



# *ELD Guide for HSTs at Mission Vista Academy 2025-2026*

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## **ELD Program Model**

Because of the dynamic of our school, as a virtual homeschool, our ELD program model looks a little different than what one would encounter in a brick and mortar setting. However, all elements of an effective program are inherent in MVA's model.

Our model is best described as a blend of both Sheltered English and Structured Immersion Programs, where content drives instruction, and English and language acquisition are taught through the core content areas of English/language arts, math, science, and history/social studies. Within this model, we also provide designated and integrated ELD instruction and cater it to each student's individual needs, based on their skill and EL levels. Primary language instruction is not provided by our teachers, but supported and encouraged, where the parent chooses this as an option.

<b>Integrated ELD</b>	<b>Designated ELD</b>
<ul style="list-style-type: none"> <li>● CA ELD Standards are taught in tandem with CA CCSS for content and literacy standards</li> </ul>	<ul style="list-style-type: none"> <li>● A protected and separate 30 minutes per day</li> </ul>
<ul style="list-style-type: none"> <li>● ELs learn and acquire English, simultaneously as they learn their grade level content</li> </ul>	<ul style="list-style-type: none"> <li>● ELD Standards are more the focus, than the content standards</li> </ul>
<ul style="list-style-type: none"> <li>● ELs academic and language progress is supported at their skill and EL level</li> </ul>	<ul style="list-style-type: none"> <li>● Focus is on language acquisition and development</li> </ul>
<ul style="list-style-type: none"> <li>● <u>Parents' choice of curriculum</u></li> </ul>	<ul style="list-style-type: none"> <li>● <u>ELs academic and language progress is supported at their skill and EL level</u></li> </ul>
<ul style="list-style-type: none"> <li>● Overall goal for the EL to learn content and academic language in each lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Specified curricular programs suggested, but can be taught using any curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>● Overall goal for the EL to learn English at the level of a native speaker</li> </ul>

## **Understanding SDAIE Strategies**



Though SDAIE (Specially Designed Academic Instruction in English) is slowly becoming a dated term, replaced by English Language Learner Intervention, the concepts and strategies are still very relevant for the intervention instruction that English Learners require and can benefit from.

Whether you refer to the strategies as SDAIE or EL intervention, the primary purpose remains the same, to teach students to understand, communicate and to function successfully in a predominantly English language society. The ultimate goal is for students to reach an appropriate level of English proficiency, as determined by speaking, comprehending, reading, and writing.

In order for SDAIE to be effective, these are some characteristics that should be practiced by the teacher:

- Identifying focus concepts that integrate student learning
- Facilitating a connection of focus concepts to students' background experiences, prior knowledge, and primary language
- Selecting scaffolds to assist students' engagement and performance
- Continuous observation, monitoring, and assessment leading to teacher's modifications and differentiation, as needed
- Encouraging voluntary reading
- Developing multicultural awareness and validating diversity.

### **What can you do to support your struggling EL student?**

**Instructional Scaffolding**-this is inclusive of modeling, bridging, contextualizing, schema building, text representation, and metacognitive development. (Tier 1 support)

**Modeling**-this includes modeling the language you want students to use; speaking clearly and using academic language, as opposed to social speak/language. This would require in person (Zoom or a face to face setting) activity where students are encouraged to speak out loud with the teacher and/or peers about what they are reading and learning.

**Bridging**-creating a connection between a student's prior knowledge and the subject matter/concept being taught.

**Individual activities**- quick-writes, journal writing, KWL Charts, prediction charts.

- o In person based activities: think-pair-share.

**Contextualizing**-familiarizing students with unknown concepts/material via direct experience.

- o Individual activities: use of technology for videos, virtual tours; actual field trips to local museums, etc.
- o In person based activities: demonstrations using realia and manipulatives that students can see, hold, and experience.



**Schema Building**-Helping students see the relationships/connections between various concepts. Individual activities: compare and contrast assignments (VENN Diagrams), projects, etc.

- o In person based activities: Peer Teaching strategies such as jigsaw learning, reciprocal teaching, lit circles, group projects, etc.

**Text Representation**-Extending a student's understanding of text into a newspaper or game, or by having them apply it in another medium. Individual activities: storyboards, drawings, turning text into a newspaper or game

**Metacognitive Development**-preparing students with the skills and vocabulary necessary to speak about their own learning.

- o Individual activities: self-assessment or reflective writing, fun academic vocabulary activities (Word Search and Crossword Puzzles), note-taking and study techniques (Cornell Notes, index cards, OneNote, Anki Flashcards-ankisrs.net)
- o Preparing students with the skills and vocabulary necessary to speak about their own learning
- o In person based activities: oral quizzes, oral book reports, presentations.

The best results and most progress comes from a consistent use of many of the above mentioned strategies. Other intervention strategies include the use of technology, as so much can be quickly gleaned from virtual settings and tours; graphic organizers, those mentioned above, as well as others; thinking maps; transition word and academic language lists/walls; sentence frames, etc. Many of these strategies and more will be provided as Zoom Trainings for teachers AND parents to attend. More info and links to these trainings can be found later in this guide and will be shared via Weekly Updates.

## **Core Curriculum Options**

*(primarily to teach integrated ELD, but can also lend in designated ELD)*

Parents have flexibility in choosing from a large variety of curricula. And, there is no specific EL curriculum, but we recommend the options in this document, as they are in most cases standards-aligned, research based, popular curricula for homeschoolers and ELs alike. [Click here](#) for access to the document.

## **English Language Development Classes and D-ELD Curriculum**

*(Specifically the designated ELD portion of the student's curriculum)*



All EL students will be enrolled in an ELD class based on their EL level (ELPAC Overall Score Level) to ensure they are receiving their Designated ELD (D-ELD) instruction. All ELs are provided with access to specific curriculum meant to address their D-ELD needs. Also, parents have two options by which to meet this requirement. They can choose the teacher-led, virtual ELD class option, which we highly recommend. Or parents can use the supplied curriculum access and provide the required 30 minutes per day D-ELD instruction. Please note that only Option 1—teacher-led class is applicable to LTELs. For more information, [click here](#). High school ELs who choose the virtual class with an ELD teacher will receive 5 elective credits per semester.

### **ELD Success Plan**

ELD is a state and school mandate. We have created a [plan](#) to address those families who repeatedly refuse to complete their D-ELD work. It gives them 3 LPs, with various steps and support along the way, before they end up in the non-compliance process.

### **ELPAC Practice Tests**

MVA's goal for every EL is to help them reclassify and become English proficient. The initial, formal step is reporting an overall score of 4 on the ELPAC. As such, it is highly recommended that EL students take an ELPAC practice test at least once per month in first semester.. This is the best way for EL students to prepare for the Summative ELPAC in the Spring, as it will not only help them with the content in the four domains that they will be tested in, but also provides the layout they will see when taking the test.

### **Interim ELPAC Assessment**

We are offering the Interim ELPAC for any student who is interested in a more formal practice test. This will test in every domain and provide a score, so that we can better support the student in the specific areas they are struggling.

### **ELPAC Bootcamp**

For even more practice, we are offering a 4 session, once per week of ELPAC prep, for grades 3-12, in January. This will cover every task type/question on the ELPAC, so it is your child's best way to prepare for "passing" the test in February. More info with dates and times will be emailed in December.

### **Other Resources for HSTs and Parents**

It is encouraged that every HST and parent bookmark the link to the [Multilingual/English Learner Resource Site](#), as it is a wealth of information and other resources.

### **Trainings on Instructional Strategies**



All HSTs of EL students will attend 3 MANDATORY trainings in the early fall. The [Multilingual/English Learner Resource Site](#) also houses numerous recordings, handouts, and slidedecks from past trainings on instructional strategies. Though these strategies are proven to be effective with EL students, they are also just as helpful when working with SpEd, struggling, or even students who are on target.

### **Parent Engagement Calendar of Events**

Parent Engagement is a key factor in student success; it is also a large part of Title I funding requirements. As such we are offering a variety of workshops, trainings, Title I meetings, MLAC meetings, etc to help parents become involved in the school and offer them an opportunity to share feedback. This calendar is posted on the MVA website and will be shared with parents, but you can [access it here](#). HSTs are invited and welcomed to attend and support their families as well.

### **Typical EL Student Schedule**

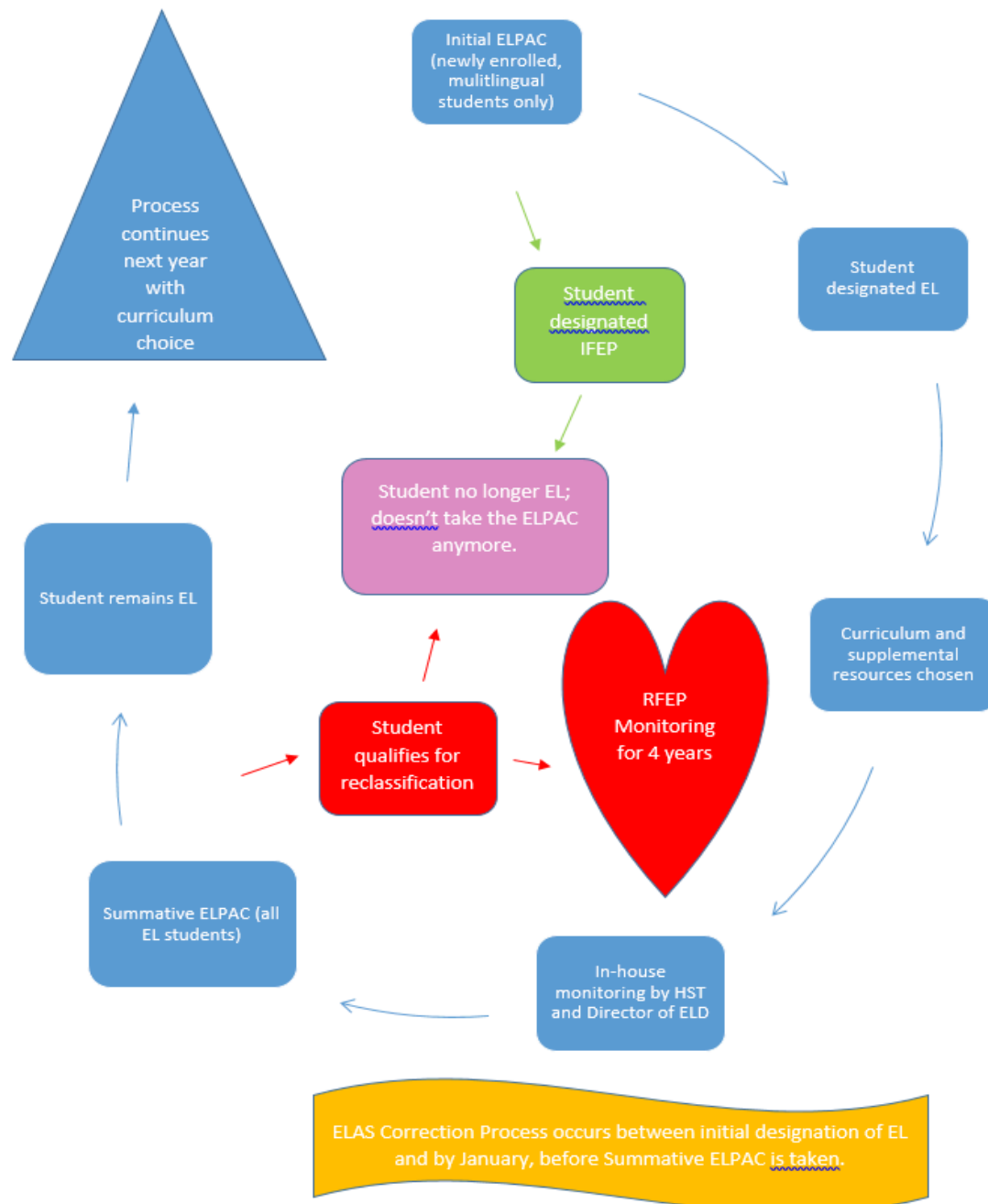
Inherent in the fact that we are a homeschool setting, is the notion of flexibility. This is true of all of our students, whether general education, achieving at or below grade level, Special Education, or English Learner. Of course, all students learn at their own pace, have their own learning style, and are at various levels of English proficiency. Furthermore, high school EL students have even more requirements that they must meet (graduation requirements, A-G, NCAA, etc). Needless to say there are a number of factors to be taken into account when working with the parent to suggest an appropriate and effective schedule. That being said, for some first-time homeschooling parents or HSTs, a generic timetable/schedule may be useful. This example is a *minimum time spent for a "typical"* EL student that includes CDE regulations for EL and meets MVA expectations for core curriculum.

Grade Level	Core Content and Supplemental Curriculum	Amount of time (minimum/daily)
TK-5	Language Arts	30 minutes
	Math	30 minutes
	Social Studies	30 minutes
	Science	30 minutes
	Designated ELD	30 minutes
	ELPAC Practice Tests	20 minutes
	Independent Reading	15 minutes
	Extra-curricular activities, hands-on learning, field trips, park days, etc.	Varies by student
6-8 (middle school)	Language Arts	45-55 minutes
	Math	45-55 minutes
	Social Studies	45-55 minutes
	Science	45-55 minutes
	Designated ELD	30 minutes
	ELPAC Practice Tests	30 minutes

	Independent Reading	30 minutes
	Extra-curricular activities, hands-on learning, field trips, park days, etc.	Varies by student
9-12 (high school)	Language Arts	50-60 minutes
	Math	50-60 minutes
	Social Studies	50-60 minutes
	Science	50-60 minutes
	Elective Courses	Varies by student
	Designated ELD	30 minutes
	ELPAC Practice Tests	30 minutes
	Independent Reading	30 minutes

## Visual of ELD Cycle

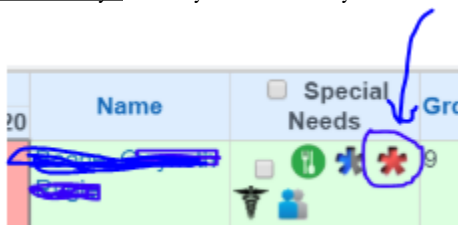
This diagram provides a visual look at how all of the above elements work together to create the entirety of the ELD program at MVA.





## **I'm an HST of an EL student, now what??...Checklist**

1. Finding your EL Student in Pathways—they have a fully colored RED asterisk:



Also, follow this breadcrumb/trail for their EL Acquisition Date and other program info on your student: **Special Programs/Accomm >EL**

2. Finding their ELPAC scores—on the student's dashboard, scroll down to the section titled 'Test Scores'; click on the arrow to expand:

▼ Test Scores

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

▼ ELPAC Summative

Subtest	Date	Grd	Level 1	Level 2	Level 3	Level 4
Oral Language	02/22/2019	UNKNOWN	1407			
Written Language	02/22/2019	UNKNOWN	1334			
Overall	02/22/2019	UNKNOWN	1335			

3. Adding EL Standards to their AWRs and adding ELD Class to Pathways—[click here](#) for the directions document.
4. Build a rapport with this family; they will need even more support than other families on your roster. 😊
5. Work with the family to find the best core curriculum, D-ELD option, and supplemental curriculum that will work for their child.
6. Encourage regular use of ELPAC Practice Tests.
7. Refer to this [Checklist](#) for other duties related to your role as an HST of an EL.
8. At monthly meetings, discuss and monitor the student's EL progress specifically, in addition to regular conversation about academic progress. Add these notes to the OPTTEL worksheet.
9. Be sure to meet all deadlines regarding RFEP Monitoring, Reclassification, ELPAC testing, etc. as needed and requested.



10. Become familiar with the [Multilingual/EL Resources Site](#); tons of great info/resources for you and families.
11. When questions arise, reach out to me, Lisa Mesa, Director of Special Programs, anytime via email or phone. I am here to help. 951-642-3794 