

Multilingual English Learner Program Goals and Services



Chula Vista
Elementary
School District

Language
Development and
Instruction Services
and Support

November 16, 2021



Purpose

Review goals and objectives
for our Multilingual English
Learners

Understand the programs
and services provided to
Multilingual English
Learners

District Resolution on Multiliteracy and Board Policy 6174

Excerpt from Board Resolution Statement and Board Policy:

“The Board of Education recognizes the importance of multiliteracy and mastery of two or more languages as a valuable skill for participating in a 21st century diverse world economy.”

“The District provides instructional programs that support students in developing English language proficiency and achieve high academic standards.”



7,684
Multilingual
English
Learners

248
LTELS

469
AR-
LTELS

3,149
RFEPs

1,301
MELs with
Disabilities

6,218
Dual
Language
Immersion

1,704
MELs in
DLI

1,208
RFEPs
in DLI

64
Languages
spoken

549
Immigrants

151
Newcomers



CVESD Enrollment: 28,033

Multilingual English Learner Master Plan

CHULA VISTA ELEMENTARY SCHOOL DISTRICT



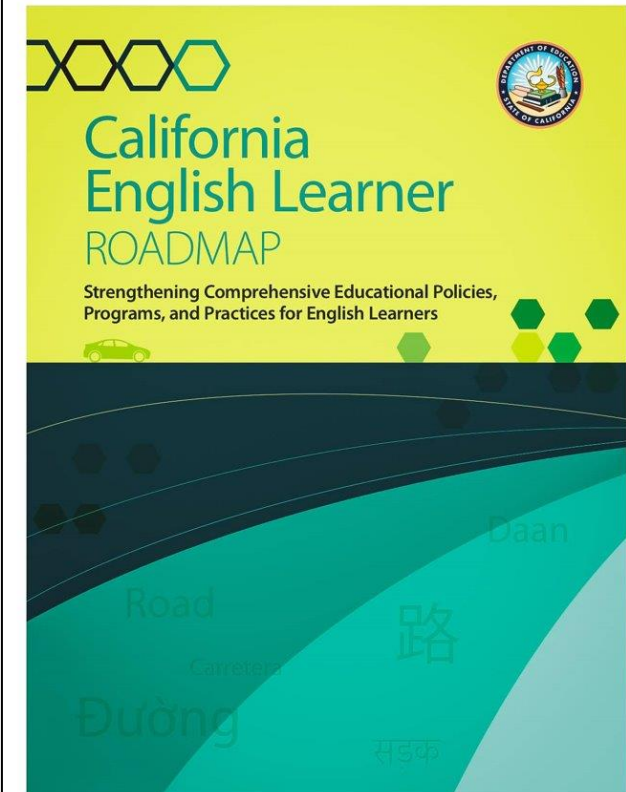
Multilingual English Learner Master Plan

Board of Education
Kate Bishop • Leslie Ray Bunker • Cesar Fernandez
Francisco Tamayo • Lucy Ugarte

Interim Superintendent
Oscar Esquivel

EQUAL OPPORTUNITY EMPLOYER

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



Multilingual English Learner Goals & Objectives



Federal Title III Accountability:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

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

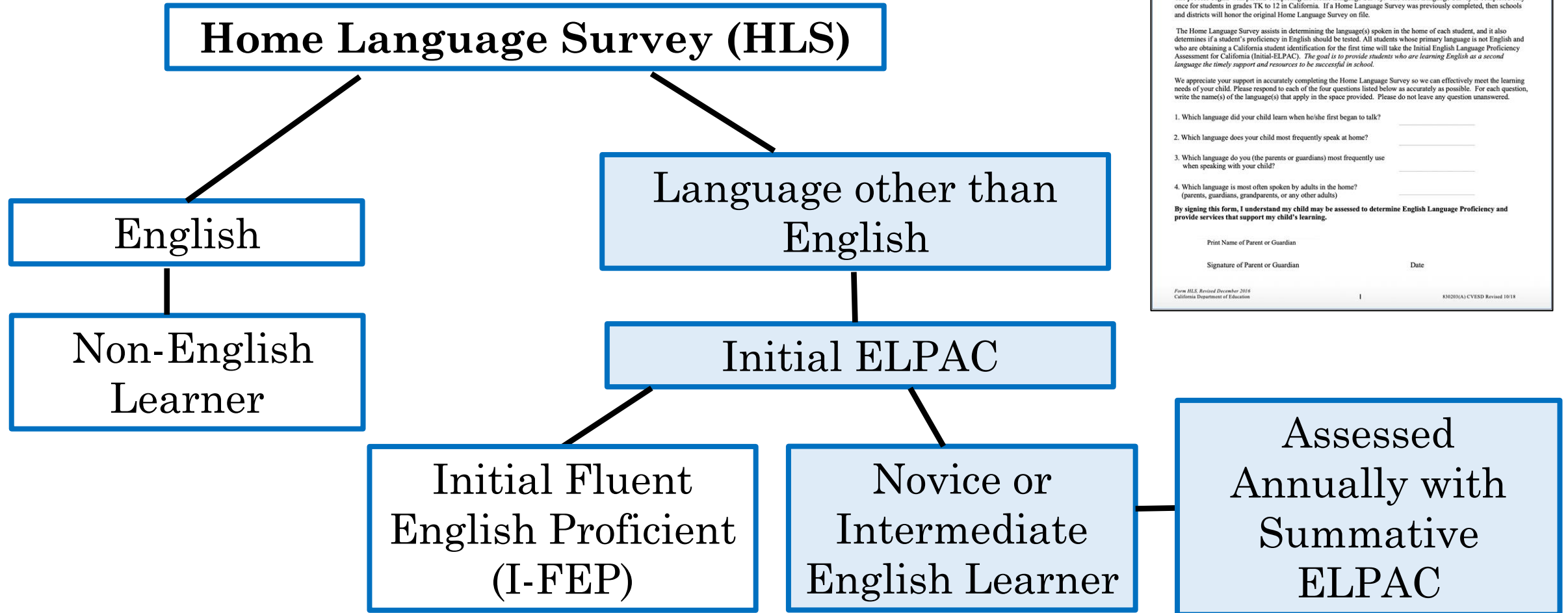
Professional
Development

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

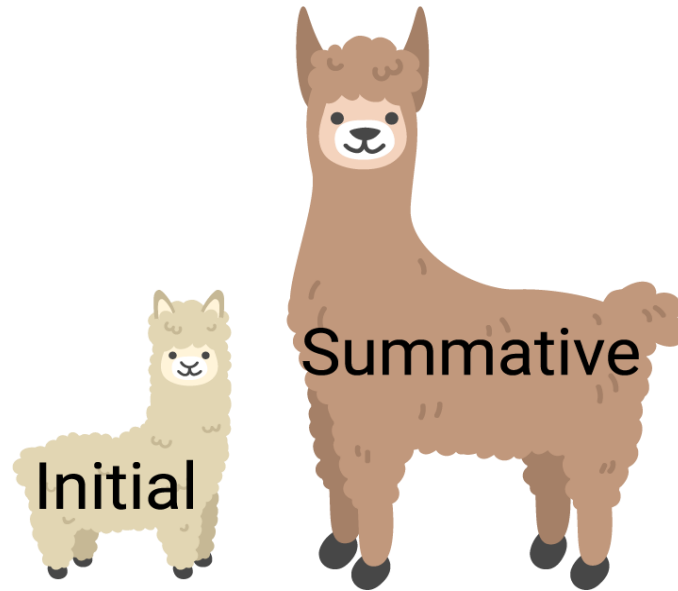


Multilingual English Learner Assessment

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*



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**



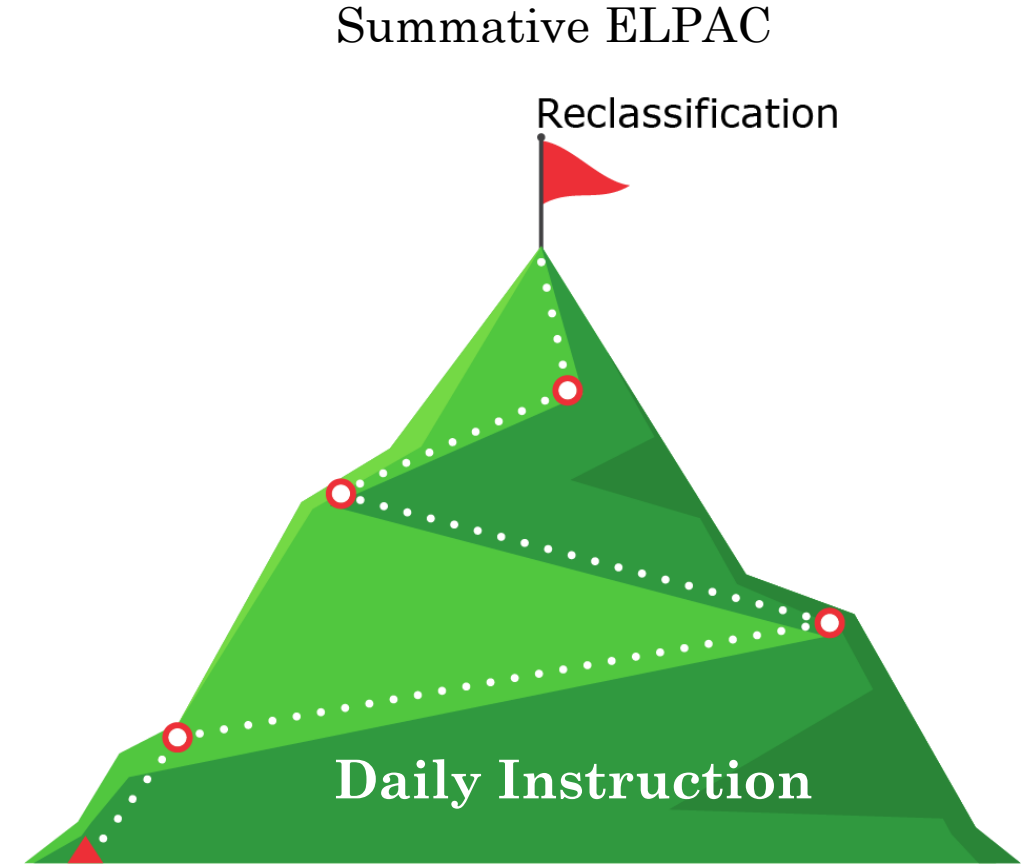
Structured English Immersion (SEI)

Whole Group
Integrated
English Language
Development



and

Small Group
Designated
English Language
Development





Monitoring

At-Risk for LTEL and LTEL Monitoring and MEL Shadowing



Parent Teacher Conferences



Teacher & Principal Shadowing



District Administrator Shadowing



Supplemental Instructional Support



Impact Teacher Program

Each school site has a full time Impact Teacher. 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 and Long-Term English Learner students.

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.

Newcomer Program

The Board of Education recently approved the purchase of a 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.

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





Reclassification

Reclassification Signifies that Multilingual English Learners have

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

US Department of Education and Department of Justice, 2016

Reclassification Criteria

English Language Proficiency

- Overall Proficiency Level 4, Grades K-6

Academic Achievement

- Local Measures Reading: K-1 Met/Exceeded, 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

 **DESIGNATED ELD/SLD MODULE SUPPORT**
Essential Features
Meeting on Microsoft Teams

3:15-3:45pm 30 min. Sound Bite

OCT 7 **Essential Features of d-ELD**
Join us as we share effective teaching strategies that support each essential feature. This session will be in English.

OCT 14 **Características esenciales para el desarrollo del idioma español designado**
Acompáñenos mientras compartimos estrategias de enseñanza eficaces que apoyan cada característica esencial. Esta sesión será en español.

Office Hours **October 21 & October 28**
Do you have questions about the essential features? Come and join me in our Q&A session

NOV 4 **Our "essentials" for d-ELD**
In this session, take a closer look at the essential features in action as we showcase video clips of teachers providing d-ELD in class. This session will be in English.

NOV 10 **Los "esenciales" de d-SLD**
En esta sesión, daremos un vistazo a las características esenciales y mostramos videos de maestras que imparten d-SLD en el aula. Esta sesión será en español.

FOR MORE INFORMATION CONTACT --> [Reina Galvez, reina.galvez@cvesd.org](mailto:Reina.Galvez@cvesd.org)



Teaching staff receives ongoing professional learning on Designated English Language Development.

District wide professional learning modules are presented by site principals, and teachers use collaboration time to plan instruction.

Additional learning opportunities to learn strategies to support language learners in English and/or Spanish are provided after school by our District Bilingual Resource Teachers.

Impact Teachers and English Learner Instructional Aides also receive professional development from the District.



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.

Opportunities for parent leadership and learning are offered through our new Parent Leadership Series as well as through our annual Parent Academy.



*DELAC parents, please
provide any feedback on
these notifications.
Thank you!*

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REIMAGINING RELATIONSHIPS THROUGH

UNITY
AND
Grace



Thank You!

Language Development and
Instruction Services & Support

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