



ELD Handbook for ToRs

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

Do I have an EL?

The SIS identification for ELs is a red asterisk. Select the asterisk to view current status details, select “tests” to see their ELPAC assessment scores. For new ELs, you will receive an email from Jenny Craig.

Who Can I Contact?

Designation & ELPAC Assessments	Jenny Craig jcraig@excelacademy.education
Curriculum, Instruction & Support	Tamara Murphy tmurphy@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 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 ToR expectations?

- Remain positive regarding EL designations and requirements, while emphasizing the importance and success rate of our program.
- Our goal is to reclassify the students as English proficient. We know proficiency in English is critical for college, employment, and day-to-day life.
- Stay in communication with the ELD Live Teacher, Intervention Department, and home educator to provide collaborative support for ELs
- PINs will be issued by the INT Department with the ToR cc'd. Please follow up with the family to provide support for any challenges.
- When you are concerned about a student's progress, implement the [Student Support Cycle](#) and utilize the [Student Support Log](#).

PIN Process for ELs

The Intervention Department will monitor EL student progress. Your role will be to encourage and support students that need additional support.

How to exit the ELD program?

A student may only 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.

LTEs will participate in the Student Success Team (SST) process annually

- ToR will assist with and monitor implementation of SST goals
 - Familiarize themselves & the parent with the recommended support
 - Check on progress, or provide additional support, towards SST goals
- Reach out to *INT Contact* if additional support is necessary

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

ToRs are expected to speak to the student's acquisition of English during an IEP meeting, using relevant data.

- Report their progress in ELD curriculum
 - Print reports from the online programs
- Share results from phonics and/or reading assessments
- Share ability in writing
- Speak to their level of ease in conversation

Curriculum & Instruction

Have your EL students bring their computer to the first in-person meeting to ensure they are able to access the resources needed for their ELD curriculum and instruction.

K-3 Synchronous Instruction (ELD Live)

- Curriculum: Literacy Footprints
- 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: Imagine Language & Literacy
- 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.
- Use [IL&L for ToRs](#) for resource support, progress reports for families, encouragement/incentives, and reminder templates.
- Share usage reports/screenshots with families and/or certificates of completion
 - Shows families you are reviewing student participation and progress
 - Strengthens communication and support for the student
 - Helps avoid PINs
 - Adds motivation and encouragement for student/s

4-12 Synchronous Instruction (*ELD Live*)

- Curriculum: English 3D
- 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: English 3D Assignments
- 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

EACS shared drive: Intervention > [English Learners / ELD](#)

[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

[Translation & Interpretation Resources 22/23](#)

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.