ELD Handbook for Families

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

What is EL?

English Learner

What is 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 (EL). EL students have the opportunity to redesignate or reclassify fluent English proficient (RFEP) 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 English Language Development (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.

What are EACS EL requirements?

EL students must participate in *designated,* synchronous, virtual instruction through our ELD LIVE classes (3x weekly, 35 min. each) and asynchronous activities (2 assignments or lessons) to meet the requirement each week. All absences must be reported to the ELD teacher and/or Intervention Department in order to be excused.

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](#).

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 ELD program.

What are home educator/parent expectations?
- Work 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
- Communicate with the ELD Live Teacher, Teacher of Record (ToR) or Virtual Teacher, and Intervention Department for collaborative support.

What is the PIN Process for the ELD Program?

A PIN for the ELD program may be issued for any of the following:
- Unexcused absences from ELD Live
- Incomplete/missing assignments from ELD Live
- Excessive absences from ELD Live
- Incomplete ELD online lessons

How to exit the ELD program?

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

Exit (Reclassification) Criteria
(20 U.S.C Section 6312[e][3][A][ii])

Required Criteria (California *Education Code* [*EC*] Section 313[f])
English Language Proficiency Assessment Results (Summative Assessment) ELPAC score of: Overall- **4**
Teacher Evaluation
Parental Opinion and Consultation
*Smarter Balanced and/or Local Assessments- optional

The Summative English Language Proficiency Assessments for California (ELPAC) are administered annually in the spring (i.e. reading, writing, listening, and speaking). Assessment results typically are communicated at the beginning of the school year. Parents/Guardians will receive their student's score report and a letter indicating the student's language acquisition status (EL or RFEP). Once a student is reclassified fluent English proficient (RFEP) they no longer need to participate in ELD curriculum and ELD Live classes.

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.

Families will be notified annually if their student has been classified as a LTEL. If, despite the implementation of school wide interventions and supports, a student is still not making "adequate progress", the school will hold a Student Success Team (SST) meeting to discuss the lack of progress. Further evaluation and intervention will be planned by the SST team to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet and/or in their cumulative folder. SST goals will be implemented with ToR support and monitoring. Can EL students use private tutoring?

What if my EL student has an IEP?

Families, SPED Case Managers, ToRs or virtual teachers and the Intervention Department can work together collaboratively to best support the needs of students with an Individual Education Plan (IEP).

Curriculum & Instruction

Have your EL student 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)
- All student absences must be reported to the student's ELD Live Teacher.
- The Intervention Department will monitor student participation and progress 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 and progress 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)
- All student absences must be reported to the student's ELD Live Teacher.
- The Intervention Department will monitor student participation and progress 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 and progress 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

EACS EL Master Plan

The ultimate goal of the Excel Academy Charter School English Learner Program is to embrace the Federal case law and support each English learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of the goals and procedures, English Learners will receive consistent high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student in life

Resources

Online Resource Links

Khan Academy has videos for Learning [Support](#).

Translation & Interpretation

We recommend [DeepL](#) for translation.

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.

How can I get involved in EACS decisions for English Learners?

Join the English Learner Advisory Committee (ELAC). This is a committee for parents or other community members who want to advocate for English Learners. School Information and opportunities for English Learner support and participation are shared during the meeting. Information to join these meetings will be shared through school communications. Further information can be found on our [website](#). Please contact tmurphy@excelacademy.education with any questions.