

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Language Development and Instruction Department



English Learner Roadmap

Board of Education

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Chula Vista Elementary School District

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English Learner Roadmap

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Introduction

The Chula Vista Elementary School District English Learner Roadmap is organized following the guidelines established in State and Federal Programs. It is divided into the following eight dimensions.

I – Involvement

***I-EL1* Parent Outreach**

Parents receive notifications and information in English and in the major languages represented in the District, when appropriate.

***I-EL2* ELAC**

Parents are encouraged to participate in their child’s education at the school site level through the English Learner Advisory Committee.

***I-EL3* DELAC**

Parents are encouraged to participate in the development of English Learner programs and services at the District level through the District English Learner Advisory Committee.

II – Governance and Administration

***II-EL4* Identification and Assessment**

Students whose primary language is not English are identified, assessed, and reported.

***II-EL4.1* Home Language Survey (HLS)**

The HLS is used to determine a student’s primary language.

***II-EL4.2* English Language Proficiency Assessment**

The California English Language Development Test (CELDT) is used to determine a student’s initial English proficiency.

***II-EL4.3* Primary Language Assessment**

The LAS-Links Español is used to determine a student’s primary language proficiency in Spanish.

***II-EL4.4* Annual Assessment**

The English Language Proficiency Assessments for California (ELPAC) is administered annually to determine a student’s annual growth in English language proficiency.

***II-EL4.5* Parent Notification of Initial Assessment and Placement**

Parents of English Learners and Fluent-English proficient students are notified of their child’s initial assessment results and language acquisition instructional program services.

II-EL4.6 Parent Notification of Annual Assessment and Placement
Parents of English Learners and Fluent-English proficient students are notified annually of their child's assessment results and language acquisition instructional program services.

III – Funding

III-EL5 General Funds
District funds are used to purchase all core-adopted curricular materials for all students, including English Learners.

III-EL5.1 Supplemental Funds
Supplemental funds are used to provide for supplemental services to English Learners and do not replace general funds or site categorical funds.

IV – Standards, Assessment, and Accountability

IV-EL6 Effectiveness of English Learner Programs
Program effectiveness is determined by monitoring changes in students' English language proficiency and their grade-level academic success, and by monitoring program implementation.

IV-EL7 Reclassification of English Learners
English Learners are reclassified when they meet State and District recommended criteria. Teacher participation and parental consultation are part of the reclassification process.

IV-EL7.1 Monitoring of Reclassified Students
Reclassified Fluent-English proficient (R-FEP) students are monitored for four years to ensure correct instructional services, academic success, and academic support when needed

IV-EL7.2 Required Documentation
Documentation of language and academic performance assessments (ELPAC), Local Measures Reading and CAASPP) and documents pertaining to reclassification are kept in the student's English Learner folder.

V – Staffing & Professional Development

V-EL8 Appropriate Authorizations for Teachers
Teachers authorized to teach English Learners hold, or are in-training, for one of the following: BCC, BCLAD, CLAD, LDS, SB1969, SB395, AB2913, or CTEL/exam.

V-EL8.1 Shortage of Appropriately Authorized Teachers
Every effort is made to recruit teachers with appropriate authorizations and all new hires are notified of training requirements before contracts are signed.

V-EL9 High-quality Professional Development

On-going professional development and support are provided for teachers of English Learners through training provided by the Language Development and Instruction Services & Support Department, outside consultants and presenters, and local and regional conferences.

VI – Opportunity & Equal Educational Access

VI-EL10 Language Acquisition Instructional Services

Language Acquisition Instructional services are designed to ensure students acquire English as rapidly and as effectively as possible. Curriculum, instruction and assessment align to state-adopted academic content standards, including the English language development standards, affording students opportunity and equal educational access. Students identified as English Learners receive Structured English Immersion services.

The District offers Language Acquisition programs that include Transitional or Developmental Bilingual and Dual Language Immersion. Parents are informed of the language acquisition instructional program and services for their child, and determine the appropriate program and services for their child.

VII – Teaching & Learning

VII-EL12 Developing English Language Proficiency

Programs for English Learners are designed to develop proficiency in English as rapidly as possible through daily English Language Development (ELD) and core content instruction, regular monitoring of student achievement, and instructional decision-making based on assessment data.

VII-EL13 Academic Instruction and Grade-level Content and Performance Standards

Academic instruction for English Learners through SEI classes is designed to ensure students meet grade-level content and performance standards within a reasonable period of time.

VII-EL13.1 Plan for Monitoring and Overcoming Academic Deficits

The plan for monitoring students and overcoming any academic deficits for English Learners includes data analysis, student monitoring, daily designated ELD, interventions, extended day and supplemental programs and resources.

VIII – Evaluation of English Learner Program Services

***VIII-EL14* Conduct an annual evaluation of programs and services for English Learners.**

Analysis of student achievement data, progress towards proficiency in English, review of comprehension and District strategies for English Learners are used to evaluate program effectiveness using the Title III Program Description Tool.

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

We believe that all English Learners can acquire English and achieve high academic success and be College and Career Ready. This is a shared responsibility of all educators, and all levels of the schooling system have a role to play in ensuring the access and achievement of the English Learners in the District. 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. A program of simultaneous academic instruction appropriate to the students' level of English-language proficiency provides equal access to the core curriculum. The students' personal identities, linguistic and cultural experiences serve as a foundation for building tolerance, respect and the desire to be productive individuals. Educators value and build strong family, community, and school partners.

The Chula Vista Elementary School District promotes English-language proficiency and high academic achievement, and ensures equal access to education for English Learners. To carry out this mission, the District emphasizes the following principles:

- A challenging and rich language development curriculum which promotes higher-order thinking and is aligned to the Common Core State Standards
- Research-based instructional practices and programs
- Building educators professional capacity on effective practices to address the needs of English Learners
- An engaging environment which encourages and supports risk-taking
- An instructional pace that accommodates the language development needs of each student, including differentiated instruction and timely interventions
- Teacher knowledge of students' language and literacy needs to support English language acquisition while acknowledging a students' primary language
- A variety of formative and summative assessments
- A classroom climate which validates students' prior knowledge, primary language, and culture
- Collaboration with teachers and other students in the learning process
- Comprehensible input for student access to language and rigorous academic content
- Specially designed academic instruction in English that incorporates instructional strategies and techniques that provide additional language support
- A total school community including, but not limited to parents, teachers, administrators, and other staff, which accepts linguistic approximations as a natural process towards English language mastery
- The District recognizes that parent engagement is a critical component of schooling for all children. Informed, knowledgeable, and engaged parents make a difference in their own children's education and in the overall quality of schools

- Aligned and articulated practices and pathways across grade levels, including a strong foundation in early childhood and continuing through to reclassification, graduation and higher education prepare students to participate in a global, diverse multilingual world

A process and criteria, including English Learners' academic achievement, progress towards proficiency in English, and the progress of students who have been reclassified as fluent English proficient are used to evaluate program effectiveness.

Rationale for the Chula Vista Elementary School District English Learner Roadmap

The enrollment of English Learners has risen dramatically in the past decade. While the District has narrowed the language and achievement gap, the District acknowledges that until the gap is eliminated, the work is not complete. This Roadmap serves as a framework that explicitly outlines services and support for English Learners in the District.

It is imperative that the needs of our language minority students be thoughtfully and properly addressed in order to achieve the District's goals for student achievement. *The English Learner Roadmap* is an on-going collaborative work between parents, staff, and community members as partners in a commitment to promote educational excellence for 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 English Learners is evident through the District's Instructional Focus Statement.

The CVESD community will work collaboratively to ensure that **ALL students**, including English Learners, Students with Disabilities, and designated target groups, show measureable 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.

DIMENSION I

Involvement

Parents, staff, students, and community members participate by providing input and monitoring the implementation of programs serving English Learners

I-EL1 **Parent Outreach**

Forums and activities help parents effectively assist their children toward educational success and to advocate for their children within the school and community. Parents of 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. This list is not all-inclusive:

- Parents are informed how they can be involved in the education of their children.
- Parent training 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.
- 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, Facebook and Twitter.
- Parents actively participate in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

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.

- Whenever possible the school will provide translations and interpretation of school information for all language groups.
- When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. All parents who are Limited English Proficient will be provided with oral translations in their primary language. Translators are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Study Team (SST) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the District level.
- The Student Success Team (SST) meetings must provide a translator for the parent if needed.
- Site administrators will plan and provide primary language support through the use of para-educators, translators, or other staff.

- The CVESD has a number of bilingual staff that support district-wide needs for interpreting and translating services. Site based staff are available to interpret or translate documents.
- Parent meetings are held at convenient times for parents. Childcare and translation services are provided when necessary.

I-EL2 English Learner Advisory Committee (ELAC)

Pursuant to EC 62002.5, all school sites with 21 or more English Learners maintains a site-based English-Learner Advisory Committee (ELAC) in which parents of English Learners constitute at least the same percentage of the committee membership as their students represent of the student body. The goal of the English Learner Advisory Committee 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 English Learners;
- 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 English Learners 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 English Learners, specifically:

- The school's program for English Learners
- The development of the Single School Plan for Student Achievement
- Input on LCAP as it relates to English Learners
- The school's needs assessment
- The school's annual language census report.
- 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. Districts with 31 or more ELACs may use a system of proportional or regional representation.

The site Principal and the Executive Director of Language Development and Instruction Services and Support 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.

I-EL3 District English Learner Advisory Committee (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 English Learner Advisory Committee (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.

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.

The Executive Director of Language Development and Instruction Services and Support will review the implementation of the DELAC in order to ensure that all requirements are met.

DIMENSION II

Governance & Administration

*Policies, plans, and administration of categorical programs
meet statutory requirement*

II-EL4 Identification & Assessment

According to Education Code 306, English Learner (EL) students are those who do not speak English or whose native language is not English and who are not currently able to perform ordinary classroom work in English. These students are also known as and English Learner (EL) or limited English proficient (LEP).

Reclassified students {Fluent English Proficient (FEP)} are those who were initially identified as English Learners upon entering the instructional program and have met State and District criteria for English-language proficiency and academic performance for reclassification.

II-EL4.1 Home Language Survey

All parents complete a Home Language Survey (HLS) upon initial enrollment in school. The HLS is used to determine the primary language of the student. This survey is completed the first time the parent enrolls the child in the District or any District in the state of California, and the results are maintained and honored thereafter. In the case of initial enrollees, until the child has had the CELDT administered to him/her, parents may change the HLS simply by resubmitting another HLS to the site.

The District shall reassess pupils whose primary language is other than English, whether they are designated as limited English proficient, or fluent English proficient, when a parent or guardian, teacher, or school site administrator claims that there is reasonable doubt about the accuracy of a pupil's designation, which will not exceed the first 90 days of initial enrollment. In any case, a parent request may never take precedence over the child's educational needs. While parents have the right to change their original responses on the HLS, parent wishes never supersede a student's right to an appropriate education.

If any of the first four responses on the HLS indicate a language other than English, the student is assessed for English proficiency with the CELDT within 30 calendar days of initial enrollment. A DVD, that describes the Language Acquisition Program Services is available for parents at all school sites.

II-EL4.2 English Language Proficiency Assessment

The state-approved instrument used to determine English Proficiency Language is the California English Language Development Test (CELDT). The test determines the student's overall English language proficiency level (1, 2, 3, 4 or 5) as well as proficiency levels in the domains of listening, speaking, reading, and writing. The CELDT is given only once for initial identification until English Language Proficiency Assessments for California (ELPAC) for initial becomes operational in 2018.

The ELPAC will be used to monitor annual progress until the student is reclassified. The Language Development and Instruction Department is responsible for the coordination of CELDT and ELPAC administration.

II-EL4.3 Primary Language Assessment

An initial assessment of ELs primary language is conducted within 90 calendar days of initial enrollment. Procedures for the evaluation of primary language differ depending on the primary language of the student. Students whose primary language is Spanish are assessed using the state approved *LAS-Links Español*.

Students, whose primary language is other than Spanish, are assessed using a District approved primary language assessment. The purpose of these assessments is to gain information that will help to identify the student's native oral language level.

Scores from the primary language assessment determine the identification of the student as "non", "limited", or "fluent" in the primary language.

II-EL4.4 Annual Assessment

At the beginning of each school year, Parents will receive an Annual Parent Notification letter with prior year's English Language Assessment results and program services. Annually, English Learners will be tested with the ELPAC, during the state approved testing period, until reclassified. Once official ELPAC results are available, parents will receive test results with current proficiency level.

II-EL4.5 Parent Notification of Initial Assessment and Placement

Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, has been assessed for English proficiency by means of California English Language Development Test (CELDT). The process will include:

- English Learners must be assessed for primary language proficiency within 90 calendar days of initial enrollment day.
- Parents/guardians of ELs and fluent English-proficient students have been notified of their child's initial English-language and primary-language proficiency assessment results.

A student classified as EL, English-Only, or IFEP, may receive services in a Structured English Immersion (SEI) Instructional Program, or Transitional or Developmental Instructional Program or Dual Language Immersion Instructional Program. A brochure that describes each of Language Acquisition Instructional Program Services is available at each school site for parent review.

II-EL4.6 Parent Notification of Annual Assessment and Placement

The District annually assesses the English Language proficiency and academic progress of each English Learner. All currently enrolled ELs are assessed for English language proficiency by administering the ELPAC during the annual assessment window.

Each English Learner on an active IEP or Section 504 Plan is annually assessed for English Language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan.

The District identifies all immigrant children and youth (ages 3-21), who were not born in any state and not attended school in any state for more than 3 full academic years.

Translation Requirement

If 15 percent of a 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.

DIMENSION III

FUNDING

Allocation and use of funds meet statutory requirements for allowable expenditures

III-EL5 **General Funds**

General fund resources are used to provide services and programs for ELs, including English Language Development and access to the core curriculum.

III-EL5.1 **Supplemental Funds**

The District uses Title III funds only to supplement, not supplant Federal, State and Local public funds that, in the absence of such availability, would have been expended for programs for ELs and Immigrant children and youth and in no case to supplant such Federal, State and Local funds.

The District allocates Title III funds for direct services to English Learners. Federal Title III for Limited-English-Proficient (LEP) and Immigrant funds are spent for supplemental services and materials that may include, but are not limited to:

- Staff development for instructing English Learners
- Supplementary materials for English Learners
- Supplementary resources for teachers to support English Learners
- ELAC/DELAC meetings
- Bilingual paraprofessionals
- Parent education, training, and involvement
- Immigrant Education support
- Language and Literacy development digital support
- Translation services
- Title III and CABE Conferences
- Title III personnel

DIMENSION IV

Standards, Assessment, and Accountability

Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program

English Language Development Standards Progress Report

In order for English Learners to meet the standards of literacy in English, they must be proficient in speaking, listening, reading and writing in English. The English Language Development (ELD) Standards (adopted November 2012) are used to address the developmental nature of acquiring English language proficiency. The ELD Standards address English language development and are aligned to the California Common Core State Standards in English Language Arts. All English Learners receive an ELD Progress Report, in addition to the regular report card. The ELD Progress report provides parents information on the progress their child is making on acquiring English.

In awaiting the new English Language Proficiency Assessment for California (ELPAC) that is aligned to the ELD standards, the District has begun to provide professional development on the ELD standards and the instructional shifts in preparation for full implementation.

The goals are for students to:

- Reclassify as Fluent English Proficient
- Meet California Common Core English Language Arts Standards
- Meet academic achievement in content areas and be College and Career Ready

English Language Development Proficiency Levels

- Beginning – Students performing at this level English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.
- Early Intermediate – Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.
- Intermediate – Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
- Early Advanced – Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.
- Advanced – Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

IV-EL6 Effectiveness of English Learner Programs Services

The Local Education Agency (LEA) reclassifies and monitors pupils by using a process and criteria that include, but are not limited to:

- Assessment of English-language proficiency (CELDT), or alternative assessment
- California Assessment of Student of Performance and Progress

- Performance District’s Local Measures Assessments in Reading
- Teacher evaluation of academic performance
- Parent consultation and signature of approval
- The LEA monitors progress of reclassified pupils for a period of four years
- The LEA maintains in the pupil’s permanent record documentation of the following:
 - CELDT results
 - State assessment results in English Language Arts and Math
 - Reclassification and 4 Year Monitoring documents

Monitoring and Assessing Student Progress

English Learner student progress is monitored annually, based on District and state assessments. The assessments in use are shown in Figures 4.1, 4.2, and 4.3. These assessments are used to determine English language proficiency, and evaluate students’ language growth and academic performance. Formative assessments to monitor students’ ELD and core content progress are given throughout the school year.

State Assessments

All English Learners participate in Smarter Balanced Assessments. The California English Language Development Test (CELDT) is the annual assessment for initial identification, and to determine the English language proficiency level. The ELPAC is the annual summative assessment that reports English Language proficiency growth.

District/Site Assessments

The District and school sites administer formative and summative assessments to monitor student progress and to provide timely interventions. Results are generated through a variety of data reports that target the specific needs for English Learners.

Use of Assessment Data for Instructional Planning

Teachers use assessments to review student progress, planning modifications in instruction and classroom interventions as appropriate. CELDT data is used for instructional grouping in ELD. Teachers use formative and summative assessments to provide timely interventions. Parents should be informed of progress and interventions in a timely manner.

Program Implementation

The effectiveness of English Learner programs is monitored and evaluated annually thoroughly by using District and school data as reflected on the Local Control Accountability Plan, the Title III Improvement Plan, the Local Education Agency Plan, and the Single Plan for Student Achievement.

Figure 4.1 – English Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	TK-12	<ul style="list-style-type: none"> Assesses listening, speaking, reading and writing in English State-mandated instrument 	Initially: At registration (Legal allowance – within 30 calendar days from date of registration)	Initial: Trained teachers @ site or EL Aide
English Language Proficiency Assessment for California		<ul style="list-style-type: none"> Used to measure annual growth 	Annually: February-May	Trained teachers @ site or EL Aide
Curriculum embedded ELD profiles & Assessments	TK-12	<ul style="list-style-type: none"> Various assessments that follow the curriculum and skills in ELD 	Periodically throughout the year.	Teacher
Benchmark Formative Assessments		<ul style="list-style-type: none"> Assess different domains in English 		

Figure 4.2 – Primary Language Assessment

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Language Assessment Scales (LAS)	TK-12	<ul style="list-style-type: none"> Assesses Spanish language proficiency in speaking, reading, and writing 	Initially: At Registration (Legal allowance – within 90 calendar days from date of registration)	Trained Staff: Teacher and or EL Aide
Benchmark Adelante Formative Assessments		Assess language domains in Spanish	Periodically throughout the year.	Teacher
Writing Assessment	K-2	Assess Spanish writing	End of year	Teacher
Performance Tasks	K-6	Assess language and literacy in Spanish	Periodically throughout the year.	Teacher
Achieve 3,000 Level Set	2-8	Assess reading in Spanish	Three times per year	Teacher

Figure 4.3 – Academic Achievement: Assessments in English/Spanish

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
District Wide Assessments				
Smarter Balanced Assessment	3-8, 11	<ul style="list-style-type: none"> • Criterion referenced tests assessing student's mastery of Common Core State Standards in English Language Arts and Mathematics 	Annually in Spring	Teacher
		<ul style="list-style-type: none"> • Interim assessments in English Language Arts and Mathematics 	Bi-annually	Teacher
California Science Test (CAST)- Science ONLY	5 th & 8 th	<ul style="list-style-type: none"> • The CAST measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the concepts across such scientific areas as life science, earth and space science, and physical science. These standards use disciplinary core ideas, science and engineering practices, and cross-cutting concepts to help students understand how science works in the natural world. • Only eligible students may participate in the administration of the CAA's Any student identified for alternate testing takes the alternate versions of all tests. 	Annually in Spring	Teacher
California Alternate Assessments (CAA)		<ul style="list-style-type: none"> • Individualized (IEP) teams shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards. 	Annually in Spring	Teacher
Local Measure Assessment	K-2	<ul style="list-style-type: none"> • Reading, writing, and math grade level assessments 	Annually in Spring	Teacher
Level Set Reading	2-8	<ul style="list-style-type: none"> • Achieve 3000 Lexile Assessment 	3 times a year	Teacher
		<ul style="list-style-type: none"> • Counts as Local Measure Reading Assessment for grade 2 	3 times a year	Teacher
CVESD Writing Assessment	K-2	<ul style="list-style-type: none"> • District-developed assessments of grade level Common Core text types 	End of year	Teacher
CVESD Spanish Performance Task	K-6	<ul style="list-style-type: none"> • District-developed assessments of grade level Common Core text types 	Quarterly	Teacher

	Dual Immer sion			
Imagine Learning	Pre school TK-2	<ul style="list-style-type: none"> • Computer based Common Core aligned program designed to assist students in acquiring language and literacy in English 	Ongoing student monitoring reports	Teacher

Supplemental Assessments

SuccessMaker	2-5	<ul style="list-style-type: none"> • Computer based assessment designed to monitor students' academic levels towards math and reading comprehension. 	Formative assessments available to teachers daily	Teacher
CVESD Kindergarten Adapted Emerging Literacy Survey	K	<ul style="list-style-type: none"> • District-developed assessment to measure students' knowledge of State Kindergarten standards 	Every 6 to 8 weeks throughout the year	Teacher
INSPECT Blueprint Assessment	K-6	<ul style="list-style-type: none"> • Formative assessment designed to monitor student progress towards grade level standards 	Two times per year in winter and / or spring	Teacher
Intel Assessment	K-8	<ul style="list-style-type: none"> • Summative web-based assessment that assesses both English language arts and Math state standards 	Every 8 weeks	Teacher
Managed Assessment Portfolio System (MAPS)	K-8	<ul style="list-style-type: none"> • Summative assessment to measure academic achievement 	Three times a year	Teacher
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K-8	<ul style="list-style-type: none"> • Progress monitoring and summative assessment of reading skills 	Periodically throughout the year	Teacher

IV-EL7 **Reclassification of English Learners**

The Chula Vista Elementary School District recognizes the importance of reclassification and has established specific criteria and processes, in alignment with state and federal requirements, to fully address this obligation per California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308.

Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted in the fall and spring for grade K-12; however, the classroom teacher, administrators, or parents may initiate the process at any time.

District personnel collect District and State-mandated data and disseminate to each school a list of English Learners who meet the reclassification criteria as shown in figure 4.4. These criteria are multiple measures, including:

- English language proficiency, including listening, speaking, reading and writing
- Academic achievement in reading in English
- Teacher's recommendations
- Parent's input

Consultation meeting with parents will take place to obtain parent's input and signature.

The reclassification process will be revisited upon guidance from the State.

Reclassification Guide: Reclassifying a Student from English Learner to Fluent English Proficient

School districts are to develop a student reclassification policy and procedures based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (Education code Section 313(d)). The chart below illustrates how the four criteria can be used by districts when evaluating a student's readiness for reclassification from English Learner (EL) to fluent English Proficient (RFEP).

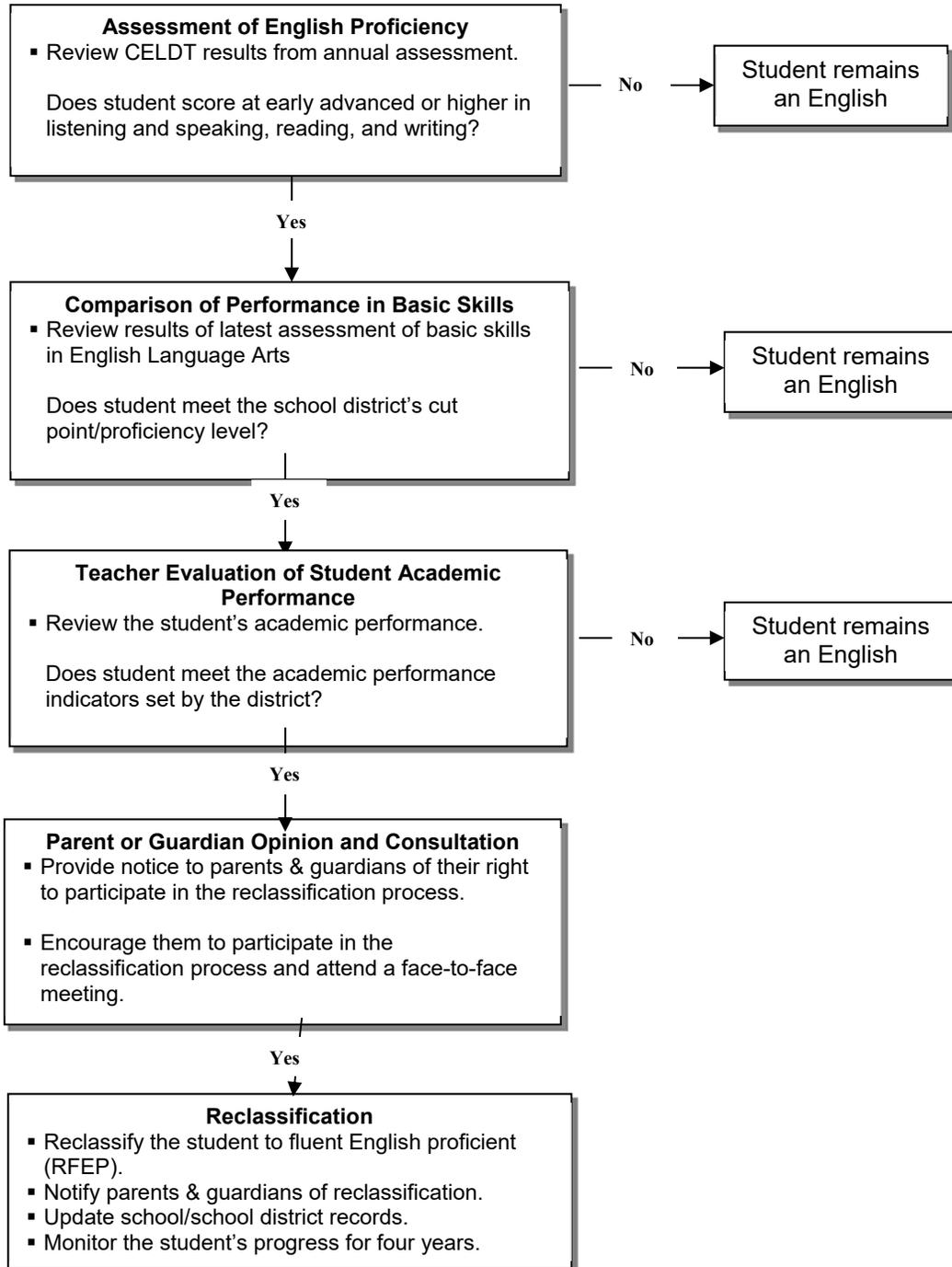


Figure 4.4 Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent CELDT test	Grades K-12: Overall Proficiency Level 4 or 5 No score of 3 or lower in any domain
Academic Achievement	Local Measure	Grades K Reading Accuracy 85-100% Reading Comprehension 3 correct High Frequency Word Reading 45-50
	Local Measure	Grade 1 Reading Accuracy 95-100% Reading Comprehension 4-5 correct Reading Fluency 60+ words/minute
	Local Measure/ Level Set Reading	Grades 2-12: Midpoint (Lexile of Approaching to Met) Grade level range
	CAASPP-ELA	Grades 3-6: Midpoint (Standard Nearly Met to Met) Grade level range
Teacher Evaluation	Teacher's Recommendation	Grades K-12: Teacher agrees that student is performing successfully in all academic areas. Bridging level on the ELD Report Card
Parent Input	Consultation with parent	Grades K-12 Parent agrees that reclassification is appropriate

Reclassification of English Learners in Special Education

The District provides guidelines for language assessment and reclassification on English Learners in Special Education see figure 4.5. A handbook provides schools with guidelines that ensure English Learner students in Special Education have access to appropriate English language development assessments and reclassification procedures.

Figure 4.5 Alternative Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency for students who have Individualized Education Plans.	Most recent CELDT or SOLOM assessment results. Work samples and curriculum-based assessments for reading and writing.	If agreed upon by the IEP team based on results gathered from the CELDT, SOLOM, academic data (progress on IEP goals, curriculum based assessments, work samples) then the student would be considered for reclassification.
Academic Achievement	Assessments based on IEP goals.	Progress towards meeting goals.
Teacher Evaluation	Teacher's Recommendation and Modified CALP Card.	Teacher agrees that student is making progress in academic areas. CALP card indicates that student is approaching IEP goals.
Parent Input	Parent is asked to give input on expressive (speaking) and receptive (listening) skills at home to compare with the progress being made at school.	Parent agrees that reclassification is appropriate.

IV-EL7.1 Monitoring of Reclassified Students

Under The Every Student Succeeds Act, reclassified students are monitored for a period of 4 years following reclassification.

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. Those 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. Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring through the Extended Day Program
- Specialized reading instruction
- Focused writing instruction
- Additional English Language Development instruction
- Explicit vocabulary instruction
- Imagine Learning – Teacher Action Areas Tool
- Receive timely interventions provided by the school

IV-EL7.2 Required Documentation

Documentation of language and academic performance assessments and documents pertaining to reclassification are kept in the students' English Language Learner folder located in the cumulative records. These folders are reviewed and monitored annually for required English Learner documentation.

DIMENSION V

Staffing & Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program

V-EL8 **Appropriate Authorizations for Teachers**

Teachers assigned to provide ELD instruction and subject matter courses for ELs are appropriately authorized.

- Teachers providing instruction in Structured English Immersion Instructional Programs are appropriately authorized to provide instruction in Spanish if providing primary language instruction via a BCLAD or equivalent certification.
- Teachers providing instruction in Structured English Immersion Instructional Programs who do not provide primary language instruction are appropriately authorized to provide core content and ELD instruction via a CLAD or equivalent certification.
- Teachers providing instruction in a Transitional or Developmental Instructional Program or Dual Language Immersion Instructional Program are appropriately authorized to provide such instruction via a BCLAD or equivalent certification.

V-EL8.1 **Shortage of Appropriately Authorized Teachers**

The District adopts a plan to remedy a shortage of teachers, when there is a local shortage of qualified teachers. 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 vast majority of teaching staff hold a CLAD, BCLAD, and or equivalent certification - this includes teachers with specialist credentials.

The District maintain partnerships with institutions of higher education to ensure the availability of highly qualified teachers to support English Learners including students in the Dual Immersion Program. The District also provides support for teachers by working in collaboration with the San Diego County Office of Education, to ensure the hiring of highly qualified teachers. The Human Resources Services and Support Division monitor the implementation and ensures that there is a highly qualified teacher in every classroom

V-EL9 **High Quality Professional Development**

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

- a) Designed to improve the instruction with a targeted focus on daily integrated and designated ELD and assessment of English Learners.
- b) Designed to enhance the teacher's ability to understand and use curriculum, assessment measures, and instructional strategies for ELs.

- c) Designed to the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills.
- d) Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

The District collaboratively plans with other departments to provide on-going professional development opportunities to all teachers and staff working with English Learners. This includes teachers participating in the Induction program.

The goal of professional learning is to help educators acquire specific skills required to support the language and academic needs of English Learners. Staff development opportunities to support teachers in providing differentiated instruction for English Learners may include the following:

<ul style="list-style-type: none"> • Targeting EL needs through the ELA/ELD Framework • Implementing ELD Standards • Imagine Learning • Long Term English Learners • GLAD instructional strategies • ELPAC Blueprints • Biliteracy and Primary Language support as a pathway for closing the achievement gap • Data and EL monitoring of student achievement (Language Profile Analysis Report) 	<ul style="list-style-type: none"> • Publisher's Professional Development • Biliteracy Training • Spanish Curriculum Leads Training • Writing Training • District Resource Teacher Training • CAFE Conference • Transference/Bridging of Literacy Skills • Dual Language Program Strategies • Vocabulary Instruction • Induction EL training • Integrated and Designated ELD
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Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education, and parent outreach. These opportunities are provided through on-site trainings, District in-service sessions, and education conferences. Participant attendance is documented, and all sessions' feedback on professional development are reviewed to determine future trainings.

Additional training opportunities for paraprofessionals with English Learner responsibilities are provided by the Language Development and Instruction Department include:

- Annual Language Census
- Annual CELDT Training
- Imagine Learning
- ELPAC Blueprints
- Reclassification & Student Monitoring
- EL / IA Responsibilities & Handbook
- ELA/ELD Standards
- Small groups language and literacy support

DIMENSION VI

Opportunity & Equal Educational Access

*Participants have equitable access to all programs provided
by the local educational agency, as required by law*

VI-EL10 Language Acquisition Instructional Services

Language acquisition instructional services are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition instructional services provided by the District to students are informed by research and lead to grade-level English proficiency and academic achievement in both English.

Parents/guardians of ELs are notified of the language acquisition instructional services of their child on an annual basis and have a right to decline or opt their child out of language acquisition instructional services. Regardless of the language acquisition instructional programs, all ELs will receive daily Designated and Integrated English Language Development. Parents may choose a language acquisition instructional program that best suits their child. To the extent possible, any language acquisition 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. (Education Code 310).

Note: The individualized education program (IEP) team determines instructional program services of each special education student, regardless of language proficiency.

All students identified as English Learners receive Structured English Immersion (SEI) services. 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.

Transitional or Developmental Instructional Program

The District offers a Transitional or Developmental Instructional Program for ELs that provides literacy and academic instruction in English and a student’s native language and that enables and EL to achieve in English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Primary language instruction is provided while students develop English through daily integrated and designated ELD instruction in listening, speaking, reading, and writing. The goal for English Learners is to transition into an English mainstream classroom as quickly as possible.

Dual Language Education Program

The District offers a Dual Language Instructional Program that integrates native Spanish speaking students and native English speaking students. Instruction is provided in both native language and English, with the goal of attaining high academic achievement, first and second language proficiency, and cross cultural understanding. Regardless of language acquisition instructional program, English Learners receive daily integrated and designated ELD as core instruction beyond the English portion of the instructional model that all students receive. More

importantly, the Dual Language Program serves as a pathway to closing the opportunity gap for English language learners.

Handbooks and DVDs describing the specific Dual Language program components are available at all schools, Educational Services and Support Center, and the District website. A District brochure that describes the Dual Language Education Programs is available at all sites. The District is developing a Framework for Dual Language Education Programs that will serve as a guide to build coherent and successful biliteracy programs for student's success.

The District values linguistic and cultural diversity of our students and families. Their primary language is viewed as an asset to build from and into the new language. Students' primary language contribute enormously to the state's economic and social strengths as a talented multilingual, multiliterate and multicultural population. Dual Language programs in the District continue to expand as a result of the District's and the educational communities commitment to developing global citizens.

Biliteracy Award

The District established a "Biliteracy Award for Participation" in the Dual Language Program as a pathway to honor Grade 6 students who have participated in the program. Students will be required to meet specific criteria to be eligible for the award. Additional information is available at schools.

DIMENSION VII

Teaching & Learning

*Participants receive core and categorical program services
that meet their assessed needs*

VII-EL12 Developing English Language Proficiency

As part of the core program provided through General Funds, all identified English Learners receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for English Learners. The District takes appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program.

The ELA/ELD Framework guides the implementation of the standards. Teachers design integrated and designated ELD to address the language and literacy needs of English Learners. ELD is provided in either a self-contained setting or deployment of students by proficiency levels. ELD is taught in tandem with California ELA/Literacy Standards in a relevant and meaningful way.

The curriculum is based on the English Language Development Standards and utilizes supplementary instructional materials. The newly adopted Benchmark Advance/Adelante Language Arts program for ELA/ELD is implemented to address language development and literacy for English Learners.

An ELD report card informs parents of their child's Progress in English Language Development.

VII EL13 Academic Instruction and Grade Level Content and Performance Standards

Academic instruction for English Learners is designed and implemented to ensure that ELs meet the District's content and performance standards for their respect grade levels within a reasonable amount of time. The District assists ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet. The District monitors student academic progress and provides additional and appropriate educational services to ELs in kindergarten through grade 12 for the purposes of overcoming language barriers in each subject matter.

English Learners in Special Education

Individualized Educational Plan (IEP) teams will ensure that each English learner receives appropriate services to develop English proficiency and has equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency. Such goals and objectives will fully address the ELA/ELD standards and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.

The school will ensure that the School Study Team (SST) includes a certificated or administrative staff representing the instructional, social, and emotional needs of English Learners.

VII-EL13.1 Plan for Monitoring and Overcoming Academic Deficits

The academic performance of ELs is monitored using formative assessments in order to identify academic deficits. This data is used by teachers to inform instruction and provide timely

interventions. CELDT, CAASPP, Local Measures, and Reclassification data is analyzed to identify students not meeting growth expectations.

The District carefully and aggressively monitors English Learner growth and has established its own local criteria to identify students in grades 3-12 who are not making annual growth in language development and who are falling behind academically. The District identifies these students as District Monitored English Learners.

The State of California annually identifies students who are At Risk of Becoming Long Term English Learner (At Risk-LTEL) or Long Term English Learners (LTEL). This data accessible to principals in order to monitor and support these students. Teachers complete a goal sheet with students and parents, creating goals to ensure English language progress and academic achievement. Students take ownership of their goals and actions to attain reclassification status.

District and State Criteria for Monitoring English Learners:

District Monitored EL:

- In grades 3-12
- English Learner enrolled in the District four or more years
- Has not made annual growth for two or more consecutive years or has regressed, as determined by CELDT
- Grade 3 score **Below Grade** or **Far Below Grade** level on District Local Measures Reading Assessment
- Grades 4-12 scored **Standard Not Met** or **Nearly Met** on the ELA of the CAASPP

State At Risk of Becoming Long Term English Learner:

- In grades 3-12
- EL students first enrolled in a U.S. school **four** or **five** years
- Scored *Intermediate* or *Below* on the prior year CELDT
- And for students grades 4-9 has scored in the fourth or fifth year at the **Standard Not Met** level on the prior year administration of the CAASPP-ELA

State Long Term English Learner:

- In grades 6-12
- EL students first enrolled in a U.S. school for **six** or more years
- Has remained at the same English language proficiency level (CELDT) 2+ consecutive year or regressed
- For students in grades 6 to 9, has scored at the **Standard Not Met** level on the prior year administration of the CAASPP-ELA

Students who are not making progress after exhausting Tier II and III interventions will be referred to the school study team (SST). Whenever an English Learner is referred to the SST, or an IEP is held for an English Learner, the team must ensure the student's language proficiency level and learning needs are clearly understood by the team.

At this meeting:

- The teacher shares all Tier II and III interventions and outcome including data and work samples that have been implemented.
- The school study team develops an Action Plan that identifies English Learners at risk of not making adequate academic progress. Sites are able to design Action Plans and

provide appropriate interventions for these students. EL Interventions are implemented immediately.

The student's progress is monitored regularly. Adjustments and modifications to the Action Plan are made as needed.

Commitment to Special Education Services: Primary and Secondary Programs

When an EL student 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. It should be noted here that the SST team will include a staff member that represents the specific needs of an English Learner. The School Psychologist develops an assessment plan within 15 days of the referral. When developing the assessment plan, the team determines if the child will be assessed in English or in their primary language. The assessment team develops the plan so that the results will indicate whether the child's learning difficulties are due to second language acquisition and cultural issues, or a specific learning disability. It is important to note here that primary language and cultural differences are carefully considered by the team. 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.

Instructional decisions related to the student's language acquisition 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 well as goals that support access to the content areas through primary language instruction and or support. 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 and SDAIE 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 ELs. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual para-educators may be assigned to the special education program to provide direct English support to students with an IEP.

The Special Education Department and the site will work together with the parent to ensure parental request and educational goals are met. A translator and translated material will be provided to parents as appropriate.

Gifted & Talented Education (GATE)

Chula Vista Elementary School District is committed to ensure equity in its Gifted and Talented Education (GATE). CVESD ensures equal access to all ELs through its identification, referral process, testing and teaching methodologies in GATE. It is the intent of GATE to place special emphasis on identifying students from varying backgrounds. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. All 3rd grade students are tested (unless parents deny the assessment) in the fall of each school year. GATE testing is conducted in Spanish (if needed) and in English. School psychologists work with school staff and parents to inform them about the overall GATE process. School administrators monitor

GATE services at their own school sites. All GATE requirements must adhere to the Federal Program Monitoring (FPM) regulations and CVESD board policy 6172.

The Chula Vista Elementary School District will utilize the California School Dashboard, English Learner Performance Indicator (ELPI), as our accountability and reporting system to monitor student growth in English language proficiency at the site and District level.

Indicators and Expectations for Accelerating English Language Development

“How do teachers accelerate second language acquisition to enable English Learners to advance a minimum of one ELD level each year?”

Figure 7.1

ELD Instruction <i>Standards-Based Curriculum and Instruction</i>	Progress Monitoring <i>Standards-Based Assessment</i>	Accountability <i>District / State</i>
<p>Instructional Block:</p> <ul style="list-style-type: none"> • Daily Integrated and Designated <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Lexiled Reading Materials-Achieve 3000 • Standards-based ELD Materials • GLAD • Imagine Learning • Success Maker <p>ELD Instruction:</p> <ul style="list-style-type: none"> • Differentiated by ELD level • Integrated Language Domains (L/S/R/W) Designated ELD • Transferable and Non-transferable skills • BICS and CALP • ELA/ELD Standards • Research-Based Strategies • GLAD • Systematic ELD <p>ELD Intervention:</p> <ul style="list-style-type: none"> • Extended Day Learning Program • Resource Teacher • Teacher Action Areas Tool-ILE • Tutor-Reading Programs • Instructional Assistant for classroom support 	<p>Formal:</p> <ul style="list-style-type: none"> • District/Site • Assessments (ELA/Math Standards) • IL Progress Reports • Success Maker Reports • Level Set Reports • Intel Assess • Smarter Balanced Interim Assessments • CELDT Assessment • Benchmark Formative Assessments <p>Informal:</p> <ul style="list-style-type: none"> • Work Samples • Observations • Checklists/Surveys • Publisher’s Assessments • Quick Checks 	<p>District:</p> <ul style="list-style-type: none"> • Title Evaluation Plan • Student Monitoring • LTEL Student Monitoring Form • ELD Standards Progress Report(CVESD) • Student Language Profile (SLP) • LTEL data • Local Measures • LCAP • Title III Accountability • LEA Plan • EL Road Map • SPSA • Accountability Progress Reporting • California School Dashboard ELPI • California School Dashboard ELA and Math <p>State:</p> <ul style="list-style-type: none"> • California English Language Development Test (CELDT) • ELPAC • Smarter Balanced • CAA

DIMENSION VIII

Evaluation of EL Program

Ongoing mechanism to improve and modify program

VIII-EL14 Evaluation of EL Program

The District evaluates the effectiveness of its EL Program to determine necessary improvements to programs and activities for which Title III funds have been used for EL and Immigrant students. It also evaluates effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement in content standards. The District utilizes various data reports to ensure EL program effectiveness, including the Title III Program Evaluation Tool.

The Superintendent, District and site leadership conduct regular classroom visits at individual school sites and across the District to evaluate EL program implementation, services and support.

The California School Dashboard is the accountability report that determines the effectiveness of the District's English Learner program.

In addition, the Language Development and Instruction Department staff assist with the development of site documentation for each EL program compliance area, such as the Federal Program Monitoring. The English Learner Roadmap serves as a framework that supports coherent and successful strategies for English Learners.

The Title III Program Evaluation Tool is used to analyze outcomes and program services to meet the Elementary and Secondary Education Act (ESEA) Title III requirements.

In response to statewide education accountability reform, the Chula Vista Elementary School District provides clearly defined standards and expectations for student learning that align to the District's Local Control Accountability Plan, Title III Plan and the Single Plan for Student Achievement at the site level. Its primary goal is for all students to meet the California Standards and to be College and Career Ready.

The District's English Learners Roadmap is a living document that details programs, services and support for the success of English Learners.