



Designated English Language Development (D-ELD) Expectations

Grades TK-5

The purpose of this document is to provide a summary regarding the expectations for Designated ELD (D-ELD). If you have questions about this summary, or other questions about English learner students, please contact the Director of State and Federal Programs.

D-ELD Instruction

- Provided by certificated classroom teachers
 - Is core content for EL students
 - Provided in addition to all other core instruction
 - Not an intervention or tier II/III service
 - Continues for students until the reclassification process is complete
- Provided as a protected instructional block of 30 minutes daily for 5 days a week
 - D-ELD block does not preclude EL students from other core instruction
 - Passing time for student deployment, or recess is in addition to the instructional minutes
 - Alternate D-ELD schedules are created for assemblies, minimum days, etc.
 - Only the site administrator determines if the site schedule warrants cancellation of D-ELD
 - Site D-ELD schedules are submitted to the Department of State and Federal Programs
- Lessons are based on
 - The four domains of language (listening, speaking, reading and writing)
 - Student output (especially speaking), interaction & collaboration constitute the majority of most lessons
 - 2012 California ELD Standards
 - ELA/ELD Framework
 - EL Roadmap
 - District approved D-ELD resources

Curriculum

- TK - 3 Benchmark Advance/Adelante
- 4 - 5 HMH English 3D

Spectrum of Services

- EL students provided with additional services (RSP, Intervention, etc.) are to receive those services at an alternate instructional time
- Newcomer students receive supplemental EL services in addition to designated ELD at their school sites
- EL students with a Special Education classification are placed into D-ELD groups based on:
 - Most current English Language Proficiency Assessments for California (ELPAC) data
 - Individualized Education Plan (IEP) linguistically appropriate academic goals for dually classified learners
 - IEP description of D-ELD setting and how services will be provided
- EO students receive high-level English instruction during D-ELD time
- Reclassified (RFEP) students are monitored for four years after reclassification
 - RFEP students (prior EL students) are counted in EL student group the on Dashboard Academic Performance indicators

Student Grouping

- D-ELD instructional groups are based on the most recent ELPAC data and revised as new data becomes available
 - Initial grouping is based on overall language proficiency level
 - Individual domains (listening, speaking, reading, writing) may be included as a secondary data consideration for appropriate grouping
- Careful consideration to the number of students placed into each group should be taken, so language proficiency growth can be accelerated
- Maximum of two sequential language proficiency levels and/or grade levels per group, in order to allow the teacher to focus on specific language needs
 - i.e. 2nd grade or 4th/5th grade, or
 - Newcomer/Emerging, Expanding, Bridging
- TK/K and Newcomer EL students without ELPAC scores are temporarily placed into ELD groups, and groups are revised when the initial scores are available
- During D-ELD, non EL students engage in language and literacy tasks that are appropriate for their instructional needs

Assessment

- Initial and Summative ELPAC
 - At least 2 practice tests (one in Fall and one in Winter)
 - Optional training tests
- Quarterly STAR assessment
 - STAR Math and STAR Reading or Early Literacy
 - Prior to the end of each quarter
 - STAR assessments performance results are for diagnostic purposes and shall not affect students' course grade
- Regular Progress Monitoring
 - EL Progress Monitoring OPTEL Form in Ellevation
 - Teacher observations
 - Course grades
 - Formative assessments
- Data analysis
 - STAR assessments results
 - Occurs within a week of each assessment
- Mobility between group levels
 - Occurs at the beginning of each quarter

Reclassification Criteria

- Criterion 1: Assessment of English Language Proficiency
 - Summative ELPAC Overall Performance Level 4; or
 - Summative Alternate ELPAC Level 3; or
 - School sites must convene to inform planning, placement, and personal goals for the short term and the next school year for students who score at Summative ELPAC Overall PL 3 or lower
- Criterion 2: Teacher Evaluation
 - Passing grade in Reading and Language Arts (K-8) or English (9-12) course
 - Use of formative and summative assessments, including OPTEL, to evaluate students' receptive and expressive skills
 - Progress toward linguistically appropriate goals in student IEP (if applicable)
- Criterion 3: Parent Consultation
 - Parent opinion and consultation to inform parents/guardians of the reclassification process.
- Criterion 4: Basic Skills Relative to English Proficient Students
 - Level 3 (Standard Met) or higher on CAASPP SBAC ELA (3-12), or
 - Level 3 (Understanding) on CAA ELA (3rd – 11th); or
 - Proficient reading level on STAR Reading (3rd – 8th) or Early Literacy (Kinder – 2nd)
 - TK – 8th: At or above grade level

- 9th – 12th: At or above 9th grade level

Resources

[CA ELD Standards \(CDE\)](#)
[SBE EL Roadmap Policy](#)
[ELA/ELD Framework \(CDE\)](#)

[CAASPP and ELPAC Practice and Training Tests](#)
[Interim Assessments \(CAASPP\)](#)
[California Educator Reporting System \(CERS\)](#)

[ELD Standards One-pagers \(Nathalie Longrée-Guevara\)](#)
[Designated ELD Strategies Reference Sheet](#)
[Academic Language Functions Toolkit](#)
[Discussion Protocol Handout](#)

[Strategies for ELD \(TCOE collection\)](#)
[Formative Assessment Practices to Support Student Learning videos \(Teaching Channel\)](#)
[Webinar Series on the CDE Integrated and Designated ELD \(WestEd\)](#)
[Integrated and Designated ELD Video Series \(CDE\)](#)

[HUSD District Calendar](#)
[Ellevation](#)
[Renaissance](#)
[HUSD EL Resources Padlet](#)