

Evidence-Based Practices for English Learners

Evidence-Based Practices (EBP) in education are programs, practices or activities that have been evaluated and proven to improve student outcomes. Districts can have confidence that the strategies are likely to produce positive results when fully implemented.

The term evidence-based is not new; it has been used in the field of medicine since 1996. The Every Student Succeeds Act (ESSA) established evidence-based practices as the standard for educational efficacy. Prior to ESSA, the Elementary and Secondary Education Act (ESEA) consistently used research based when describing strategies. No Child Left Behind (NCLB) used scientifically-based research as its threshold.

(<https://essa.chrr.ohio-state.edu/getting-started>)

The California Department of Education (CDE) provides assistance to local schools and districts to achieve the following **goals**:

- Ensure that English Learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English Learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals will help close the achievement gap that separates English Learners from their native English-speaking peers. In order to accomplish these goals, all English learners are provided with **designated** and **integrated** English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in language acquisition programs. [*California Code of Regulations - 5 CCR (c)(1)*]

State Indicator Outcome: English Learner Progress Data- <https://www.caschooldashboard.org/>

Literacy is the ability to communicate clearly and effectively through speaking, reading, writing, and listening. [SBCSS Literacy Planning Toolkit](#)

SBCSS Resources for English Learners

English Language Development (ELD)

INTEGRATED

Integrated ELD is instruction in which the California English Language Development Standards (CA ELD Standards) are used in tandem with the state-adopted academic content standards (Title 5 *California Code of Regulations [CCR]* Section 11300(c)).

K-12th

Professional Learning

- [Bright Spots in SBCSS: A Colloquium of Shared Best Practices Success of English Learners Paraprofessional Follow-Up](#)
- [Watch Party: English Language Development Videos - CANVAS COURSE](#)
- [Navigating through the English Language Development Standards - CANVAS COURSE](#)

Resources

- [English Learner Toolkit of Strategies, Volume 1](#)
- [Improving Education for Multilingual and English Learner Students](#)
- [Strategies for ELD\(PDF\)](#)
- [Expanded View of the ELA/ELD Framework Resources](#)
- [ELA and ELD Implementation Support Videos](#)
- [California ELD Standards\(PDF\)](#)
- [Content Standards](#)(mathematics, science, history-social science, visual and performing arts, world languages, computer science, health education, and other content areas)
- [Curricular Frameworks](#)(mathematics, science, history-social science, visual and performing arts, world languages, computer science, health education, and other content areas)
- [ELA/ELD Framework](#)
- [Vignette Collection of the ELA/ELD Framework\(PDF\)](#)
- [ELA/ELD Framework Vignettes Summary Sheet](#)
- [Snapshot Collection of the ELA/ELD Framework\(PDF\)](#)
- [ELA/ELD Framework Vignettes and Snapshots Chart](#)
- [Integrated ELD Video Series](#)

7-12th

Professional Learning

- [Session: Support Education for Long Term English Learners](#)
- [Session Data Chats: Analyze English Learner Data to Inform Instruction](#)
- [Newcomers in Your School: Cultural Connections and Instructional Strategies](#)

Resources

- [Supporting Content Learning in the Secondary Classroom through Literacy: Resources for Science, Mathematics, History/Social Science, ELD, and ELA\(PDF\)](#)
- [English Learner Toolkit of Strategies, Volume 1](#)
- [Strategies for ELD\(PDF\)](#)
- [Improving Education for Multilingual and English Learner Students](#)

<p>English Language Development (ELD)</p> <p>DESIGNATED</p>	<p>Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. (5 CCR Section 11300[a]).</p> <p style="text-align: center;"><u>K-12th</u></p> <p>Professional Learning</p> <ul style="list-style-type: none"> ● Support Education for Long Term English Learners ● Newcomers in Your School: Cultural Connections and Instructional Strategies ● Watch Party: English Language Development Videos - CANVAS COURSE ● Navigating through the English Language Development Standards - CANVAS COURSE <p>Resources</p> <ul style="list-style-type: none"> ● English Learner Toolkit of Strategies, Volume 1 ● Strategies for ELD(PDF) ● Improving Education for Multilingual and English Learner Students ● Expanded View of the ELA/ELD Framework Resources ● ELD Implementation Support Videos ● California ELD Standards(PDF) ● Vignette Collection of the ELA/ELD Framework(PDF) ● ELA/ELD Framework Vignettes Summary Sheet ● Snapshot Collection of the ELA/ELD Framework(PDF) ● ELA/ELD Framework Vignettes and Snapshots Chart ● Designated ELD Video Series
<p>California English Learner Roadmap</p>	<p>Guide to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments.</p> <p>Professional Learning</p> <ul style="list-style-type: none"> ● California English Learner Roadmap - CANVAS COURSE <p>Resources</p> <ul style="list-style-type: none"> ● CDE English Learner Roadmap web page ● EL Roadmap at a Glance: Information Sheet ● English Learner Roadmap Administrator Toolkit Volumes 1:Californians Together ● Elementary School Teacher Toolkit ● Middle School School Teacher Toolkit ● High School School Teacher Toolkit ● Administrators Guidance Document on how to engage teachers in the EL Roadmap
<p>Assessment/ Progress Monitoring</p>	<p>LEAs must monitor the progress of all ELs in achieving English language proficiency (ELP) and in acquiring content knowledge. LEAs should establish rigorous monitoring systems that include benchmarks for expected growth and take appropriate steps to assist students who are not adequately progressing towards those goals.</p> <p>Professional Learning</p> <ul style="list-style-type: none"> ● Coffee Sessions for the 2022–23 administration ● Support Session for Summative ELPAC Administration and Scoring Guidance on Diagnostic and Formative Assessments <p>Resources</p> <ul style="list-style-type: none"> ● California Assessment of Student Performance and Progress (CAASPP) ● ELPAC Test Administration Coordination Website ● The CDE ELPAC Web Page ● 2022–23 ELPAC Information Guide ● ELPAC Test Administration Coordination Website ● CDE Alternate ELPAC ● Online Practice and Training Tests ● ELPAC Domain Information Sheets ● Alternate ELPAC Task Type Information Sheet

Reclassification/ Monitoring	<p>Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. After students have exited an EL program through the locally-approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that:</p> <ol style="list-style-type: none"> 1. The students have not been prematurely exited; 2. Any academic deficit they incurred as a result of learning English has been remedied; and 3. The students are meaningfully participating in the standard instructional program comparable to their English-only peers. <ul style="list-style-type: none"> • Monitoring of Reclassified Students • CDE Reclassification FAQs • English Learners Resources Web Page • Federal Program Monitoring (FPM) Instrument California Department of Education (CDE) Web Page • U.S. Department of Education English Learner Toolkit Web Page <p>Professional Learning</p> <ul style="list-style-type: none"> • Support Education for Long Term English Learners • Date Chats: Analyze English Learner Data to Inform Instruction <p>Resources to Support Criterion 1</p> <ul style="list-style-type: none"> • The CDE ELPAC Web Page • 2022–23 ELPAC Information Guide. • ELPAC Test Administration Coordination Website • California Practitioners' Guide for Educating English Learners with Disabilities <p>Resources to Support Criterion 2</p> <ul style="list-style-type: none"> • Discerning—and Fostering—What English Learners Can Do with Language (Molle, Liguanti, MacDonald & Cook, 2016)(PDF) • Guidance on Diagnostic and Formative Assessments <p>Resources to Support Criterion 3</p> <ul style="list-style-type: none"> • English Learner Toolkit, Chapter 10: Ensuring Meaningful Communication with Limited English Proficient Parents (U.S. Department of Education, Office of English Language Acquisition, 2017) Parent Newsletter (CDE) <p>Resources to Support Criterion 4</p> <ul style="list-style-type: none"> • Smarter Balanced Website • California Assessment of Student Performance and Progress (CAASPP) • State Board of Education Approved Content Standards
English Learners with Disabilities	<p>Support for educators' identification, assessment, differentiation of instruction, and reclassification of English learners with disabilities.</p> <p>Professional Learning</p> <ul style="list-style-type: none"> • Session: Introduction to California Practitioners' Guide for Educating English Learners with Disabilities • Paraprofessional Follow-Up <p>Resources</p> <ul style="list-style-type: none"> • California Practitioners' Guide for Educating English Learners with Disabilities • Imperial County Resources for Improving Outcomes for English Learners with Disabilities • US Department of Education English Learner Toolkit • Improving Education for Multilingual and English Learner Students • CDE Alternate ELPAC • Alternate Assessment IEP Team Guidance • Alternate Assessment Decision Confirmation Worksheet • Alternate ELPAC Fact Sheet • Initial Alternate ELPAC Fact Sheet • Alternate ELPAC Parent Guide to Understanding • Alternate ELPAC Task Type Information Sheet • The Correction of Classification Process – At-a-Glance • Alternate ELPAC Scale Score Ranges • Reclassification of English Learners with Disabilities-Section 5

Multilingual Pathways	<p>Multilingualism provides educational, cognitive, sociocultural, and economic benefits for those students who attain fluency in more than one language. The mission of California is to equip students with world language skills to better appreciate and more fully engage with the diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.</p> <p>Professional Learning</p> <ul style="list-style-type: none"> ● World Languages Standards and Frameworks - CANVAS COURSE ● Preparing Global Citizens: Establishing a Path to Biliteracy with the Biliteracy Pathway Recognitions and the State Seal of Biliteracy - CANVAS COURSE ● World Languages Options: Foreign Language in the Elementary School and Foreign Language Experience Programs - CANVAS COURSE <p>Resources</p> <ul style="list-style-type: none"> ● CDE Multilingual Education ● CDE Multilingual FAQ ● Improving Education for Multilingual and English Learner Students ● List of Schools Offering Multilingual Programs ● Parent's Toolkit to Multilingual Education ● California Best Practices for Young Dual-Language Learners ● Global California 2030 ● Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning ● State Seal of Biliteracy ● Promoting the Educational Success of Children and Youth Learning English: Promising Futures ● Guiding Principles for Dual Language Education, Third Edition <p>External Organizations:</p> <ul style="list-style-type: none"> ● Association of Two-Way & Dual Language Education (ATDLE) ● California Association for Bilingual Education (CABE) ● Center for Applied Linguistics (CAL) ● Center for Research on Education, Diversity & Excellence (CREDE) ● Multicultural Pavilion ● National Clearinghouse for English Language Acquisition (NCELA) ● U.S. Department of Education OELA ● Sobrato Early Academic Language (SEAL)
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For additional support and strategies regarding English Learners and or ELD, reach out to our SBCSS Multilingual Department Office Support and they will direct you to the appropriate team member: Maria Guzman- m.guzman@sbcss.net

Networks:

- [SBCSS English Learner Leadership Network](#)
- [SBCSS Dual Language Immersion Leadership Network](#)
- [World Languages Network](#)
- [SBCSS Paraprofessional Network](#)

Additional EBP for ELs Resources:

- [CAASPP - Teacher's Guide to Smarter Balance Assessments, English Language Arts & Literacy](#)
- [California Collaborative for Educational Excellence Resource Center](#)
- [Spanish Language Development Standards](#)
- [Clearinghouse for Multilingual Documents](#)
- [ELD Intentional Teaching Presentation\(PDF\)](#)
- [California Department of Education Continuous Improvement Resources](#)
- [Evidence for ESSA](#)
- [Hanover Research](#)
- [WestEd Educational Research](#)