

# Program, Goals, Objectives and Services for English Learners



Chula Vista Elementary School District  
Language and Instruction  
March 2019

# Purpose



- To understand the goals and objectives for programs and services for English Learners (ELs)
- To review the written notifications sent to parents/guardians of English Learners
- To provide input on Reclassification Criteria

# Local Control Accountability Plan English Learner Goals



Annual Progress in English Language Proficiency  
Academic Achievement in ELA and Math  
Increase in the Rate of Reclassification

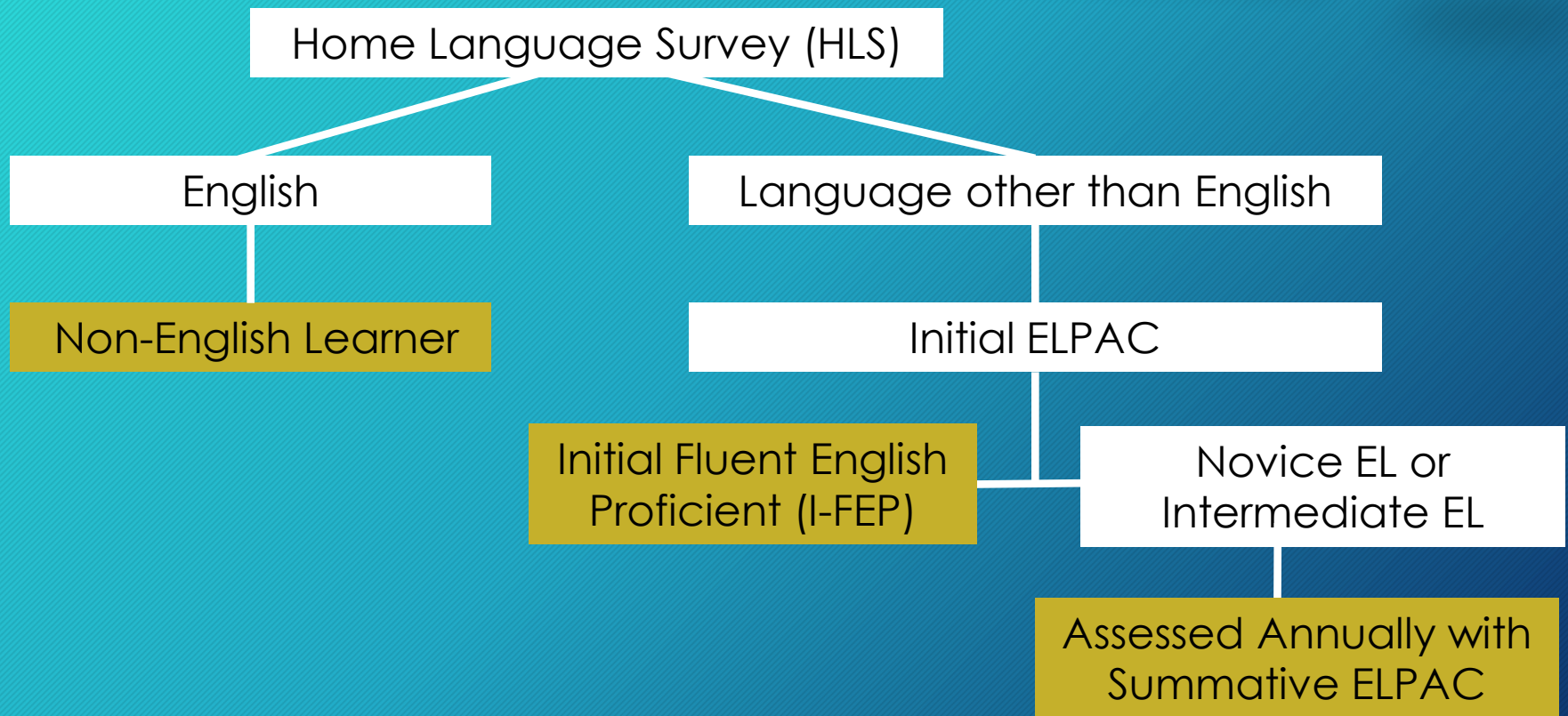


# EL Objectives



- Identification
- Assessment
- Programs
- Services
- Reclassification
  - Input on proposed reclassification criteria

# EL Identification



# EL Assessment

## English Language Proficiency Assessments of California (ELPAC)



### Initial ELPAC

- Identifies students as either an English Learner or fluent in English
- Determines English proficiency
- Assesses in listening, speaking, reading and writing
- Administered only once

### Summative ELPAC

- Measures how well ELs are progressing with English development
- Measures progress toward English proficiency
- Assesses listening, speaking, reading and writing
- Administered yearly- February to April

# EL Programs



Dual  
Language  
Instructional  
Program

Transitional  
Instructional  
Program

English  
Instructional  
Program



# Dual Language Immersion



Designed for English Learners and non English Learners

- Bilingualism, biliteracy, and cross cultural understanding
- Academic proficiency in the target language and English
- Meet State-adopted academic achievement goals

SEI Structured English Immersion services are provided during the English component





# Transitional Bilingual



- Designed for English Learners
- Begins with English and native language and transitions into English only by grade 2 *Currently, only provided at two sites*
- Achieve proficiency in English
- Meet State-adopted academic achievement goals

SEI Structured English Immersion services are provided



# English Instruction



- Designed for English Learners
  - Achieve English proficiency
  - Meet State-adopted academic achievement goals

SEI Structured English Immersion Services are provided



# SEI Structured English Immersion Services



## Structured English Immersion

**Integrated  
English Language  
Development**



**Designated  
English Language  
Development**



## Integrated English Language Development

- Throughout the regular school day
- Whole Group
- State-adopted academic content standards



## Designated English Language Development

- Set time aside during the regular school day
- Small Group
- State-adopted ELD standards



# Collaborative Conversation



1. What is my child's instructional program?
2. How is my child supported in:



- whole group Integrated ELD?
- small group Designated ELD?

# Reclassification



Signifies English Learners have the...

- ability to meet State's proficient level of achievement on State assessments.
- ability to successfully achieve in classrooms where the language of instruction is English.
- opportunity to participate fully in society in English.

# Reclassification Criteria



## English Language Proficiency

- Kinder: ELPAC Overall Level 4, Oral and Written Language Level 4
- Grades 1-6: ELPAC Overall Level 4 and Midpoint Level 3 in Oral and Written Language for grade level

## Academic Achievement

- Local Measures Reading: K-1 Met, Grades 2-6 Midpoint of Approaching and above for grade level
- CAASPP ELA Grades 3-6 Midpoint of Standard Nearly Met and above for grade level

## Teacher Evaluation

- Bridging Level on ELD Report Card

## Parent/Guardian

- Opinion and Consultation

# Reclassification Criteria



## English Language Proficiency

- Kinder: ELPAC Overall Level 4, Oral and Written Language Level 4
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## Teacher Evaluation

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## Parent/Guardian

- Opinion and Consultation



# PROPOSED

## Reclassification Criteria

### English Language Proficiency

- **GRADES K-6: OVERALL PROFICIENCY LEVEL 4**

### Academic Achievement

- Local Measures Reading: K-1 Met, Grades 2-6 Midpoint of Approaching and above for grade level
- CAASPP ELA Grades 3-6 Midpoint of Standard Nearly Met and above for grade level

### Teacher Evaluation

- Bridging Level on ELD Report Card

### Parent/Guardian

- Opinion and Consultation

# Reclassified Fluent English Proficient (R-FEP)



	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Total English Learners	10,089	9,008	9,666
Percent of Enrollment	34	31	33
Total R-FEP	1,756	595	2,022
Percent R-FEP	17	7	21

# Collaborative Conversation



1. What is the proposed change in reclassification criteria?
2. What questions or thoughts do you have about the change?

# Written Notifications



# Written Notifications



- Notify parents of their child's **initial** language classification and instructional program after administering the Initial ELPAC test (new students).
- Continue to notify parents of their child's **annual** progress on the Summative ELPAC test.

# Initial Parent Notification Letter

Sent to parents/guardians 30 days after enrollment

Initial ELPAC test date and results

Current Language Instructional Program with descriptions

**Chula Vista Elementary School District**  
84 East J Street • Chula Vista, CA 91910  
**INITIAL PARENT NOTIFICATION OF LANGUAGE PROFICIENCY**  
Federal Title III and State Requirements

Dear Parents/Guardian of:

When you enrolled your child in school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child in English and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition programs. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312(e)(3)(A)(v),(vi)).

English Language Assessment Date:		English Language Proficiency Assessment Overall Level:	
Oral Level (Listening and Speaking):		Current Instructional Program:	
Written Level (Reading and Writing):		Individualized Education Program:	

Based on results of the English language proficiency assessment, your child has been identified as an English learner.

**Language Acquisition Instructional Program**

We are required to provide Structured English Immersion (SEI) services. These services are provided in the program options described below.

<ul style="list-style-type: none"><li>• <b>English Instructional Program:</b> All classroom instruction is provided in English with curriculum and a presentation designed for students who are learning English.</li><li>• <b>Dual-Language Immersion (DLI) Instructional Program:</b> Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.</li><li>• <b>Transitional Bilingual Instructional Program:</b> A language acquisition program for English learners that provides instruction to students that utilizes English and student's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals.</li><li>• <b>Classroom Instructional Plan (CIP/Charter Schools only):</b> Students receive all instruction in English. Primary language support may be provided. Modifications are made to ensure that instruction is meaningful to the student. Assistance may be provided by a bilingual paraprofessional.</li></ul>
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Parents/Guardians may choose a language acquisition instructional program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310(a)).

Parents/Guardians may provide input regarding language acquisition instructional programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact the School administrator to ask about the process.

The goal of the Language Acquisition Instructional Programs and SEI services is to reclassify English Learners as Fluent English Proficient.

Please acknowledge receipt of this notification by signing below and returning this form to your child's homeroom.

_____ Teacher's Signature	_____ Date	_____ Parent's/Guardian's Signature	_____ Date
SCHOOL _____	GRADE _____	ROOM _____	STUDENT ID _____

# Annual Parent Notification Letter

Sent to parents/guardians 30 days after school starts

Current Language Instructional Program with descriptions

Prior year Local Measures Reading

Prior year CAASPP results (grades 3-6)

Prior year ELPAC results

District Reclassification Criteria

Chula Vista Elementary School District  
86 East J Street • Chula Vista, CA 92020  
2018-20 Annual Parent Notification of Language Proficiency  
Federal Title III and State Requirements

Dear Parent/Guardian of:

Your child continues to be identified as English Learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English (20 United States Code [U.S.C.] Section 6312 (e)(3)(A)).

Current Instructional Program:		Individualized Education Programs	
Local Measures Reading:		ELPAC Overall:	
CAASPP English Language Arts:		ELPAC Oral:	
CAASPP Math:		ELPAC Written:	

**Structured English Immersion (SEI):**  
We are required to provide Structured English Immersion (SEI) services to all English learners in all instructional programs. These language development services are designed to ensure English language acquisition occurs rapidly and effectively, and provides instruction to English learners based on the state-adopted academic content standards, and Florida language-development (FLD) standards (EC Section 30614).

**Description of Language Acquisition Instructional Programs:**

- ENGLISH INSTRUCTIONAL PROGRAM:** All classroom instruction is provided in English with curricular and a presentation designed for students who are learning English.
- DUAL LANGUAGE IMMERSION INSTRUCTIONAL PROGRAM:** Also referred to as Two-Way immersion. A language acquisition program that provides language learning and academic instruction for native-speakers of English and native speakers of another language, with the goal of high academic achievement, first and second language proficiency, and cross-cultural understanding.
- TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAM:** A language acquisition program for English learners that provide instruction to students that utilize English and a student's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals.
- CUSTOMER INSTRUCTIONAL PLAN (CIP)** (cluster schools only): Students receive all instruction in English. Priority language support may be provided. Modifications are made to ensure that instruction is meaningful to the student. Assistance may be provided by a bilingual assessmentist.

Parents/Guardians may choose a language acquisition instructional program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more at any grade level, may request a language acquisition program that is designed to provide language instruction. Districts shall consider to offer such a program to the extent possible (EC Section 330(a)).

Parents may provide input regarding language acquisition instructional programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact the School administrator to ask about the process.

The goal of the Language Acquisition Instructional Programs and SEI services is to reclassify English Learners as Fluent English Proficient.

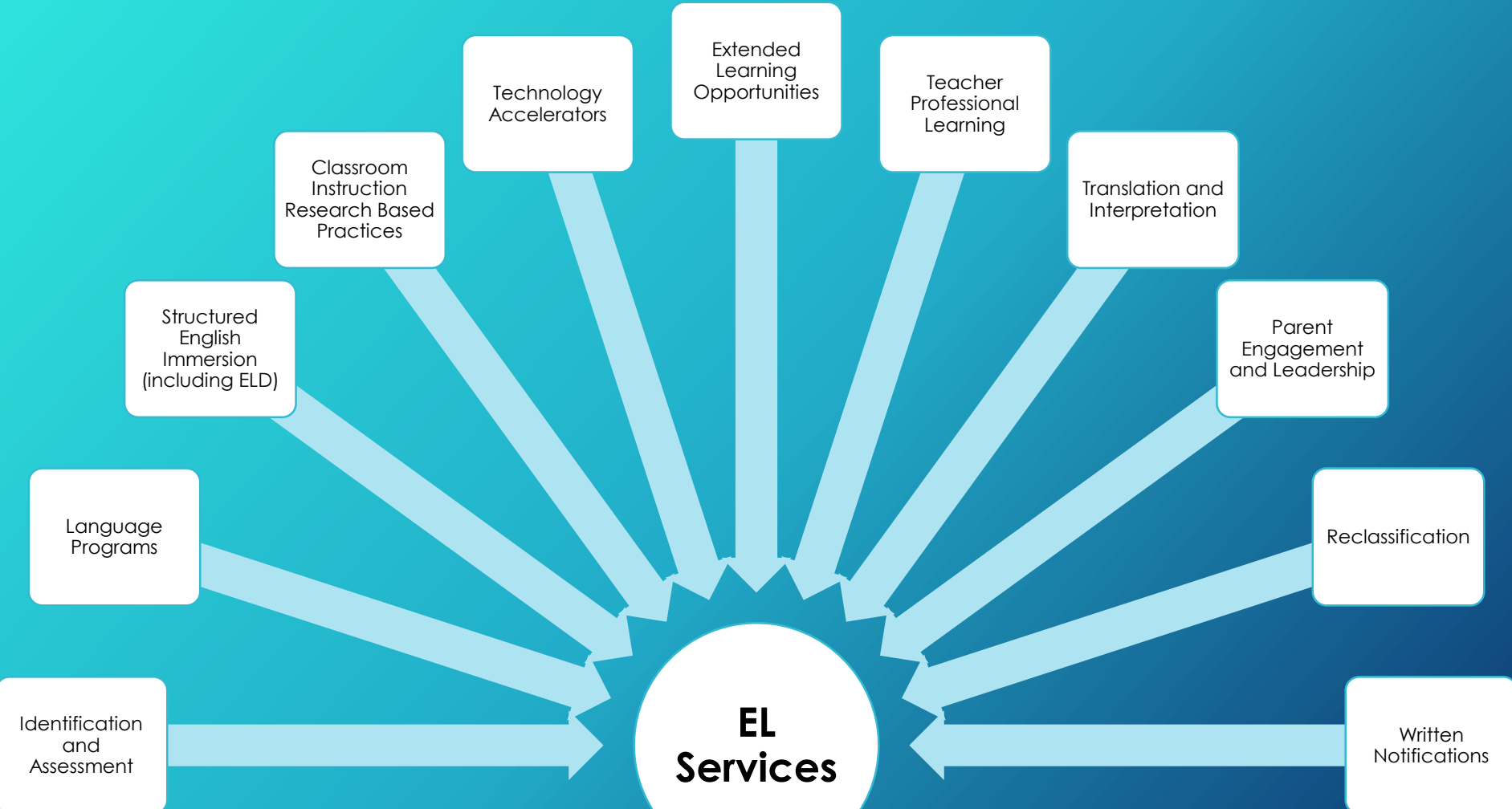
English Language Proficiency	Overall Proficiency level 4 Oral Language level 4 and above Scale score >= 1011 Written Language level 4 and above Scale score >= 1010
Academic Achievement	GRADE 3 Local Measures Reading: Accuracy 85-100%. Comprehension 8 correct. High Frequency Word Reading 4/5-8.
Teacher Evaluation	Teacher agrees the student is performing successfully in all academic areas and is at the Bridging level on the FLD Report Card.
Parent/Guardian Opinion and Consultation	Parent/guardian agrees that reclassification is appropriate.

Please acknowledge receipt of this notification by signing below and returning this for to your child's homeroom.

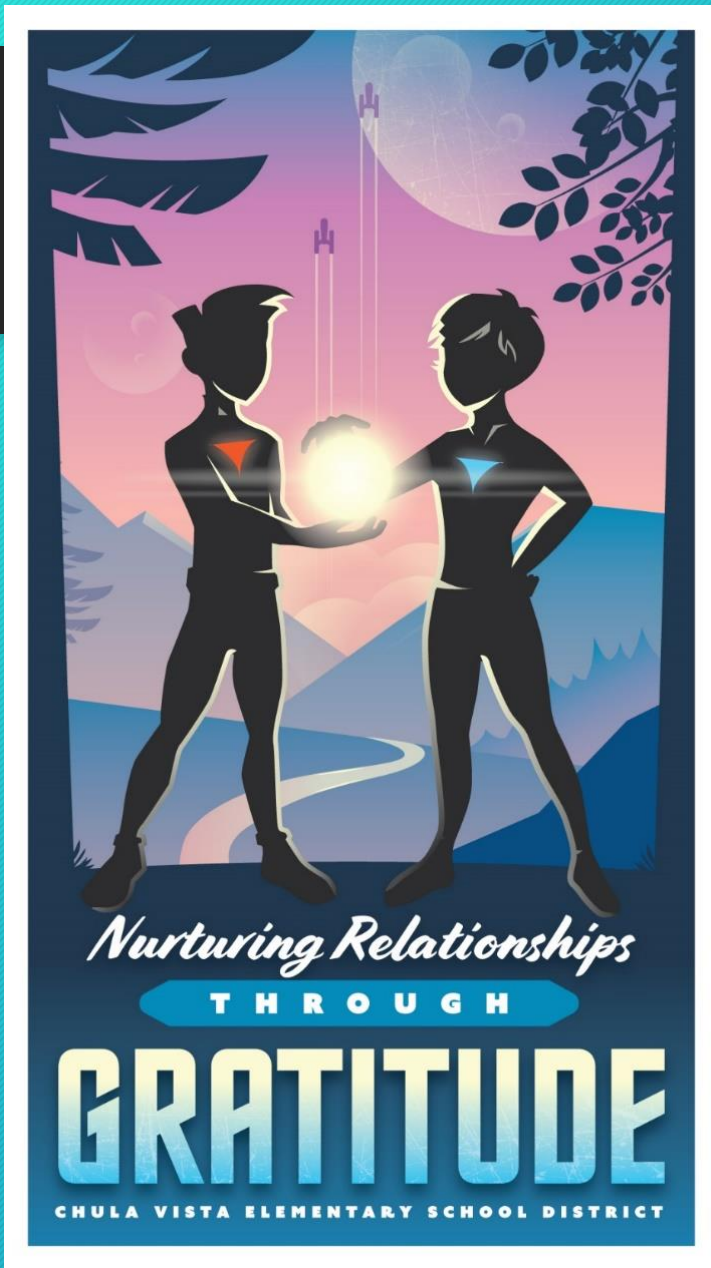
Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_ ROOM \_\_\_\_\_ STUDENT ID \_\_\_\_\_

**EL  
Services**







# Thank You!



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**Language and Instruction**