

# ELD Standards Overview

Parent Community Services Branch

November 19, 2014  
ESC South

## Let's think about it:

The California Department of Education (CDE) was required to update, revise, and align the state's 1999 English Language Development (ELD) standards to California's Common Core State Standards (CCSS) for English-Language Arts (ELA).

## How would you define an English Learner?

- Did you know that some Els may have been born in the U.S.?
- Did you know that some Els may have never been outside of the U.S.?
- Did you know that some Els may not speak another language?

**Long Term English Learners (LTELs) comprise of about 80% of all Secondary Els in LAUSD. Long Term English Learners are students who have been identified as Els for 5 or more years.**

What does this all mean?

## Acronyms

- EO – English Only
- IFEP – Initially Fluent English Proficient
- RFEP – Reclassified Fluent English Proficient
- EL – English Learner
- LTEL – Long Term English Learner

## LTEL Data

LAUSD LTEL ENROLLMENT (MAY 2014)			
Grade	Total EL Enrollment	# LTEL	% LTEL
4	9,387	678	7.2%
5	6,034	3,757	62.3%
6	5,616	4,588	81.7%
7	5,929	4,875	82.2%
8	5,658	4,596	81.2%
9	7,836	5,566	71.0%
10	4,937	3,774	76.4%
11	3,291	2,532	76.9%
12	3,584	3,114	86.9%
K-12 Total	122,382	33,493	27.4%

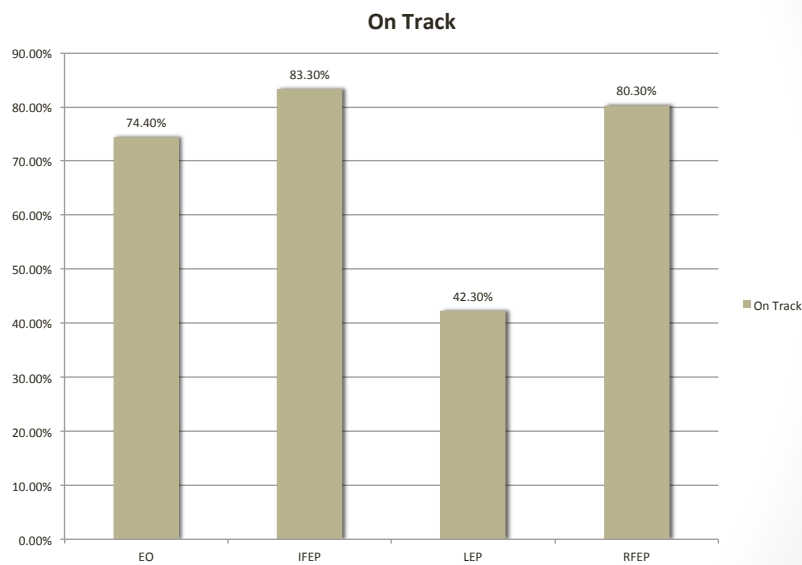
## Characteristics of LTELs (*Reparable Harm*)

- Long Term English Learners are able to be high functioning in social situations in both their home language and in English
- Weak academic language, and gaps in reading/writing skills
- The majority of Long Term English Learners are “stuck” at Intermediate levels of English proficiency or below: others reach higher levels of English proficiency but do not attain adequate enough academic language to be reclassified
- Many Long Term English Learners have developed habits of non-engagement, learned passivity and invisibility in school, and have not developed the behaviors associated with academic success

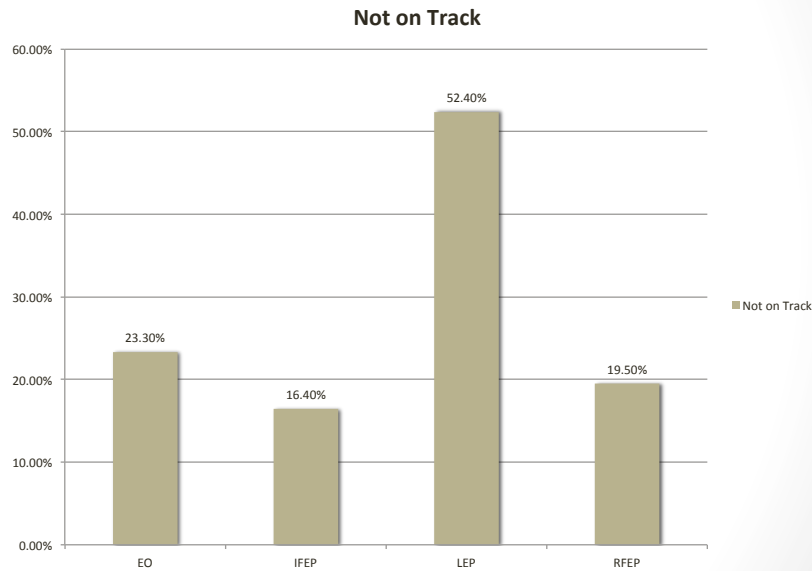
## Characteristics of LTELs (*Reparable Harm*)

- The majority of Long Term English Learners want to go to college, and are unaware that their academic skills, academic record and the courses they are taking are not preparing them to reach that goal. Neither students, their parents nor their community know that they are in academic jeopardy
- Long Term English Learners have significant gaps in academic background knowledge
- Some Long Term English Learners have become discouraged learners, tuned out, ready to drop out of high school

## On Track - Graduation



## Graduation – Not on Track

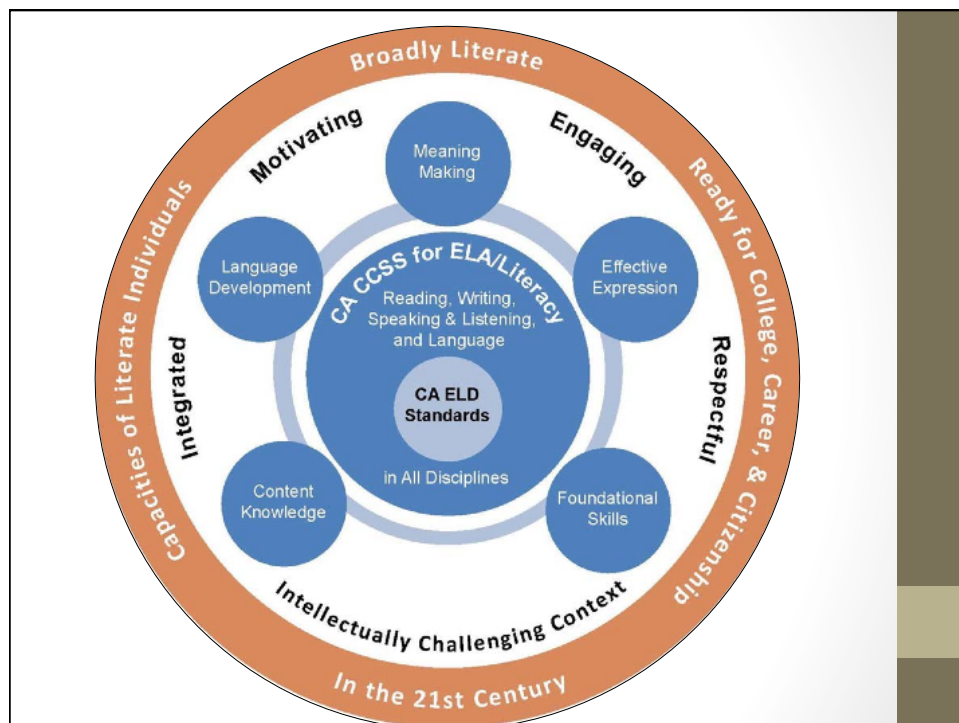
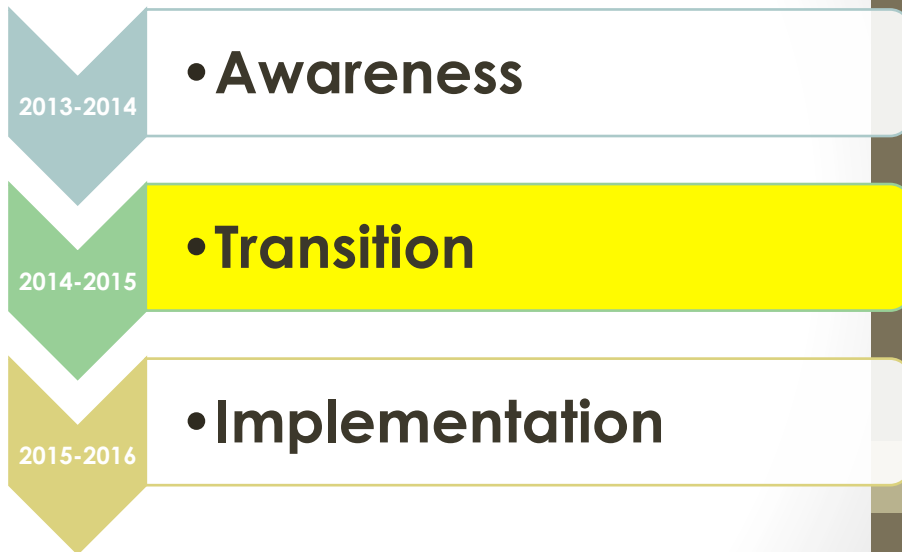


## ESC South Data – Language Classification

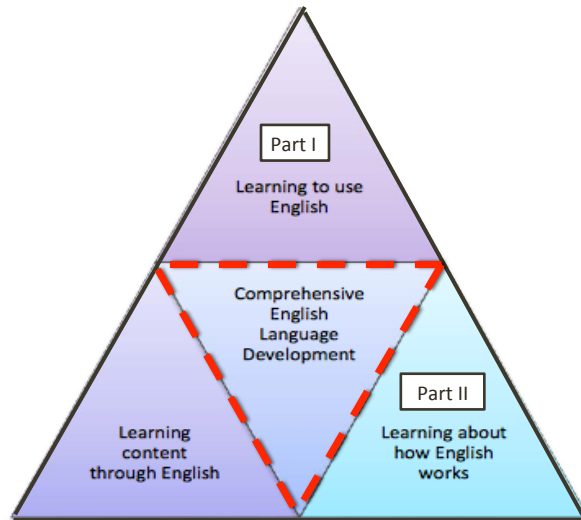
School Year	% of Students				
	EO	IFEP	LEP	RFEP	UNKNOWN
2011-2012	35.2%	9.4%	28.1%	23.2%	4.0%
2012-2013	36.6%	9.6%	27.8%	23.2%	2.9%
2013-2014	37.5%	9.6%	27.2%	23.4%	2.3%

LEP (LIMITED ENGLISH PROFICIENCY)

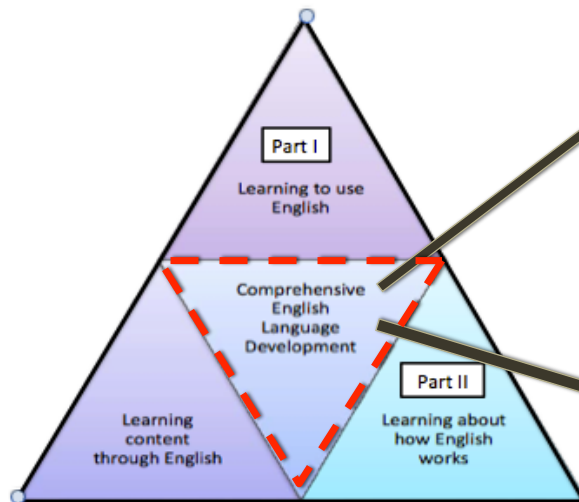
## Phase-In Plan for ELD Standards



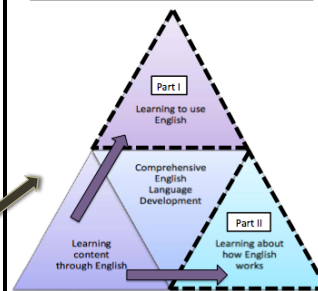
## Comprehensive ELD



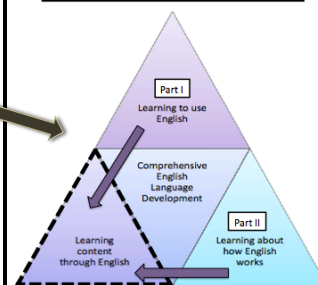
## Comprehensive ELD



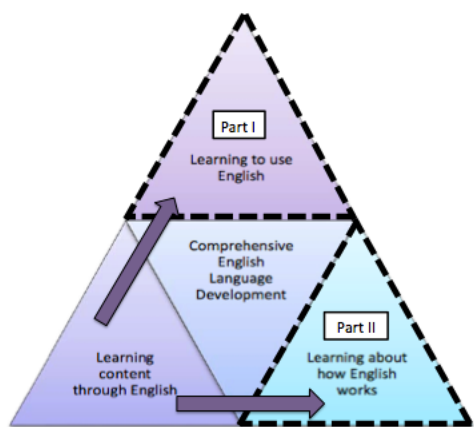
### Designated ELD



### Integrated ELD



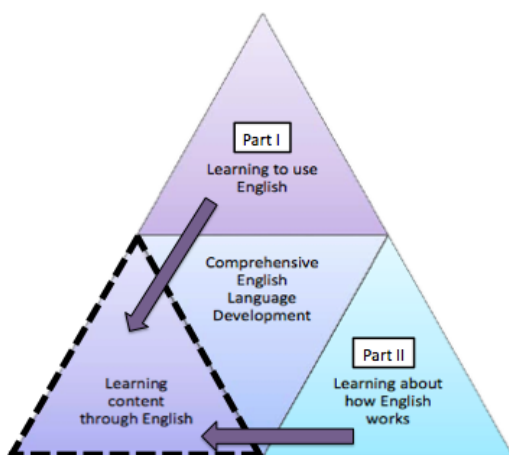
## Designated ELD



### PURPOSE

- Separate and protected time during the regular school day
- CA ELD Standards are the focal standards that build **into and from** content instruction
- Qualified teachers work with EL children grouped by similar English proficiency levels
- Content focus is derived from ELA and other areas of the curriculum
- Focus on the critical language students need to develop

## Integrated ELD



### PURPOSE

- All teachers with ELs in their classroom use CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards
- Throughout the day and across the disciplines, ELs learn to use English as they simultaneously learn content knowledge through English
- Supports EL's linguistic and academic progress



## Purpose of The New ELD Standards

- Designed **to be used in tandem** with CCSS for ELA & Literacy
- **Highlight and amplify** the critical knowledge about language and skills using language in CCSS for ELA/ Literacy necessary for ELs to be successful in school and life
- Provide **fewer, clearer, higher standards** so teachers can focus on what's most important
- **Strengthen** ELD opportunities **in core content instruction** and **in targeted ELD** in light of new content standards

## Key Conceptual Shifts in 2012 CA ELD Standards

### FROM A CONCEPTUALIZATION OF...

### TO UNDERSTANDING...

English viewed as a set of rules



English viewed as a meaning-making resource with different language choices based on audience, task, and purpose

5 proficiency levels



3 proficiency levels: **Emerging, Expanding, Bridging**  
(Proficiency Level Descriptors (PLDs): Determine early stages and exit for each level)

Standards in Grade Spans  
(K-2, 3-5, 6-8, 9-12)



Standards in grade level/spans that parallel CCSS  
(K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12)

Standards and PLDs focusing on four isolated domains: listening, speaking, reading and writing as isolated domains



Standards and PLDs focusing on modes of communication (collaborative, interpretive, and productive); and language knowledge awareness and use (interweaving S, L, R, W)

## What wonderings might parents have?



Writing  
Time: 45 minutes

### Task 1

Write one paragraph introducing yourself.

- Tell us as many things about yourself as possible.
- Include your likes and dislikes
- You may tell us where you are from, your family, or hobbies.

### Task 2

Write three paragraphs outlining the importance of a college education.

- You may want to tell us what you think about attending college
- Why it is important to earn a degree
- Write about anyone you know who has attended college and tell us about their experiences.
- Include as many details as possible.

## Student Sample

### Writing Prompt

My name is [REDACTED]  
 I am 12 years old. I have 6  
 sisters and 3 brothers. My favorite  
 subject is math, english, science, and  
 history. My other favorite subject is  
 playing soccer because sometimes  
 on with my cousins. I'm finally in 7<sup>th</sup> grade  
 with because I wanted to have 1 teacher  
 each period. My favorite color is  
 blue, purple, turquoise, and grey. I'm from  
 United States. I was born in 6/9/02.  
 My middle name is [REDACTED]

## Reclassification

- CELDT
- Basic Needs Assessment
- Teacher Evaluation
- Parent Approval

## Parents Can!

- Annual LTEL Meetings
- Language Appraisal Team (LAT)
- Get involved in ELAC
- Ask teachers questions about CCSS and ELD.
- Ask teachers questions about your child's strengths and areas to improve.
- Again BE INVOLVED!

This work will continue,  
as we transition to the new  
ELD Standards.

**Parents Are Our #1 Support!**