

Multilingual English Learner Program Goals and Services

Chula Vista Elementary School District
DAC/DELAC Meeting, September 13, 2022

Language Development and Instruction Services and
Support



Purpose

- Review goals and objectives for our Multilingual English Learners
- Understand the programs and services provided to Multilingual English Learners





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.

(CVESD Multilingual English Learner Master Plan)

7,591
Multilingual
English
Learners

234
LTELS

587 AR
-LTELS

2,455
RFEPs

3,709
MELs with
Disabilities

6,486 Dual
Language
Immersion

1,807 M
ELs in
DLI

828
RFEPs
in DLI

61
Languages
spoken

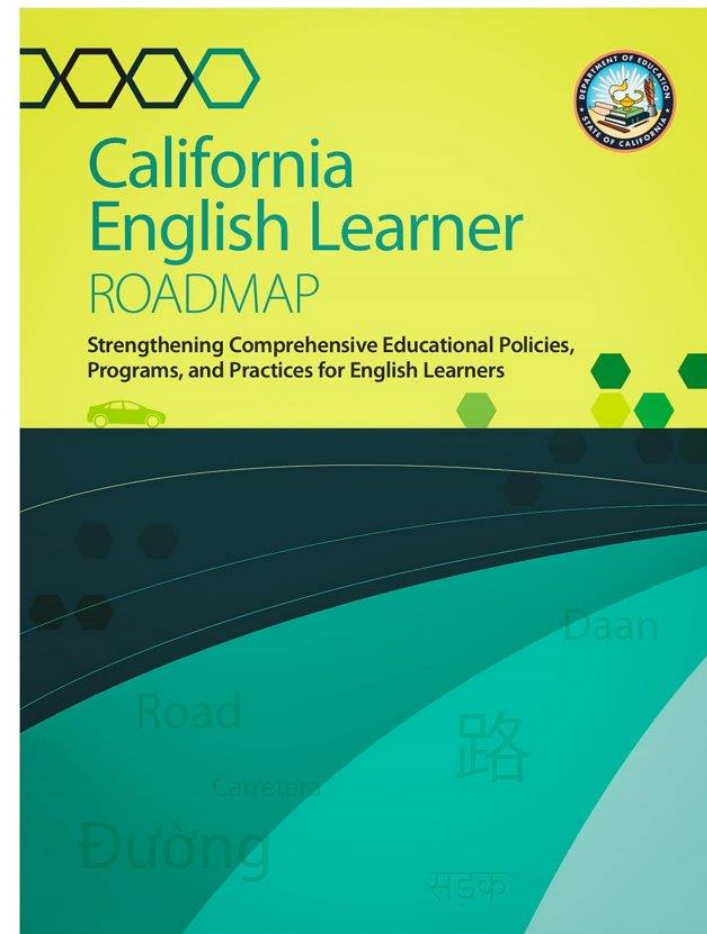
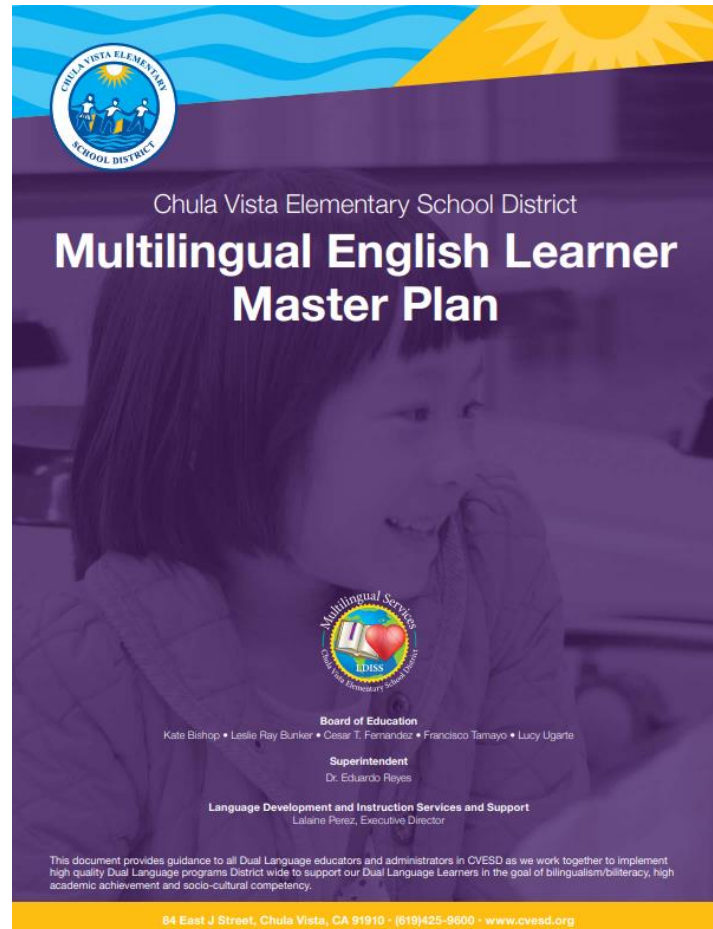
549
Immigrants

151
Newcomers



CVESD Enrollment: 28,247 (Aug. 2022)

Multilingual English Learner Master Plan



Multilingual English Learner Goals & Objectives

Local Control and Accountability Plan (LCAP):

Students in all grades will demonstrate increased proficiency on State and District assessments.

Indicators:

- ELPAC: English Language Proficiency
- CAASPP: English Language Arts and Math
- MEL Reclassification Rate



Multilingual English Learner Services

Identification

Assessment

Written
Notifications

Instructional
Programs

Monitoring

Supplemental
Instructional
Support

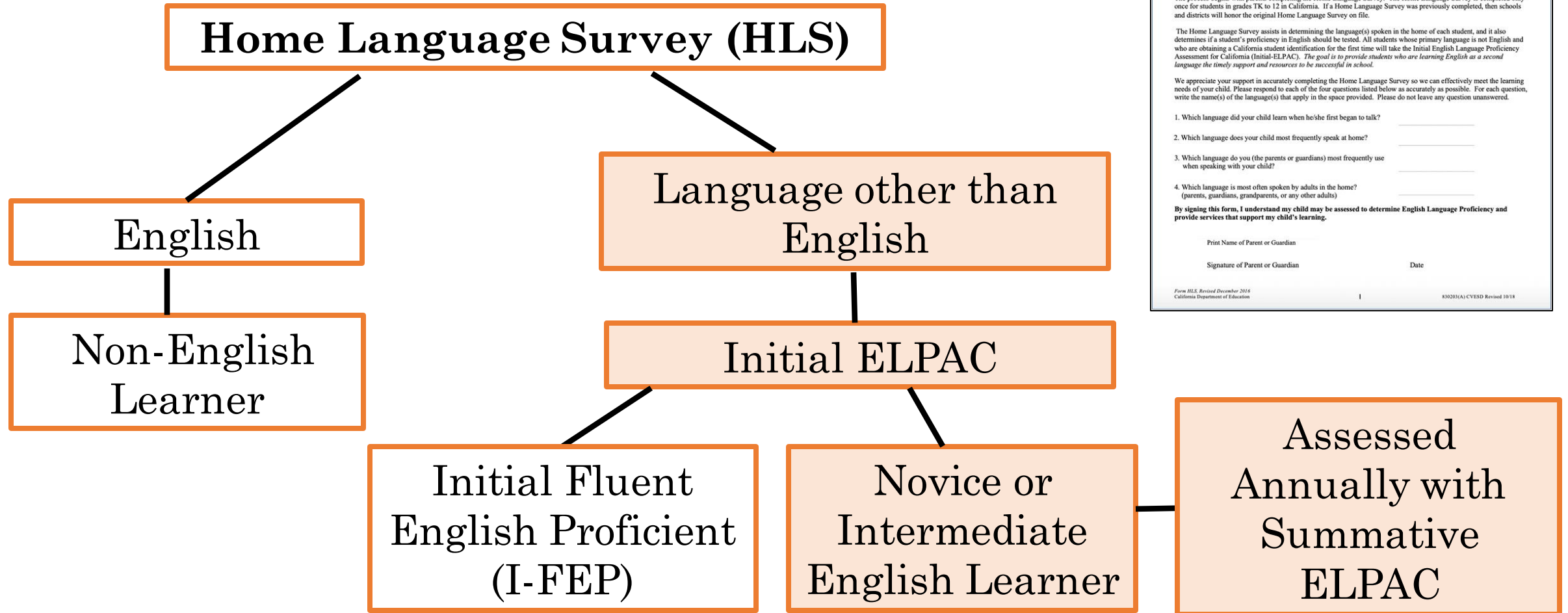
Reclassification

Professional
Development

Parent
Engagement

Multilingual English Learner Identification

Multilingual English Learner Identification



CHULA VISTA ELEMENTARY SCHOOL DISTRICT
HOME LANGUAGE SURVEY

Name of Student: _____
(Last Name) (First Name) (Middle Name)

Age of Student: _____ Grade Level: _____ School: _____

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

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

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

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

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

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

Print Name of Parent or Guardian _____ Date _____

Signature of Parent or Guardian _____

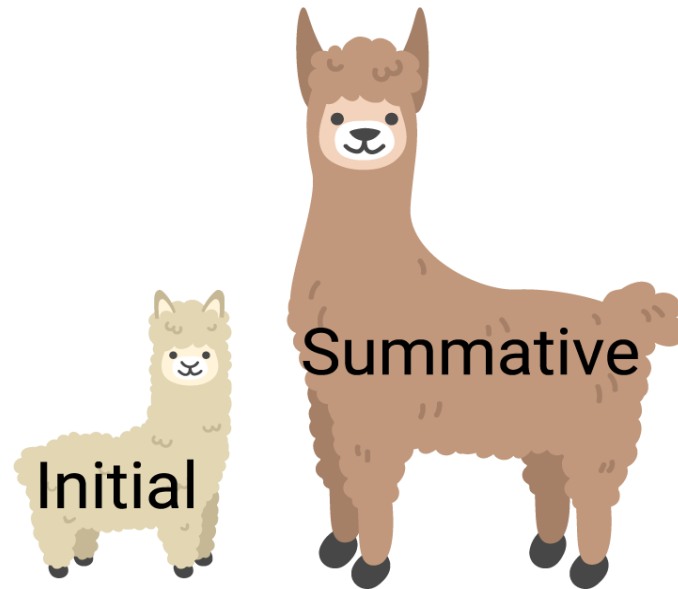
Form HLS Revised December 2016
California Department of Education
830201(A) CVESD Revised 10/18

Multilingual English Learner Assessment

English Language Proficiency Assessments of California

Initial ELPAC

- *Shorter* assessment
- Goal is to *identify* students who need support learning academic English
- Informs teachers about instruction



Summative ELPAC

- *Longer* assessment
- Goal is to measure *annual progress* towards learning academic English
- Informs teachers about instruction
- Provides information about whether a student has met goals for *reclassification*



Multilingual English Learner Services

Chula Vista Elementary School District is committed to providing a world-class education to all students by supporting the linguistic and educational needs of those acquiring academic English.

What is a Multilingual English Learner?

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.

How are Multilingual English Learners identified?

Upon enrollment in California public schools, parents are required to complete a Home Language Survey to identify languages spoken at home. If a language other than English is specified, the student is tested for English proficiency using the Initial English Language Proficiency Assessments for California (ELPAC). Students who do not score Initial Fluent Proficient on the assessment are identified as Multilingual English Learners.

What is the goal?

The goal for all Multilingual English Learners is reclassification to fluent English proficiency. The District works collaboratively with parents to ensure all students meet reclassification criteria (EC Section 323(f)):

English Language Proficiency	ELPAC Overall Proficiency Level 4
Academic Achievement	Grade level specific for Local Measures/Level Set reading and/or CAASPP ELA (see District criteria for each grade level)
Teacher Evaluation	Teacher agrees the student is performing successfully in all academic areas and is at the Bridging level on the ELD report card
Parent/Guardian Consultation	Parent/Guardian agrees that reclassification is appropriate

Language Acquisition Programs

Structured English Immersion (SEI):

Multilingual English Learners receive daily SEI services in all instructional programs. SEI services include comprehensive English Language Development (ELD) that is standards-based and provided daily in whole group and small group instruction. The focus is on both academic and language proficiency as students work toward reclassification.

Dual Language Immersion:

Students become fluent in English and Spanish while developing cross-cultural understanding. Both native Spanish-speaking and English-speaking students can become second language models as they work towards becoming bilingual and biliterate.

English Only Instruction:

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

For More Information:

Visit www.cvesd.org or the Chula Vista Elementary School District, Language Development Department located at 84 East J Street, Chula Vista CA 91910.
Or call (619) 425-9600, Ext. 181520.



Written Notifications

Written Notifications

Initial Parent Notification Letter:

- Sent to parents/guardians after the Initial ELPAC test
- Initial ELPAC test date and results
- Current Language Instructional Program with descriptions

Annual Parent Notification Letter:

- Sent to parents/guardians 30 days after school starts
- Prior Year's:
 - ELPAC results
 - Local Measures Reading results
 - CAASPP test results (grades 3-6)
- Current Language Instructional Program with descriptions
- District Reclassification Criteria

Multilingual English Learner Programs

Dual Language Immersion

Designed for English
Learners and
Non-English Learners

- Bilingualism and biliteracy
- High academic proficiency in both program languages
- Socio-cultural competence

**Structured English Immersion
(SEI) services are provided
during the English component**



English Instruction

Designed for
English Learners

- Achieve English proficiency
- Meet State-adopted academic achievement goals

**Structured English
Immersion (SEI) services
are provided**



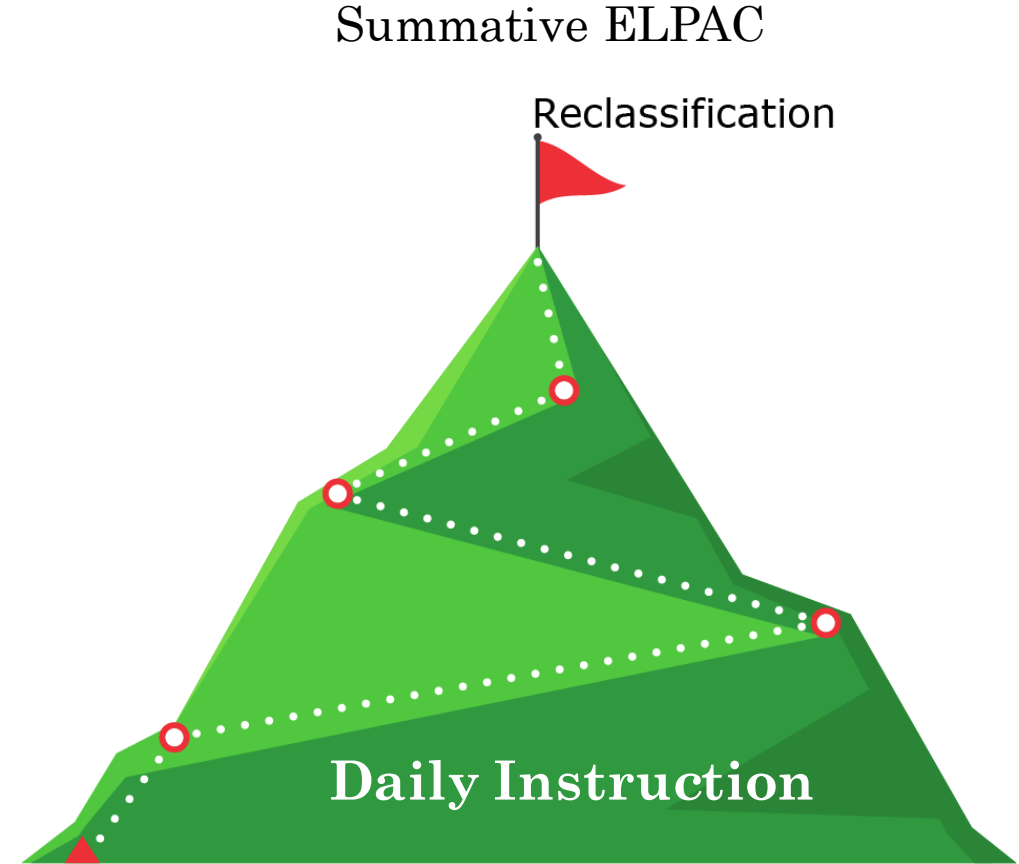
Structured English Immersion (SEI)

Whole Group
Integrated
English Language
Development



and

Small Group
Designated
English Language
Development



A large, solid orange oval shape that serves as the background for the text.

Monitoring

Close Monitoring of Multilingual English Learner Progress



Parent Teacher Conferences



Student Monitoring



District Administrator Monitoring

A large, solid orange oval with a thin white border, centered on a white background. Inside the oval, the text "Supplemental Instructional Support" is written in a white, serif font. The text is centered and underlined with a thin white line.

Supplemental Instructional Support

Impact Teacher Program

Each school site has a full time Impact Teacher, and High Priority Schools have two. Impact Teachers work with up to 55 students to provide supplemental instructional support and targeted academic interventions.

Priority students are Foster Youth, Homeless, At-Risk for Long-Term English Learner, Long-Term English Learner students and students at an ELPAC Level 1 and 2.

The Expanded Learning Opportunity grant and ESSER funds provide funding for this program.



English Learner Instructional Aide Additional Hours



Each school site has an English Learner Instructional Aide, or ELIA. ELIAs support each site with ELPAC testing and required paperwork to support our Multilingual English Learners.

The Expanded Learning Opportunity grant and ESSER funds provide additional hours to all of our ELIAs according to the Multilingual English Learner enrollment at their school site to provide Supplemental Instructional Support.

Support can be small group instruction in reading or individual academic support in the classroom.

BENCHMARK Hello!

Survival Skills for Newcomers

For recent arrivals, it's not easy. New language, new routines, and a new life make new learning difficult. How can you accelerate growth and establish a feeling of safety for your Newcomers?



Introducing Benchmark Hello!

a groundbreaking Newcomer program that combines **survival skills** with **English language development** (ELD) and **social emotional learning** (SEL). Together, let's get students comfortable and confident so they can accelerate their language learning.

Flexibly designed to

Teaches academic

Exposes

Print + Digital

Use SEL to support Newcomers with need-to-know basics and fundamental English



NEWCOMER SAFETY NET

Weekly Themes relate to the Newcomer experience

8-week units develop oral language and vocabulary to quickly get students communicating around themes that expand incrementally from family to classroom, mirroring a students' journey.

Week	Theme
1	Making New Friends
2	Classroom Curiosity
3	My School in the U.S.A.
4	I Am Unique!
5	Community Connections
6	How I See the World
7	Zoom into My Life
8	Wondering About the World

Newcomer Program

The Benchmark Hello! Newcomer program is a tool that helps schools onboard newly arrived students to our country and school system by focusing on creating a welcoming environment and attending to their social emotional needs while providing them with the fundamental ELD related to their experience.

Reclassification

Reclassification Signifies that Multilingual English Learners have the...



Ability to successfully achieve in classrooms where the language of instruction is English.



Ability to meet State's proficient level of achievement on State assessments.



Opportunity to participate fully in society in English.

A young girl with dark hair is holding up a certificate. The certificate has a blue border and a small photo of a person. The text on the certificate is partially legible, including the name "Lorenzo Galvez".

Reclassification Criteria

English Language Proficiency

- Overall Proficiency Level 4, Grades K-6

Academic Achievement

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

Teacher Evaluation

- Bridging Level on ELD Report Card

Parent/Guardian

- Opinion and Consultation

Professional Development



Professional Learning to Support our Multilingual English Learners

District-wide professional development opportunities include training modules focused on language and literacy.

Content such as Designated ELD, understanding diverse learners, intentional planning and high impact language development strategies are available for staff to support them in working with our emerging bilingual students.

Teachers use collaboration time to plan instruction.

Our two District Bilingual Resource Teachers are available to provide training.

Parent Engagement

Parent Leadership, Committees, and Learning

Parents of our Multilingual English Learners are critical educational partners. We support parent engagement both at the school site with our ELAC groups and at the District with our DELAC. Parent voice and input is gathered for our LCAP and our Multilingual English Learner Master Plan. An annual DELAC Needs Assessment is also conducted to help school leaders understand how to best support our parents.





Thank You!

Language Development and
Instruction Services & Support

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