Multilingual English Learner Master Plan

Chula Vista Elementary School District

Acronyms

DELAC: District English Learner Advisory Committee

ELAC: English Learner Advisory Committee

ELD: English Language Development

ELPAC: English Language Proficiency Assessments of California

LTEL: Long-Term English Learner

MEL: Multilingual English Learner

RFEP: Reclassified Fluent English Proficient

SPSA: School Plan for Student Achievement

Overview


Chula Vista Elementary School District
Multilingual English Learner Master Plan
Board of Education
Superintendent
Dr. Eduardo Reyes
Language Development and Instruction Services and Support
Lalaine Perez, Executive Director
This document provides guidance to all Dual Language educators and administrators in CVESD as we work together to implement high quality Dual Language programs District wide to support our Dual Language Learners in the goal of bilingualism/biliteracy, high academic achievement and socio-cultural competency.


Equity-driven Processes and Research-based Programs and Practices
Accountability
Family-Community Engagement
Equitable, Coherent and Sustainable Systems
English Learner Master Plan
LEADERSHIP AND VISION
English Language Development
Professional Learning
Assessment and Student Monitoring
Program Monitoring and Evaluation
Family-School Partnerships
Commitment and Purpose
Staffing
Program Options
Responding to Diverse Learners
Access to Core Curriculum

Introduction/Shared Vision & Values

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.

- Key Principles for Multilingual English Learner (MEL) Achievement
- Rationale for the MEL Master Plan
- Alignment to the California English Learner Roadmap



Equitable, Coherent and Sustainable Systems

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.

- MEL Identification
- Reclassification
- MEL Typologies
- Language Acquisition Programs
- Staffing



Equity Driven Processes and Researched Based Programs and Practices

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.

- Comprehensive ELD
- High Impact Language Development Strategies
- Collaborative Conversation Routines
- Response to Intervention
- California ELD Standards
- Professional Learning



Accountability

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.

- Assessment and Student Monitoring
- ELPAC
- ELD Report Card
- At-Risk for LTEL and LTEL Monitoring Forms
- Reclassified Fluent English Proficient (RFEP) Monitoring Forms
- SPSA Goals
- Federal Program Requirements



Family-Community 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.

- Communication and Notification
- Translation Services
- Parent Engagement
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)



Four Domains:

Listening
Speaking
Reading
Writing



Domain Information Sheet

Summative ELPAC Listening Domain

ELPAC
English Language Proficiency Assessments for California

Purpose

These task types allow students to show their abilities in listening to English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

Administration

Administered individually in kindergarten (K)* through grade two.

Administered in groups of up to 20 students in grades three through twelve.

Task Types and Descriptions

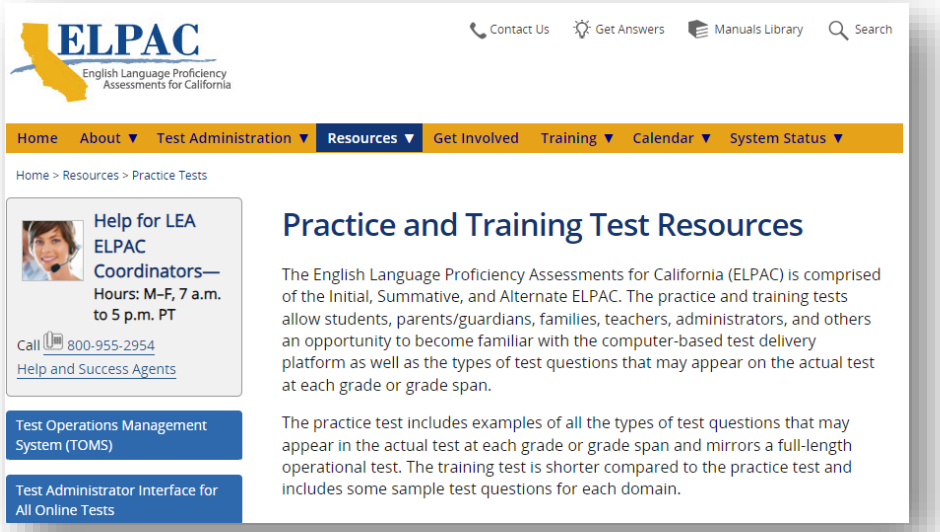
Listen to a Short Exchange	Listen to a Classroom Conversation	Listen to a Speaker Support an Opinion
K through grade twelve: The student hears a recording of a two-turn exchange between two speakers and then answers a question about the exchange.	**Grades one through two:** The student hears a recording of a multiple-turn conversation between two speakers and then answers two questions about the conversation. **Grades three through twelve:** The student hears a recording of a multiple-turn conversation between two speakers and then answers two to three questions about the conversation.	**Grades six through twelve:** The student hears a recording of an extended conversation between two speakers. In the conversation, one speaker makes an argument in support of an opinion about a school-related issue or academic topic. After listening to the conversation, the student answers four questions.
Listen to a Story	**Listen to an Oral Presentation**	
K through grade five: The student hears a recording of a fictional story that contains dialogue and then answers three questions about the story.	**K through grade twelve:** The student hears a recording of an oral presentation on an academic topic and then answers three to four questions about it.	

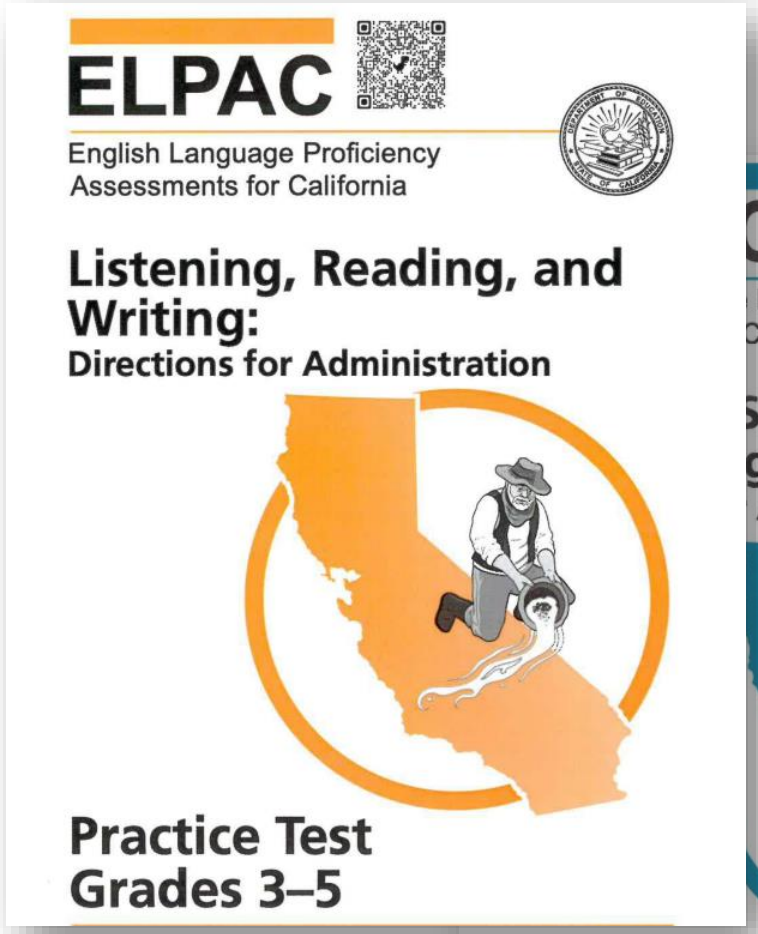
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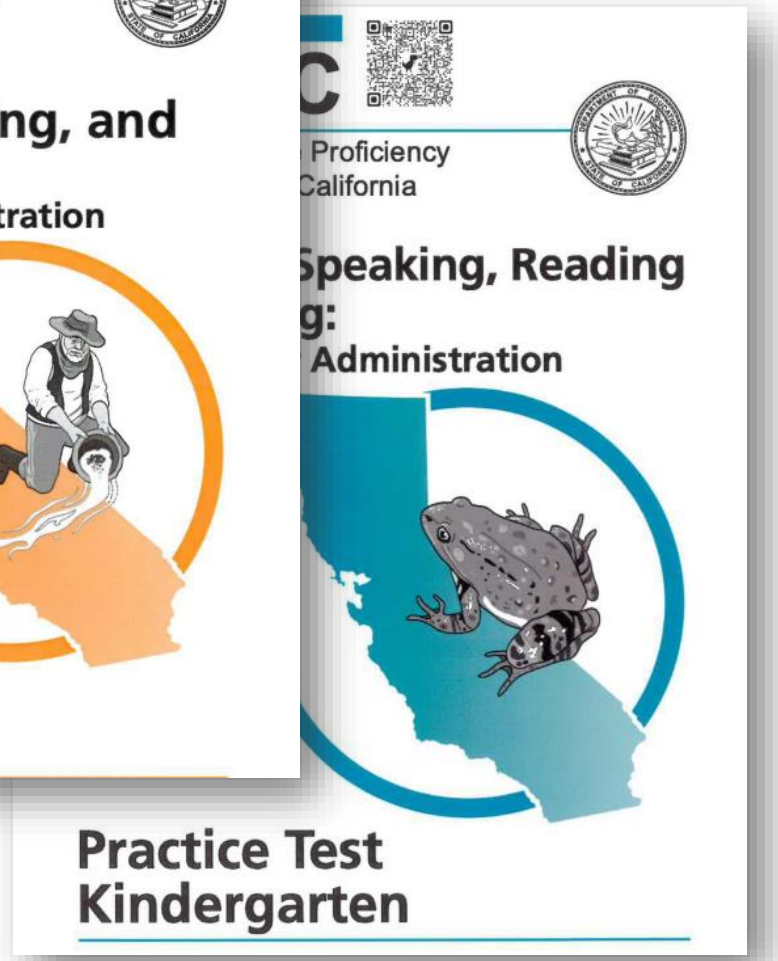
*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

California Department of Education
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Practice Tests





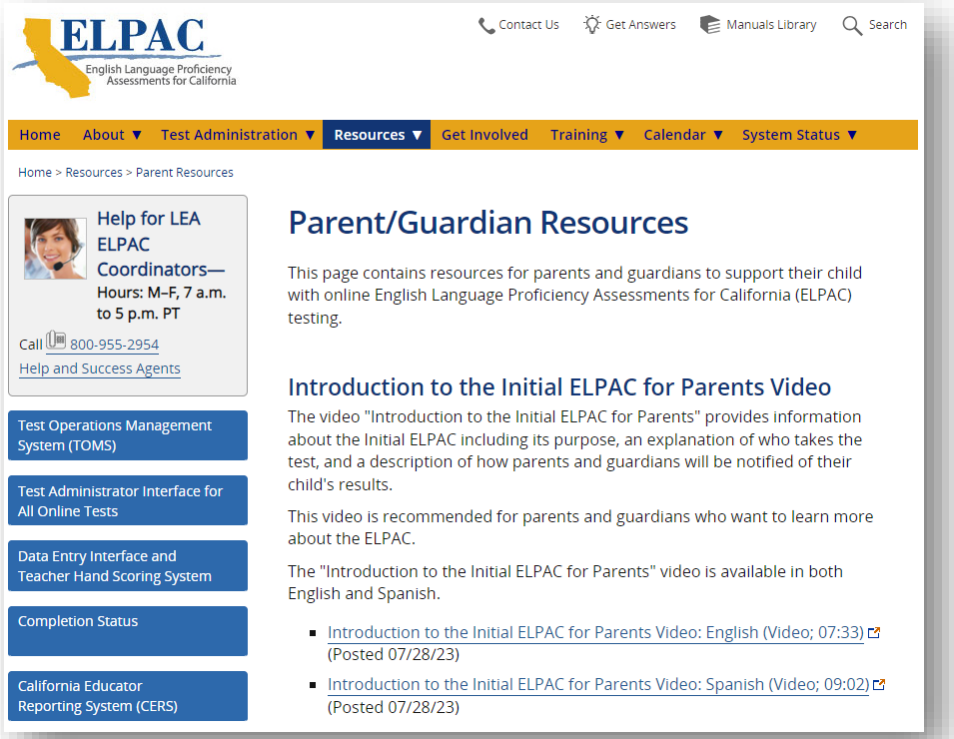


https://www.elpac.org/resources/practicetests/#practice-training-tests

Resources for Parents



https://elpac.startingsmarter.org/



https://www.elpac.org/resources/parent-resources/

For additional questions or support please contact the Language Development Department at the Chula Vista Elementary School District at (619) 425-9600, Ext. 181520

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