

DELAC

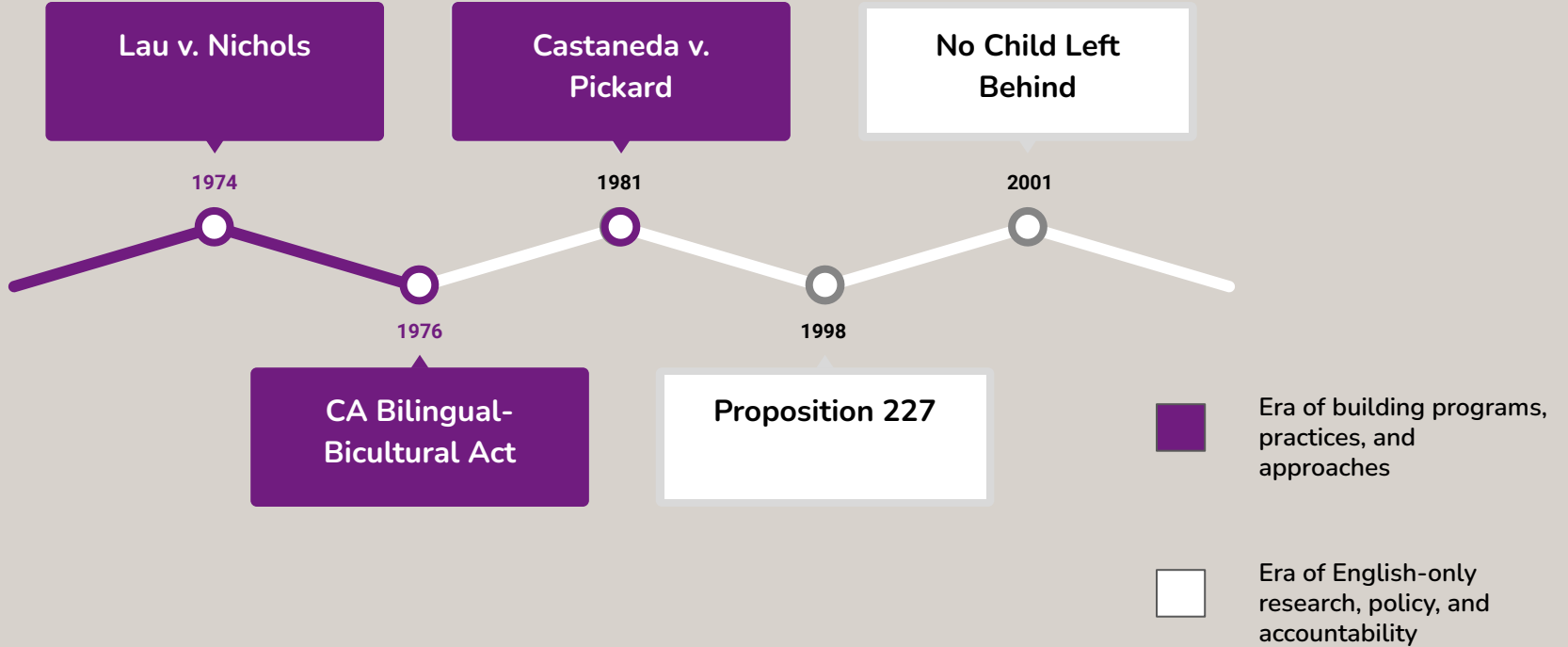
November 13, 2024

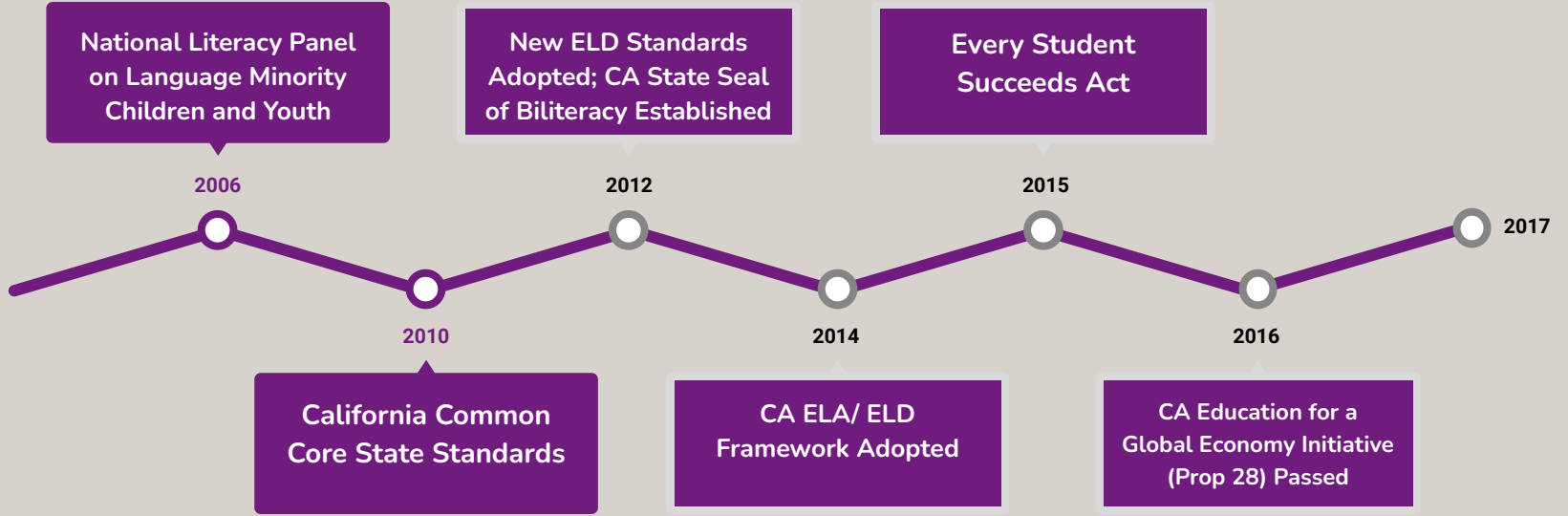


Session Outcomes

- Participants will deepen their understanding of the Designated English Development model at Lemon Grove School District







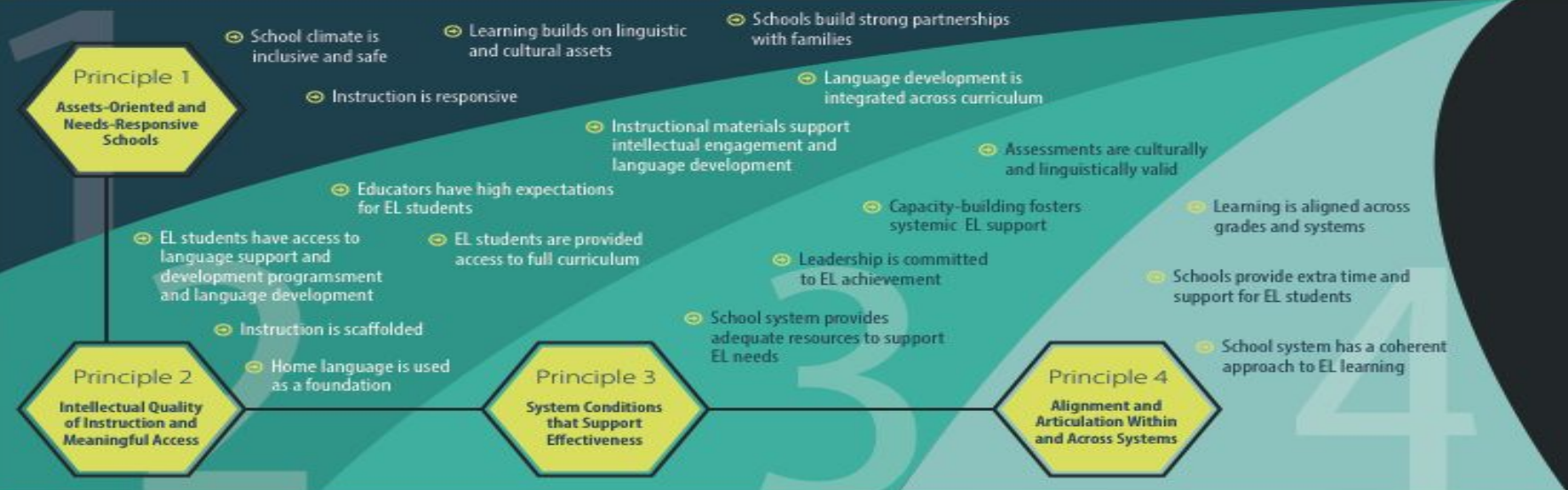
2017: California Roadmap Policy Approved

California English Learner Roadmap

Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system



21st century Education
Multilingual Proficiency
Academic Mastery



WE ARE LEMON GROVE
Somos Lemon Grove





Lemon Grove
SCHOOL DISTRICT

LGSD MULTILINGUAL

Lemon Grove
SCHOOL DISTRICT

LGSD MULTILINGUAL LEARNER
MASTER PLAN
2023

VISION
LEMON GROVE LEARNERS
ARE TOMORROW'S LEADERS,
WORKERS, AND CITIZENS

Getting Clear on Integrated and Designated ELD

What is Designated ELD?

Designated ELD is a protected time during the regular school day when teachers use the **CA ELD standards as the focal standards** in ways that build into and from content instruction **in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.**

What Is Integrated ELD?

Integrated ELD occurs in all content courses (all disciplines, across the curriculum) as **teachers use the CA ELD Standards in tandem with content standards** to guide their lesson planning, support students during instruction, and evaluate student work.

The focal standards for I-ELD are the content standards, and the purpose of the ELD Standards is to ensure that EL students are supported to participate in and be successful with core content learning.

Differences Between Integrated and Designated ELD

- **Integrated ELD** is focused on **content with language support**, while **Designated ELD** is focused on **language skills using content** for examples, application, relevance, and context.
- Integrated ELD focuses on supporting students to learn the language needed for subject-matter demands and participation during content instruction.
- Designated ELD is no longer just a time to teach basic vocabulary and grammar, nor is it a time for the discrete and isolated practice of English—but is a daily designated ELD block of time that builds foundational knowledge of English in and through the content.

Core Designated ELD

- 7-8: [Studysync](#) Designated ELD
- K-6: [Benchmark](#) Designated ELD
- TK: literacy and language rich environment (stations)

Integrated ELD

- K-8: iELD guides accessible through core ELA curriculum TA (Benchmark/Studysync)
- TK-8: Teachers use CA ELD Standards in tandem with content standards to guide their lesson planning across all content areas

Grades 7-8

Middle school teams must create a Designated ELD course in their master schedules. Options for scheduling Designated ELD:

- Part of an ELA double block
- WIN block
- “Skinny” period
- 7 period schedule
- Elective course
 - Note: master schedules must ensure that MLLs have access to other electives, in addition to Designated ELD

Delivery Model	Benefits and Considerations
dELD by proficiency level (mixed grade level classes)	<p>Teachers are able to focus on the skills and scaffolding students need</p> <p>However, because the students are engaged with different grade-level content and tasks, the ELD teacher of these classes has to either create small groups within the ELD class to practice English skills within grade-level content demands, or engage in significant collaboration with teachers across grades by department to determine common themes and language functions that are needed.</p>
dELD by grade level (mixed proficiency levels)	<p>Teachers are able to create tight connections between content and language needs.</p> <p>However, the teacher must be able to plan for the various proficiency levels—and work in small groups to provide targeted instruction. The teacher must deeply understand language proficiency levels</p>

Grades TK-6

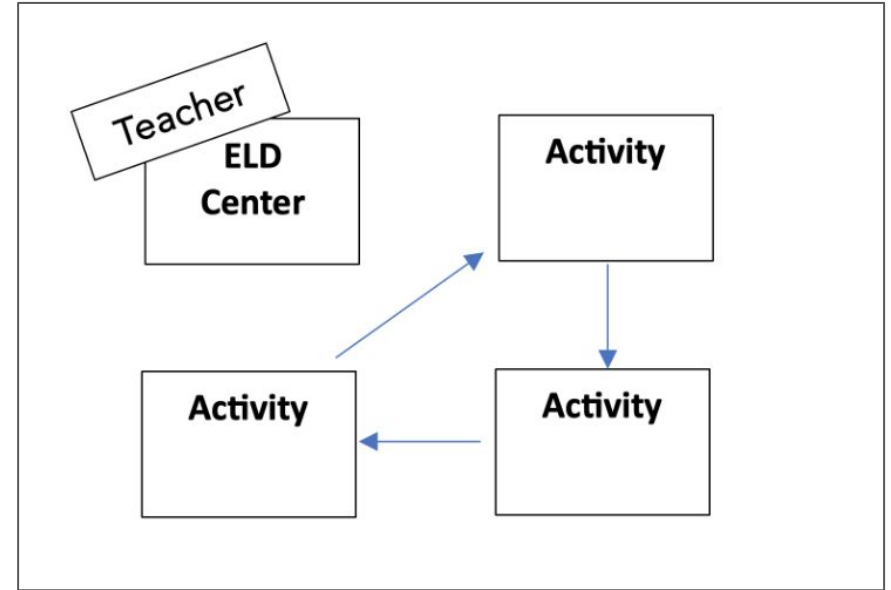
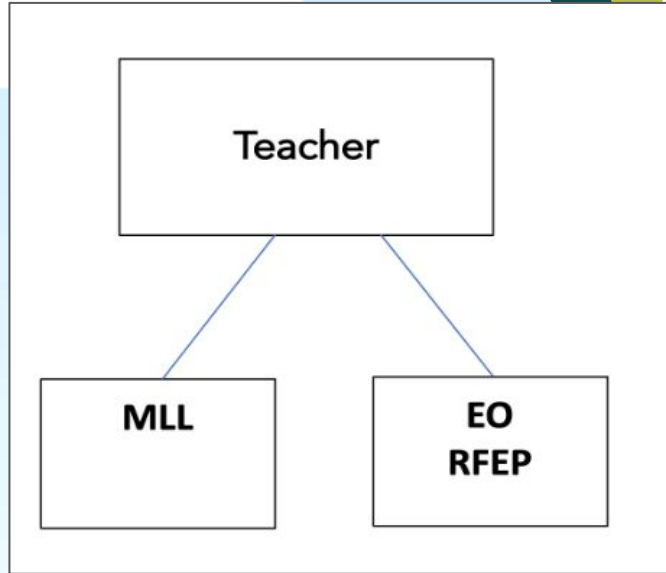
A protected daily minimum 30-minutes-a-day Designated ELD time needs to be set aside for all MLL students in grades TK-6. Sites have various options in scheduling this time. In this Sample Schedules document ([K-2](#), [3-6](#)), we provide guidance for sites as they roll out and refine their Designated ELD practices.

Sample Daily Schedule



	MONDAY	TUESDAY	THURSDAY	FRIDAY	WEDNESDAY
8:20-8:40	Attendance & Morning Meeting/SEL			8:20 - 8:40	Attendance & Morning Meeting/SEL
8:40 - 8:55	Shared Reading			8:40 - 8:55	Shared Reading
8:55 - 9:40	Foundational Skills			8:55 - 9:40	Foundational Skills
9:40 -10:00	Reading Mini-Lesson			9:40 - 10:00	Reading Mini-Lesson
10:00 - 10:15	Recess			10:00 - 10:15	Recess
10:15 -- 11:00	Small Group Instruction			10:15 - 11:00	Small Group Instruction
11:00 - 12:00	Math			11:00 - 12:00	Math
12:00 -12:30	Lunch			12:00 -12:30	Lunch
12:30 - 12:40	Read Aloud			12:30 - 12:45	Read Aloud
12:40 - 1:10	Writing			12:45 - 1:28	Designated ELD/Indep/Interv.
1:10- 1:40	Designated ELD (Independent Practice/Intervention))			1:28	Dismissal
1:40 -2:00	P.E.				
2:00 - 2:40	Science and/or History-Social Science				
2:40	Dismissal				

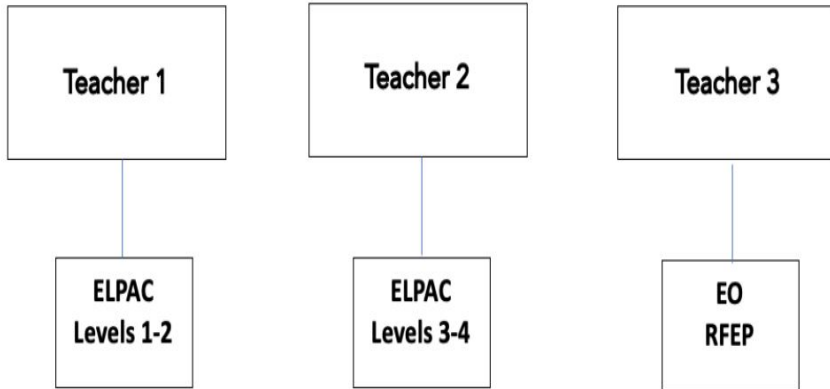
Delivery Model: Classroom



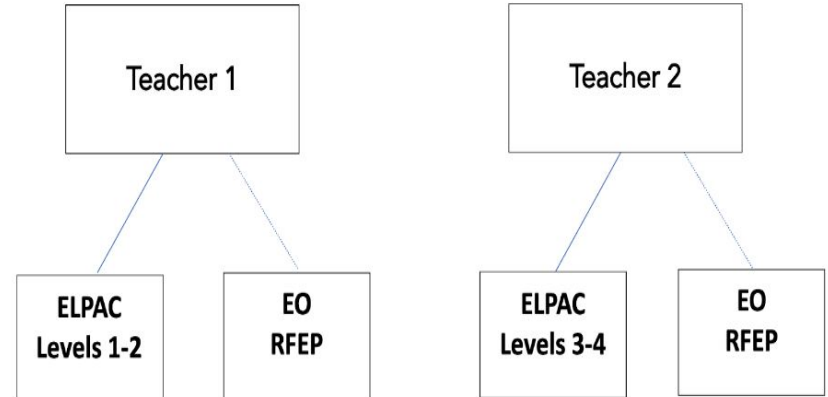
Teacher is responsible for delivering dELD to all MLLs on their roster

Delivery Model: Grade Level ELD

dELD Across Grade Level (3 teachers)

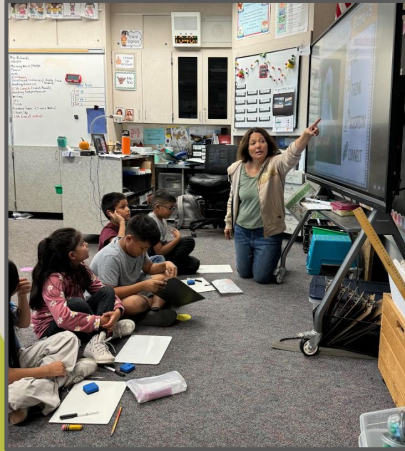


dELD Across Grade Level (2 teachers)



dELD is delivered across a grade level and MLLs are grouped based on level

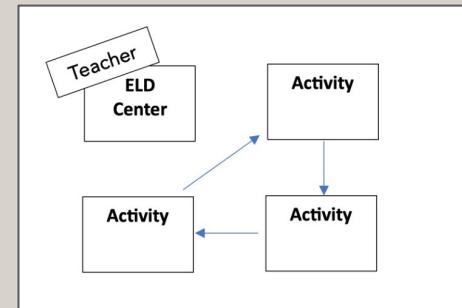
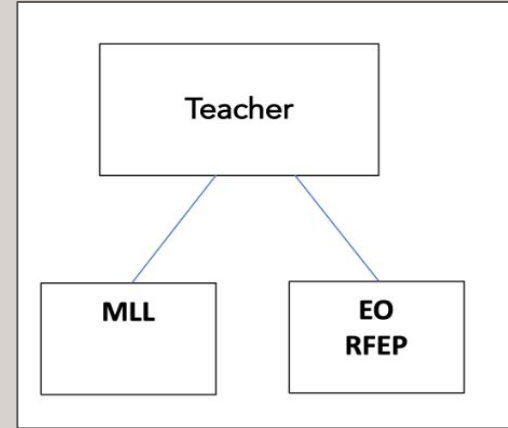
Example: Grade 2 at LGAE



Richards

Level 1, 3
5 MLLs

15 EO/ RFEP



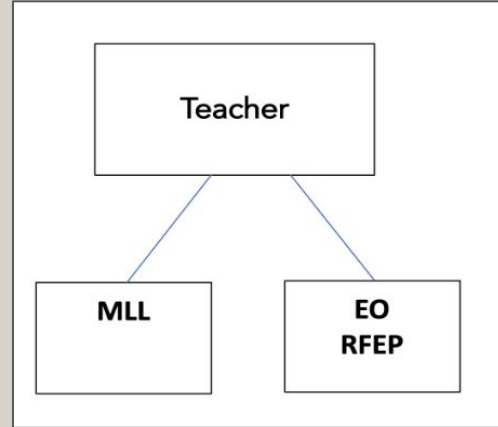
Example: Grade 6 at LGAE



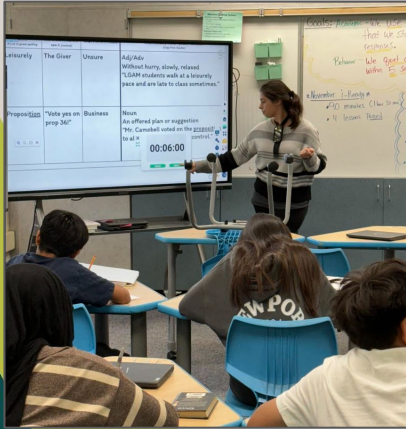
Tavizon

Level 2
Level 3
8 MLLs

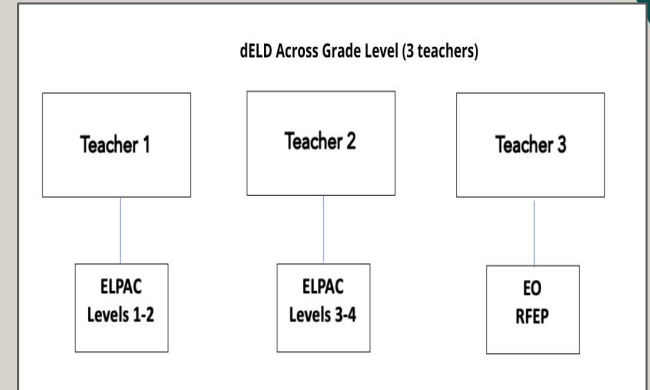
18 EO



Example: Grades 7 & 8 at LGAM



Barnes	Villanueva
Levels 3-4	Levels 3-4



Example: Grade 6 at Mount Vernon

Teachers:

- Nuñez
- Olmos

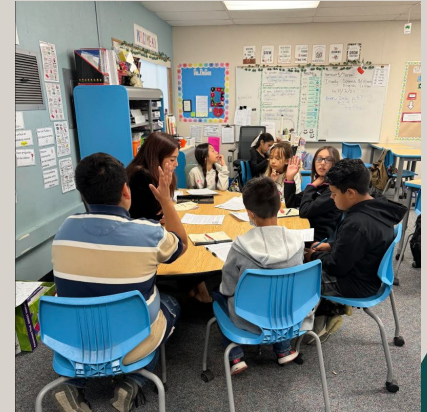
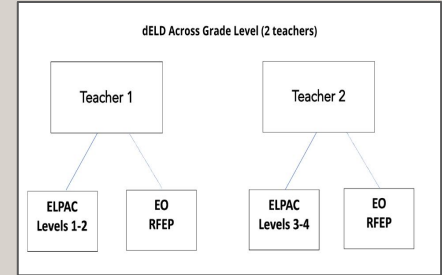
MLLs: 18 students total

- Level 1: 5 students
- Level 2: 3 students
- Level 3: 1 students
- Level 4: 2 students

46 students total in Grade 6

Nuñez	Olmos
Level 1-2 6 MLLs	Level 3-4 5 MLLs
17 EO/ RFEP	18 EO/ RFEP

Students from each
class group



Example: Grades 1 & 2 at San Miguel

Teachers:

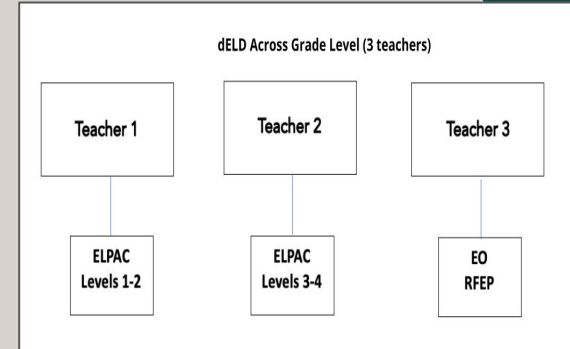
- Keough
- Haigh
- Jenkins
- ~~Buehl (2nd/3rd)~~
- Stowe
- Riegel

MLLs: 34 students total


- Level 1: 3 students
- Level 2: 9 students
- Level 3: 15 students
- Level 4: 7 students

114 students total

Keough	Haigh	Jenkins Stowe Riegel
Level 1-2 12 MLLs	Level 3-4 22 MLLs	80 EO/IFEP



Students who would benefit from intervention & students who would benefit from independent learning



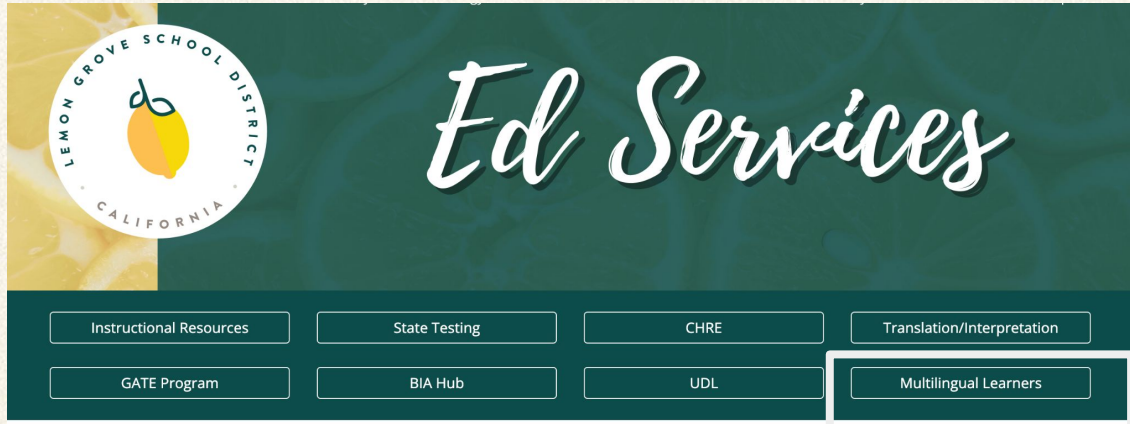
Multilingual Learner Resources

Multilingual Learner Masterplan

- Designated ELD Structures (Elementary)
- Designated ELD courses in Middle School
- Principle 1 CA EL Roadmap: Uplifting Multilingualism
- DELAC/ELAC Handbook
 - Focus on Principle 1
- Codification and alignment of Identification and Assessment processes
- Collaboration with SPED around dually identified students



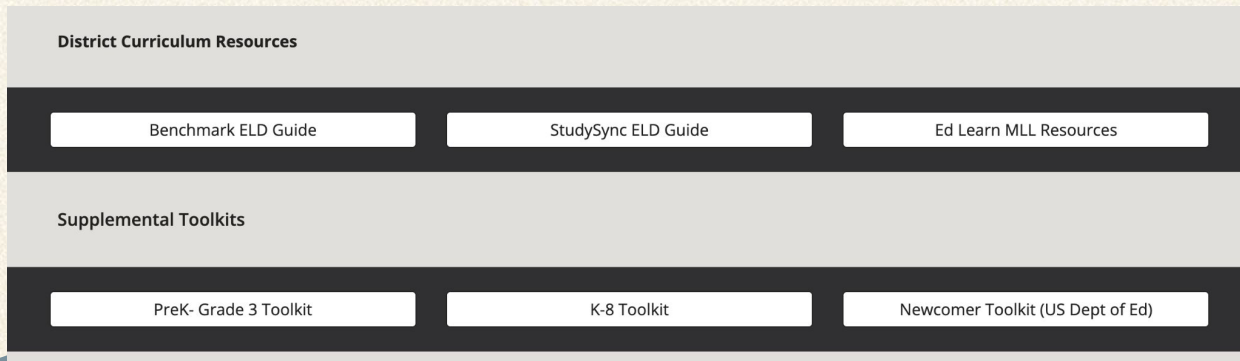
MLL Toolkit - Ed Services Internal [Site](#)



LEMON GROVE SCHOOL DISTRICT
CALIFORNIA

Ed Services

Instructional Resources State Testing CHRE Translation/Interpretation
GATE Program BIA Hub UDL **Multilingual Learners**



District Curriculum Resources

Benchmark ELD Guide StudySync ELD Guide Ed Learn MLL Resources

Supplemental Toolkits

PreK- Grade 3 Toolkit K-8 Toolkit Newcomer Toolkit (US Dept of Ed)





English 3D - Pilot dELD Curriculum

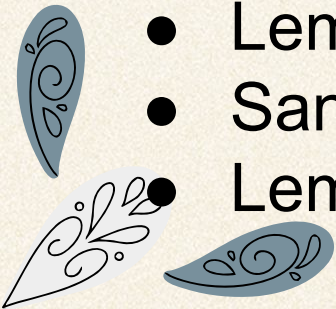
HMH ENGLISH 3D®

**Start with strengths.
Build to proficiency.**

Build on multilingual learners' existing linguistic strengths and accelerate English proficiency in grades K–12.



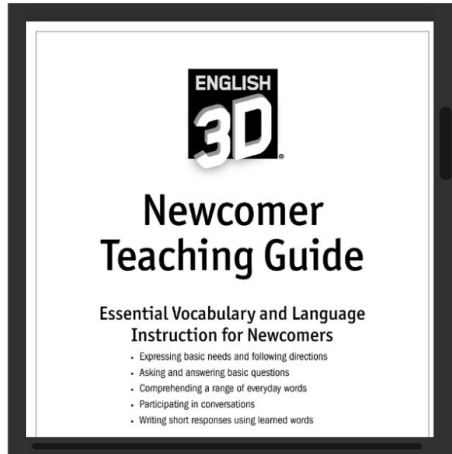
- Lemon Grove Academy Middle
- San Miguel Elementary
- Lemon Grove Academy Elementary



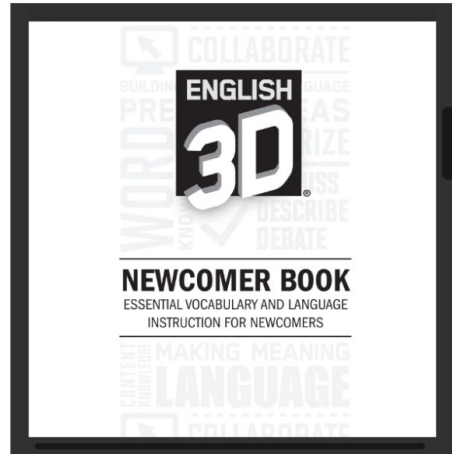
Newcomer Resources



Supplemental Newcomer Curriculum



Newcomer Teacher's Guide



Newcomer Teacher's Guide

Ed Services internal site resources



- ELD Guides
- Toolkit
- Newcomer Curriculum



Professional Learning

- District sponsored
 - Multilingual Learner PD - Liz Pappas (Elementary)
 - SDCOE MLL PD (LGAM)
 - ELD Standards Training
 - BIA Instructional Strategies Training
 - English 3D Training (Pilot Newcomer Program LGAM)

The Results Are In, Now What?

Using Evidence from the ELPAC to Improve Teaching and Learning



Professional Learning Team



Sandra Cephas
Coordinator
MEGA Team, SDCOE



Jennifer Upham
Coordinator
MEGA Team, SDCOE



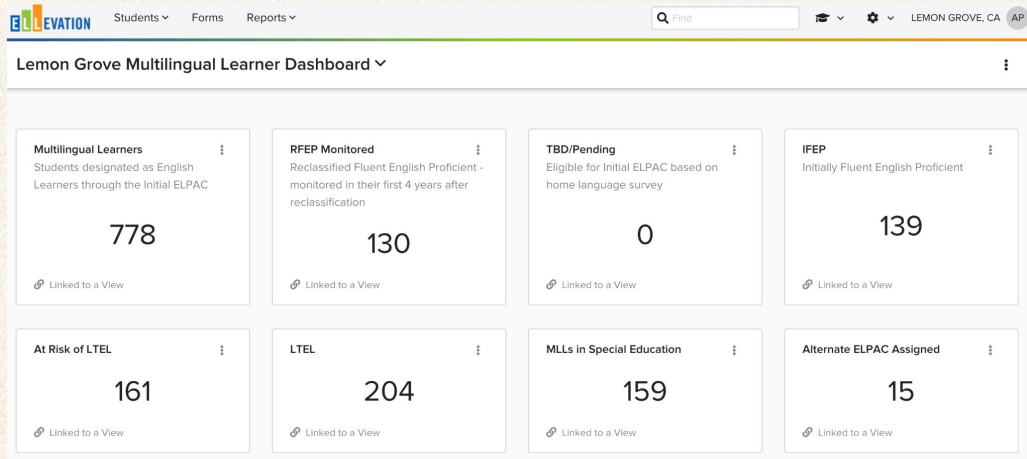
Welcome San Altos Elementary
Multilingual Learners in the Forefront

Elizabeth Pappas
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Education Studies
Coordinator, Supervisor, Professor



ELL ELEVATION

Online platform specifically designed for educators serving Multilingual Learners.



- Data to inform Instruction
- Strategies and Professional Learning Opportunities



Bilingual Instructional Assistant Support

- Bilingual Instructional Assistants embedded in WIN, WIG, Walk to learn structures
- Various training opportunities
 - Ed Services trainings
 - Site trainings

