

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Language Development and Instruction Services and Support

Multilingual English Learner Master Plan



FAMILY-COMMUNITY ENGAGEMENT

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.



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
Family – School Partnerships	- 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 Single 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 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.