




ELD Handbook for Families

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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	Student’s assigned ELD Teacher
Intervention Coordinator	Tamara Murphy tmurphy@excelacademy.education
Designation & ELPAC Assessments	Jenny Craig jcraig@excelacademy.education

Identification

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.

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.

State Requirements

[California Department of Education Recommendation](#)

English Language Development (ELD)

- 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.

Requirements

EL students must participate in *designated*, synchronous, virtual instruction through our ELD classes including asynchronous assignments

to meet the ELD requirement each week. Absences must be reported to the ELD teacher and/or Intervention Department

We are unable to accept private tutoring or time at a learning center in lieu of our ELD instruction because we are unable to monitor attendance, participation, and progress of the student. Private tutoring or a learning center is certainly recommended as a supplement to ELD class instruction.

Family Support

- Work together to reclassify your student/s as English proficient.
- Remain consistent with ELD attendance so your student/s get the most out of their learning experience
- Communicate with the ELD Class Teacher, Teacher of Record (ToR) or Virtual Teacher, and Intervention Department for collaborative support.

Progress Improvement Notification

A Progress Improvement Notification (PIN) for the ELD instruction may be issued for any of the following:

- Unexcused absences from ELD Class
- Incomplete/missing assignments from ELD Class
- Excessive absences from ELD Class

Exiting EL Designation

The goal of language acquisition instructions 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.

Required Criteria (California <i>Education Code</i> [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 Class classes.

Long Term English Learner (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.

ELs with 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.

- Virtual instruction and parent communication is led by ELD Teacher; Intervention 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 Teacher.
- Assignments will be given by the ELD teacher.
- The ELD teacher will monitor and communicate student participation and progress.

EL Teaching Strategies

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is instruction in a subject area, deClassred 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 instruction 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 support 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 instruction
- Valuing bi-literacy as a skill that will assist the student in life

Translation & Interpretation

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.

[DeepL](#) is recommended for accurate 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.

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.