube are adjusted to Spanish, the student can have a full translated course in Spanish.

Eureka Math: Engage NY (Arabic, Bengali, Simplified Chinese, Spanish, Traditional Chinese)
*Khan Academy has videos for Eureka Math/Engage NY

Translation & Interpretation

It's recommended to have your EL students bring their computer to the first in person meeting to ensure they are able to access the resources needed for language support.

Please let your Teacher of Record know if you wish to have communication sent in your primary language or would like to request an interpreter for virtual/in-person meetings.