



# CONTENTS OF THIS TRAINING

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7. SIOP and SDAIE

Is my  
student  
EL?



## RED ONLY on the RIGHT

This student has **reclassified**, but we monitor them for 4 years post-reclassification to ensure there is not a learning gap from english language acquisition.

[Redacted]	<input type="checkbox"/>		
[Redacted]	<input type="checkbox"/>		
[Redacted]	<input type="checkbox"/>		

## NO half-red or full red snowflake

This student is **not** an EL.

## FULL RED

This student is an **enrolled English Learner** that has already taken the Initial ELPAC test.

## RED ONLY on the LEFT

This student is **TBD** and will need to take the Initial ELPAC with an ELD Team member within 30 calendar days of enrollment.



# ELD

EL students, by law, need to be engaged in English Language Development an average of 30 minutes/school day. Cottonwood will insure our students are making progress in ELD by offering the following choices for students to participate in

## LIVE ELD courses

- Live interaction with classmates
- Live interaction with an ELD Team Teacher
- Learning kits (free)
- ELPAC preparedness woven in to class activities
- Lowers ELPAC stress significantly when students are comfortable with staff and testing interface

## iReady

- 90 min/wk

# First Steps

01

## Curriculum at home

Students should be using an evidence-based ELA curriculum. UPK-3 ELA curricula likely has ELD standards embedded while 4-12 often does not. See the [resources](#) page on the Hawks Nest for more info.



03

## ELD Requirement

EL students at Cottonwood will participate in 90 min/week of ELA IReady and/or attend a LIVE (Zoom) class. See schedule and links [here](#)



02

## Resources at Cottonwood

EL students have access to IReady and Reading Eggs provided by the school! See the EL [Resource Page](#) in the Hawks Nest for how to sign up!



04

## Keep Data Current

Please keep our EL data current by ensuring your students' information is current on our [compliance sheet](#).



Initial<sup>☆</sup>

Vs

Summative

ELPAC





## What's the difference?



### Initial

- Given ONCE in the academic career
- All UPK-12 that have never been enrolled in a CA public school
- Determines proficiency upon entering public school
- IFEP = Initial Reclassification as proficient in English
- If a student is not found proficient, they are enrolled in the EL Program
- No opt-out



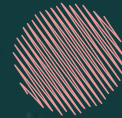
### Summative

- Given every year
- Measures progress towards English proficiency
- RFEP = reclassification as proficient in English
- If a student does not pass all domains as well as meet secondary reclassification criteria, they remain an English Learner regardless of what public school they are enrolled in
- No opt-out





# IFEP, RFEP, and RFEP Monitoring





## What is the difference?



Student was found English proficient after the INITIAL ELPAC and is not enrolled in EL.  
**HST does nothing.**



Student was found proficient after SUMMATIVE ELPAC and is unenrolled in EL.  
**HST and parent complete and sign a form and return to ELD Team within 7 days of notification.**



**RFEP Monitoring**  
RFEP'd students are monitored for 4 years AFTER RFEP to ensure all learning gaps formed as a result of lack of English proficiency are closing/closed  
**HST and Parent complete and sign a form once a year and return to ELD Team by 11/16**





# Completing the RFEP Monitoring form



The form can be

- printed, completed by hand, and then scanned and sent as a pdf to the ELD Team
- Completed and signed digitally using Adobe (NOT Adobe Sign)
  - **The ELD Team is the last signature/date and the form needs to be/remain "unlocked"**

The HST

- will be notified by the ELD Team of students that require monitoring
- completes the form to its fullest capacity, signs, and dates it
- Parent comments, signs, and dates it.



- The form is emailed as an **unlocked pdf to [el@cottonwoodk12.org](mailto:el@cottonwoodk12.org)** for final signature and date
- **RFEP Monitoring is due to the ELD Team by 11/16**



Blank form [here](#)

How to find the ELAS date instructions [here](#)

# Curriculum



Curriculum to Recommend:

All About Reading

- [Review](#)
- [Order](#)

Go Phonics Reading Program

- [Review](#)
- [Order](#)



[Logic of English Online](#)

➤ NOTE: Curriculum that has audio/visual components and answer keys are essential



NOT recommended for EL students:

- Explode the Code (can be difficult to decipher for parents and students with a limited English background what the pictures are depicting as well as the spelling patterns)
- Curricula that claims “teach your child to read in 100 easy lessons”



# Resources

The following resources will be available **free** to all EL students for the 2022-2023 academic year. These are **supplemental resources** and are **not stand-alone curricula**. Please relay this to families before ordering. Also, please monitor student usage and follow up with families when resources are not being used.

- Reading Eggs
  - HST completes the [order](#)
- iReady (ELD Team monitors) [order here](#)
- SORA (offered FREE through our lending library)
- More to come...

\*[Bookflix](#) is a FREE resource offered through the Sacramento Library!

# OUR ELD SERVICES

Choose 1 of these



## LIVE ELD Zoom class

UPK-12  
Monday-Thursday  
2-3 times/week  
Supply kits for students  
enrolled in a class  
**PARENT enrolls the  
student**

Sign up HERE



## iReady

UPK-9 (or brand new,  
level 1 ELL 10-12)  
90 min/week  
**HST enrolls the  
student**

Sign up HERE



## Paper/Pencil Packets

A packet of activities  
emailed to the student  
once a month  
containing language  
development activities  
**PARENT enrolls the  
student**

Sign up HERE

# Checking ELPAC



scores



ELPAC scores

will be labeled

**"ESA 2022"**

## How to find your Student's Test Scores

Go to the student dashboard and look under test scores

→ Click on the bar graph symbol "View CAASPP/ELPAC PDFs"

Test Scores

Additional test scores may be found in the View History link.

This will pull up the PDF's for CAASPP scores:

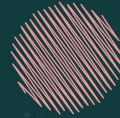
Available Score Files				
	Test	Year	Grade	Language of PDF
<a href="#">View PDF</a>	CAASPP	2017	05	EN
<a href="#">View PDF</a>	CAASPP	2018	06	EN
<a href="#">View PDF</a>	CAASPP	2019	07	EN

Select the View PDF Button to view, print, or download the student score report.

\*Note: If you are unable to see your students' test scores it could be because they are in the process of switching over to Cottonwood from another school. Once the student is "ours" in CALPADS and they are showing in TDM, you will see their scores here in Pathways. All scores now follow students.



# Summative ELPAC Testing





# HSTs Role in 3-12 grade Summative ELPAC



HSTs test their own students in  
Reading, Writing, and Listening domains ONLY

1

Done Virtually

Like the CAASP in spring 2022, virtual Summative ELPAC for 3-12 grade is proctored virtually!!



2

Group Sessions

3-12 grade can test simultaneously! Just open multiple grades and domains (Reading, Writing, Listening ONLY)!

3

Leave Speaking to Us!

We will complete the Moodle training and you schedule your ELs for Speaking domain of the Summative ELPAC!



3-12 tested by HST in Listening,  
Reading Writing domains **ONLY**

- Feb 6-March 3
- Detailed [instructions here](#)

3-12 **Speaking**

- Sign student up [here](#)  
for 1:1 appt
- HSTs will **follow up** with  
family 1 week prior and  
**24 hours prior** (phone  
call preferred)

# Summative ELPAC 3-12

This is a required assessment by  
the state and federal  
government. **There is no  
opt-out.**

There are approximately 145 1:1  
Speaking Assessments for 3-12  
graders. If your student is a  
no-show, the HST will need to  
complete Moodle training and  
test the student within 10 days of  
the missed appointment.





- UPK-2 is tested 1:1 by the ELD Team
  - April 3-28
  - Sign student up for 1:1 appt
  - HSTs will follow up with family 1 week prior and 24 hours prior (phone call preferred)
  - Students attending classes will be assessed by their ELD teacher!



# Summative ELPAC UPK-2

This is a required assessment by the state and federal government. **There is no opt-out.**

There are approximately 112 1:1 ELPAC Assessments for UPK-2 graders. If your student is a no-show, the HST will need to complete Moodle training and test the student within 10 days of the missed appointment (all 4 domains).





# What is different this year?



## 3-12th Group Test

HST schedules and completes group testing for **ONLY** Reading, Writing, and Listening Domains. These must be **completed by**

**Friday, March 3 at 4pm.**

Detailed directions [HERE](#)



## Boot Camps?

We will **NOT** be offering Boot/Readiness Camps this year for 3-12, however classes for TK-2 continue through March.



## HST-led Camps

Run practice sessions! Open up Training Tests for your students! Walk them through testing techniques!

[ELPAC.org](https://elpac.org)

(Resources>Practice and Training Tests)





## 8 components of SIOP

- Lesson Prep
- Build Background
- Comprehensible Input
- Strategies
- Interaction
- Practice and Application
- Lesson Delivery
- Review and Assess



# SIOP

SIOP is an instructional framework for improving academic achievement and providing equitable access to grade-level content for ELLs in the classroom.



## LESSON PREP ☆

- Include supplemental visuals (graphs, maps, demonstrations, charts, graphic organizers, study guides, margin notes, etc)
- Simplify without watering down
- Leveled study guides based on proficiency

## BUILD BACKGROUND

- Contextualize key vocab
- create a word wall (jamboard)
- visual vocabulary (pictures to share on screen)

## COMPREHENSIBLE INPUT

- avoid jargon/idioms
- provide step by step instructions audible and visual
- provide verbal scaffolding
- use flexible grouping
- provide opportunities for students to discuss in small groups
- put students with same L1 in groups occasionally

## STRATEGIES

Students need opportunities to USE the information presented during direct instruction in a variety of ways

## INTERACTION

- ☆ Provide meaningful opportunities for student to interact with you and each other
- Nearpod audio feature
- Encourage more than yes/no

## PRAC/APP

- Include multiple opportunities for students to practice and apply concepts
- Nearpod has several quick practice formats and allow teachers to provide feedback

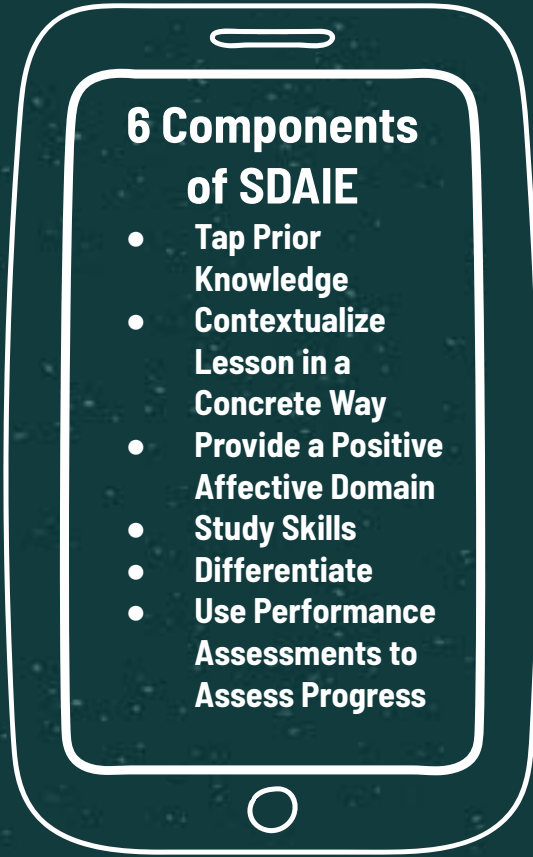
## LESSON DELIVERY

- appropriate pace
- ELLs learn when they are engaged in the lesson
- content and language objectives must be supported (content=what, language = how)

## REVIEW AND ASSESSMENT ☆

- Review content vocab
- Review academic concepts
- Informally and authentically assess progress





## 6 Components of SDAIE

- Tap Prior Knowledge
- Contextualize Lesson in a Concrete Way
- Provide a Positive Affective Domain
- Study Skills
- Differentiate
- Use Performance Assessments to Assess Progress



# SDAIE

Increases student access to content and language and makes English more accessible and understandable. Composed of strategies designed to teach content to ELLs, rather than English Language Skills.



# SDAIE Should Focus On...

SDAIE is a methodology that makes abstract concepts more concrete and readily understandable for ELLs

- Academic language
- Active Learning
- Accessing Prior Knowledge
- Building New Knowledge
- Collaborative Problem Solving
- Multicultural Perspectives
- Demonstration/Modeling
- Integrating Listening, Speaking, Reading, and Writing
- Higher order thinking skills
- Questioning Techniques
- Teacher as Facilitator

## ACADEMIC VOCAB

- ALL content vocab posted (jamboards)
- consciously using content vocabulary and encouraging students to use it and practice it in context

## ACTIVE LEARNING

- Students give teacher consistent evidence of learning (Nearpod is a GREAT resource for this)

## ACCESS PRIOR KNOWLEDGE

- Teachers familiarize themselves with students prior knowledge so that they can emphasize what students already know and help make connections to new content

## BUILD NEW KNOWLEDGE

- Teachers should check on acquisition of new academic language (exit ticket asking them to use academic vocab to describe the concept)
- Nearpod has several quick formats and allow teachers to access this info

# Let's look at a Nearpod Lesson on Balancing Chemical Equations...

Slide 4 / 10

## Essential Question

How can we better understand chemical equations by analyzing the relationships between atoms, reactants and products?

Slide 5 / 10

## Today's Lesson

50 min

 <b>Preview Vocabulary</b> 5 min We will preview vocabulary specific to today's lesson.	 <b>Engage &amp; Explore</b> 5 min We will engage by assessing our prior knowledge of chemical equations and explore a city to see where chemical equations occur.	 <b>Explain &amp; Elaborate</b> 20 min We will explain the parts of a chemical equation and how to balance a chemical equation. Then elaborate by examining the relationship between atoms, chemical equations, and the Big Bang Theory.	 <b>Evaluate</b> 5 min We will evaluate what we learned about balancing chemical equations.
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Slide 8 / 10

## Atom

Vocabulary

**Part of speech & definition**  
noun  
The basic unit of matter that makes up an element.

**Sentence**  
"In order to create a molecule of water, two hydrogen atoms and one oxygen atom are needed."



# Balanced Chemical Equation

Vocabulary

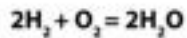
Slide 8 / 11

## Part of speech & definition

An equation that has an equal number and type of each atom on both the reactant and product sides

### Sentence

"As Marko was creating the balanced chemical equation, he began to count the number of hydrogen atoms first."



Match each definition with the word it represents.

Slide 9 / 11

### Instructions

Law of Conservation of Mass

Coefficient

Products

Atom

An equation that has an equal number and type of each atom on both the reactant and product sides

The basic unit of matter that makes up an element

The number in front of a reactant or product that identifies the number of that molecule in order to balance the chemical equation

Chemicals that are used within a chemical reaction and are located to the left of the arrow of a chemical equation

A principle that states matter cannot be created nor destroyed

Info

5 min

## Let's engage & explore

We will **engage** by assessing our prior knowledge of chemical equations and **explore** a city to see where chemical equations occur.

Slide 11 / 15

How much do you already know about how to create a balanced chemical reaction?

A. I know a lot.

B. I know a little.

Select an answer

Info ^ Share Previous Add to My Lessons

Slide 12 / 15

Just do you already know about how to balance a chemical reaction? Mention anything you might know here.

^ Interactive

Show your thoughts

Info ^ Share Previous Add to My Lessons

Slide 13 / 15

## Where Are Chemical Reactions?

On the next slide you will visit Dnipro City in Ukraine.

As you explore, think about and identify different chemical reactions that are occurring within the city.

Slide 14 / 15

Enter VR

Info ^ Share Previous Add to My Lessons

Slide 15 / 15

## Chemical Reactions

Identify one chemical reaction you identified during your visit and cite where it occurred.

^ Interactive

Show your thoughts

Info ^ Share Previous Add to My Lessons



# Let's look at a Nearpod Lesson on Balancing Chemical Equations...

**Practice Self-Confidence & Communication** SEL in Action Slide 22 / 51

Next, you will explain what the law of conservation of mass is and why it is important and record your answer in writing.

You can share your answer with a partner or record yourself saying your answer.

As you share, pay attention to all the new words and concepts you are using. Do you notice yourself feeling confident about your ability to communicate about this topic?

**Why Are Chemical Reactions Balanced?** Teacher Example Slide 29 / 51

As you watch the video on the next slide, use the graphic organizer to help you take notes.

Term	Definition
Reactant	
Product	
Coefficient	
Steps to balance a chemical equation	
1.	
2.	
3.	
4.	
5.	

nearpod.com wants to use your microphone

nearpod

Explain what the law of conservation of mass is and why it is important.

Share your answer with a partner or record your response. Then, type your answer.

Ready? Enter your answer here.

Slide 23 / 51

Learning New Words 2 1 / 2 65% Slide 49 / 51

nearpod

Learning New Words  
Vocabulary

WORD		
Definition		Picture
WORD		
Definition		Picture

Info ⓘ Share Preview Add to My Lessons



## Something to think about...



100% participation 100% of the time is optimal. Imagine you are sitting in a room, information is being presented to you in another language, and you know you are responsible for learning and applying the information, but you cannot understand it. You pick up a word here and there, but the overall concept is lost on you. How is this stress going to impact your learning? What kind of access/strategies/resources would you need in order to approach and successfully receive the information?

