



Chula Vista Elementary School District Multilingual English Learner Master Plan



Board of Education

Kate Bishop • Delia Dominguez Cervantes • Cesar T. Fernandez • Francisco Tamayo • Lucy Ugarte

Superintendent

Eduardo Reyes, Ed.D.

Language Development and Instruction Services and Support

Lalaine Perez, Executive Director

ACKNOWLEDGMENTS

Biliteracy Committee

Rosi Martinez, CVE President

Lalaine Perez, Executive Director of Language Development

Christina Allshouse, Teacher

Monica Licon, Teacher

Crystal Orozco, Teacher

Virginia Orozco-Gutierrez, Teacher

Martha Rivero, Teacher

Dr. Melody Belcher, Principal

Gloria Velarde, Principal

Angie Amador, District Bilingual Resource Teacher

Reina Galvez, District Bilingual Resource Teacher

Patricia Pimentel, LDISS Coordinator

Dr. Nancy Rojas, LDISS Coordinator

Principals

DAC/DELAC Parent Representatives

Language Development Department Staff

Cabinet

TABLE OF CONTENTS

| | |
|--|----|
| ACKNOWLEDGEMENTS | 2 |
| TABLE OF CONTENTS | 3 |
| LEADERSHIP AND VISION | 4 |
| INTRODUCTION..... | 5 |
| EQUITABLE, COHERENT AND SUSTAINABLE SYSTEMS..... | 10 |
| EQUITY-DRIVEN PROCESSES AND RESEARCH-BASED PROGRAMS AND PRACTICES..... | 18 |
| ACCOUNTABILITY | 37 |
| FAMILY-COMMUNITY ENGAGEMENT..... | 48 |



LEADERSHIP AND VISION



Superintendent's Message

The Chula Vista Elementary School District's focus is on teaching and learning with a vision of purpose. Our commitment is to ensure that all students in our District are proficient in English and master the academic content required of every student in California.

The Multilingual English Learner Master Plan (MEL Master Plan) is a plan for all English Learners including students in English only and Dual Language Immersion programs. The MEL Master Plan serves as a roadmap for all educators and demonstrates our commitment to serving all students in our District. Thank you to all the individuals that provided their input and expertise in the development of the MEL Master Plan.

INTRODUCTION

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 about Multilingual English Learners

We believe that all Multilingual English Learners can acquire English, achieve high academic success and be College and Career Ready. This is a shared responsibility of all educators. All levels of the schooling system have a role to play in ensuring the access and achievement of our Multilingual English Learners.

To carry out this mission, the Chula Vista Elementary School District emphasizes the following principles:

- Social Emotional Learning
- Assets-Based and Inclusive Environment
- Collaborative Learning and Communication
- Rigorous and Rich Instruction with Scaffolds
- Comprehensive ELD Tied to Content
- Data Driven Decisions and Monitoring
- Parent and Community Engagement
- Supportive Systems



Chula Vista Elementary School District

Key Principles for Multilingual English Learner Achievement



*We believe that all Multilingual English Learners (MELs) can acquire English and achieve high academic success to be College and Career Ready. This is a **shared responsibility of all educators**, and all levels of our system have a role to play in ensuring the access and achievement of the MELs in our 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.*
- (CVESD Multilingual English Learner Master Plan)

| Key Principles | |
|---|---|
| <p style="text-align: center;">Social Emotional Learning</p> <p>Classroom environments are warm, empathetic, and intentionally focus on MEL students’ social-emotional growth and self-efficacy. The culture and climate of the classroom and school has a positive impact on content and language learning, identity affirmation, and participation and engagement in school. Students feel safe taking risks – including language risks.</p> | <p style="text-align: center;">Assets-Based and Inclusive Environment:</p> <p>Educators recognize and value the cultures and languages of MEL students as assets that are essential for learning. These assets are promoted and built upon through strong multilingual and ELD programs. Respect for home language and cultures is explicit, and the linguistic, cultural, community and individual assets students bring are valued as resources for learning.</p> |
| <p style="text-align: center;">Collaborative Learning and Communication</p> <p>Educators integrate the domains of listening, speaking, reading, and writing to develop full proficiency in English for MEL’s. There is a priority on instruction that emphasizes student empowerment, autonomy, and content mastery through academic talk. Teachers focus on cultivating students’ critical thinking skills and ability to participate meaningfully in academic conversations.</p> | <p style="text-align: center;">Rigorous and Rich Instruction with Scaffolds</p> <p>Educators engage all MEL students, regardless of English language proficiency, in intellectually rich, standards-based, grade-level appropriate curriculum and learning experiences that promote cognitive and linguistic growth. Instructional scaffolds are provided to assist MELs in accessing and engaging in grade level content instruction with peers.</p> |
| <p style="text-align: center;">Comprehensive ELD Tied to Content</p> <p>Integrated and Designated ELD is provided to MEL students at all English language proficiency levels as Tier 1 instruction. Comprehensive ELD promotes content and language learning in tandem in all disciplines using content standards and the CA ELD Standards. Integrated ELD occurs in all content areas, and Designated ELD is a protected time when teachers focus on the specific language learning needs of MEL students, based on their English language proficiency levels, in ways that are directly connected to students’ specific subject matter learning.</p> | <p style="text-align: center;">Data Driven Decisions and Monitoring</p> <p>Diagnostic tools and formative assessment practices are employed to measure students’ progress in academic content knowledge and language proficiency. Assessment practices allow teachers to monitor student progress so that they may adjust instruction accordingly and provide differentiation, intervention and timely feedback. Data is utilized to make programmatic and instructional decisions for MELs based on their individual profile/typology that include English language proficiency, prior school experiences, and time in the U.S.</p> |
| <p style="text-align: center;">Parent and Community Engagement</p> <p>Parent and community engagement is a critical part of the School and District culture. Continuous efforts are made to ensure that parents of MELs are informed, knowledgeable and engaged in their child’s learning. Parent leadership capacity both at the site and District level is encouraged and supported.</p> | <p style="text-align: center;">Supportive Systems</p> <p>Organizational culture supports and promotes aligned and articulated practices for MEL education and services across grade levels and across schools in the District. Instructional vision, leadership, professional development and resources include a commitment and focus to improving access to equitable education and achievement for MELs. School and District policies related to anti-bullying, anti-immigrant, and cultural and language bias are known, visible, and enforced – establishing the school and classroom as safe and welcoming environments for all.</p> |

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

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 linguistically diverse 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 our educational partners, parents, staff, community, 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 +

California English Learner Roadmap Alignment:

In 2017, 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 Multilingual English Learner Master Plan (MEL Master Plan) is aligned with the California English Learner Roadmap.

The Center for Equity for English Learners proposes four essential goals for English Learner Master Plans.

1. Create equitable coherent and sustainable systems of English Learner services.
2. Develop equity driven processes to build LEA-wide capacity to deliver research-based programs and practices that leverage EL students' assets and address their specific needs.
3. Establish effective family community engagement systems to foster collaborative partnerships.
4. Implement a local accountability model that ensures EL students' success.

Figure 1 outlines these goals and its essential components. The CVESD MEL Master Plan is organized into these goals and components, and each section includes a table aligning each component to the CA English Learner Roadmap Policy, it's key principles and elements.

Figure 1:



EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS



Table 1. English Learner Master Plan and California English Learner Roadmap Policy Alignment with Principles and Elements

| Component or Chapter | CA English Learner Roadmap Principle | CA English Learner Roadmap Elements |
|--|---|---|
| Commitment and Purpose | <ul style="list-style-type: none"> Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems | <ul style="list-style-type: none"> 1A. Language and Culture as Assets 1B. English Learner Profiles 1C. School Climate 1D. Family and School Partnerships 2C. High Expectations 2G. Programmatic Choices 3A. Leadership 4A. Alignment and Articulation 4C. Coherency |
| Responding to Diverse Learners (Identification, Placement, Reclassification) | <ul style="list-style-type: none"> Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 4: Alignment and Articulation within and Across Systems | <ul style="list-style-type: none"> 1A. Language and Culture as Assets 1B. English Learner Profiles 1D. Family and School Partnerships 1E. English Learners with Disabilities 2G. Programmatic Choice 4A. Alignment and Articulation |
| Program Options | <ul style="list-style-type: none"> Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 4: Alignment and Articulation within and Across Systems | <ul style="list-style-type: none"> 1A. Language and Culture as Assets 1B. English Learner Profiles 1D. Family and School Partnerships 1E. English learners with Disabilities 2E. Use of Students' Home Languages 2G. Programmatic Choice 4A. Alignment and Articulation 4C. Coherency |
| Staffing | <ul style="list-style-type: none"> Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems | <ul style="list-style-type: none"> 3A. Leadership 3B. Adequate Resources 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency |

Commitment and Purpose

The District Equity Policy addresses the needs of every learner requiring recognition of the inherent value of diversity. We acknowledge that educational excellence requires a commitment to equity in the opportunities provided to linguistically diverse students, and we work collaboratively as a system to ensure successful outcomes for all of our Multilingual English Learners.

Responding to Diverse Learners

A Multilingual English Learner is a student who lives in a home where a language other than English is spoken and is still developing academic proficiency in English reading, writing, speaking and listening. 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. We recognize that there is not just one type of Multilingual English Learner and respond to unique needs accordingly.

Identification/Home Language Survey/Written Notifications

Upon enrollment in California public schools, parents are required to complete a Home Language Survey to identify languages spoken at home. If any of the four responses on the Home Language Survey 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 with a written notification. The written notification includes the date and results of the Initial ELPAC, the language program that the student is enrolled in, and criteria for reclassification. Beginning in February of each school year, all Multilingual English Learners are assessed with the Summative ELPAC, and parents are provided with an annual notification within the first 30 days of each school year. This written notification includes the student's prior year's Summative ELPAC results, Local Measure Reading score, CAASPP ELA and Math score (for grades 3 and above), language program, and criteria for reclassification.

In cases where the parent/guardian may have made an error on the Home Language Survey, they may contact school office personnel to correct the error prior to the administration of the Initial ELPAC.

In cases where the Initial ELPAC has already been administered and the parent/guardian disagree with the identification, they may submit a written request to the school principal to reconsider the student's classification prior to the administration of the Summative ELPAC. The Language Development Department will conduct a Multilingual English Learner Classification Review to make a determination on classification.

Responding to Diverse Learning Needs

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 differences, 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.

Reclassification

Reclassified to Fluent English Proficient is the primary goal of language development programs for Multilingual English Learners. Reclassification signifies that students have the ability to achieve successfully in English and meet proficiency on state assessments. A candidate list that matches criteria for reclassification is generated and provided to schools during the fall. Documentation of language and academic performance assessments and record of reclassification are kept in the student's Multilingual English Learner folder located in the cumulative records. These folders are reviewed and monitored annually for required Multilingual English Learner documentation. Per federal guidelines, Reclassified Fluent English Proficient students are monitored for 4-years to ensure that they continue to achieve at benchmark academically.

Reclassification Criteria (Summative ELPAC)

| <i>Multiple Criteria</i> | | <i>Grades</i> | <i>Minimum Requirement</i> |
|--|--|---------------|--|
| <i>English Language Proficiency</i> | Most recent Summative English Language Proficiency Assessments for California (ELPAC) | K-12 | Overall Proficiency 4 |
| <i>Teacher Evaluation</i> | Proficiency Level Descriptors | 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 |
| <i>Parent/Guardian opinion and consultation</i> | Consultation with parent/guardian | K-12 | Parent/guardian agrees that reclassification is appropriate |
| <i>Academic Achievement</i> <i>(Note: Students in grades 3-12 may qualify by either the Local Measure or by CAASPP)</i> | Local Measure Reading/Smarty Ants | K-1 | Met |
| | Local Measure/Level Set Reading | 2-12 | Midpoint of Approaching and Above for grade level |
| | California Assessment of Student Performance and Progress (CAASPP)-English Language Arts | 3-6 | Midpoint of Standard Nearly Met and above for grade level |

Following state guidelines, the District establishes reclassification criteria of English Learners in Special Education that have severe cognitive delays.

Reclassification Criteria (Summative Alternate ELPAC)

| Multiple Criteria | | Grades | Minimum Requirement |
|---|--|---------------|--|
| <i>English Language Proficiency</i> | Overall performance level 3, fluent on the Summative Alternate ELPAC | K-6 | Summative Alternate ELPAC Level 3 |
| <i>Teacher Evaluation</i> | Teacher Evaluation form to review of the pupil's curriculum mastery. | K-6 | The teacher has identified that the student has performed at least at an Overall Level 4 (substantial progress) out of the 5 possible levels of student progress towards their IEP goals. |
| <i>Parent/Guardian Opinion and Consultation</i> | Parent/Guardian opinion and consultation | K-6 | Parent/Guardian opinion and consultation |
| <i>Comparison Performance of Basic Skills</i> | A standardized adaptive rating scale identified by the IEP team for example: Adaptive Behavior Assessment System 3 rd edition (ABAS), Vineland Adaptive Behavior Scale) | K-2 | The multidisciplinary individualized education program (IEP) team identifies a local assessment to determine whether the student has reached the level of proficiency to meet the academic achievement goals. The performance range and/or level selected by the team corresponds to English only students with similar disabilities in the grade or grade span and shall be in alignment with the student's IEP goals. |
| | The summative California Alternate Assessment (CAAs) for English language arts/literacy (ELA) or identified by the multidisciplinary IEP team for example: Adaptive Behavior Assessment System 3 rd edition (ABAS), Vineland Adaptive Behavior Scale) | 3-6 | The multidisciplinary individualized education program (IEP) team identifies a local assessment or state alternate assessment (California Alternate Assessment English Language Arts, CAA ELA) to determine whether the student has reached the level of proficiency to meet the academic achievement goals. The performance range and/or level selected by the team corresponds to English only students with similar disabilities in the grade or grade span and shall be in alignment with the student's IEP goals. |

Multilingual English Learner Typologies

CVESD recognizes that there is not just one type of Multilingual English Learner. It is critical that we know who are students are and their individual profiles so that we can best serve their needs:

| | |
|--|---|
| Initial Fluent Proficient (IFEP) | A student who has a home language other than English and has tested Initial Fluent English Proficient on the Initial ELPAC. |
| Immigrant/Newcomer | <p><u>Immigrant:</u></p> <ul style="list-style-type: none"> Students who have been in U.S. schools for 3 years or less. <p><u>Newcomer:</u></p> <ul style="list-style-type: none"> Newly arrived, newly enrolled immigrants, usually 1 year or less. <p>Immigrant and Newcomer students may have interrupted, formal education.</p> |
| Normatively Progressing English Learner | An English Learner who is making annual progress in language proficiency on the ELPAC and is meeting benchmark in academics in the classroom. Student is making expected annual growth towards reclassification. |
| At-Risk for Long Term English Learner (ARLTEL) | <p>A student in grades 3 and above who:</p> <ul style="list-style-type: none"> Has been enrolled in a U.S. school for four or more years Scored a 1, 2 or 3 on ELPAC Scored “Standard Not Met” on CAASPP ELA (applies to Grades 4-5 only) |
| Long-Term English Learner (LTEL) | <p>A student in grades 6 and above who:</p> <ul style="list-style-type: none"> Has been enrolled in a U.S. school for six or more years Did not make annual progress on the ELPAC Scored “Standard Not Met” on CAASPP ELA |
| English Learner with Special Needs | <p>A student who is dually identified as both an English Learner and Student with a Disability and is currently on an Individualized Education Plan (IEP). They may receive their education in:</p> <ul style="list-style-type: none"> General Education classroom <ul style="list-style-type: none"> Speech services Resource Specialist services (RSP) Special Day Class <ul style="list-style-type: none"> Mild/Moderate Moderate/Severe |
| Reclassified Fluent English Proficient (RFEP) | A student who has tested at an ELPAC 4 and has met academic criteria for reclassification, including teacher evaluation and parent input. |

Program Options

All students identified as Multilingual English Learners receive Structured English Immersion (SEI) services in all instructional programs. SEI services are provided through standards-based instruction, curriculum, and strategies that ensure that Multilingual English Learners 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:

| | |
|--|--|
| <p>Dual Language Immersion Instructional Program</p> | <p>Students have the opportunity to become fluent in English and Spanish while developing cross-cultural understanding. The District offers a Dual Language Immersion Instructional Program that integrates Spanish speaking students and English speaking students. The goals of the program are bilingualism and biliteracy, high academic achievement, and socio-cultural competency.</p> <ul style="list-style-type: none"> • 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. • Multilingual English Learners receive Integrated and Designated English Language Development (ELD) while Spanish Learners receive Integrated and Designated Spanish Language Development (SLD). • Sixth Grade students may earn the Pathway to Biliteracy Award for participation in the Dual Language Immersion Instructional Program. • The District’s Dual Language Immersion Master Plan serves as a guide to build coherent and successful biliteracy programs across the District for student success. |
| <p>Structured English Immersion Program (English Only Instruction)</p> | <p>All classroom instruction is provided in English with curriculum and presentation designed for students who are learning English. The goals of the program are English Language proficiency and meeting state-adopted academic achievement goals.</p> |

Parents/guardians of Multilingual English Learners 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 English Learner services. Identified students will maintain their English Learner status,

continue annual administration on ELPAC, and teachers will communicate with parents if child is not making progress and offer English Learner services.

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

Staffing

CVESD teaching staff hold a Cross-cultural, Language and Academic Development (CLAD) or a Bilingual Cross-cultural, 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 English Learners including students in the Dual Language Immersion 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.

The Language Development Department includes staff that support Multilingual Learner Services:

- Executive Director
- Coordinators
- District Bilingual Resource Teachers
- English Learner Supervisor
- English Learner Technician
- English Learner Instructional Assistant Leads

Staff provide the following:

- School support, including training and coaching of site-based English Learner Instructional Assistants (ELIAs) on the following:
 - Multilingual English Learner identification
 - Parent notifications
 - Progress monitoring
 - Reclassification to Fluent English Proficient and 4-year monitoring
 - Administration of the Initial and Summative ELPAC
 - Supplemental Instructional Support, including Newcomer support
- 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.
- Building parent capacity by collaborating with DAC/DELAC on how to best inform and support our Multilingual English Learner families on English Learner policies, programs, goals and services.

- Assistance with the development of site documentation for each Multilingual English Learner program compliance area under Federal Program Monitoring.
- Development of the Multilingual English Learner Master Plan which serves as a framework that supports coherent and successful strategies for Multilingual English Learners.
- Support in developing goals for English Learner progress on each School Plan for Student Achievement (SPSA).

EQUITY-DRIVEN PROCESSES AND RESEARCH-BASED PROGRAMS AND PRACTICES



Table 1 (cont.). English Learner Master Plan and California English Learner Roadmap Policy Alignment with Principles and Elements

| Component or Chapter | CA English Learner Roadmap Principle | CA English Learner Roadmap Elements |
|------------------------------|--|--|
| Access to Core Curriculum | <ul style="list-style-type: none"> Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 4: Alignment and Articulation within and Across Systems | 1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 2B. Intellectually Rich, Standards-based Curriculum 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students' Home Language 2F. Rigorous Instructional Materials 4A. Alignment and Articulation 4C. Coherency |
| English Language Development | <ul style="list-style-type: none"> Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 4: Alignment and Articulation within and Across Systems | 1B. English Learner Profiles 1E. English learners with Disabilities 2A. Integrated and Designated English Language Development 4A. Alignment and Articulation 4C. Coherency |
| Professional Learning | <ul style="list-style-type: none"> Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems | 3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency |

Access to Core Curriculum

Multilingual English Learners are enrolled in variety of programs in the District (Structured English Immersion, Dual Language Immersion, Special Day Class, Resource Specialist Program, etc.), and regardless of program, the District has the obligation to provide MEL students with meaningful access to grade level academic instruction and to support students to develop academic English Language proficiency.

As part of the core instructional program, all identified MELs receive Comprehensive ELD as part of Tier I instruction in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for MELs. The District takes appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

Academic instruction for MELs 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.

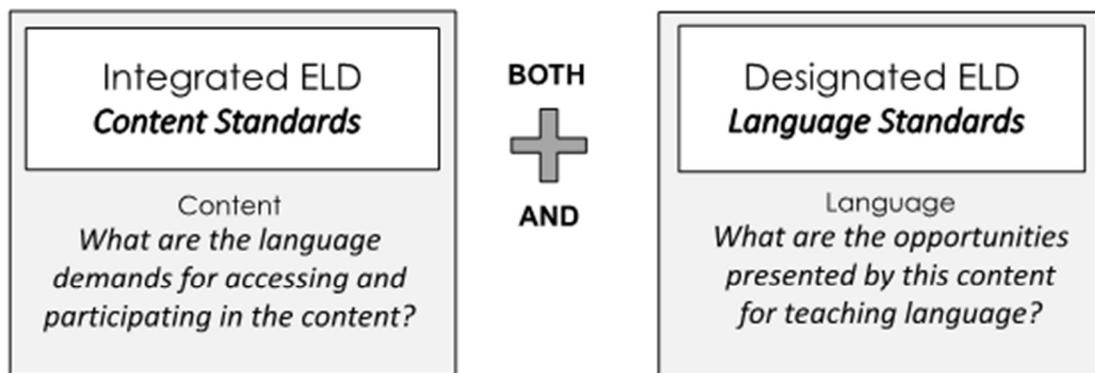
The California English Language Arts/English Language Development (ELA/ELD) Framework guides the implementation of the standards. All teachers should attend to the language learning needs of their MELs in strategic ways that promote the simultaneous development of content

knowledge and advanced levels of English. Teacher's design Integrated and Designated ELD to address the language and literacy needs of MELs.

Integrated ELD refers to instruction in which all teachers with MELs 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 MELs need for content learning in English.

Comprehensive ELD



District adopted language arts curriculum is based on the California English Language Arts/English Language Development Standards and provides core instructional materials. The adopted Benchmark Advance/Adelante Language Arts program for ELA/ELD is implemented to address language development and literacy for Multilingual English Learners, alongside strategies that support MELs.

The District assists MELs 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.

High Impact Language Development Strategies

Definition: Strategies that develop accurate, precise and meaningful interactions while building upon content knowledge in listening, speaking, reading, writing and thinking.

Guiding questions:

1. Does this strategy foster meaningful *interactions*? How?
2. Does this strategy engage students in collaborative *conversations*? How?
3. Does this strategy support *comprehension* of content? How?
4. Does this strategy promote appropriate verbal and written *communication*? How?
5. Is this strategy best suited for learning at the surface, deep and/or transfer level? Why?

Based on ELA/ELD Framework

Examples of High Impact Language Development Strategies Based on Fisher, Frey & Hattie

| Surface Level | | Deep Level | | Transfer Level | |
|-------------------------------------|--------------|---------------------------------------|--------------|-----------------------------------|--------------|
| Strategy | Effect Size* | Strategy | Effect Size* | Strategy | Effect Size* |
| Feedback | 0.75 | Classroom discussions | 0.82 | Organizing conceptual knowledge | 0.85 |
| Repeated reading | 0.67 | Feedback | 0.75 | Transforming conceptual knowledge | 0.85 |
| Vocabulary programs** | 0.67 | Reciprocal teaching** | 0.74 | Problem-solving teaching | 0.61 |
| Leverage on prior achievement | 0.65 | Metacognitive strategies | 0.69 | Peer tutoring** | 0.55 |
| Study skills | 0.63 | Repeated reading | 0.67 | | |
| Taking class notes | 0.59 | Self-verbalization & self-questioning | 0.64 | | |
| Collaborative learning with peers** | 0.59 | Study skills | 0.63 | | |
| Direct instruction | 0.59 | Concept mapping | 0.60 | | |
| Phonics instruction | 0.54 | Questioning | 0.48 | | |
| Mnemonics | 0.45 | | | | |

*Effect size of .40 and above falls inside the zone of desired effects (high impact)

**Strategy also found in the ELA/ELD framework

Based on work from [Visible Learning in Literacy](#)

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.

| Examples of Collaborative Conversations Instructional Routines | | |
|---|---|---|
| <i>Source: Strategies for ELD Tulare County Office of Education</i> | | |
| Strategy Name | Description | Example |
| Norms for Effectively Contributing to Classroom Conversations | Ground rules or guidelines for conversations are used as the basis for constructive academic talk. Teacher provides judicious corrective feedback during student talk. | Collaborative Conversations: Chart cues students, ie., take turns, ask good questions, give feedback, add important information, build on what your partner says, use learned vocabulary, etc. |
| Assigned Roles in Discussions | Students assume specific roles to actively engage in, help lead, and contribute to collaborative discussions. | <p>Example:</p> <p>Literature Circle Roles</p> <ul style="list-style-type: none"> • Summarizer • Discussion Director • Connector • Literary Luminary (fiction) or Passage Master (nonfiction) • Investigator • Illustrator • Vocabulary Enricher |
| Collaborative Summarizing | Students read with a partner and concisely summarize text together using critical content vocabulary, but limiting summary to essential words. Begin in pair of two, but move to partnerships of 4 for more practice. | <p><u>Process:</u></p> <p>Step 1: Find who or what is most important in the section. Step 2: Find out what it is that the who or what are doing. Step 3: Use some of the most important words in the text to summarize the section in 15 words or fewer. (Summary can be more than one sentence.)</p> <p><u>Collaborative Summarizing Roles & Responsibilities:</u></p> <p>Facilitator: <i>Guides the group in the process. Makes sure everyone is participating.</i></p> <p>Scribe: <i>Takes official, most legible notes that anyone can use for reporting out. (everyone else takes their own notes, too)</i></p> <p>Timekeeper: <i>Keeps an eye on the time and moves the group along so they don't run out of time.</i></p> <p>Encourager: <i>Gives specific praise to group members. Encourages members to assist one another.</i></p> |

| <p>Conversation Moves</p> | <p>In partner and “group discussions, students use conversation moves to extend academic talk. “Conversation moves” help students add to or challenge what a partner says, question, clarify, paraphrase, support, thinking with examples, synthesize conversation points, etc.</p> | <p>I think.... Because... I agree/disagree... For example... Can you say that again? What do you mean by...? In other words...</p> <table border="1" data-bbox="773 384 1429 835"> <tr> <th colspan="2" data-bbox="773 384 1429 468">How to be a Good Conversationalist</th> </tr> <tr> <td data-bbox="773 468 1076 636"> <p><i>To ask for clarification:</i> <i>Can you say more about_?</i> <i>What do you mean by_?</i></p> </td> <td data-bbox="1076 468 1429 636"> <p><i>To affirm or agree:</i> <i>That’s a really good point.</i> <i>I like what you said about_because_</i></p> </td> </tr> <tr> <td data-bbox="773 636 1076 835"> <p><i>To build or to add on:</i> <i>I’d like to add to what you said.</i> <i>Also_</i></p> </td> <td data-bbox="1076 636 1429 835"> <p><i>To disagree respectfully:</i> <i>I’m not sure I agree with_because_</i> <i>I can see your point.</i> <i>However,_____</i></p> </td> </tr> </table> | How to be a Good Conversationalist | | <p><i>To ask for clarification:</i> <i>Can you say more about_?</i> <i>What do you mean by_?</i></p> | <p><i>To affirm or agree:</i> <i>That’s a really good point.</i> <i>I like what you said about_because_</i></p> | <p><i>To build or to add on:</i> <i>I’d like to add to what you said.</i> <i>Also_</i></p> | <p><i>To disagree respectfully:</i> <i>I’m not sure I agree with_because_</i> <i>I can see your point.</i> <i>However,_____</i></p> |
|--|---|---|------------------------------------|--|--|---|--|--|
| How to be a Good Conversationalist | | | | | | | | |
| <p><i>To ask for clarification:</i> <i>Can you say more about_?</i> <i>What do you mean by_?</i></p> | <p><i>To affirm or agree:</i> <i>That’s a really good point.</i> <i>I like what you said about_because_</i></p> | | | | | | | |
| <p><i>To build or to add on:</i> <i>I’d like to add to what you said.</i> <i>Also_</i></p> | <p><i>To disagree respectfully:</i> <i>I’m not sure I agree with_because_</i> <i>I can see your point.</i> <i>However,_____</i></p> | | | | | | | |
| <p>Inside-Outside Circle</p> | <p>Students engage in conversation with diverse partners where the class is split into two groups. One group stands and forms an outside circle while the other group forms an inner circle with students in the inner circle facing the students in the outside circle as conversation partners. Inner circle is rotated to switch partners.</p> | <p>Students face partners from opposite circles, sharing and explaining their thinking to one another. At the signal, students on the inner circle are rotated so they are standing opposite a new partner to provide another opportunity to discuss. Discuss process is a repeated with multiple partners before students return to their seats.</p> | | | | | | |
| <p>Think-Pair-Share</p> | <p>Students turn to their designated partners to discuss prompts posed by the teacher. Partnerships are organized in teams of two.</p> | <p>Assign partnerships, give think time, structure pairing so that each partner has a turn sharing before teams are called upon to share out their collective thinking in whole group.</p> | | | | | | |

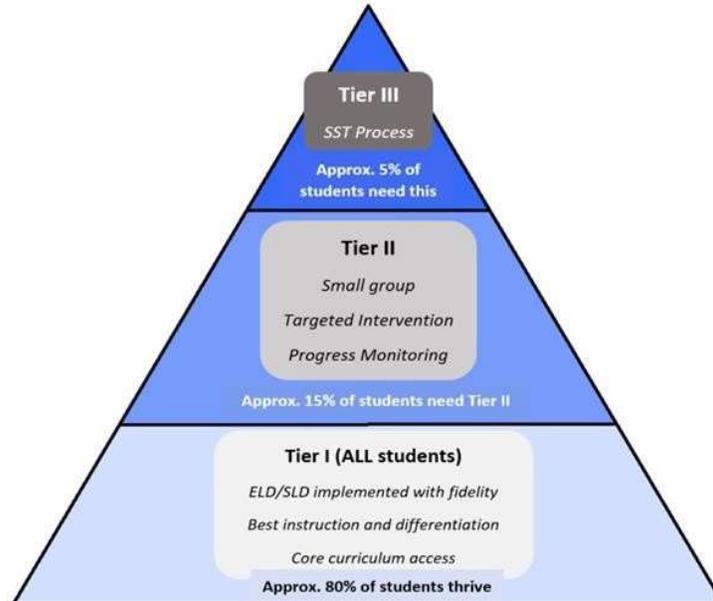
Response to Intervention (RTI)

RTI is a tiered approach to academics that includes intervention and supports that fall within our Multitiered System of Supports (MTSS) Framework. MTSS includes the following pillars: SEL, PBIS, and academics, which is RTI.

For students, including MELs, that need additional support, the tiered plan is followed:

1. Tier 1: Daily ELD Instruction based on grade level content aligned with standards
2. Tier 2: Targeted interventions and progress monitoring
3. Tier 3: Student Study Team (Individualized, evidence based, 6–8-week cycles)

SST members are knowledgeable of research-based interventions for Multilingual English Learners, and language development considerations are part of the District SST process. A tiered plan of support is exhausted before a decision is made to refer to special education or change a student's instructional program.



Multilingual English Learners with IEP's

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.

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.

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.

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.

Addressing the Needs of Our Diverse Multilingual English Learners

| Strategies for Multilingual English Learner Typologies | |
|---|---|
| Immigrant/Newcomer | <p>Welcoming Environment</p> <ul style="list-style-type: none"> • Sense of safety and belonging <p>Social Emotional Support</p> <p>Valuing identity</p> <ul style="list-style-type: none"> • Home language, culture, customs, etc. • Promoting use and development of home language in school community <p>Encouragement</p> <p>High quality academic programs designed to meet the academic and language developments of the student</p> <p>Communication with families</p> <ul style="list-style-type: none"> • Education system, academic instruction, etc. • Student advocacy • Available Resources |
| <p>At-Risk Long Term English Learner (AR-LTEL)</p> <p>Long Term English Learner (AR-LTEL)</p> | <p>Three R's: Rigor, Relevance and Relationships</p> <p>Active Engagement in their own education; goal setting</p> <p>A focus on oral and written language development</p> <p>Explicit academic vocabulary instruction</p> <p>Relevant materials</p> <ul style="list-style-type: none"> • Grade level appropriate • High-interest • Real-life application <p>Instruction/program that addresses academic gaps</p> <p>Inclusive school environment</p> <p>Consistent routines</p> <p>Progress monitoring</p> |
| English Learner with Special Needs | <p>Leveraging Background Knowledge</p> <p>Scaffolding Comprehension of Complex Texts</p> <p>Fostering Vocabulary Development</p> <p>Scaffolding Writing and Language Awareness</p> <p>Collaborative Discussions</p> <p>Sequencing Learning Tasks</p> |

Grade Level Collaboration

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.

Supplemental Instructional Support

The District provides additional opportunities for MELs to access core instruction and meet grade level standards through additional support such as:

- Impact Teachers
- English Learner Instructional Aides
- Expanded Learning Opportunity Programs (ELOP)

The District evaluates these supports annually, determines the effectiveness of these services and modifies or continues accordingly.

English Language Development

Multilingual English Learners at all proficiency levels and at all ages require both Integrated ELD and Designated ELD. Such a multilayered application of the California ELD standards requires deep collaboration among educators, support for teachers, and, most importantly a sustained focus on the strengths and needs of individual MELs and a persistent believe that all MELS can achieve the highest levels of academic and linguistic excellence.

The California English Language Arts/English Language Development (ELA/ELD) Framework outlines that both Integrated and Designated ELD is to occur daily, that careful scope and sequence must be designed to ensure that students can decode fluently in English and engage meaningfully with grade-level texts, that Parts I and II of the ELD standards are included, and that foundational literacy skills (Part III) is included where appropriate based on careful scope and sequence of the program. Planning for Designated ELD should adequately address specific learning and language needs of each student.

The Proficiency Level Descriptors, based on the California ELD Standards, provide an overview of the stages of English language development through which MELs are expected to progress as they gain increasing proficiency in English as a new language.

| ELD Proficiency Levels | | |
|--|---|---|
| Emerging | Expanding | Bridging |
| Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided by the instructor(s) and learning environment. | Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided by the instructor(s). | Students at this level can independently use a variety of high-level English skills and fully participate in grade level academic activities in all content areas, with light language support provided by instructor(s). |

ELD Standards and Expectations of Multilingual English Learners

The California ELD Standards are organized into three parts.

Part I: Interacting in Meaningful Ways

- MELs participate in meaningful and intellectually challenging tasks in three ways:
 - Collaboratively, by communicating with others about social and academic topics (listening and speaking)
 - Interpretively, by understanding written and spoken information (listening, speaking and reading)
 - Productively, by writing or presenting to explain ideas and information (speaking and writing)

Part II: Learning About How English Works

- MELs comprehend and produce academic texts in various content areas. MELs use language to create organized texts, expand and enrich ideas, and connect and condense ideas.

Part III: Using Foundational Literacy

- This section emphasizes how all teachers play a crucial role in developing the literacy for MELs. Multilingual English Learners at all grades require specialized instruction to learn foundational literacy skills, based on their age, previous literacy, and educational experiences. For MELs new to California schools in grades six through twelve, teachers also need to provide learning activities and material to help students achieve all language skills, including literacy in English, as quick as possible.

CA ELD Standards



Language Learners will be able to:

Part 1: Interact in Meaningful Ways

Collaborate

1. Exchange information and ideas
2. Interact with others via written English (print and multimedia)
3. Offer opinions and negotiate with or persuade others
4. Adapt language choices to various contexts

Interpret

5. Listen actively and ask or answer questions about what was heard
6. Read closely and explain interpretations and ideas from reading
7. Evaluate how well writers use language to present or support ideas
8. Analyze how writers use vocabulary and other language resources

Produce

9. Express information and ideas in oral presentations
10. Write literary and informational text
11. Support opinions or justify arguments and evaluate others' opinions or arguments
12. Select and apply varied and precise vocabulary and other language resources

Language Learners will be able to:

Part 2: Learn About How English Works

Structure Cohesive Texts

1. Understand text structure and organization based on purpose, text type, and discipline
2. Understand cohesion and how language resources across a text contribute to the way a text unfolds and flows

Expand & Enrich Ideas

3. Use verbs and verb phrases to create precision and clarify in different text types
4. Use nouns and noun phrases to expand ideas and provide more detail
5. Modify and add details to provide information and create precision

Connect & Condense Ideas

6. Connect ideas within sentences by combining clauses
7. Condense ideas within sentences using a variety of language resources

English Language Proficiency Levels

Emerging → Expanding → Bridging

ELPAC Performance Levels

| | | | |
|---------|---------|---------|---------|
| Level 1 | Level 2 | Level 3 | Level 4 |
|---------|---------|---------|---------|

Tools and Resources

The following pages include practical tools and resources that teachers may use as they plan for implementation of Integrated and Designated ELD in their instructional program.

These tools, as well as additional resources are available on the CVESD Teacher Portal under the tile titled *Language Development*.

The Designated Language Development Handbooks are available for grades TK-6th and are derived from the California English Language Arts/English Language Development Framework and provides an overview of Designated ELD, guidance for grouping, what Designated ELD looks like for each grade level, lesson excerpts and vignettes, ELD Standards and strategies.



The following document outlines Comprehensive English Language Development and breaks down characteristics and features of Integrated ELD and Designated ELD.

| <h1>Comprehensive ELD</h1> | |  |
|---|---|--|
| Integrated ELD CONTENT <i>What are the language demands for accessing and participating in content?</i> | BOTH AND | Designated ELD LANGUAGE <i>What are the opportunities presented by this content for teaching language?</i> |
| <p>Integrated ELD focuses on language development throughout the day (ex: whole group) and across disciplines through 'Collaborative, Interpretive, and Productive' modes. The CA ELD Standards are used in tandem with focal CA ELA Standards and other content area standards to ensure MELs strengthen their abilities to use English as they simultaneously learn content through English.</p> <p>Lessons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> have clear learning intentions and language objectives <input type="checkbox"/> value and build on primary language and culture and other forms of prior knowledge <input type="checkbox"/> are interactive and engaging, meaningful and relevant, and intellectually challenging <input type="checkbox"/> are appropriately scaffolded in order to provide strategic support that moves learners towards independence <input type="checkbox"/> build both content knowledge and academic English (academic vocabulary) <input type="checkbox"/> include formative assessment practices (frequent academic and language production monitoring, LASW, and next steps) | <p style="font-size: 2em; font-weight: bold;"> </p> | <p>Designated ELD builds into and from content during a protected time of the day (ex: flexible small group). Teachers continue to engage students in 'Collaborative, Interpretive, and Productive' modes using the CA ELD Standards as the focal standards. The degree of language focus is intensified noting 'How English Works' in order to develop critical Language skills MELs need for content learning.</p> <p>Lessons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> have clear learning intentions and language objectives for the targeted group <input type="checkbox"/> value and build on primary language, culture, and other forms of prior knowledge <input type="checkbox"/> are interactive and engaging, meaningful and relevant, and intellectually challenging <input type="checkbox"/> unpack the language of complex text (ex: text deconstruction, text structure, connecting and condensing ideas, sentence detective, sentence unpacking) <input type="checkbox"/> extend oral and written language interactions (ex: collaborative conversations utilizing targeted academic language) <input type="checkbox"/> further develop academic vocabulary (ex: explicit exposure to cognates, making morphological relationships between languages transparent, and teaching targeted vocabulary specific to proficiency level) <input type="checkbox"/> focus on form and function of language (ex: grammar structures, syntactical complexity) <input type="checkbox"/> provide corrective feedback <input type="checkbox"/> include formative assessment practices (frequent academic and language production monitoring, LASW, and next steps) |
| CVESD 12/15/15 Adapted from CA ELA/ELD Framework - California Department of Education 2014 | | |

The Quality Indicators for Designated English Language Development provide schools and staff the descriptors of the teacher behaviors, student behaviors and blended environment that supports effective implementation of Designated ELD.

Chula Vista Elementary School District
Quality Indicators for Designated Language Development

| <i>Teacher Behaviors</i> | <i>Student Actions</i> | <i>Blended Environment</i> |
|--|---|--|
| <ol style="list-style-type: none"> 1. Sets clear learning intentions and success criteria based on CA ELD Standards and proficiency levels 2. Models engagement with the language of texts and tasks. 3. Prompts, facilitates, and questions nudging students toward the next proficiency level 4. Establishes and reinforces routines 5. Provides specific and timely language feedback 6. Creates relevant, meaningful, and appropriate extended conversation tasks 7. Provides flexible scaffolds based on proficiency level 8. Values and nurtures an inclusive language rich environment through dialogue | <ol style="list-style-type: none"> 1. Engages in conversations and discussions with peers 2. Uses structures to support collaboration and discussion 3. Participates in discussions that are meaningful; makes meaning of language and content, progressively deepens understanding of language 4. Oral language is academically aligned to proficiency level 5. Orally reflects on how their thinking evolved based on discussion and evidence 6. Uses Success Criteria to self-assess their language growth with collaborative conversations. | <ol style="list-style-type: none"> 1. Desk/tables arranged to facilitate student discussion with choice alternative seating/standing arrangements 2. Academic vocabulary and visuals are displayed in charts and word walls 3. Expectations, norms, and scaffolds for how to engage in discussion are posted or displayed 4. Differentiated language frames are accessible 5. Access to device/format |

CVESD 12.14.22

Schools can use the [Designated Language Development Continuum](#) to assess and monitor their implementation of Designated ELD school wide and determine next steps towards full implementation as staff.

| Designated Language Development Continuum | | | |
|--|---|---|--|
| Designated English Language Development Continuum | | | |
| Not Evident | Minimal | Partial | Full |
| <p>Language learners do not receive Designated ELD.</p> | <p>Language learners receive inconsistent or infrequent Designated ELD during the school day.</p> <p>Instruction may or may not focus on CA ELD standards and content standards.</p> <p>Collaborative conversations are inconsistent or infrequent.</p> | <p>Language learners receive regular, but not daily, Designated ELD during the school day.</p> <p>Teachers use the CA ELD standards in tandem with content standards to develop language skills in English.</p> <p>Scaffolds are utilized to support language development.</p> <p>Collaborative conversations support language learners in developing the language necessary to participate in all content areas.</p> | <p>Language learners receive daily Designated ELD during a protected time during the school day.</p> <p>Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language skills, knowledge, and abilities needed for content learning.</p> <p>Strategic use of high impact language development strategies is evident, and scaffolds are differentiated to meet the language learner needs.</p> <p>Strong emphasis on collaborative conversations/discussions support EL's in developing the language and thinking necessary for successful participation in all content areas.</p> |

The following resource provides the ten Essential Features of Designated Language Development as outlined by the California English Language Arts/English Language Development Framework (ELA/ELD Framework). Effective Designated ELD instruction will include a combination of these Essential Features depending on the task and purpose.



Essential Features of Designated Language Development

Clear Learning Intentions and Success Criteria

Lessons are designed using CA ELD / SLD Standards as the primary standards and are grounded in appropriate content standards.

Academic Language Focus

Academic language in the content areas, as described in the CA ELD Standards, CA ELA/Literacy, and other content standards, is the main focus of instruction.

Extended Collaborative Conversations/Discussions

Thoughtfully planned extended conversations/discussions between students; giving students opportunities to communicate in meaningful ways using target language. As students progress, tasks increase in sophistication.

Focus on Meaning

Instruction predominantly focuses on meaning, connecting to the language demands of content areas, and identifies the language of texts and tasks critical for understanding meaning.

Intellectual Quality

Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.

Scaffolding

Teachers contextualize language, build on background knowledge, and provide appropriate levels of scaffolding (planned/just in time) based on individual needs and differences.

Feedback

Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.

Formative Assessment Practices

Teachers frequently monitor student progress through informal observations and ongoing formative assessment; they analyze student writing, work samples, and oral language production to prioritize next steps.

Focus on Forms

Congruent with the focus on meaning, instruction explicitly focuses on learning about how English (or Spanish) works. Draws attention to the language resources in text, grammatical structures, and vocabulary that enable individuals make meaning as members of discourse communities.

Planned Sequence

Lessons and units are carefully planned and sequenced to strategically build language proficiency along with the content knowledge.

Source: 2014 CA CCSS ELA/ELD Literacy Framework,

adapted by CVESD April 2019

The Designated ELD Planning Tool Template is a resource that teachers may use to effectively plan Designated ELD instruction. This template assists teachers in including information about their student group, the Essential Features of Designated ELD, and identification of content and ELD standards.

| Designated ELD Planning Tool | | |
|---|---|--|
| <i>Emerging (ELPAC 1)</i> | <i>Expanding (ELPAC 2, 3)</i> | <i>Bridging (ELPAC 4)</i> |
| • • | • • | • • |
| <i>Essential Features of Designated ELD</i> | | |
| <input type="checkbox"/> <i>Clear Learning Intentions and Success Criteria</i> <input type="checkbox"/> <i>Academic Language Focus</i> <input type="checkbox"/> <i>Extended Collaborative Conversations/Discussions</i> <input type="checkbox"/> <i>Focus on Meaning</i> | <input type="checkbox"/> <i>Intellectual Quality</i> <input type="checkbox"/> <i>Scaffolding</i> <input type="checkbox"/> <i>Feedback</i> | <input type="checkbox"/> <i>Formative Assessment Practices</i> <input type="checkbox"/> <i>Focus on Forms</i> <input type="checkbox"/> <i>Planned Sequence</i> |
| <i>Integrated ELD</i> | <i>Designated ELD</i> | |
| <i>CA Content Standard(s):</i> • -- | <i>CA ELD Standard(s):</i> • -- | |
| <i>Learning Intention:</i> • -- | <i>Learning Intention:</i> • -- | |
| <i>Success Criteria:</i> • -- | <i>Success Criteria:</i> • -- | |
| <i>Planned Sequence</i> | | |
| <i>Day 1 -</i> • | <i>Day 1</i> • | |

CVESD – 2015-2016

Professional Learning

The District provides professional learning specific to the implementation of programs for Multilingual English Learners. Professional learning is provided to teachers, principals, other school leaders, administrators, paraprofessionals, parents, and other school or community-based organizational personnel to improve the instruction and assessment of MELs that is:

- Designed to improve the instruction with a targeted focus on daily Integrated and Designated ELD and assessment of MELs.
- Designed to enhance the teacher's ability to understand and use curriculum, assessment measures, and instructional strategies for MELs.
- Designed to meet the diverse academic and language needs of students.

The goal of professional learning is to help educators develop specific skills to support the language and academic needs of MELs. In collaboration with other departments, professional learning may include the following:

- ELA/ELD Framework
- Implementation and Intentional Planning of the CA ELD Standards
- Comprehensive ELD: Integrated and Designated ELD
- Induction: Comprehensive ELD
- Multilingual English Learner Typologies
- GLAD instructional strategies
- ELPAC Tasks
- Culturally and Linguistically Responsive Teaching
- Biliteracy Training
- Dual Language Immersion Program Implementation
- Collaborative Conversations
- High Impact Language Strategies
- Literacy and Language
- Content area support (Language Arts, Science, Math, VAPA)
- Data and MEL monitoring
- Supplemental Instructional Support
- English Learner SPSA Goals

Professional Learning may be delivered in a variety of ways and may include:

- District Level Professional Learning
- Pre-recorded sessions available on the Teacher Portal
- Site requested professional learning during contracted teacher workdays
- Grade Level Teacher Collaboration Admin Time
- Leadership Meetings

Designated ELD Collaborative Coaching Cycle

The Designated ELD Collaborative Coaching Cycle is an innovative way that quality professional learning is provided to our teachers. District Bilingual Resource Teachers from the Language Development Department provide up to a three-week cycle of support that may include:

- Administrator consult
- Identification and grouping of Multilingual English Learners
- Looking at MEL data
- How to use the Designated ELD Planning Tool Template
- Identifying content standards, ELD standards and learning objectives
- How to sequence learning tasks
- Use of high impact language development strategies
- Modeling of Designated ELD lessons
- Additional coaching

Biliteracy

Biliteracy support to address needs of Multilingual English Learners participating in Dual Language Immersion programs are also provided as needed through Dual Language Immersion Vertical Articulation, alignment of the Language Allocation Matrix, Academic Roadmap, transference of skills, Dual Language Immersion Café and El Convivio. Instructional resources are available on the CVESD Teacher Portal under the *Dual Language Immersion* tile.

Instructional Leadership Teams

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.

ACCOUNTABILITY



| Component or Chapter | CA English Learner Roadmap Principle | CA English Learner Roadmap Elements |
|--|--|---|
| Assessment and Student Monitoring | <ul style="list-style-type: none"> Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems | 3A. Leadership 3C. Assessments 4A. Alignment and Articulation 4C. Coherency |
| Program Monitoring and Evaluation | <ul style="list-style-type: none"> Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems | 3A. Leadership 3B. Adequate Resources 3C. Assessments 4A. Alignment and Articulation 4C. Coherency |

Assessment and Student Monitoring

Monitoring progress in language and academics is essential to ensure that our Multilingual English Learners are reclassified in a timely manner and continue to grow and have success in their educational journey. The following table outlines the variety of state and District wide assessments that are administered.

| State Assessments | | | | | |
|--|---|--------------------------|--------------------------------|--------------------------|-------------------------|
| Grade | Reading | Writing | Listening | Speaking | Math |
| 3-6 English | CAASPP ELA CAA ELA | CAASPP ELA CAA ELA | CAASPP ELA CAA ELA | | CAASPP Math CAA Math |
| 3-6 Spanish | CSA | CSA | CSA | | |
| TK-6 ELD | ELPAC Alternate ELPAC | ELPAC Alternate ELPAC | ELPAC Alternate ELPAC | ELPAC Alternate ELPAC | |
| California Assessment of Student Performance and Progress (CAASPP) California Alternate Assessment (CAA) California Spanish Assessment (CSA) English Language Proficiency Assessment for California (ELPAC) Additionally, students in fifth grade take the California Science Test (CAST). | | | | | |
| District Assessments | | | | | |
| Grade | Reading | | Math | | |
| K-2 English/ Spanish | Local Measures: Smarty Ants | | Local Measures: iReady Math | | |
| 2-6 English/ Spanish | Local Measures: Achieve 3000 Level Set | | Local Measures: iReady Math | | |
| <i>iReady Math is only given in the language of instruction, either English OR Spanish</i> | | | | | |

MELs 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 a variety of site based formative and summative assessments to monitor student progress and make data-driven decisions on instructional interventions. Results are generated through a variety of data reports that target the specific needs for MELs. Teachers use assessments to review student progress and plan modifications in instruction and classroom interventions as appropriate.

Summative ELPAC

In order for MELs 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. English language proficiency is assessed using the English Language Proficiency Assessment of California (ELPAC).

The Summative ELPAC is administered once per year in the Spring and classifies the English proficiency of MELs as follows:

- **Level 1—Minimally Developed:** MELs 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:** MELs 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:** MELs 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:** MELs 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.

ELPAC data is used to monitor growth towards reclassification, to make data informed decisions about language instruction, and for instructional grouping in English Language Development (ELD). Parents are informed through the federally required written annual notification of progress and interventions throughout the school year, including during parent-teacher conferences.

Student Monitoring

All MELs 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 on the continuum of English language proficiency, from Emerging to Bridging.



ENGLISH LANGUAGE DEVELOPMENT PROGRESS REPORT

Students are evaluated based on their English language development. The marks for each reporting period indicate the student's progress toward English Language Development expectations.

| | | | |
|--------------|--|-------|--|
| STUDENT NAME | | GRADE | |
|--------------|--|-------|--|

| English Language Development Proficiency Level Descriptors | | |
|--|--|---|
| Emerging | Expanding | Bridging |
| <p>E1: At the early stage, student communicates</p> <p>basic needs using gestures, word or short phrases; comprehends frequently occurring words and basic phrases; reads brief text with simple sentences; writes or uses familiar words and phrases.</p> | <p>EX1: At the early stage, student communicates</p> <p>ideas, opinions and responds to questions using short sentences; comprehends information on familiar topics and some unfamiliar topics; reads independently a variety of text with simple sentences; writes or uses academic vocabulary to provide information and respond; begins to recognize language differences with some self-monitoring.</p> | <p>B1: At the early stage, student communicates</p> <p>increasingly complex ideas and opinions; responds to questions using elaborated discourse; initiates and sustains dialogue on a variety of grade-level topics; comprehends concrete and many abstract topics and begins to recognize language subtleties in a variety of communicative settings; reads increasingly complex text; writes and expresses ideas to meet increasing complex academic demands for specific purposes and audiences; self-monitors and adjusts oral and written language in some content areas.</p> |
| <p>E2: At the exit stage, student communicates</p> <p>basic needs using simple sentences; comprehends a sequence of information on familiar topics and conversations; reads text with simple sentences and familiar vocabulary; writes or uses learned academic vocabulary.</p> | <p>EX2: At the exit stage, student communicates</p> <p>ideas, and opinions using extended discourse; comprehends detailed information on unfamiliar topics; reads increasingly complex text using prior knowledge; writes and uses academic vocabulary to express ideas to meet increasing demands; self-monitors and adjusts oral and written language.</p> | <p>B2: At the exit stage, student participates fully in</p> <p>all collaborative conversations in all content areas at grade level with occasional support as necessary; participates fully in both academic and non-academic settings requiring English; comprehends concrete and abstract topics and recognizes language subtleties in a variety of communicative settings; reads with limited comprehension difficulty a variety of complex text; writes and expresses complex ideas to meet a variety of complex academic demands for specific purposes and audiences; self-monitors and adjusts oral and written language in all content areas.</p> |

| Interacting in Meaningful Ways | Q2 | Q3 | Q4 |
|--|----|----|----|
| Collaborative - Student engages in dialogue with others on a range of academic and social topics. | | | |
| Interpretive - Student listens and understands spoken English in a range of social and academic contexts and reads literature and informational text with comprehension. | | | |
| Productive - Student expresses ideas orally in social and academic topics and composes/writes literary and informational pieces. | | | |
| Learning About How English Works | Q2 | Q3 | Q4 |
| Structuring Cohesive Texts - Student locates information and makes meaning from text. | | | |
| Expanding and Enriching Ideas - Student produces and expands ideas orally and in writing using standard English grammar. | | | |
| Connecting and Condensing Ideas - Student combines and connects ideas orally and in writing to form complete sentences. | | | |

The Report Card includes the ELD Proficiency Level Descriptors broken down into six levels and the ELPAC levels that they generally correspond with.

| ELD Proficiency Level Descriptor | ELPAC Level |
|---|--------------------|
| Early Emerging (<i>E1</i>) | Newcomer |
| Exit Emerging (<i>E2</i>) | ELPAC 1 |
| Early Expanding (<i>EX1</i>) | ELPAC 2 |
| Exit Expanding (<i>EX2</i>) | ELPAC 3 |
| Early Bridging (<i>B1</i>) | ELPAC 4 |
| Exit Bridging (<i>B2</i>) | ELPAC 4 |

It is our goal that all MELs progress toward English language proficiency at a rate aligned with research on language acquisition, defined by the California State Board of Education as “annual progress.” It is also our goal that MELs progress academically and demonstrate academic growth as measured by the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and Math.

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 on the CAASPP English Language Arts, will be designated as **Long-Term English Learners** (LTELs).

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, 2 or 3 on the ELPAC and scored at the Standard Not Met (fourth and fifth grade only), will be designated **At Risk-Long Term English Learners** (AR-LTELs). These designations serve the purpose of guiding timely supports and interventions to reduce the number of students who leave our District as LTELs.

Educators monitor interventions and supports for AR-LTELs and LTELs using the following **AR-LTEL/LTEL Monitoring Form**. This form is completed by the classroom teacher, include specific instructional interventions and are shared with parents during fall and spring parent-teacher conferences each school year. These forms are signed by the teacher, parent and principal.

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 | |
| 2021-2022 School Year Tested | | | | |
| ELPAC Overall Score | LevelSet (End of Year) | | 3rd-6th CAASPP ELA | |
| | | | | |
| | Quarter 1 | | Quarter 3 | |
| | Below Grade Level | On Grade Level | Below Grade Level | On Grade Level |
| Reading | | | | |
| Writing | | | | |
| Mathematics | | | | |
| Class Participation | | | | |

| | |
|--|--|
| Quarter 1 | Quarter 3 |
| 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). | |
| INTERVENTIONS: | INTERVENTIONS: |
| _____ Parent/Guardian Signature Date | _____ Parent/Guardian Signature Date |
| _____ Teacher Signature Date | _____ Teacher Signature Date |
| _____ Principal Signature Date | _____ Principal Signature Date |

At-Risk of Becoming Long Term English Learner (AR-LTEL):

EL in grades 3-12 - Enrolled in U.S. school for 4-5 years - Scored at intermediate level or below (ELPAC 3 or below) on prior year administration of ELPAC - Scored "Standard Not Met" on prior year administration of CAASPP ELA (n/a to grade 3). For more information see Education Code 313.1

Long Term English Learner (LTEL):

EL in grades 6-12 - Enrolled in U.S. school for 6 or more years - Remained at same ELPAC Level for 2 or more consecutive years or has regressed in ELPAC - Scored "Standard Not Met" on prior year administration of CAASPP ELA. For more information see Education Code 313.1

To ensure that **Reclassified Fluent English Proficient (RFEP)** students maintain grade level expectations, they are monitored for a period of 4 years following reclassification in accordance with the Every Student Succeeds Act (ESSA). 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. 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 using the **RFEP Monitoring Form**.

| CHULA VISTA ELEMENTARY SCHOOL DISTRICT | | | |
|--|--|--------------------------------------|--------------------------|
| School | 84 EAST J STREET, CHULA VISTA, CA 91910 (619) 425-9600 | | |
| Room | Language Development Department | | |
| Student Name | | | |
| RECLASSIFICATION: 4 YEAR MONITORING PLAN | | | |
| In accordance with the existing California regulations and Federal legislation Every Student Succeeds Act (ESSA), the program of students who are reclassified from English Learner (EL) to Fluent English Proficient (FEP) must be monitored for four years. Teachers of reclassified students must complete the following progress report, sign, and date. | | | |
| Student Name | Student ID | Current Grade | Date of Reclassification |
| 2021-2022 School Year Tested: | | | |
| K-1 st Smarty Ants (End of Year) | 2 nd and above LevelSet (End of Year) | 3 th and above CAASPP ELA | |
| INDICATE STUDENT'S PROGRESS FOR YEAR: 2022-2023 | | | |
| <input type="checkbox"/> INTERVENTION (If box is checked student requires written intervention plan): Please outline specific classroom intervention, you may include supplemental programs. | | | |
| September | Needs Improvement | Satisfactory | |
| Reading | | | |
| Writing | | | |
| Mathematics | | | |
| Class Participation | | | |
| September Intervention: | | | |
| _____ Signature | | _____ Date: / / Teacher | |
| _____ Principal Signature | | | |
| January | Needs Improvement | Satisfactory | |
| Reading | | | |
| Writing | | | |
| Mathematics | | | |
| Class Participation | | | |
| January Intervention: | | | |
| _____ Signature | | _____ Date: / / Teacher | |
| _____ Principal Signature | | | |
| May | Needs Improvement | Satisfactory | |
| Reading | | | |
| Writing | | | |
| Mathematics | | | |
| Class Participation | | | |
| May Intervention: | | | |
| _____ Teacher Signature | | _____ Date: / / | |
| _____ Principal Signature | | _____ Date: / / | |

SPSA Goals

The District provides guidance to site principals on the range of appropriate achievement goals for the progress of MELs that are to be included in each site's School Plan for Student Achievement (SPSA). An MEL Reports Quick Guide is available to principals to access a variety of reports relevant to goal setting and planning instructional programs. The District support includes strategic monitoring of MELs. District Leadership work closely with site principals to monitor progress towards MEL SPSA goals and conduct classrooms visits with the lens of monitoring MELs and program implementation. In addition, principals collaborate with teachers to identify MELs 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 depicts the history of a student's educational journey and includes ELPAC data, state and local academic assessment data, attendance, Special Education status, AR-LTEL/LTEL designation, etc. 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 MELs.

Program Monitoring and Evaluation

Success of our Multilingual English Learners is a shared responsibility that involves accountability with resources, assessment, programs and services.

Both state and federal programs require the California Department of Education (CDE) to monitor categorical programs operated by Local Education Agencies (LEAs). A Federal Program Monitoring (FPM) instrument represents federal or state laws, regulations, or guiding judicial decisions that is arranged into statutory core and supporting items. The English Learner Program Instrument is used by CDE to determine whether an LEA is meeting the requirements of each program. CVESD is committed to ensuring that we serve our students, families and staff in accordance with these requirements. The Language Development Department works with school sites and District personnel in providing support in each of the areas of the English Learner Program Instrument which includes the following:

- EL 01: English Learner Advisory Committee (ELAC)
- EL 02: District English Learner Advisory Committee (DELAC)
- EL 03: EL Identification and Assessment
- EL 04: Implement, Monitor and Revise Title III Plan
- EL 05: EL Program Inclusion in the SPSA (Schoolwide)
- EL 06: Title III Inventory
- EL 07: Supplement, Not Supplant with Title III
- EL 08: Time and Effort Requirements (Title I and Title III)
- EL 09: Evaluation of Title III-Funded Services and Programs
- EL 10: Reclassification
- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English learners
- EL 13: Language Acquisition Program Options and Parent Choice
- EL 14: ELD
- EL 15: Access to Standard Instructional Program

Resources

General fund resources are used to provide services and programs for MELs, including English Language Development (ELD) and access to the core curriculum. The District allocates Federal Title III funds for direct services to MELs, which are supplemental supports above and beyond the base program.

These services and materials may include, but are not limited to:

- Professional Learning for instructing MELs
- New Teacher Training on Designated ELD
- Supplementary materials for MELs
- Supplementary resources for teachers to support MELs
- Building capacity for parents and educators through professional learning opportunities
- MEL parent education, training, and involvement
- Immigrant Education support (Immigrant Instructional Assistants)

Assessment and Data

The District evaluates the effectiveness of our MEL programs and services through analysis of academic data points and language development growth. Site leaders and District administrators utilize Power BI, the LCAP Matrix and various MEL reports to disaggregate data and strategically plan interventions and support.

The District's **Local Control Accountability Plan (LCAP)** outlines specific goals and action steps aligned with state funds that address the needs of our MELs. Each site's **School Plan for Student Achievement (SPSA)** outlines site goals and action steps aligned with state funds that address the needs of MELs at the school level and are developed to support the District's LCAP goals. To improve academic achievement, the following metrics are utilized:

- California Dashboard English Language Arts and Mathematics Indicator
- ELPAC Annual Progress towards English Language Proficiency
- Reclassification Rate
- Smarty Ants
- Level Set
- iReady

The **LCAP Federal Addendum** describes how Title III funds are used in the following areas:

- Parent Family and Community Engagement
- Professional Development
- Programs and Activities
- English Proficiency and Academic Achievement

Educational Partnerships

Recognizing that the work that we do is a joint effort, the District values educator and parent input on services and supports to our MELs, including the development of the Multilingual English Learner Master Plan.

- The **Biliteracy Committee** consists of teachers, the CVE president, site administrators and District staff and functions as a subcommittee of Consultation.
- The **DELAC** general membership and DELAC Executive Board advises on English Learner programs and services.

Families are key educational partners, and the services described in Family-Community Engagement include details about how CVESD develops family-school partnerships in alignment with the key principles and elements of the CA English Learner Roadmap.

FAMILY-COMMUNITY ENGAGEMENT



| Component or Chapter | CA English Learner Roadmap Principle | CA English Learner Roadmap Elements |
|------------------------------|--|---|
| Family – School Partnerships | <ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems | 1D. Family and School Partnerships 3A. Leadership 4A. Alignment and Articulation 4C. Coherency |

Family-School Partnership

Communication and Notification

At the beginning of each school year, parents of Multilingual English Learners receive an Annual Parent Notification letter with prior year’s English Language Assessment results and program services. A user-friendly infographic explicitly describing Multilingual English Learner services such as ELPAC, Reclassification, ELD, Dual Language Immersion, and ELAC/DELAC is also be provided.

Parents are also notified annually of the Summative ELPAC assessment which takes place each Spring. Once official ELPAC results are available, parents can access test results with their child’s current English Language proficiency level through the District’s Home Access Center. School sites provide opportunities through ELAC to become familiar with how to read and interpret their child’s ELPAC report, as well as become informed of services and programs at the school site that their child can participate in to support their language and academic needs.

Parents may also access information regarding Instructional Services for Multilingual English Learners on the District’s website. The webpage will be regularly updated with the latest information and events, including links to relevant videos and resources.

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% of a District's 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.
- Through the District's Communication Department, interpretation staff are available to support district-wide needs for interpreting and translating services.
- When 15% or more of the school's students are speakers of the same language, the school provides written translations of all school information in that language. School sites coordinate oral translations in the parents' primary language. Translators are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Study Team (SST) meetings, IEP meetings, 504 Plan meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the District level.
- Site administrators plan and provide primary language support through the use of para-educators, translators, or other staff. Whenever possible, the school will provide translations and interpretation of school information for all language groups.
- Schools hold parent meetings at convenient times for their community, and childcare and translation services are provided when necessary.

Parent Engagement

Parent trainings, workshops, forums, town halls and other activities help parents effectively assist their children toward educational success and to advocate for their children within the school and community. Parents of Multilingual 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.

- Parents are informed of how they can be involved in the education of their children.
- Parent trainings 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.
- Parents of Multilingual English Learners engage in an annual District and school site Needs Assessment.

- 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, and social media (Facebook, Instagram, Twitter).
- Parents actively participate in assisting their children attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

ELAC

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 School Plan for Student Achievement (SPSA)
- Input on the 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 (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.

DELAC

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's 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.

ALIGNMENT TO CALIFORNIA ENGLISH LEARNER ROADMAP

The following visual and tables outline how the CVESD MEL Master Plan aligns to the CA English Learner Roadmap Policy.



Table 1: English Learner Master Plan and California English Learner Roadmap Policy Alignment with Principles and Elements

| Component or Chapter | CA English Learner Roadmap Principle | CA English Learner Roadmap Elements |
|---|---|--|
| Commitment and Purpose | <ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: intellectual Quality of Instruction and Meaningful Access ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>1A. Language and Culture as Assets 1B. English Learner Profiles 1C. School Climate 1D. Family and school Partnerships 2C. High Expectations 2G. Programmatic Choices 3A. Leadership 4A. Alignment and Articulation 4C. Coherency</p> |
| Responding to Diverse Learners (Identification, Placement, Reclassification) | <ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>1A. Language and Culture as Assets 1B. English Learner Profiles 1D. Family and school Partnerships 2C. High Expectations 2G. Programmatic Choices 3A. Leadership 4A. Alignment and Articulation</p> |
| Program Options | <ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>1A. Language and Culture as Assets 1B. English Learner Profiles 1D. Family and school Partnerships 1E. English learners with Disabilities 2E. Use of Students' Home Language 2G. Programmatic Choices 4A. Alignment and Articulation 4C. Coherency</p> |
| Staffing | <ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>3A. Leadership 3B. Adequate Resources 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency</p> |

Table 1 (cont.): English Learner Master Plan and California English Learner Roadmap Policy Alignment with Principles and Elements

| Component or Chapter | CA English Learner Roadmap Principle | CA English Learner Roadmap Elements |
|-----------------------------------|---|---|
| Access to Core Curriculum | <ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English learners with Disabilities 2A. Integrated and designated English Language Development 2B. Intellectually rich, Standards-based Curriculum 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students’ Home Language 2F. Rigorous Instructional Materials 4A. Alignment and Articulation 4C. Coherency</p> |
| English Language Development | <ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>1B. English Learner Profiles 1E. English learners with Disabilities 2A. Integrated and designated English Language Development 1D. Family and school Partnerships 4A. Alignment and Articulation 4C. Coherency</p> |
| Professional Learning | <ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency</p> |
| Family – School Partnerships | <ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>1D. Family and School Partnerships 3A. Leadership 4A. Alignment and Articulation 4C. Coherency</p> |
| Assessment and Student Monitoring | <ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>3A. Leadership 3C. Assessments 4A. Alignment and Articulation 4C. Coherency</p> |
| Program Monitoring and Evaluation | <ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems | <p>3A. Leadership 3B. Adequate Resources 3C. Assessments 4A. Alignment and Articulation 4C. Coherency</p> |

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: Student Services Department, Sharon Casey, Assistant Superintendent/Title IX Coordinator, sharon.casey@cvesd.org, (619) 425 -9600, Ext. 181702. 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, (619) 425-9600, Ext. 181340. Both contacts are located at 84 East J Street, Chula Vista, CA 91910.