

When will my child exit ELD?

This is called reclassification and it happens when a child meets all of the state and district's criteria below. Students in Burbank USD who enter with limited English language experience can expect to exit the program (be reclassified) within 5-7 years, although they may exit before that. Children who enter with English language experience may only need a few years of additional ELD support.

Our goal is for every English learner to become fully proficient in English (listening, speaking, reading, and writing) and to master state standards for academic achievement as rapidly as possible.

This district's reclassification criteria are:

- ELPAC: Proficient score of "well developed"/Level 4
- District and state assessments (CAASPP) for reading and writing at grade level
- Teacher grades at grade level
- Parent Opinion: Parents are invited to share their opinions and to ask questions about the readiness of their children to be exited from ELD



Additional Information

The ELD program allows for equal access to gifted and talented (GATE) program opportunities.

ELs with disabilities have an equal opportunity to participate in a program consistent with their Individualized Education Plan (IEP).

Middle School, High School, and beyond—

Most English learners who enter in the early elementary grades exit ELD before entering middle school. If they do receive ELD instruction in middle or high school, it will not appear on their transcript, nor affect college entrance. In 2018, Burbank's five year high school graduation rate was 94.6% for all students and 87.8% for English Learners.

Parent Resources

- English Learner Advisory Committee (ELAC): provide input, receive parent resources & training. Each school has a minimum of 4 meetings each year.
- District English Learner Advisory Committee (DELAC): visit burbankusd.org for dates & times
- Parent Nights: Math, ELA, Technology, & more
- Parent-Teacher Conferences, school tours, Booster Club, and Parent Teacher Association
- Translators: ask your ELD Coordinator for availability
- Wellness Programs and Services available: www.burbankusd.org/District/Department/Wellness-Programs-and-Services

Contacts—School and District Office

If you still have questions about the ELD program, please contact the site ELD Specialist:

Miller, Stevenson: laurykelly@burbankusd.org
Harte, Disney, Providencia: kirstenjackson@burbankusd.org
Jefferson, McKinley, Roosevelt: deidratineo@burbankusd.org
Washington, Edison, Emerson: angiedmello@burbankusd.org
District Office:

Teacher on Special Assignment: ELD Coordinator:
jennifergoldenberg@burbankusd.org or call 818-729-4495
Director of Elementary Education & Federal Programs:
peterknapik@burbankusd.org or call 818-729-4482

Burbank Unified School District

Parent Brochure for English Learners in Elementary School

ELD Program Description
ELD Instruction
EL Identification Process
Reclassification Process



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English Learner Programs

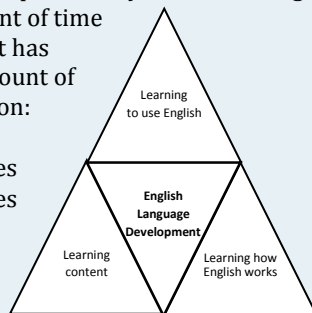
Burbank Unified currently offers two ELD programs: **Structured English Immersion (SEI)** and **Dual Immersion (DI)**.

- In Structured English Immersion, the curriculum and instruction are designed for pupils who are learning English. Students are grouped according to their language proficiency levels and instructional needs, within a **mainstream** setting. Classrooms are balanced to ensure that there are native speakers of English, fluent English-proficient students, and English Learners (ELs). In addition, ELs at the Emerging proficiency level often receive additional support in the classroom from an instructional assistant. Emergent level instruction *may also include* primary language support to motivate, clarify, direct, support, and explain. The goal of the SEI program is English language proficiency and cross cultural understanding.
- Dual Immersion provides language learning and academic instruction for native speakers of Spanish as well as native speakers of English. The language of instruction is Spanish, with Academic English Language Development provided for 10% of the day in kinder, 20% in the 1st and 2nd grades, and increasing every year until it reaches 50% in 5th grade. The goal of the DI program is proficiency in both Spanish and English, as well as cross cultural understanding.

ELD Instruction

English Language Development (ELD) is instruction designed to help students acquire academic English in listening, speaking, reading, and writing. Each school site determines how students receive Designated ELD instruction, based on students' proficiency levels. Although there is no maximum amount of time allotted for ELD, our district has determined a minimum amount of time for daily ELD instruction:

- Transitional Kinder & Kindergarten: 20 minutes
- 1st-5th grade: 30 minutes



English Learner Identification Process

A Home Language Survey is completed when enrolling your child in a California school*. If a language other than English is listed on questions #1, #2, or #3, your child will be given the Initial English Language Proficiency Assessments** for California (ELPAC) within the first 30 days of school by a member of our English Language Development (ELD) staff. This test measures how well a student knows English, including listening, speaking, reading, and writing.

After taking the initial ELPAC, there are two possible outcomes:

- 1) Your child scores proficient:
 - You receive notification of his/her status as Initial Fluent English Proficient (IFEP).
 - Your child will not be in the ELD program and will not receive ELD instruction.
- 2) Your child scores below proficient overall:
 - You receive notification of his/her status as an English Learner (EL).
 - Your child will be in the ELD program, meaning he/she will receive additional support and language instruction by the classroom teacher or ELD Instructional Assistant until reclassification.
 - Your child's classroom teacher will not change based on the results.

*If your child was enrolled at another California public school, we will maintain the language designation from that school.

**Refer to www.elpac.org for more information



Who teaches ELD?

The regular classroom teacher is responsible for ELD instruction and there are many ways that teachers structure their lessons. Student groupings may change from day to day, or from lesson to lesson, depending on the content and the instructional needs of the students. Examples:

- Teacher instructs whole class (direct instruction) then does follow-up with the ELs in a small group.
- Teacher meets with the cluster of ELs for 20/30 minutes a day while the other students are working independently.
- Teacher meets with the EL cluster during grade level reading or writing instruction, as one of the small groups that meets daily with the teacher for differentiated instruction.
- Teacher delivers 30 minutes of ELD and 30 minutes of intervention or enrichment during "Power Hour."

How can I learn about my child's progress?

Your child will take the Summative ELPAC annually each spring to measure progress until reclassified. The ELD Specialists work with teachers to monitor progress both formally and informally throughout the year. Parent-Teacher conferences is a great time to ask for more details.

To monitor progress, BUSD uses:

- CA state language proficiency test scores: ELPAC
- District ELD benchmarks
- District English Language Arts (ELA) assessments
- Independently created writing samples
- Classroom grades
- CA state assessments: SBAC for ELA (in grades 3rd, 4th, & 5th)

*Refer to www.cde.ca.gov/ta/tg/ca/sbacparentguides.asp for more information