

# CHULA VISTA ELEMENTARY SCHOOL DISTRICT



## Multilingual English Learner Master Plan

### Board of Education

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#### EQUAL OPPORTUNITY EMPLOYER

The Chula Vista Elementary School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, genetic information; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics in any program, practice or activity it conducts. For inquiries about District policies and procedures related to student-to-student, student-to-staff and staff-to student harassment/discrimination, including how to file a harassment/discrimination complaint contact: Instructional Services and Support Department, Matthew Tessier, Assistant Superintendent/Title IX Coordinator, [Matthew.Tessier@cvesd.org](mailto:Matthew.Tessier@cvesd.org), (619) 425-9600, Extension 1500. For inquiries or complaints related to employee-to-employee, student-to-employee, or work/ employment related discrimination or harassment, contact: Human Resources Service and Support Department, Jason Romero, Assistant Superintendent/ Title IX Coordinator, [Jason.Romero@cvesd.org](mailto:Jason.Romero@cvesd.org), (619) 425-9600, Ext. 1340. Both contacts are located at 84 East J Street Chula Vista, CA 91910.

# Chula Vista Elementary School District

84 East J Street, Chula Vista, CA 91910 • (619) 425-9600 • www.cvesd.org

## Multilingual English Learner Master Plan

### Table of Contents

*Introduction* .....3

*Principle One: Assets-Oriented and Needs-Responsive Schools* ..... 7

*Principle Two: Intellectual Quality of Instruction and Meaningful Access*.....21

*Principle Three: System Conditions that Support Effectiveness* .....26

*Principle Four: Alignment and Articulation Within and Across Systems*.....37

# Introduction

In 2018, the California Department of Education published the California English Learner Roadmap to assist local education agencies (LEA's) in welcoming, understanding, and educating the diverse population of students who are English Learners attending California public schools. The Chula Vista Elementary School District's Department of Language Development and Instructional Services and Support restructured the existing English Learner Master Plan to align with the California English Learner Roadmap and its four key principles. The new document has been titled the Multilingual English Learner Master Plan to reflect our District's belief in valuing the primary language and cultures that our diverse student population bring with them and our commitment to ensure an assets-based approach on all levels of our system to provide equitable and meaningful access to education that results in success for our multilingual and multicultural student population.

## Our Shared Vision and Values

The Chula Vista Elementary School District is committed to providing a successful, safe, challenging, and nurturing educational experience, while promoting the joy and importance of learning for all our children.

Our children are high-achieving innovative thinkers. They are multi-literate, self-reliant, and confident. They have a lifelong love of learning and are socially responsible citizens. The District takes pride in developing each child's full potential, while recognizing his or her uniqueness.

We value and find strength in our diversity. Learning is meaningful and relevant, connected with each child's individual needs, ethics, language, culture, and experiences, and is linked with the world outside the classroom.

Families, staff, and our entire community are full partners actively working in a collaborative manner for the benefit of each child's education. Together we have an investment in our District's Vision and believe a child's success equals our success. We ensure an environment in which everyone is valued and treated with dignity and respect. Everyone assumes responsibility for the success of the school community.

The entire educational community accepts the challenge of change and is motivated to acquire skills and values for a rapidly changing world. We create dynamic learning experiences by supporting and encouraging excellent teaching and the educational growth of family and staff.

The Chula Vista Elementary School District community is dedicated to instilling hope for the future so that today's children will share their vision with future generations.

## Equality

We believe each child is an individual of great worth entitled to develop to his or her full potential. All children can and will learn and deserve equal access to a quality education.

**Equity**

We believe there is no significant difference in educational outcomes based on race, gender, or economic status. Solutions, resources, programs, services, and support are applied in a manner that develops the full potential of each child.

**Accountability**

We value and recognize individuals who assume responsibility for and demonstrate commitment and dedication to serving the interest of all children.

**Ethical Responsibility**

We value each individual who practices, teaches, and serves as a role model of dignity, respect, honesty, integrity, and trust.

**Diversity**

We seek, encourage, and respect each individual's contributions and value a multicultural perspective.

**Teamwork**

We believe that families are the primary role models for our children. We are committed to teamwork and collaboration to provide maximum services for students, staff, and community. This partnership among families, community, and schools is the foundation of our children's educational success.

**Innovation**

We are committed to challenging the status quo and embracing a technological world.

**Excellence**

We are committed to high standards of performance throughout the District and continuously seek and utilize new knowledge and skills.

**Our Belief Statement**

We believe that all Multilingual English Learners can acquire English and achieve high academic success and be College and Career Ready. This is a shared responsibility of all educators, and all levels of the schooling system have a role to play in ensuring the access and achievement of the Multilingual English Learners in the District. Multilingual English Learners have the right to learn English in a stimulating, nurturing environment with instruction based on valid and reliable research that promotes high academic success and enhances positive self-esteem and socio-emotional development. A program of simultaneous academic instruction appropriate to the students' level of English-language proficiency provides equal access to the core curriculum. The students' personal identities, linguistic assets and culture serve as a foundation for building acceptance, inclusion, respect and the desire to be productive individuals. Educators value and build strong family, community, and school partnerships.

The Chula Vista Elementary School District promotes English-language proficiency and high academic achievement and ensures equal access to education for Multilingual

English Learners. To carry out this mission, the District emphasizes the following principles:

- A challenging and rich language development curriculum which promotes higher-order thinking and is aligned to the Common Core State Standards
- Research-based instructional practices and programs
- Building educators professional capacity on effective practices to address the needs of English Learners
- An engaging environment which encourages and supports risk-taking
- An instructional pace that accommodates the language development needs of each student, including differentiated instruction and timely interventions
- Teacher knowledge of students' language and literacy needs to support English language acquisition while acknowledging a students' primary language
- A variety of formative and summative assessments
- A classroom climate which validates students' prior knowledge, primary language, and culture
- Collaboration with teachers and other students in the learning process
- Comprehensible input for student access to language and rigorous academic content
- Specially designed academic instruction in English that incorporates instructional strategies and techniques that provide additional language support
- A total school community including, but not limited to parents, teachers, administrators, and other staff, which accepts linguistic approximations as a natural process towards English language mastery
- The District recognizes that parent engagement is a critical component of schooling for all children. Informed, knowledgeable, and engaged parents make a difference in their own children's education and in the overall quality of schools
- Aligned and articulated practices and pathways across grade levels, including a strong foundation in early childhood and continuing through to reclassification, graduation and higher education prepare students to participate in a global, diverse multilingual world.

### **Rationale for the Chula Vista Elementary School District Multilingual English Learner Master Plan**

The enrollment of Multilingual English Learners has risen dramatically in the past decade. While the District has narrowed the language and achievement gap, the District acknowledges that until the gap is eliminated, the work is not complete. This Master Plan

serves as a framework that explicitly outlines services and support for Multilingual English Learners in the District.

It is imperative that the needs of our language minority students be thoughtfully and properly addressed in order to achieve the District's goals for student achievement. *The Multilingual English Learner Master Plan* is an on-going collaborative work between parents, staff, and community members as partners in a commitment to promote educational excellence for Multilingual English Learners and is supported by the Board Policy and the Administrative Regulations-6174 (Education for English Learners). The District's commitment to ensuring the success of Multilingual English Learners is evident through the District's Instructional Focus Statement.

*Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California Standards and driven by the District's LCAP goals.*

*Target Groups: English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.*

# ***PRINCIPLE ONE***

## ***Assets-Oriented and Needs-Responsive Schools***

*Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.*

## ***ELEMENT A:***

***The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.***

1. Students in the Chula Vista Elementary School District who speak a language other than English bring with them linguistic and cultural assets that we value. According to Education Code 306, English Learner (EL) students are those who do not speak English or whose native language is not English and who are not currently able to perform ordinary classroom work in English. These students are also known as Limited English Proficient (LEP). However, we recognize that our English Learner students are multilingual or working towards multilingualism, therefore, we acknowledge our students as Multilingual English Learners (Multilingual ELs). This reflects our assets-based approach to providing services and support. Students in Spanish Dual Language Programs whose primary language is English will be referred to as Multilingual Spanish Learners (Multilingual SLs).
2. Through professional development and regular communications, we will continue to advocate for equity in valuing both English and Spanish in our Dual Language Programs. The District uses the Guiding Principles for Dual Language Education, Third Edition (Howard, Elizabeth R., Kathryn J. Lindholm-Leary, David Rogers, Natalie Olague, José Medina, Barbara Kennedy, Julie Sugarman and Donna, Christian, 2018) to guide the development of established programs and new or proposed programs following the three pillars: Academic Achievement, Bilingualism/Biliteracy, and Sociocultural Competency.
3. The District Equity Policy addresses the needs of every learner requiring recognition of the inherent value of diversity and acknowledgment that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.
4. The District seeks to expand cultural awareness and sociocultural competency beyond Dual Language programs to all schools and classrooms. The Biliteracy Committee, the Bilingual Resource Teachers, the Dual Language Innovation Teams, and the Language Development Department will work collaboratively with our school communities to promote these ideals.
5. The District encourages all educators to give special recognition to the State of California-sponsored heritage and recognition months listed below.
  - September: Hispanic Heritage Month
  - October: Filipino American History Month
  - November: Native American Indian Heritage Month
  - February: Black History Month



- March: Women’s History Month
- May: Asian Pacific American Heritage Month
- June: LGBTQ+ Pride Month

***ELEMENT B:***


***Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten have different needs than students entering in later grades. The needs of Long-Term English Learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.***

1. All parents complete a Home Language Survey (HLS) upon initial enrollment in school. The HLS is used to determine the primary language of the student. This survey is completed the first time the parent enrolls the child in the District or any District in the state of California, and the results are maintained and honored thereafter. If any of the four responses on the HLS indicate a language other than English, the student is assessed for English proficiency with the Initial English Language Proficiency Assessments for California (ELPAC), within 30 days of enrollment. Based on the results of the Initial ELPAC, students are designated as Initial Fluent English Proficient or as Multilingual English Learners, and parents are notified. Beginning in February of each school year, all Multilingual English Learners are assessed with the Summative ELPAC.

Parents may change the HLS prior to the administration of the Initial ELPAC by resubmitting another HLS to the site. After administration of the Initial ELPAC and before the beginning of the Summative ELPAC testing window, parents may request a reconsideration of the student’s classification by submitting a written request to the site administrator. The Language Development Department will conduct a Multilingual EL Classification Review and meet with the parent, teacher and site administrator to make a determination on classification.

The Home Language Survey is presented in Figure 1.

Figure 1. Home Language Survey

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT**  
**HOME LANGUAGE SURVEY**

Name of Student: \_\_\_\_\_  
(Last Name) (First Name) (Middle Name)

Age of Student: \_\_\_\_\_ Grade Level: \_\_\_\_\_ School: \_\_\_\_\_

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**Directions to Parents and Guardians:**  
California Education Code, section 52164.3 contains legal requirements which directs schools and districts to assess the English proficiency of students if there is a language other than English spoken in the home. This information is critical in order to provide the instructional program, services and support for student success.

The process begins with parents completing the Home Language Survey. The Home Language Survey is completed only once for students in grades TK to 12 in California. If a Home Language Survey was previously completed, then schools and districts will honor the original Home Language Survey on file.

The Home Language Survey assists in determining the language(s) spoken in the home of each student, and it also determines if a student's proficiency in English should be tested. All students whose primary language is not English and who are obtaining a California student identification for the first time will take the Initial English Language Proficiency Assessment for California (Initial-ELPAC). *The goal is to provide students who are learning English as a second language the timely support and resources to be successful in school.*

We appreciate your support in accurately completing the Home Language Survey so we can effectively meet the learning needs of your child. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk? \_\_\_\_\_
2. Which language does your child most frequently speak at home? \_\_\_\_\_
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? \_\_\_\_\_
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) \_\_\_\_\_

**By signing this form, I understand my child may be assessed to determine English Language Proficiency and provide services that support my child's learning.**

Print Name of Parent or Guardian \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

Form HLS, Revised December 2016  
California Department of Education | 830203(A) CVESD Revised 10/18

2. Multilingual English Learners begin receiving instruction in our district at varying levels of proficiency in language and academics. It is our expectation that all Multilingual ELs will progress toward proficiency at a rate aligned with research on language acquisition, defined by the California State Board of Education as “annual progress.”
  
3. Annual Progress defines a reasonable annual growth toward English proficiency. The ELPAC places students at four proficiency levels. Levels two and three are divided at the mid-point scale score into Low and High divisions. To be considered as making Annual Progress, a student must progress at least one level as follows:
 

Level 1	to	Level 2 Low
Level 2 Low	to	Level 2 High
Level 2 High	to	Level 3 Low
Level 3 Low	to	Level 3 High
Level 3 High	to	Level 4
Level 4	to	Level 4
  
4. Students in sixth grade who have been in school in the United States for six years or more, who did not make annual progress on the ELPAC, and who scored at the Standard Not Met proficiency level on the CAASPP English Language Arts, will be designated as Long-Term English Learners (LTELs).
  
5. Students in third, fourth, or fifth grade, who have been in school in the United States for four years or more, who scored at proficiency level 1 or 2 on the ELPAC and scored at the Standard Not Met Proficiency level (fourth and fifth grade only), will be designated At Risk-Long Term English Learners (AR-LTELs). These designations are District generated predictors of the State Board of Education’s designations that are published after the end of the school year and serve the purpose of guiding timely supports and interventions to reduce the number of students who leave our district as LTELs.

Figure 2 identifies the criteria for LTELs and AR-LTELs.

**Figure 2. State Identification Criteria for AR-LTEL and LTEL**

AR-LTEL	LTEL
Grades 3,4,5	Grade 6
4 or more years in U.S. schools	6 or more years in U.S. schools
1 or 2 on ELPAC	Did not make Annual Progress on ELPAC
Standard Not Met on CAASPP (applies to Grades 4 and 5 only)	Standard Not Met on CAASPP

6. Upon the receipt of the results of the ELPAC, the California Assessment of Student Performance and Progress (CAASPP), and Local Measures Reading at the end of each school year, we identify students who are not making adequate progress toward proficiency. Identified AR-LTEs and LTEs are monitored by teachers and provided academic intervention instruction. These additional academic instructional supports are shared during Parent Teacher Conference in Quarter One and Three.

For the purpose of providing additional academic support not limited to the following:

1. Small group literacy intervention provided by classroom teachers, Impact Teachers, and/or instructional support staff.
2. Supplemental instruction through Extended Day opportunities.

The Monitoring Form is presented in Figure 3.

**Figure 3. Monitoring Form**

CHULA VISTA ELEMENTARY SCHOOL DISTRICT  
84 EAST J STREET, CHULA VISTA, CA 91910 (619) 425-9600  
Language Development and Instruction

**At-Risk of Becoming Long Term English Learner and Long Term English Learner Monitoring Form**

Students classified as At Risk of Becoming Long Term English Learners or Long Term English Learner Students require strategic academic and language support to ensure that they are making adequate progress towards reclassification.

Student Name	Student ID	Current Grade	At-Risk of Becoming LTEL/LTEL	
<b>2020-2021 School Year Tested</b>				
ELPAC Overall Score		Level-Set (End of Year)		
	<b>Quarter 1</b>		<b>Quarter 3</b>	
	Below Grade Level	On Grade Level	Below Grade Level	On Grade Level
Reading				
Writing				
Mathematics				
Class Participation				

**INTERVENTION:** Please outline specific classroom interventions related to academics and language. Please keep in mind that reclassification requires meeting District criteria in or for English language development (ELPAC) and ELA (CAASPP).

<b>Quarter 1</b>		<b>Quarter 3</b>	
_____ Parent/Guardian Signature	_____ Date	_____ Parent/Guardian Signature	_____ Date
_____ Teacher Signature	_____ Date	_____ Teacher Signature	_____ Date
_____ Principal Signature	_____ Date	_____ Principal Signature	_____ Date

**Long-Term English Learner (LTEL):** An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

**English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"):** An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year's English language development test; and (4) has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

7. Reclassified Fluent English Proficient students (RFEPs) are those who were initially identified as Multilingual ELs upon entering the instructional program and have met State and District criteria for English-language proficiency and academic performance for reclassification. However, we recognize that these students sometimes regress without ongoing support. To ensure that reclassified students maintain proficiency in English as grade level expectations increase, and in accordance with the Every Student Succeeds Act, reclassified students are

monitored for a period of 4 years following reclassification. Student performance shall be reviewed using formative and summative data at each progress-reporting period. Overall student progress shall be shared with parents at fall and spring parent-teacher conferences. Those students found to be regressing in their academic performance will receive an academic intervention in the specific area of need. Parents will be notified of the intervention plan. Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring through the Extended Day Program
- Specialized reading instruction
- Focused writing instruction
- Additional ELD instruction
- Explicit vocabulary instruction
- Timely interventions provided by the school

### ***ELEMENT C:***

***School climates and campuses are affirming, inclusive, and safe.***

1. Each site is committed to 15 minutes daily of Social Emotional Learning that focuses on building relationships and creating an affirming and inclusive environment.
2. District adopted and site-supplemented curriculum are culturally and linguistically responsive, follow the ELA/ELD Framework, and meet state criteria for cultural awareness.
3. Site Safety Plans are comprehensive and are developed by each site and approved by School Site Council to ensure that the campus and students are safe.
4. Positive Behavior Interventions and Supports are implemented District-wide, with each site having a designated PBIS Committee. Restorative Practices are implemented, and the District has established procedures for reporting, investigating and addressing bullying incidents.

### ***ELEMENT D:***

***Schools value and build strong family and school partnerships.***

1. A brochure that describes each of Language Development Instructional Program Services is available at each school site for parent review. (Figure 4)

**Figure 4. Brochure of Language Development Instructional Program Services**

**OUR COMMITMENT**  
The Chula Vista Elementary School District is committed to providing world-class education opportunities to all students by supporting the linguistic and educational needs of all students. Ensuring the academic English they learn is fully and successfully prepared in a global world.

**WHAT IS AN ENGLISH LEARNER? SELF**  
A student is an English learner if they are assessed in a California public school and are unable to demonstrate a sufficient level of English proficiency to do so.

**HOW ARE ENGLISH LEARNERS IDENTIFIED?**  
A student is identified as an English learner if they are assessed in a California public school and are unable to demonstrate a sufficient level of English proficiency to do so.

**LANGUAGE INSTRUCTIONAL PROGRAMS**  
The Chula Vista Elementary School District offers the following language acquisition programs:

**Dual Language Instructional Program**  
Students learn the opportunity to become fluent in English and Spanish or any other language, while developing cross-cultural understanding. The goal of the program is to promote full proficiency in a student's first and second language while ensuring high levels of academic achievement in both languages. Dual Language students may only be identified through pre-assessment and achievement on the Dual Language Instructional Assessment Program. Students will be required to meet specific criteria to be eligible for the dual.

**Transition/Strategic Instructional Program**  
Students receive instruction in English with a bilingual approach to the language. Students receive language instruction in both English and Spanish, developing English language proficiency. The goal of the program is to help students transition into English instruction rapidly.

**English Instructional Program**  
All students instruction is provided in English with dual-language and progression designed for students who are learning English.

**WHY DOES AN ENGLISH LEARNER NEED THE PROGRAM?**  
English learners benefit from instructional programs that are designed to meet their unique needs and provide them with the support they need to succeed in a global world.

**SUPPORT FOR ENGLISH LEARNERS INCLUDES**

- English Learner (EL) Identification and Placement Language Proficiency Assessment and Program Monitoring
- Special Training in Support of English Learners
- Language Acquisition Instructional Programs
- Language and Cultural Support
- Parent Involvement and Leadership Development
- Instructional Support for English Learners and Services Center for English Learners
- Translation and Interpretation Services for Parents, Teachers, and Students
- Special Support for English Learners
- Special Support for English Learners

**OTHER RESOURCES**  
www.cvsd.net  
www.cvsd.net/EL  
www.cvsd.net/EL

**Language Development and Instruction Services and Support**

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT**

**INSTRUCTIONAL PROGRAMS AND SERVICES**

Instructional Program (2019-2020)	2019-2020	2020-2021	2021-2022
Total English Learners	5,000	5,000	5,000
Number of English Learners	15	15	15
Total ELIP	2,750	2,750	2,750
Programs & PEP	15	15	15

**TEACH CHILD AS AN INDIVIDUAL OF GREAT WORTH**

- At the beginning of each school year, Parents of Multilingual English Learners will receive an Annual Parent Notification letter with prior year's English Language Assessment results and program services. They will also be notified annually of the ELPAC assessment. Once official ELPAC results are available, parents can access test results with current proficiency level in the Home Access Center.
- Translation Services: Pursuant to EC Section 51101.1(b)(3) and as defined by EC section 48985, the Chula Vista Elementary School District will provide training and materials in the home language of the parent members of advisory committees as applicable.
  - If 15 percent of a student body speaks a primary language other than English, as determined by the previous year's language census data, all notices, reports, statements, records sent to parents must be written in English and in the primary language.
  - Whenever possible the school will provide translations and interpretation of school information for all language groups.
  - When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. All parents who are Limited English Proficient will be provided with oral translations in their primary language. Translators are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Study Team (SST) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the District level.
  - The Student Success Team (SST) meetings must provide a translator for the parent if needed.
  - Site administrators will plan and provide primary language support through the use of para-educators, translators, or other staff.

- The CVESD has a number of bilingual staff that support district-wide needs for interpreting and translating services. Site-based staff are available to interpret or translate documents.
  - Parent meetings are held at convenient times for parents. Childcare and translation services are provided when necessary.
4. Forums and activities help parents effectively assist their children toward educational success and to advocate for their children within the school and community. Parents of English Learners at all schools in the Chula Vista Elementary School District will participate meaningfully in the education of their children. The following types of activities may be carried out at the District or site levels to further this goal. This list is not all-inclusive:
- Parents are informed how they can be involved in the education of their children.
  - Parent training shall include sessions on parental rights, level of parent volunteering, and development of parent leadership skills to increase parent engagement.
  - Parent engagement is extended and supported through our Local Control Accountability Plan (LCAP) and input process.
  - The District’s website is used as a tool to communicate and inform parents and the community on school and District functions, events, and trainings.
  - District and site communication to parents are sent in a variety of media, including email, phone messenger, school blogs, Facebook and Twitter.
  - Parents actively participate in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.
5. Pursuant to EC 62002.5, all school sites with 21 or more Multilingual ELs maintains a site-based English-Learner Advisory Committee (ELAC) in which parents of Multilingual ELs constitute at least the same percentage of the committee membership as their students represent of the student body. (Note: Because ELAC is a term specified in Educational Code, “Multilingual will not be included in reference to this Committee.) The goal of the ELAC is to promote positive collaboration between parents of English Learners, schools and the District. The Chula Vista Elementary School District shall:
- Include all parents and community members in the process of decision-making, planning, and evaluation of programs for Multilingual ELs;
  - Develop a working partnership between all parents and the schools to provide equal access to education for all students;
  - Promote open communication with all parents, community members, and the District.



All parents/guardians of Multilingual ELs at the site are invited to participate in the election of the parent members of the English Learner Advisory Committee. The purpose of the ELAC is to advise and assist the school administration and staff on programs and services for Multilingual ELs, specifically:

- The school's program for Multilingual English Learners
- The development of the Single School Plan for Student Achievement
- Input on LCAP as it relates to Multilingual English Learners
- The school's Needs Assessment
- Efforts to make parents aware of the importance of regular school attendance

Each member of the school ELAC is provided training and materials necessary to carry out his or her legally required advisory responsibilities. Training is planned in full consultation with the ELAC members.

Each ELAC elects one representative to the District English Learner Advisory Committee (Multilingual DELAC) and one alternate, whose responsibilities will include training others at their school's site. (Note: Because DELAC is a term specified in Educational Code, "Multilingual" will not be included in reference to this Committee.). Districts with 31 or more ELACs may use a system of proportional or regional representation.

The site Principal and District office staff will review the implementation of the ELAC in order to ensure that all requirements are met.

All site ELAC documentation (calendar of ELAC dates, ballots, agendas, and minutes) shall be kept at the site for three years and recommended 5 years.

6. Chula Vista Elementary School District maintains a District English Learner Advisory Committee (DELAC) in which at least 51 percent of the members are parents/guardians of English Learners, not employed by the District. Each school ELAC must have the opportunity to elect at least one member to the DELAC. If the District has 31 or more ELACs, it may use a system of proportional or regional representation.

The purpose of the DELAC, or subcommittee on English Learner education, is to advise and assist the District's local governing board (e.g., in person, by letters/reports) on the programs and services for English Learners as described in the DAC-DELAC By-laws.

The DELAC shall advise the school district governing board on at least the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting of a district wide Needs Assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English Learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English Learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Each member of the school DELAC is provided training and materials necessary to carry out his or her legally required advisory responsibilities. Training is planned in full consultation with the DELAC members.

District staff will review the implementation of the DELAC in order to ensure that all requirements are met.

***ELEMENT E:***

***Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.***

1. When a Multilingual English Learner is not making adequate progress based on intervention data in the general education setting; a referral for special education assessment is/may be recommended by the Student Study Team. The School Psychologist develops an assessment plan, and the team will determine if the child will be assessed in English or in their primary language. The assessment team develops the plan and considers carefully whether the child's learning difficulties are due to second language acquisition and cultural issues, or a specific learning disability. Lastly, the specialized team will complete their assessments and hold an IEP team meeting within 60 days of the parent's written consent for evaluation.
2. Instructional decisions related to the student's language proficiency status must be described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, goals and objectives are written to grade level

standards that are linguistically and developmentally appropriate based on the student's individual needs. The IEP will include goals that address English language development as defined by the ELD Standards as well as goals that support access to the content areas through primary language instruction and or support. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.

3. To the extent that the student's English language development program relates to the student's need for Special Education services, the IEP must document the provision of these services. The IEP document will be translated for parents as appropriate.
4. Students with an IEP are included in ELD instruction in conjunction and collaboration with general education staff as appropriate to their individual needs. Special Education staff (SDC Teachers and RSP) will receive the same training as general education staff working with Multilingual ELs. In SDC classes, the Special Education staff provides ELD instruction.
5. The Special Education Department and the site will work together with the parent to ensure parental requests and educational goals are met. A translator and translated material will be provided to parents as appropriate.
6. The District provides guidelines for language assessment and reclassification on English Learners in Special Education as indicated in Figure 5. A handbook provides schools with guidelines that ensure English Learner students in Special Education have access to appropriate English language development assessments and reclassification procedures.

**Figure 5. Alternative Reclassification Criteria**

Area	Data Gathered	Reclassification Criteria
English Language Proficiency for students who have Individualized Education Plans.	Most recent Alternate ELPAC assessment results. Work samples and curriculum-based assessments for reading and writing.	If agreed upon by the IEP team based on results gathered from the Alternate ELPAC academic data (progress on IEP goals, curriculum-based assessments, work samples) then the student would be considered for reclassification.
Academic Achievement	Assessments based on IEP goals.	Progress towards meeting goals.
Teacher Evaluation	Teacher's Recommendation and Modified CALP Card.	Teacher agrees that student is making progress in academic areas. CALP card indicates that student is approaching IEP goals.
Parent Input	Parent is asked to give input on expressive (speaking) and receptive (listening) skills at home to compare with the progress being made at school.	Parent agrees that reclassification is appropriate.

# ***PRINCIPLE TWO***

## ***Intellectual Quality of Instruction and Meaningful Access***

*English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.*

## ***ELEMENT A:***

*Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).*

1. General fund resources are used to provide services and programs for Multilingual English Learners, including ELD and access to the core curriculum.

As part of the core program provided through General Funds, all identified Multilingual ELs receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for Multilingual ELs. The District takes appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program.

The California English Language Arts/English Language Development (ELA/ELD) Framework guides the implementation of the standards. All teachers should attend to the language learning needs of their Multilingual ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. Teachers design Integrated and Designated ELD to address the language and literacy needs of Multilingual ELs. Integrated ELD refers to instruction in which all teachers with Multilingual ELs in their classroom use the California ELD standards in tandem with the focal California Common Core State Standards for ELA/Literacy and other content standards. Designated ELD is a protected time during the regular school day when teachers use the California ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language Multilingual ELs need for content learning in English.

The curriculum is based on the English Language Development Standards and utilizes supplementary instructional materials. The adopted Benchmark Advance/Adelante Language Arts program for ELA/ELD is implemented to address language development and literacy for English Learners, as well as other supplementary resources.

An ELD report card informs parents of their child's Progress in English Language Development.

## ***ELEMENT B***

*Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.*

1. Academic instruction for Multilingual English Learners is designed and implemented to ensure that they meet the District's content and performance standards for their respective grade levels within a reasonable amount of time. The District assists Multilingual ELs to achieve at high levels in the core academic subjects by implementing High Impact Language Development strategies and

collaborative conversations to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet. Multilingual ELs are monitored throughout the year and scaffolds are provided in alignment to academic and language.

### ***ELEMENT C***

***Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.***

Extensive research indicates that collaborative conversations have a high impact size on academic growth and language development. In support of the District focus on high impact language strategies, extensive and ongoing training has been centered on collaborative conversations that emphasize student to student interaction and critical thinking. Additional training is provided for Designated Language Development to ensure that Multilingual English Learners and Multilingual Spanish Learners are able to access the same content as all students and achieve that the same level. The Multilingual Plan outlines how support will be provided District-wide.

### ***ELEMENT D***

***English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services.***

1. The District adopted ELA and Math curricula provide resources for teachers to support Multilingual ELs. The ELA curriculum includes lesson plans for Designated ELD connected to ELD standards at all proficiency levels.
2. The District staff provides training for Multilingual EL support in all content areas with a focus on high impact language development strategies.
3. The District staff provides Designated English Language Development (D-ELD) and Designated Spanish Language Development (D-SLD) professional learning opportunities to support teachers with intentional planning. School sites maintain a D-ELD/D-SLD site action plan to monitor D-ELD/D-SLD implementation and growth.

### ***ELEMENT E***

***Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.***

The District values linguistic and cultural diversity of our students and families. Their primary language is viewed as an asset to build from and into the new

language and all teachers have appropriate authorization to support this process. Students' primary language contributes enormously to the state's economic and social strengths as a talented multilingual, multiliterate and multicultural population. Dual Language programs in the District continue to expand as a result of the District's and the educational community's commitment to developing global citizens. The goals of the Dual Language programs include full development of literacy and proficiency in the primary language. The Dual Language Standards of Practice builds coherence across all Dual Language programs.

### ***ELEMENT F***

***Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.***

The District adopted ELA/SLA curriculum includes engaging content in multiple subject areas aligned to high expectations of the California Common Core State Standards and Common Core en Español. The curriculum includes a wide range of resources that teachers can utilize to provide scaffolds and supports in English and Spanish to address the language needs of students at all proficiency levels.

### ***ELEMENT G***

***English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.***

- 1. All students identified as Multilingual ELs receive Structured English Immersion (SEI) services in all instructional programs.** SEI services are provided through standards-based instruction, curriculum, and strategies that ensure Multilingual ELs acquire English language proficiency and academic achievement as rapidly as possible. English Language Development (ELD), including Integrated (whole group setting) and Designated (small group setting) ELD is a required component of instruction for English Learners until students are reclassified as fluent English proficient. The California Education Code defines Structured English Immersion as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language." CAL.EDUC. Code 306.

The Chula Vista Elementary School District offers the following language acquisition programs:

#### **Dual Language Immersion Instructional Program**

Students have the opportunity to become fluent in English and Spanish or any other language, while developing cross-cultural understanding. The District offers a Dual Language Instructional Program that integrates Spanish speaking



students and English speaking students The goals of the program is to attain high academic achievement, first and second language proficiency, and socio-cultural competency.

- Comparative analysis has demonstrated that Two-Way Dual Language Education provides the greatest opportunity for Multilingual English Learners to learn English and to achieve at high levels in all content areas.
- English Learners receive Integrated and Designated ELD while Spanish Learners receive Integrated and Designated Spanish Language Development (SLD).
- Sixth Grade students may earn the Biliteracy Award for participation and achievement in the Dual Language Immersion Instructional Program. Students will be required to meet specific criteria to be eligible for the award.
- A District brochure that describes the Dual Language Education Programs is available at the Educational Services and Support Center, the District website, and at all sites.
- The District is developing Dual Language Standards of Practice that will serve as a guide to build coherent and successful biliteracy programs for student success.

### **English Instructional Program**

All classroom instruction is provided in English with curriculum and presentation designed for students who are learning English.

2. Parents/guardians of Multilingual ELs are notified of the language development instructional services of their child on an annual basis and have a right to decline or opt their child out of EL services. Identified students will maintain their EL status, continue annual administration on ELPAC and teachers will communicate with parents if child is not making progress and offer EL services. [OELA-EL Toolkit Chapter 7](#).
3. Any language development instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school to the extent possible. CVESD follows the guidelines outlined in Title V CCR Section 11311 (Education Code 310). [CA EDGE Initiative](#)

# ***PRINCIPLE THREE***

## ***System Conditions That Support Effectiveness***

*Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of Multilingual English Learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of Multilingual English Learners.*

## ***ELEMENT A***

***Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance via the Multilingual EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.***

1. The District’s Instructional Focus statement identifies a focus on Multilingual ELs and high impact language development strategies. Ongoing Professional Learning includes scaffolds and supports for Multilingual ELs with the goal of full implementation of comprehensive ELD and the use of the California Common Core State Standards.
2. The District provides guidance to sites Principals on the range of appropriate achievement goals for the progress of Multilingual ELs that are to be included in each site’s Single Plan for Student Achievement (SPSA). The District support includes strategic monitoring of Multilingual ELs. District Leadership that includes Executive Directors, Directors and the Assistant Superintendent of Innovation and Instruction, are responsible for a cohort of school sites. At regular intervals throughout the year, classrooms visits are conducted with the lens of monitoring Multilingual ELs. In addition, Principals collaborate with teachers to identify Multilingual ELs in each classroom that are shadowed during these visits. District and site administrators have access to the LCAP Matrix, a report that collects a range of data points. This data includes the student’s picture, past and current English proficiency assessments. Local Measures data, State academic assessments (attendance, Special Education status, economic status, and identification as Long-Term English Learner or At-Risk Long-Term English Learner. District Administrators also observe Designated English Language Development and grade level collaboration time. After each site visit District Administrators review observations with principals, celebrate growth and discuss possible next steps to ensure program alignment with SPSA goals for Multilingual ELs.
3. Regular, school wide Student Monitoring is scheduled and conducted to ensure all students, including Multilingual English Learners, are provided appropriate supports to meet end of year goals.
4. The District recognizes the importance of shared leadership that focuses on the success of our Multilingual ELs and Biliteracy. Leadership and support are provided in the following:
  - Department of Multilingual Education and Instruction Services and Support
    - Multilingual English Learner Master Plan
    - Professional learning (Integrated and Designated ELD)
    - ELPAC and EL documentation
    - Dual Language Programs

- High Priority Schools
  - DAC/DELAC
  - Equitable Services to Private Schools (Federal Title Programs)
  - Bilingual Committee
    - Multilingual English Learner Master Plan
    - Multilingual Plan
    - Dual Language Programs
  - Dual Language Innovation Teams were created to build coherence and sustainability across the District for Dual Language Programs. Team Members include parents, teachers, school administrators and District staff. These teams are activated as necessary to address their respective goals.
    - Instruction - The goals of the Instruction Team are to ensure that instruction is cognitively engaging and academically rigorous in both languages, determine how to effectively utilize our curriculum and how to supplement it, and to develop a Spanish language assessment model. The last goal is to create a plan to promote equitable value for both languages and cultures.
    - Parent Education - The goals of the Parent Education Team is to inform parents throughout the District of the benefits of Dual Language.
    - Recruitment - The goal of Recruitment Team is to develop multiple pathways to provide an adequate supply of highly qualified teachers.
    - Enrollment - The goals of the Enrollment Team is to design enrollment models to sustain our programs and provide equitable access and to recommend a plan to expand or modify Dual Language programs to ensure the highest level of equity of access.
5. The District evaluates the effectiveness of our EL programs and services through analysis of academic data points and language development growth. Site leaders and District administrators utilize Power BI to disaggregate data by target group to strategically plan interventions and support to Multilingual ELs. With the availability of the English Learner Progress Indicator on the California School Dashboard, this data point will be added to the tools used to assess programs.
6. The Department of Multilingual Education and Instruction Services and Support provides the following:
- Supports schools with Multilingual EL identification, progress monitoring and reclassification to Fluent English Proficient, which involves the administration of the Initial and Summative ELPAC.
  - Develop and provide staff professional learning on the implementation of a comprehensive ELD program that supports student achievement on California Common Core State Standards, and growth in English language proficiency as measured by the ELPAC.
  - Build parent capacity by collaborating with DAC/DELAC on how to best inform and support our Multilingual EL families on EL policies, programs. goals and services.

- Assistance with the development of site documentation for each Multilingual EL program compliance area, such as the Federal Program Monitoring.
- Development of the Multilingual English Learner Master Plan which serves as a framework that supports coherent and successful strategies for Multilingual ELs.
- Provides input to the specific actions and services in the Local Control Accountability Plan including the Federal Addendum that ensures compliance with State and Federal guidelines.

## ***ELEMENT B***

***The school system invests adequate resources to support the conditions required to address Multilingual EL needs.***

1. General fund resources are used to provide services and programs for Multilingual English Learners, including English Language Development and access to the core curriculum.
2. The District uses Title III funds only to supplement, not supplant Federal, State and Local public funds that, in the absence of such availability, would have been expended for programs for Multilingual ELs and Immigrant children and youth and in no case to supplant such Federal, State and Local funds.
3. The District allocates Title III funds for direct services to Multilingual ELs. Federal Title III for Limited English Proficient (LEP) and Immigrant funds are spent for supplemental services and materials. An Immigrant is defined as a student aged three through twenty-one, was not born in any state, and has not been attending any one or more school in the United States for more than three full school years. These services and materials may include, but are not limited to:
  - Professional Learning for instructing Multilingual ELs
  - Supplementary materials for Multilingual ELs
  - Supplementary resources for teachers to support Multilingual ELs
  - Multilingual EL parent education, training, and involvement
  - Immigrant Education support (Immigrant Instructional Assistants)
  - Professional Learning opportunities for parents and staff
  - Title III personnel
    - o Language Development Coordinators
    - o District Bilingual Resource Teachers
    - o English Learner Supervisor
4. District Bilingual Resource Teachers provide professional development, resources and direct support to teachers in the area of biliteracy.

## ***ELEMENT C***

***A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.***

1. In order for Multilingual ELs to meet the standards of literacy in English, they must be proficient in speaking, listening, reading and writing in English. The ELD Standards are used to address English language proficiency and are aligned to the California Common Core State Standards in English Language Arts. All Multilingual ELs receive an ELD Progress Report, in addition to the regular report card. The ELD Progress report provides parents with information on the progress their child is making in English proficiency.
2. The Summative ELPAC classifies the English proficiency of Multilingual ELs as follows:
  - Level 1—Minimally Developed: Multilingual ELs at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
  - Level 2—Somewhat Developed: Multilingual ELs at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low-to-mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
  - Level 3—Moderately Developed: Multilingual ELs at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
  - Level 4—Well Developed: Multilingual ELs at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate

to different tasks, purposes, and audiences in a variety of social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the CA ELD Standards.

3. In addition to the ELPAC, all Multilingual ELs in grades three through six take the California Assessment of Student Performance and Progress (CAASPP) in ELA and Math. The District and school sites administer formative and summative assessments to monitor student progress and to provide timely interventions. Results are generated through a variety of data reports that target the specific needs for Multilingual ELs. Teachers use assessments to review student progress and plan modifications in instruction and classroom interventions as appropriate. ELPAC data is used for instructional grouping in ELD. Parents should be informed of progress and interventions in a timely manner. The assessments are summarized in Figures 6 and 7. The District Bilingual Resource Teachers continue to work towards developing and providing authentic Spanish assessments. The California Spanish Assessment is used to measure achievement in Spanish for students in grades three through eight.

**Figure 6. Language Development: Assessments in English and Spanish**

Instrument	Grade Level	Description	When Administered	Who Administers
Initial English Language Proficiency Assessments for California (ELPAC) (English)	TK-12	<ul style="list-style-type: none"> <li>Assesses listening, speaking, reading and writing in English</li> <li>State-mandated instrument</li> <li>Used for the initial identification of students as English Learners</li> </ul>	Initially: At registration (Legal allowance – within 30 calendar days from date of registration)	Initial: Trained teachers at site or EL Aide
Summative English Language Proficiency Assessments for California (ELPAC) (English)	TK-12	<ul style="list-style-type: none"> <li>Assesses listening, speaking, reading and writing in English</li> <li>State-mandated instrument</li> <li>Used to measure annual growth</li> </ul>	Annually: February-May	Trained teachers at site or EL Aide
Alternate English Language Proficiency Assessments for California (ELPAC) (English)	TK-12	This assessment is intended only for students who have a significant cognitive disability and whose Individualized Education Program (IEP) team has decided that the student should take alternate assessments, in addition to being identified as an EL or potential EL.	Annually: Coming November 2021	Trained teachers at site
Benchmark Formative Assessments (English/Spanish)	K-6	<ul style="list-style-type: none"> <li>Assess different domains in English or Spanish</li> </ul>	Periodically throughout the year	Teacher



**Figure 7 – Academic Achievement: Assessments in English/Spanish**

<b>District Wide Assessments</b>				
<b>Assessment Instrument</b>	<b>Grade Level</b>	<b>Description</b>	<b>When Administered</b>	<b>Who Administers</b>
Smarter Balanced Assessment (English)	Grades 3-8, Grade 11	<ul style="list-style-type: none"> <li>• Criterion referenced tests assessing student's mastery of Common Core State Standards in English Language Arts and Mathematics</li> </ul>	Annually in Spring	Teacher
		<ul style="list-style-type: none"> <li>• Interim assessments in English Language Arts and Mathematics</li> </ul>	Bi-annually	Teacher
California Spanish Assessment (CSA) (Spanish)	Grades 3-8	<ul style="list-style-type: none"> <li>• The CSA Measures student's competency in <b>Spanish</b> reading/language arts and provides student-level data in <b>Spanish</b> competency,</li> <li>• The CSA assess Spanish reading, writing and listening.</li> <li>• The CSA also evaluates the implementation of <b>Spanish</b> reading/ language arts programs at the local level</li> </ul>	Annually in Spring	Teacher
California Science Test (CAST)- Science ONLY (English)	Grade 5 and Grade 8	<ul style="list-style-type: none"> <li>• The CAST measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the concepts across such scientific areas as life science, earth and space science, and physical science. These standards use disciplinary core ideas, science and engineering practices, and cross-cutting concepts to help students understand how science works in the natural world.</li> </ul>	Annually in Spring	Teacher
California Alternate Assessments (CAA) (English)		<ul style="list-style-type: none"> <li>• Only eligible students may participate in the administration of the CAA's Any student identified for alternate testing takes the alternate versions of all tests.</li> <li>• Individualized (IEP) teams shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards.</li> </ul>	Annually in Spring	Teacher
Local Measures Assessment* (English/Spanish)	Grades K-2	<ul style="list-style-type: none"> <li>• Reading, writing, and math grade level assessments</li> </ul>	Annually in Spring	Teacher
Level Set Reading (Achieve 3000 Lexile) (English/Spanish)	Grades 2-8	<ul style="list-style-type: none"> <li>• Counts as Local Measure Reading Assessment for grade 2</li> </ul>	3 times a year	Teacher

District Wide Assessments				
Assessment Instrument	Grade Level	Description	When Administered	Who Administers
CVESD Spanish Performance Task (Spanish)	Grades K-6 Dual Immersion	<ul style="list-style-type: none"> <li>Optional, District-developed assessments of grade level Common Core text types</li> </ul>	Quarterly	Teacher

4. Reclassified Fluent English Proficient is the primary goal of language development programs for Multilingual ELs, thus reclassification rate is one of the primary measures of success. In October of each year, District personnel collect District and State-mandated data and disseminate to each school a list of Multilingual ELs who meet the reclassification criteria for ELPAC, CAASPP and Local Measures as shown in Figure 8. Documentation of language and academic performance assessments and record of reclassification are kept in the student Multilingual EL folder located in the cumulative records. These folders are reviewed and monitored annually for required Multilingual EL documentation.

**Figure 8 - Reclassification Criteria**

Multiple Criteria		Minimum Requirements
English Language Proficiency	Most recent English Language Proficiency Assessments for California (ELPAC)	Grade K-12 Overall Proficiency 4
Academic Achievement  (Note: Students in grades 3-12 may qualify by either the Local Measure or by CAASPP)	Local Measure Reading/Smarty Ants	Grade K Met/Exceeded
	Local Measure Reading/Smarty Ants	Grade 1 Met/Exceeded
	Local Measure/Level Set Reading	Grade 2-12 Midpoint of approaching and above for grade level
	California Assessment of Student Performance and Progress (CAASPP)-English Language Arts	Grades 3-6 Midpoint of Standard Nearly Met and above for grade level
Teacher Recommendation	Proficiency Level Descriptors	Grades K-12: Teacher agrees the student is performing successfully in all academic areas and is at the Bridging level on the English Language Development (ELD) Report Card
Parent/Guardian opinion and consultation	Consultation with parent/guardian	Grades K-12: Parent/guardian agrees that reclassification is appropriate

5. In addition to the reclassification rate, the effectiveness of language development programs for Multilingual ELs are monitored and thoroughly evaluated annually by using District and school data as reflected on the Local Control Accountability Plan, including the Title III LCAP Federal Addendum.
6. The Multilingual Plan, developed in collaboration with the Biliteracy Committee, includes the creation and implementation of common assessment tools and protocols connected to proficiency level descriptors in both English and Spanish.

### ***ELEMENT D***

*Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers.*

1. The District provides professional development specific to the implementation of programs for Multilingual ELs. Professional development is provided to classroom teachers, resource teachers, principals, and other school leaders, administrators, paraprofessionals, parents, and other school or community-based organizational personnel to improve the instruction and assessment of Multilingual ELs that is:
  - Designed to improve the instruction with a targeted focus on daily integrated and designated ELD and assessment of Multilingual ELs.
  - Designed to enhance the teacher’s ability to understand and use curriculum, assessment measures, and instructional strategies for Multilingual ELs.
  - Designed to meet the diverse academic and language needs of students.
  - Intentionally designed to have a positive and lasting impact on the teacher’s performance in the classroom.
2. The District collaboratively plans with other departments to provide on-going professional development opportunities to all teachers and staff working with Multilingual ELs. This includes teachers participating in the Induction program.
3. The goal of professional learning is to help educators acquire specific skills required to support the language and academic needs of Multilingual ELs. Staff development opportunities to support teachers in providing differentiated instruction for Multilingual ELs may include the following:
 

<ul style="list-style-type: none"> <li>• Targeting Multilingual EL needs through the ELA/ELD Framework</li> <li>• Implementing CA ELD Standards</li> <li>• Long Term English Learners</li> <li>• GLAD instructional strategies</li> <li>• ELPAC</li> </ul>	<ul style="list-style-type: none"> <li>• Biliteracy Training</li> <li>• Dual Language Program Strategies</li> <li>• Induction - Multilingual EL training</li> <li>• Integrated and Designated ELD</li> <li>• Collaborative Conversations</li> <li>• High Impact Language Strategies</li> <li>• Data and EL monitoring</li> </ul>
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4. Teachers at all school sites participate in grade level collaboration on a weekly or bi-weekly basis through release time provided by Visual and Performing Arts Teachers. The VAPA Program and Teacher Collaboration is funded through our District's LCAP. During this time teachers have an opportunity to plan for targeted support to our Multilingual English Learners, including planning for Integrated and Designated ELD instruction.
5. CVESD teaching staff hold a Crosscultural, Language and Academic Development (CLAD) or a Bilingual Crosscultural, Language and Academic BCLAD, and or equivalent certification and this includes teachers with specialist credentials. The District seeks CLAD and BCLAD teachers by working closely with the San Diego County Office of Education and local universities, by attending in-state and out-of-state recruitment fairs and career days, advertising in educational online services and through a variety of job postings and announcements. The District maintains partnerships with institutions of higher education to ensure the availability of highly qualified teachers to support Multilingual ELs including students in the Dual Language Program. The District works in collaboration with the San Diego County Office of Education, to ensure the hiring of highly qualified teachers. The Human Resources Department ensures there is an appropriately authorized teacher in every classroom.
6. In addition to general recruitment, the District has established a Dual Language Innovation Team for Recruitment to develop strategies that attract appropriate authorized Spanish teachers.

## ***PRINCIPLE FOUR***

***Alignment and articulation within and across systems.***

***English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.***

### ***ELEMENT A:***

*EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.*

1. Preschool students are screened, and Multilingual English Learners are informally identified so that they can begin receiving language support using ELD curriculum. Forty percent of District preschools are bilingual and use the Preschool English Learner Guide to inform instruction that aims to prepare students for kindergarten whether they enroll in an English only classroom or a Dual Language program. All Preschool classrooms in the District have at least one bilingual staff member.
2. LCAP funds release teachers for regular collaboration to plan instruction that includes supporting ELD and Multilingual ELs.
3. Content area coordinators provide ongoing training in high impact language strategies to support Multilingual ELs.
4. District *Innovation Live* events are presented in English and Spanish.
5. The District implements a Multilingual Plan for professional development that focuses on ELD Standards, collaborative conversations with high impact language development strategies and comprehensive ELD.
6. Bilingual Resource Teachers collaborate to develop District resources to support teachers of Multilingual English Learners.

### ***ELEMENT B:***

*Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for English learners, to accommodate the extra challenges they face in learning English and accessing/mastering all academic subject matter.*

An opportunity for extended learning that includes intensive small group academic support is offered to Multilingual ELs at all school sites.

### ***ELEMENT C:***

1. Each school's Instructional Leadership Team receives District provided training using a model that enables the implementation of common District-wide initiatives. High impact language development strategies that support Multilingual English Learners are a standard component of all professional development and instructional initiatives. Schools work together in cohorts to support each other in implementing relevant cycles of professional learning. District leadership is assigned to support the cohorts and ensure that initiatives are fully implemented.
2. The Dual Language Standards of Practice outline essential program elements across the District. This document addresses program vision, program goals, program structure, program model and supporting research.