



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
 - 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 Evaluations
 - Course grade of "C" or higher in Reading and Language Arts (K-8) or English (9-12)
 - Level 3 or higher in each of the five categories on the Student Oral Language Observation Matrix (SOLOM)
- Criterion 3: Parent Consultation
 - Includes current teachers, teachers from previous school year, and relevant academic coordinators
 - Held prior to reclassification decision
 - Discuss student performance on each criterion
 - Set goals for the next school year
 - Parent consultations and opinion, not consent, is required
 - Includes ideas, plans, and decisions for any change in classification
 - Includes support to be provided during the four-year RFEP monitoring period

- 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 (3-12)
 - At or above Grade Level on STAR Reading

Resources

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| 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 |