

BIENVENIDOS AL MÓDULO I DE
LA SERIE DE LIDERAZGO PARA
PADRES DE CVESD!

COMENZAREMOS EN BREVE,
MIENTRAS TANTO, RESPONDA
ESTA BREVE ENCUESTA
UTILIZANDO EL CÓDIGO QR.

¡GRACIAS!



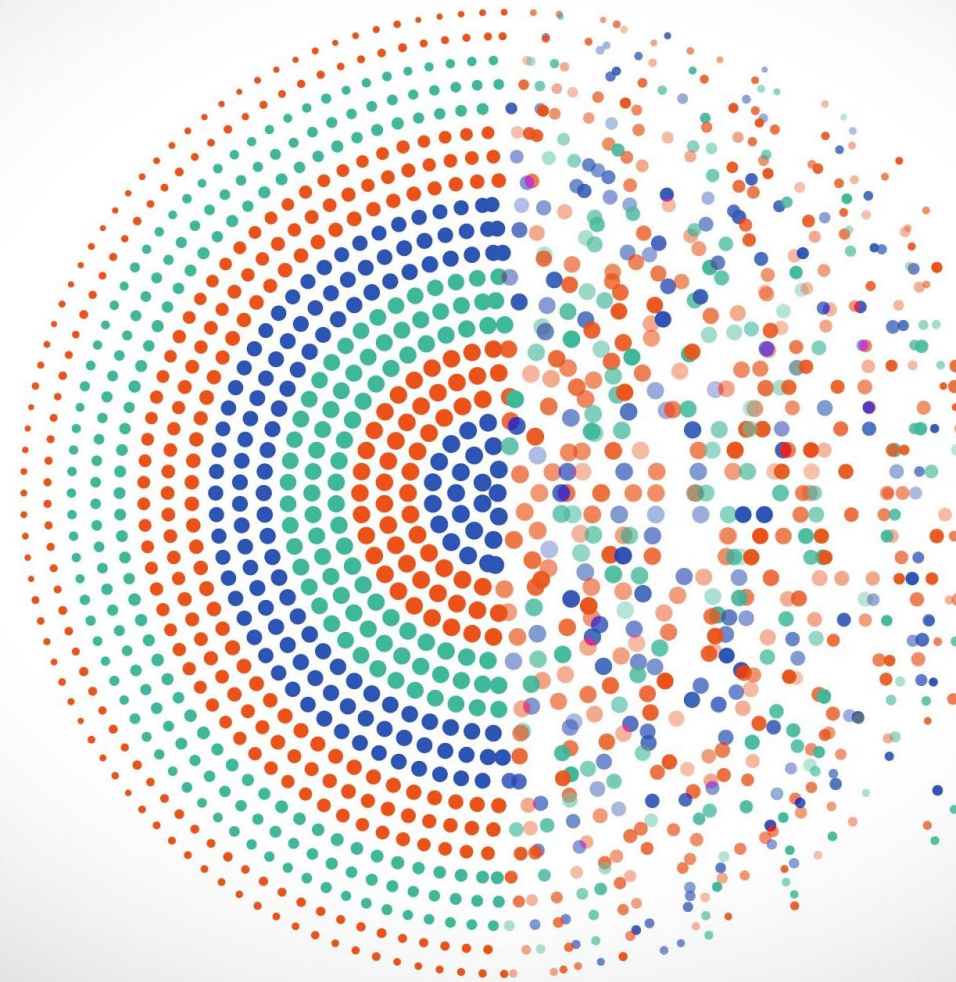


DELAC 101: INTRODUCCIÓN AL LIDERAZGO Y PARTICIPACIÓN DE LOS PADRES

Serie de liderazgo para padres de CVESD

Módulo 1: DELAC 101

31 de agosto de 2021



¿Cómo se
siente hoy?
¡Elija un
número y
escribalo en la
caja de chat!



Objetivos de hoy...



Comprender el contenido informativo en el manual virtual.



Para los representantes de DELAC, comprender los roles y funciones del ELAC de la escuela y DELAC.



Revisar los recursos adicionales en lo que respecta a cómo llevar a cabo reuniones efectivas y eficientes.



Recursos - Parte I

1. Calendario escolar
2. 21-22 Horario de las juntas
3. Fechas de capacitación de la serie de liderazgo para padres de CVESD
4. Miembros del Consejo Ejecutivo 21-22
5. Directorios
6. Escuelas CVESD con programa de Doble Inmersión
7. Glosario

COMITÉ CONSULTIVO PARA ESTUDIANTES DE INGLÉS (ELAC)



Distrito de Escuelas Primarias de Chula Vista
Desarrollo de Lenguaje e Instrucción
2021-22



Resultados del aprendizaje

- Entender los requisitos de un Comité Consultivo para Estudiantes de Inglés (ELAC)
- Aprender las responsabilidades y funciones de un ELAC

¿Qué es un ELAC?

- Un comité elegido a nivel escolar de padres, personal y miembros de la comunidad designado para asesorar a los administradores de la escuela sobre los programas y servicios para los estudiantes de inglés.



¿Por qué ELAC?

Ley Federal

- Código de Educación 20, Sección 6312 (g)(4)

Ley Estatal

- Sección 35147, 52176 (b) y (c), 62002.5 y 64001 (a) del Código de Educación

Regulaciones estatales

- Código de Regulaciones de California, Título 5, Sección 11308

* Las escuelas con 21 o más aprendices de inglés deben de tener un ELAC.

¿Por qué ELAC?

Para apoyar a nuestros aprendices de inglés en su camino hacia el éxito y el aprendizaje de por vida.

Identificación y evaluación

Apoyo de lenguaje y monitoreo

Reclasificación
4 años de monitoreo





Responsabilidades del ELAC

1. Asesorar sobre el Plan Único para el Logro Estudiantil (SPSA, por sus siglas en inglés).
2. Apoyar en la administración de una evaluación de necesidades en toda la escuela.
3. Compartir la importancia de la asistencia regular a la escuela.
4. Elegir un representante y representante alterno para al Comité Distrital Consultivo para Estudiantes de Inglés (DELAC).

Repasemos

Verdadero o falso

- ELAC significa Comité de Asistencia de Estudiantes de Inglés.
- El representante y representante alterno del DELAC son seleccionados por el director de la escuela.



Estableciendo un ELAC

Celebrar elecciones

Proporcionar
capacitaciones

Realizar juntas

Roles y
responsabilidades

Proceso de elección de ELAC

Reclutamiento



Participación



Elección y documentación

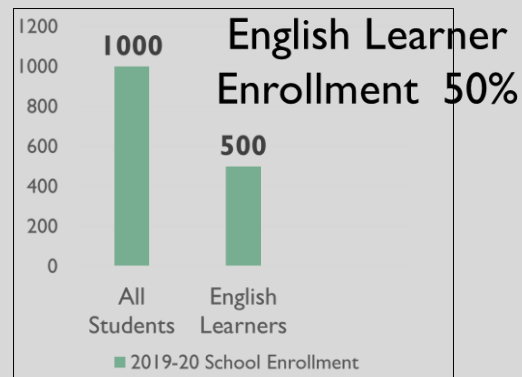
Ideas para reclutamiento de ELAC

Enviar una carta de invitación y nominación a la comunidad escolar

- **Anunciarlo** en la marquesina escolar, boletines, pagina web, asambleas matutinas
- **Montar una mesa de información** con voluntarios o personal para reclutar a los padres durante las funciones escolares o durante los horarios de llegada y salida
- **Nombrar el mes de agosto** como “Mes de Reclutamiento”
- Pedir al personal y a los padres líderes que recomienden posibles candidatos para el comité– **Invitar personalmente a los padres a participar.**

Requisitos para la membresía de ELAC

- El comité deberá ser compuesto por **Padres de aprendices de inglés (EL)**
- El porcentaje de padres EL debe **representar como mínimo el mismo porcentaje de inscripción EL en la escuela**
- **Miembros adicionales** pueden ser personal de la escuela, padres de estudiantes que no son aprendices de inglés/miembros de la comunidad



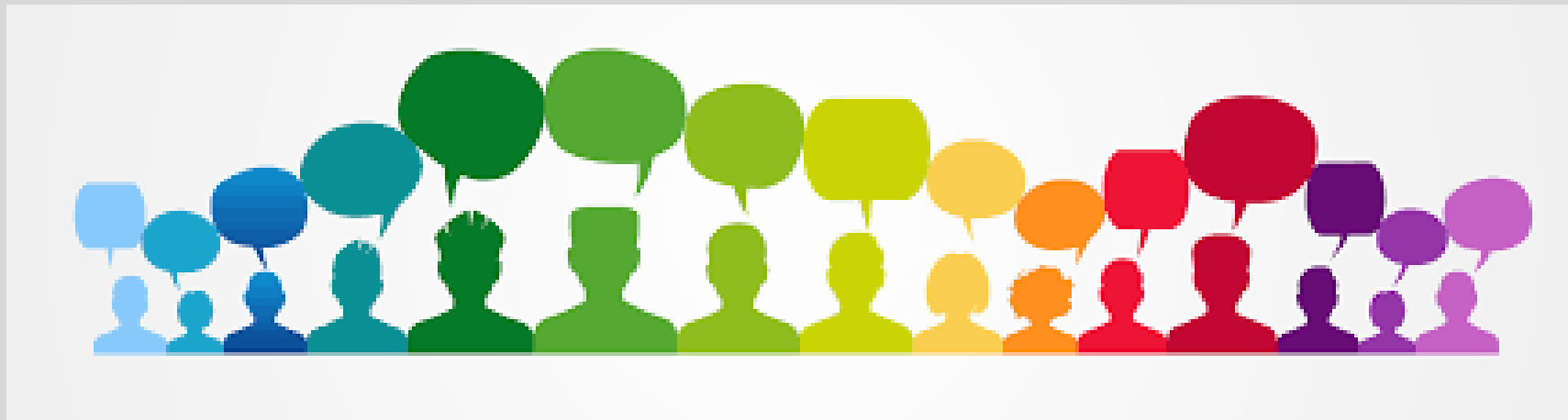
Nota: Los padres EL empleados por CVESD no pueden contarse en la composición de padres EL

Documentación y elección de ELAC

- Únicamente padres/tutores de aprendices de inglés pueden votar
- Cada ELAC debe de elegir un representante y un representante alterno para el Comité Asesor de Estudiantes de Inglés del Distrito (DELAC).
 - Las elecciones se deben de llevar a cabo al principio del ciclo escolar
 - Las vacantes deben llenarse lo antes posible con otra elección
- La documentación requerida debe mantenerse por 3 años
 - Notificación y/o carta de nominación
 - Anexo B de los Estatutos de DAC/DELAC
 - Boletas
 - Actas

Conversación colaborativa

- ¿En qué paso de las elecciones de ELAC va tu escuela?
 - Etapa de planeación electoral
 - Se llevó a cabo la primera junta de ELAC
 - Una carta de nominación ya fue enviada
 - Ya se llevaron a cabo las elecciones
 - No estoy seguro



Requisitos para juntas de ELAC

- Deben ser abiertas al público y permitir la opinión pública.
- Los avisos y orden del día de las reuniones deben publicarse al menos 72 horas antes de la reunión.
- Los materiales repasados y/o distribuidos deben estar disponibles para el público.
- Mantener documentación por 3 años: Orden del día, actas, hojas de registro, presentaciones y lista de miembros de ELAC

Miembros del ELAC : Roles y responsabilidades

Presidente

- Preside las reuniones
- Firma cartas o documentos
- Asiste a reuniones de SSC

Vice Presidente (opcional)

- Asiste al presidente en algunas o todas las tareas

Secretario

- Toma notas en las reuniones
- Mantiene los documentos en una carpeta

Representante del DELAC

- Asiste a las juntas DAC/DELAC en el Distrito y comparte información de estas juntas con ELAC
- El representante alternativo DELAC asiste a las juntas en el Distrito cuando el representante estará ausente



Preguntas

Levante la mano o active el sonido para hacer preguntas adicionales.



02 : 000

COMITÉ DISTRITAL CONSULTIVO PARA ESTUDIANTES DE INGLÉS (DELAC)

Distrito de Escuelas Primarias de Chula Vista
Desarrollo de Lenguaje e Instrucción
2021-22



**¿CUÁNDO NECESITA ESTABLECERSE UN
COMITÉ DISTRITAL CONSULTIVO PARA
ESTUDIANTES DE INGLÉS (DELAC)?**



**CUANDO HAY 51 O MÁS APRENDICES DE INGLÉS EN UN
DISTRITO ESCOLAR, SE DEBE ESTABLECER UN DELAC**

Responsabilidades del DELAC

El DELAC asesorará a la Mesa Directiva del Distrito sobre las siguientes tareas:

1. Asesorar sobre el desarrollo de un plan maestro del Distrito de programas y servicios educativos para aprendices de inglés, tomando en consideración el plan maestro de la escuela.
2. Realizar una evaluación de necesidades en todo el Distrito escuela por escuela.
3. Asesorar sobre el establecimiento del programa, las metas y los objetivos del Distrito para los programas y servicios para los aprendices de inglés.

Responsabilidades del DELAC (*continuación*)

4. Asesorar sobre el desarrollo de un plan para garantizar el cumplimiento de los requisitos aplicables de maestros y/o asistentes de maestros.
5. Revisar y comentar sobre los criterios de reclasificación del Distrito.
6. Revisar y comentar las notificaciones escritas que se deben enviar a los padres y tutores.
7. Revisar y comentar sobre el desarrollo o actualización anual del Plan de Control Local de Fondos y Rendición de Cuentas (LCAP, por sus siglas en inglés).

DELAC debe de estar compuesto por:

Los padres / tutores de los aprendices de inglés, quienes constituirán la mayoría (51 por ciento o más) del comité.



Elecciones del DELAC

- ELAC tendrá la oportunidad de elegir al menos a uno de sus miembros para que sea un representante de DELAC de la escuela.



Juntas del DELAC

Artículo 7, páginas 12-13

Las juntas deben ser abiertas al público y permitir la participación del público.

Los avisos y orden del día de las juntas deben publicarse al menos 72 horas antes de la junta.

Los avisos/orden del día deben publicarse en la escuela y/u otro lugar apropiado accesible al público.

El cuórum de la junta es necesario para tomar acción sobre los puntos del orden del día. Cuórum significa que está presente el número mínimo de representantes electos.

El público debe tener acceso a todos los materiales discutidos y/o distribuidos en la junta.

Repasemos

Verdadero o falso

- El DELAC revisa y proporciona información a la Revisión de Estudiantes de Inglés Multilingües.
- Se requiere un aviso de 27 horas para las juntas públicas.



Recursos ELAC -----Add links

- Temas propuestos para el calendario de ELAC
- Distrito de Escuelas Primarias de Chula Vista:
 - Página web del Distrito
 - [Página web del DAC/DELAC](#)
- DAC/DELAC Bylaws:
 - Estatutos en inglés
 - Estatutos en español
 - Anexos de los estatutos en inglés
 - Anexos de los estatutos en español

Artículos de información Parte 2

MEETING NORMS

1. Start and end on time.
2. Treat everyone with respect.
3. Be concise and brief with comments.
4. Let others finish their comments without interruption.
5. Express disagreement in terms of the ideas/issues; do not focus on individuals.
6. Listen to understand.
7. Assume positive intent.



Click to add text

Chula Vista Elementary School District



Complaint Declaration Information Package

BOARD OF EDUCATION
LESLIE RAY BUNKER • ARMANDO FARIAS • LAURIE K. HUMPHREY
EDUARDO REYES, Ed.D. • FRANCISCO TAMAYO
SUPERINTENDENT
FRANCISCO ESCOBEDO, Ed.D.

EQUAL OPPORTUNITY EMPLOYER

The Chula Vista Elementary School District is committed to providing a quality and equitable environment for non-discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on race, color, ancestry, national origin, ethnic group identification, sex, religion, marital or domestic status, gender or gender identity, age, sexual orientation, gender identity or expression, genetic information, the presence of a child or adult dependent, or association with a person or group with one or more of these characteristics. For program details or district contacts, see the District's Complaint Declaration Information Package. District policies and procedures related to harassment, intimidation and bullying student harassment/intimidation, including Title IX, are available on the District's website at www.cvsd.net. For more information, contact the District's Human Resources Services and Support Department, Human Resources Support Services, 1110 Citruswood Drive, Chula Vista, CA 92011. For more information, contact the District's Human Resources Services and Support Department, Human Resources Support Services, 1110 Citruswood Drive, Chula Vista, CA 92011.

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

The rights of parents/guardians of District students include, but are not limited to, the following:

1. To be heard within a reasonable period of time after making the request, the use of selecting (Education Code 51101)

BP 5020
Page 1 of 2

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

The Governing Board recognizes that parents/guardians of District students have rights as well as responsibilities related to the education of their children.

The Board believes that the education of District students is a shared responsibility. The Superintendent/designee shall work with parents/guardians, including parents/guardians of English Learners, Students with Disabilities and other designated target groups, to determine appropriate roles and responsibilities of parents/guardians, school staff, and students for continuing the intellectual, physical, emotional, and social development and the well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic, social, and emotional goals and other school standards.

The District will ensure students engage in relevant, motivating, personalized learning experiences that integrate critical thinking, collaborating, creativity, and technology.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program that includes a supportive and effective learning environment in order to enable all students to meet the academic expectations of the school. Schools shall monitor progress and provide timely interventions that support learning.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

- (cf. 5022 - Student and Family Privacy Rights)
- (cf. 6020 - Parent-Guardian Involvement)
- (cf. 6714 - Education for English Learners)

The Superintendent/designee shall ensure that District staff members understand the rights of parents/guardians afforded by law and Board Policy and follow acceptable practices that respect those rights.

activities that have Regulations use interference from a reasonable parent/guardian, in of a class or and Policy and

in their child's staff pertinent

their time and school programs, room with the Education Code

school without

performance and tests, and any



UTILICE EL CÓDIGO
QR PARA CALIFICAR
SU NUEVA
COMPRESIÓN DE
SU FUNCIÓN Y
RESPONSABILIDAD
PARA SU COMITÉ.

Certificado

- Para recibir su certificado, haga clic en el enlace y complete la información solicitada. Su certificado se enviará por correo a la dirección proporcionada.



Certificate of Completion

is hereby granted to

NAME

to certify completion of one module of the CVESD Parent Leadership Series

Module 1: DELAC 101

Dr. Pedro Carrillo

DELAC Chairperson

Lalaine Perez

Executive Director, Language
Development and Instruction

Matthew Baker

DAC Chairperson



REIMAGINING RELATIONSHIPS THROUGH

UNITY AND Grace

¡Gracias por su
participación!

Esperamos verlo el 14 de
septiembre para el Módulo II.

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT
SCHOOL CALENDAR: YEAR-ROUND — 2021-22**

JANUARY 2022											
S	M	T	W	T	F	S					
						1	1/10	Teacher Preparation Day			
2	3	4	5	6	7	8	1/11	School Resumes – Students Report to School - Minimum Day	180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff
9	10	11	12	13	14	15					
16	17	18	19	20	21	22	1/17	Legal Holiday – Dr. Martin Luther King Jr. Day			
23	24	25	26	27	28	29					
30	31							End of seventh school month, <u>14</u> days taught + <u>1</u> teacher work day	14	15	15

FEBRUARY 2022											
S	M	T	W	T	F	S					
		1	2	3	4	5					
6	7	8	9	10	11	12	2/18	Legal Holiday – Lincoln Day (observed)			
13	14	15	16	17	18	19	2/21	Legal Holiday – Washington Day			
20	21	22	23	24	25	26					
27	28							End of eighth school month, <u>18</u> days taught	18	18	18

MARCH 2022											
S	M	T	W	T	F	S					
		1	2	3	4	5	3/10-3/17	Parent/Teacher Conferences – Minimum Days			
6	7	8	9	10	11	12	3/21-4/1	Spring Break			
13	14	15	16	17	18	19	3/25	Declared Holiday - Cesar Chavez Day			
20	21	22	23	24	25	26	3/28	Declared Holiday			
27	28	29	30	31				End of ninth school month, <u>14</u> days taught	14	14	14

APRIL 2022											
S	M	T	W	T	F	S					
					1	2					
3	4	5	6	7	8	9	4/4	School Resumes – Students Report to School - Minimum Day			
10	11	12	13	14	15	16					
17	18	19	20	21	22	23					
24	25	26	27	28	29	30		End of tenth school month, <u>20</u> days taught	20	20	20

MAY 2022											
S	M	T	W	T	F	S					
1	2	3	4	5	6	7					
8	9	10	11	12	13	14					
15	16	17	18	19	20	21					
22	23	24	25	26	27	28	5/30	Legal Holiday – Memorial Day			
29	30	31						End of eleventh school month, <u>21</u> days taught	21	21	21

JUNE 2022											
S	M	T	W	T	F	S					
			1	2	3	4	6/3	End of School Year for Students – 180 days taught – Minimum Day			
							6/6	Last day for 185-day Certificated Employees – Teacher Preparation Day			
							6/6	Last day for 186-day CNS II & III			
							6/15	Last day for 200-day employees			
5	6	7	8	9	10	11	6/21	Last day for Associate Principals (204)			
12	13	14	15	16	17	18	6/24	Last day for Principals (207)			
19	20	21	22	23	24	25	6/30	Fiscal Year ends			
26	27	28	29	30				End of twelfth school month, <u>3</u> days taught + <u>1</u> teacher work day	3	4	4

Board Approved 1/20/21 **Total Instructional Days: 180** 180 186 185 200

Legend: School day (180) Minimum Day (50) Teacher Prep. Day (5) Break No School/Holiday



**DISTRITO DE ESCUELAS PRIMARIAS DE CHULA VISTA
CONSEJO ASESOR DISTRITAL (DAC)
COMITÉ ASESOR DISTRITAL PARA ESTUDIANTES
DE INGLÉS (DELAC)**



**2021-2022
DAC/DELAC SCHEDULE**

Sesión ordinaria 12:00-2:00 p.m.	Planeación de la agenda 9:00-11:00 A.M..
24 de agosto de 2021	27 de agosto de 2021
<i>septiembre- No hay junta programada</i>	<i>septiembre- No hay junta programada</i>
12 de octubre de 2021	15 de octubre de 2021
16 de noviembre de 2021	19 de noviembre de 2021
<i>diciembre - No hay junta programada</i>	<i>diciembre - No hay junta programada</i>
25 de enero de 2022	28 de enero de 2022
15 de febrero 2022	25 de febrero 2022
8 de marzo de 2022	11 de marzo de 2022
19 de abril de 2022	22 de abril de 2022
17 de mayo de 2022	20 de mayo de 2022

Las reuniones se realizarán virtualmente a través de Microsoft Teams

CONSEJO EJECUTIVO

DAC

Matthew Baker, Presidente
Tiffany Gonzalez, Vicepresidente
Jaqueline Gonzalez, Expresidenta
Vanessa Alvarez, Miembro del Consejo Ejecutivo

DELAC

Dr. Pedro Carrillo, Presidente
Carmen Vega, Vicepresidente
Paola Granados, Expresidenta
Jennifer Clemente, Miembro del Consejo Ejecutivo

El Distrito de Escuelas Primarias de Chula Vista está comprometido a brindar un ambiente de trabajo y aprendizaje sin discriminación, acoso, intimidación ni hostigamiento. El Distrito prohíbe la discriminación, el acoso, la intimidación y el hostigamiento por raza, color, ascendencia, nacionalidad, identificación de grupo étnico, edad, religión, estado civil, condición de padre o madre, discapacidad física o mental, sexo, orientación sexual, género, identidad o expresión de género, información genética, percepción de una o más de tales características, o asociación con una persona o un grupo con una o más de estas características reales o percibidas en cualquier programa, práctica o actividad que lleve a cabo. Para preguntas acerca de las normas y los procedimientos del Distrito relativos a acoso o discriminación de estudiante a estudiante, estudiante a empleado y empleado a estudiante, incluido cómo presentar una queja de acoso o discriminación, póngase en contacto con: Instructional Services and Support Department, Matthew Tessier, Assistant Superintendent/Title IX Coordinator, Matthew.Tessier@cvesd.org, (619) 425-9600, extensión 1451. Para preguntas o quejas relacionadas con empleado a empleado, estudiante a empleado, o relativas a discriminación o acoso en el trabajo o empleo, póngase en contacto con: Human Resources Services and Support Department, Jeffrey Thiel, Ed.D., Assistant Superintendent/ Title IX Coordinator, Jeffrey.Thiel@cvesd.org, (619) 425-9600, extensión 1340. Ambas personas a contactar se encuentran en 84 East J Street, Chula Vista, CA 91910.



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

DISTRICT ADVISORY COMMITTEE (DAC)
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

EXECUTIVE BOARD MEMBERS
2021-2022

POSITION	DAC District Advisory Council Consejo Asesor Distrital	DELAC District English Learner Advisory Committee Comité Distrital para Estudiante de Inglés
Chairperson <i>Presidente</i>	MATTHEW BAKER <i>(Tiffany)</i>	DR. PEDRO CARRILLO <i>(Sunnyside)</i>
Vice-Chairperson <i>Vicepresidente</i>	TIFFANY GONZALEZ <i>(Sunnyside)</i>	CARMEN VEGA <i>(Olympic View)</i>
Past-Chairperson <i>Ex-presidente</i>	JAQUELINE GONZALEZ <i>(Vista Square)</i>	PAOLA GRANADOS <i>(Veterans)</i>
Board Member <i>Miembro del Concilio</i>	VANESSA ALVAREZ <i>(Rice)</i>	JENNIFER CLEMENTE <i>(Marshall)</i>

SCHOOLS OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT 2021-2022

EXT. (425-9600)	SCHOOL	ADMINISTRATOR	SECRETARY, SAS/HS	PHONE/ FAX	ADDRESS
200100	ALLEN, ELLA B.	John Greenwell, Principal	Michelle Reza Joyce Baptista	479-3662 (F)267-6237	4300 Allen School Lane Bonita 91902-2309
208100	DALY ACADEMY	Joseph Prosapio, Principal	Christina Puente	479-3665 (F)479-0133	4300 Allen School Lane Bonita 91902-2309
560100	ARROYO VISTA CHARTER	Juan Ricoy, Principal Kristin Baltierra, AP	Beatriz De Los Santos Virginia Mabrey Cindy Fernandez	656-9676 (F)656-1858	2491 School House Rd. Chula Vista 91915-2534
630100	CAMARENA, ENRIQUE S.	Dr. Debra McLaren, Principal Veronica Valdivia, AP	Maria Martinez -Ponce Shawna Margetts	591-5500 (F)421-5003	1650 Exploration Falls Dr. Chula Vista, CA 91915
210100	CASILLAS, JOSEPH	Dr. Nicole Walker, Principal	Diana Guerrero Bertha Reyes Wafa Abou-Hezima	421-7555 (F)421-3008	1130 East "J" St. Chula Vista 91910-3309
220100	CASTLE PARK	Alicia Flores, Principal	Lilia Garcia Terrika Llamas	422-5301 (F)422-4452	25 Emerson St. Chula Vista 91911-3309
230100	CHULA VISTA HILLS	Dr. Vanessa Lerma, Principal	Ania Gobbi Rebecca Moreno	482-7066 (F)482-6823	980 Buena Vista Way Chula Vista 91910-7133
2400	CHULA VISTA LEARNING COMMUNITY CHARTER	Dr. Jorge Ramirez, Exec. Dir. (TK- 12) Edward Caballero, Principal	Fulvia Burquez Ariana Solorio Alejandrina Herrera	426-2885 (F)426-3048	590 "K" St. Chula Vista 91911-1118
	CVLCC MIDDLE SCHOOL	Laura Serrano-Duran, Principal	Alina Gonzalez Juliana Cortes	946-4200 (F)946-4201	380 Third Ave. Chula Vista 91910
650100	CVLCC HIGH SCHOOL	Alma Tessier, Principal	Sandra Marquez Cynthia Padilla	423-2211 (F)423-3007	3750 Arey Dr. San Diego 92154-2499
250100	CLEAR VIEW	Ray DeVore, Principal	Anna Sanchez Margarita Martinez	498-3000 (F)498-3007	455 Windrose Way Chula Vista 91910-7400
260100	COOK, HAZEL GOES	Gabriela Llamas, Principal	Claudia Rodriguez Priscilla Reyes	422-8381 (F)427-3407	875 Cuyamaca Ave. Chula Vista 91911-1599
270100	DISCOVERY CHARTER	Neil MacGaffey, Principal Erika Alamo, AP	Sara Roa Terri Lunetta	656-0797 (F)656-3899	1100 Camino Biscay Chula Vista 91910-7737
280100	EASTLAKE	Dr. Eric Banatao, Principal	Elizama Picazo Raquel Serratos - Garcia	421-4798 (F)421-4516	1955 Hillside Dr. Chula Vista 91913-1263
290100	FEASTER CHARTER, MAE L. STEM Academy MIDDLE SCHOOL	Rosario Villareal Executive Dir. Dr. Sarah Motsinger, Principal Stephanie Dominguez, Principal Dr. Angelica Sleiman, AP	Marta Lara Melissa Gonzales	422-8397 (F)422-4780	670 Flower St. Chula Vista 91910-1399
300100	FINNEY, MYRTLE S.	Dr. Beverly Prange, Principal	Grace Limon Patricia Anraku Olivas	690-1334 (F)428-4138	3950 Byrd St. San Diego 92154-1799
310100	HALECREST	Amber MacDonald, Principal	Open Carla Casas	421-0771 (F)421-8746	475 East "J" St. Chula Vista 91910-6499
320100	HARBORSIDE	Lisa Forehand, Principal Kim Callado, AP	Patricia Montoy Claudia Rodriguez	422-8369 (F)422-7361	681 Naples St. Chula Vista 91911-1619
580100	HEDENKAMP, ANNE & WILLIAM	Gina Mazeau, Principal Catherine Kratochvil-Rojo, AP	Melissa Greene Carla Giron	397-5828 (F)397-7174	930 East Palomar Chula Vista 91913-2895
570100	HERITAGE	Ruth Díaz de León, Principal Dr. Karon Schnitzer, AP	Michele Diehl Yanuen Sanchez	421-7080 (F)421-8525	1450 Santa Lucia Rd. Chula Vista 91913-1480
330100	HILLTOP DRIVE	Bill Willis, Principal	Abril Ramirez Eva Swarez-Ballesteros	422-8323 (F)691-1375	30 Murray St. Chula Vista 91910-6020
340100	JUAREZ-LINCOLN	Robert Pollack, Principal	Noemi Ortiz Paulina Magnan	690-9222 (F)662-9679	849 Twining Ave. San Diego 92154-2599
350100	KELLOGG, KARL H.	Brandi Sheppy, Principal	Tracy Harris Estella Simental	420-4151 (F)498-1433	229 E. Naples St. Chula Vista 91911-2399
360100	LAUDERBACH, J. CALVIN	Melody Belcher, Principal Mayra Reyes, AP	Rosa Krumm Open	422-1127 (F)426-5875	390 Palomar St. Chula Vista 91911-3182
351100	LEONARDO DA VINCI HEALTH SCIENCES CHARTER	Courtney Cox, Director Lekia Anderson, Ops. Mgr.	Johanny Hernandez Office Support	420-0066 (F)420-0677	229 E. Naples St. Chula Vista 91911-2399
590100	LIBERTY	Dr. Charles Grisier, Principal	Claudia Bremer Velia Gutierrez	397-5225 (F)397-2833	2175 Proctor Valley Rd. Chula Vista 91914-4026
370100	LOMA VERDE	Bree Watson, Principal	Elsa Estrada Open	420-3940 (F)422-2667	1450 Loma Lane Chula Vista 91911-5310
370700	FAIR WINDS FRC	Carlos Corona, Coordinator		420-0468 (F)420-5669	

SCHOOLS OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT 2021-2022

EXT. (425-9600)	SCHOOL	ADMINISTRATOR	SECRETARY, SAS/HS	PHONE/ FAX	ADDRESS
380100	LOS ALTOS	Néstor Espinoza, Principal	Myrna Nunez María Nicasio	690-5880 (F)428-4712	1332 Kenalan Dr. San Diego 92154-3731
550100	MARSHALL, THURGOOD	Dr. Monica Loyce, Principal	Elizabeth Juhl Christine Garcia	656-6252 (F)656-4248	2295 MacKenzie Creek Rd. Chula Vista 91914-3537
460100	McMILLIN, CORKY	Cynthia Orr, Principal Dr. Karon Schnitzer, AP	Moraima Silahua Dalia Guerra	397-0103 (F)397-0122	1201 Santa Cora Ave. Chula Vista 91913-3537
390100	MONTGOMERY, JOHN J.	Dr. Lydia Burgos, Principal	Mary Ptacnik Monica Moreno	422-6131 (F)426-6836	1601 Fourth Ave. Chula Vista 91911-5799
4000	MUELLER CHARTER, ROBERT L.	Dr. Maureen DeLuca Exec. Dir. Dr. Marisol Robledo, Principal Vincent Anthony, Principal Melinda Jones, Principal	Concepcion Yescas Vanessa Moreno Karen Castelo Lizeth Castelo	422-6192 (F)422-0356	715 "I" St. Chula Vista 91910-5199
	(MUELLER) BAYFRONT CHARTER H.S.	Dr. Ryan Santos, Principal	Elisa Aguirre Lizeth Gonzalez	934-7000 (F)934-7001	830 Bay Blvd. Chula Vista, CA 91911
670100	MURAOKA, SABURO	Dr. Erin Mahoney, Principal Felicitas Rayray, AP	Valeria Abitia Melina Cardenas	216-5599 (F)216-3377	1644 Santa Alexia Ave. Chula Vista 91913
410100	OLYMPIC VIEW	Lisa Lines, Principal	Linda Wong Shelley Acosta	656-2030 (F)656-8752	1220 South Greensview Dr. Chula Vista 91915
420100	OTAY	Veronica Delgado, Principal	Leticia Real Miranda Olea	425-4311 (F)425-2018	1651 Albany Ave. Chula Vista 91911-5801
420806	RAYO DE ESPERANZA, FRC	Veronica Aguilar, Coordinator		425-4458 (F)425-0017	
430100	PALOMAR	Dr. Patricia Magaña, Principal	Veronica Preciado Sandra Borruel	420-0134 (F)420-8416	300 E. Palomar St. Chula Vista 91911-3799
440100	PARKVIEW	Dr. Shawna Codrington, Principal	Irene Lemos Cecilia Caro	421-5483 (F)421-2119	575 Juniper St. Chula Vista 91911-3826
450100	RICE, LILIAN J.	Veronica Konkoly, Principal Lorena Beifuss, AP	Rosa Gonzalez Susana Ruvalcaba	420-7071 (F)420-6124	915 Fourth Ave. Chula Vista 91911-2098
450804	NEW DIRECTIONS FRC	Clarissa Garcia, Coordinator		691-5301 (F)425-7416	
640100	ROGERS, GREG	Janette Ridgels, Principal Araceli Roman, AP	Janette Davis Jayne Santos	656-2082 (F)421-1423	510 East Naples Chula Vista 91911-2519
470100	ROHR, FRED H.	Erin Williamson, Principal	Norma Beltran Georgina Huevo	420-5533 (F)476-0850	1540 Malta Ave. Chula Vista 91911-5999
480100	ROSEBANK	Aaron Magnan, Principal	Silvia Gil Vivian Lutes	422-8329 (F)422-5014	80 Flower St. Chula Vista 91910-1997
600100	SALT CREEK	Christopher Houck, Principal Gloria Montano-Velarde, AP	Emma Williams Susan Conley Raquel Serratos-Garcia	397-5494 (F)397-4669	1055 Hunte Parkway Chula Vista 91914-3622
490100	SILVER WING	M. Theresa Corona, Principal	Cassandra Lizarraga Blanca Nicasio	423-3950 (F)423-7438	3730 Arey Dr. San Diego 92154-2499
500100	SUNNYSIDE	Delia Arancibia, Principal	Juanita Liuag Barbara Poukkula	479-0571 (F)479-7297	5430 San Miguel Rd. Bonita 91902-2209
	THE LEARNING CHOICE ACADEMY	Debi Gooding, Executive Dir.	Gabriella Chavez - Recio	656-4220 (F)6560439	881 Kuhn Dr. Suite 200 Chula Vista 91914-3563
510100	TIFFANY, BURTON C.	Crystal Sutton, Principal	Nicola Coghill Deborah Chapman	421-6300 (F)482-3115	1691 Elmhurst St. Chula Vista 91913-2612
520100	VALLE LINDO	Ashley Vasquez, Principal	Ailin Martinez Pinero Carmen Padilla	421-5151 (F)421-1802	1515 Oleander Ave. Chula Vista 91911-5699
530100	VALLEY VISTA	Dr. Carmen Emery, Principal	Leticia Galvez Patricia Chavez	479-7171 (F)479-7024	3724 Valley Vista Way Bonita 91902-1139
610100	VETERANS	Dr. Angela Rosendale, Principal Claudia Aldrete, AP	Jeanette Lozada Lourdes Garcia	216-1226 (F)216-9226	1550 Magdalena Ave. Chula Vista 91913-3948
540100	VISTA SQUARE	Marissa Allan, Principal Open, AP	Norma Gutierrez Blanca Martinez	422-8374 (F)691-1086	540 "G" St. Chula Vista 91910-3604
541030	BEACON FRC	Karina Navarrete, Coordinator		422-9208 (F)422-9209	
620100	WOLF CANYON	Casey Lange, Principal Mary-Margaret Landers, AP	Victoria Bowman Amanda Mascardo	482-8877 (F)482-7766	1950 Wolf Canyon Loop Chula Vista 91913-3948

EDUCATION SERVICE AND SUPPORT CENTER PHONE DIRECTORY 2021-2022

PHONE: (619) 425-9600 ♦ FAX: (619) 427-0463

SUPERINTENDENT'S OFFICE..... 1300

Escobedo, Francisco 1310
Teahan, Nancy 1311
Vargas, Celi..... 1312

SPECIAL ASSIGNMENT-WALLACE FOUNDATION

Faddis, Toni 1332

BUSINESS SERVICES AND SUPPORT.....1370

Esquivel, Oscar..... 1371
Brannen, Lisa..... 1372

CHILD NUTRITION SVCS..... 1400

Fax:(619) 476-7506

Landers, Jeffrey 1401
Beltran, Alexis..... 1406
Mendoza, Jennifer..... 1402
Quezada, Susana 1404
Gumban, Rita..... 1405
Nieto, Irma 1408
Zeitler, Peter..... 1410
Angulo, Brenda..... 1412
Famoso, Yanina 1414
Garcia, Lillian Rose..... 1415

EMERGENCY PREPAREDNESS AND SECURITY

Stone, Sherry 1327

FACILITIES 1420

Fax: (619) 585-1311

John Heredia 1425
Dombrowski, Joe 1424
Open 1427
Fisher, Socorro 1422
Noya, Isela..... 1435
Garcia, Ana..... 1376

ESSC CUSTODIANS

Lozada, Ronnie..... 1025
Shockley, Lee Ann..... 1025
Faalave, Travis 1025

FACILITIES PLANNING..... 1374

Fax: (619) 691-8452

FINANCE

Fax: (619) 498-3822

Villanueva, Theresa 1391

ACCOUNTING..... 1380

Faustino, Bernadette..... 1383
Cuenca, Elena..... 1384
Ramirez, Lisbeth (Vendors M - Z)..... 1385
Open (Vendors A - L)..... 1387
Gonzalez, Carla 1390

ATTENDANCE

McDonald, Allyson 1389

BUDGET

Cerdinio, Myleen 1377
Freires, Thomas 1379
Gomez, Noel 1382
Zepeda, Ismael 1381
Sullivan, Tim..... 1388

PAYROLL..... 1392

Fax: (619) 409-6642

Carrasco, Esperanza..... 1393
Rians, Paula..... 1378
Verdin, Elsa 1394
Camberos, Selene 1396
Open 1395
Tjindra, Seply 1397
Carino, Denise 1398

PUBLICATIONS.....1470

King, Anthony 1471
Quijada, Pablo 1472

PURCHASING.....1480

Fax: (619) 426-7981

Pering, Ann 1483
Open 1481
Hall, Malia..... 1482

STUDENT PLACEMENT.....1570

Fax: (619) 425-1030

Open 1571
Mitchell, Corina 1572
Castro, Elizabeth 1573
Smith, Kerry 1574
Estrada, Luis..... 1575

CORPORATE YARD (619) 656-5600

Fax: (619) 421-8545

TRANSPORTATION 161600

Ocampo, David 161632
Garcia, Jesus 161625

FLEET MAINTENANCE

Shilling, Ken..... 161605
Vazquez, Marco..... 161606
Open..... 161601
Jasmund, Yolanda..... 161607

FIELD TRIP BUS RESERVATIONS AND BILLING

Trautmann, Jessica..... 161616

ROUTING AND SPECIAL NEEDS TRANSPORTATION.....161626

Fax: (619) 421-1719

Pollard, Lisa 161608

Del Razo, Gina 161624

SAFETY AND TRAINING.....161620

Oien, Jeff 161622
De Leon, Jorge..... 161609
Suwczynsky, Paul..... 161610
Dorn, Susan..... 161633
Santos-Reid, Catherine..... 161621

OPERATIONS/DISPATCH.....161600

Lagai, Ruthie..... 161615
Monroy, Dali..... 161635

TRANSPORTATION PURCHASING AND ACCOUNTING

Fax: (619) 427-3938

WAREHOUSING AND DELIVERY SERVICES..... 1440

Fax: (619) 427-2658

Verduzco, Antonio..... 1441
Reyes, Ray 1446

CNS WAREHOUSE

Hayes, Jonathan 1442

HUMAN RESOURCES SERVICES AND SUPPORT.....1340

Fax: (619) 427-3271

Romero, Jason. 1341
McClendon, Laura..... 1344
Mora, Jorge..... 1348
Myers, Peg..... 1343

SUPPORT STAFF

Araiza, Gilbert 1347
De La Torre, Diana..... 1355
Gonzales, Delia..... 0
Simpauco, Barbie. 1307
Villalobos, Ozzie 1330
Northcutt, Melissa 1342
Lizarraga, Ricky 1346
Lizarraga, Jacob 1349
Willis, Nadine 1350
Llamas, Valerie 1351

RISK MANAGEMENT.....1352

Fax: (619) 425-3401

Carlton, Anthony 1353
Fletcher, Theresa..... 1354
Nilo, Pam 1356
Lopez, Ray..... 1358

INSTRUCTIONAL SERVICES AND SUPPORT.....1500

Tessier, Matthew..... 1462

INNOVATION AND INSTRUCTION

Tessier, Matthew 1462
Mascareno, Jessica 1451
Bruder, Michael..... 1517

EDUCATION SERVICE AND SUPPORT CENTER PHONE DIRECTORY 2021-2022

PHONE: (619) 425-9600 ♦ FAX: (619) 427-0463

COMMUNICATIONS

Millican, Anthony..... 1328
Chavez, Aaron..... 1535

GRANTS

Minjares, Michael..... 1331

TRANSLATION/INTERPRETATION

Casas, Laura..... 1524
Couturier, Maria Mayela..... 1513

LIVING COAST DISCOVERY CENTER

Quiros, Karen.....(619) 476-7836

EXERCISE THE DREAM/WELLNESS

Cruz, Heather..... 1514
Ramirez, Ricardo..... 1551

CVTC.....(619) 656-6702

INSTRUCTIONAL TECHNOLOGY AND MEDIA SERVICES

Fax: (619) 425-1807
Open.....1557

CIRCULATION AND TEXTBOOKS

Inzunza, Jonalee..... 1554

MEDI-CAL ADMIN

Eaton, Patricia..... 1762
Martinez, Isela..... 1761

INSTRUCTIONAL SERVICES

COORDINATOR

Williams, Allyson..... 1558
Williamson, Marlys..... 1551

PROFESSIONAL DEVELOPMENT

Carroll, Rochelle..... 1364

RESEARCH AND EVALUATION

Mabe, Brittany..... 1509

VISUAL AND PERFORMING ARTS (VAPA)

Keehmer, Marc..... 1560

LANGUAGE DEVELOPMENT AND INSTRUCTION SERVICES AND SUPPORT

.....1520
Fax: (619) 420-3743
Perez, Lalaine..... 1501
De Soto, Claire.....1503
Pimentel, Patricia..... 1523
Rojas, Nancy..... 1525
Galvez, Reina..... 1552

LANGUAGE ASSESSMENT SUPPORT

Chacon, Cecilia..... 1529
Echeagaray, Claudia..... 1526
Preciado, Azucena..... 1555
Frost, Alma..... 1556

TECHNOLOGY AND INSTRUCTION SERVICES AND SUPPORT

Fax: (619) 427-3549

INFORMATION & TECHNOLOGY SERVICES

Danny Pasawongse..... 1463

COMPUTER PROGRAMMING

Haines, Valerie..... 1457
Li, Alice..... 1488
Palomares, Tim..... 1464
Yamada, Hope..... 1454

SYSTEMS ANALYSTS

Kao, Dennis..... 1461
Tait, Bill..... 1467

NETWORK AND EQUIPMENT SERVICES

Escobar, Jose..... 1460
Oropeza, Eduardo..... 1458

HELP DESK/TECH SUPPORT

Reyes-Rivera, Jaime..... 1468
Saragosa, Araceli..... 1456
Bartlett, Leigh Anne..... 1452
Greene, Nancy..... 1326
Hernandez, Judith..... 1453
Lopez, Russ..... 1449
Lor, Jerry..... 1453
Macias, Miguel..... 1453
Mojica, Victor..... 1453
Rodriguez, Angel..... 1453
Valenzuela, Leonardo..... 1453
Von Borstel, Jorge..... 1453

SPECIAL EDUCATION AND INSTRUCTION SERVICES AND SUPPORT

..... 1700
Fax: (619) 585-0976
Sharon Casey..... 1701
Murillo, Art..... 1702
Garcia, Maria "Sisi"..... 1703
Gaudet, Yolanda..... 1727
Masek, Kelli..... 1743

SUPPORT STAFF

Greene, Nancy..... 1704
Jimenez, Rosie..... 1706
Lopez, Joshua..... 1711
Lopez, Deborah..... 1714
Miranda, Edith..... 1707
Voas, Angie..... 1716

ADMINISTRATIVE PSYCHOLOGISTS

Estrada, Amanda..... 1705
Friend, Brandon..... 1718
Pacleb, Lorraine..... 1710

STUDENT, FAMILY, COMMUNITY AND INSTRUCTION SERVICES AND SUPPORT

Vickers, Chris..... 1507
Guerrero, Olivia..... 1522

MTSS DIRECTOR

Gianulis, Elizabeth..... 1366

DISTRICT SOCIAL WORKERS

Geyer, Chelsea.....(619) 932-0010
Jarahzadeh, Audrey.....(619) 213-4062
Godoy, Sonia.....(619) 576-1797
Enriquez, Letty.....(619) 451-6441
Batiste, Ida.....(619) 361-9093

PARENT ENGAGEMENT LIAISON

Maldonado, Angelica.....1465

EARLY CHILDHOOD EDUCATION

Fax: (619) 425-3558
Palet, Rita..... 1725
Kennedy, Nancy..... 1512
Lopez, Jennifer..... 1709
Salas-Oliveros, Noemy..... 1760
Peebles, Jodie..... 1494
Esmeier, Miriam..... 1738
Martinez, Sharaeneida..... 1516
Villasenor, Enrique..... 1531

SCHOOL READINESS

Calderon, Yadira..... 1767
Demars, Armida..... 1530
Rosales, Hilda..... 1763
Zavala, Victoria..... 1362

SPECIAL EDUCATION PRESCHOOL

Munoz, Erika..... 1721
Ortega, Susie..... 1708

PARENT INTERVENTION PROGRAM

Gould, Chelsea..... 6471
Davis, Miriam..... 6471
Diaz, Izaura..... 6471
Duffy, Janette..... 6471
Villa, Charlotte..... 6471
Villalobos-Galindo, Yadira..... 6471
Romero, Hilda..... 6471

BEHAVIOR AIDES

Naanep, Karla..... 1492
Velazco, Neyra..... 1493

FAMILY RESOURCE CENTERS

Fax: (619) 427-6954
Rodriguez, Brendaly..... 541021
Open.....541023

PTA OFFICE.....1487

MI ESCUELITA PRESCHOOL.....451002



Chula Vista Elementary School District

DUAL LANGUAGE SCHOOLS 2021-22

50/50 MODEL		
SCHOOL	ADMINISTRATOR	SECRETARY SAS/HS
CVLCC (Schoolwide) 590 "K" Street Chula Vista 91911-1118 Phone: (619) 426-2885 Fax: (619) 426-3048	Dr. Jorge Ramirez, Executive Director [TK-12] Edward Caballero, Principal [TK-6] Laura Serrano-Duran, Principal, Middle School Alma Tessier, Principal, High School	Fulvia Burquez Ariana Solorio
DISCOVERY CHARTER 1100 Camino Biscay Chula Vista 91910-7737 Phone: (619) 656-0797 Fax: (619) 656-3899	Neil MacGaffey, Principal NeErika Alamo, Associate Principal	Sara Roa Terri Lunetta
EASTLAKE 1955 Hillside Drive Chula Vista 91913-1263 Phone: (619) 421-4798 Fax: (619) 421-4516	Dr. Eric Banatao, Principal	America Py Raquel Serratos-Garcia
FEASTER CHARTER, MAE L. 670 Flower Street Chula Vista 91910-1399 Phone: (619) 422-8397 Fax: (619) 422-4780	Rosario Villareal, Executive Director Dr. Sarah Motsinger, Principal Stephanie Dominguez, Principal Dr. Angelica Sleiman, Associate Principal	Marta Lara Melissa Gonzales
HARBORSIDE 681 Naples Street Chula Vista 91911-1619 Phone: (619) 422-8369 Fax: (619) 422-7361	Lisa Forehand, Principal Kim Callado, Associate Principal	Patricia Montoy Claudia Rodriguez
LAUDERBACH, J. CALVIN 390 Palomar St. Chula Vista 91911-3182 Phone: (619) 422-1127 Fax: (619) 426-5875	Melody Belcher, Principal Mayra Reyes, Associate Principal	Rosa Krumm Marilyn Johnson

90/10 MODEL		
SCHOOL	ADMINISTRATOR	SECRETARY SAS/HS
ARROYO VISTA CHARTER 2491 School House Road Chula Vista 91915-2534 Phone: (619) 656-9676 Fax: (619)656-1858	Juan Ricoy, Principal Kristin Baltierra, Associate Principal	Beatriz De Los Santos Cindy Fernandez
CAMARENA, ENRIQUE S. 1650 Exploration Falls Dr. Chula Vista 91915 Phone: (619) 591-5500 Fax: (619) 421-5003	Dr. Debra McLaren, Principal Veronica Valdivia, Associate Principal	Maria Martinez-Ponce Shawna Margetts
CLEAR VIEW 455 Windrose Way Chula Vista 91910-7400 Phone: (619) 498-3000 Fax: (619) 498-3007	Ray DeVore, Principal	Anna Sanchez Margarita Martinez
HEDENKAMP, ANN & WILLIAM 930 East Palomar Chula Vista 91913-2895 Phone: (619) 397-5828 Fax: (619) 397-7174	Gina Mazeau, Principal Catherine Kratochvil-Rojo, Associate Principal	Melissa Greene Carla Giron
HERITAGE 1450 Santa Lucia Road Chula Vista 91913-1480 Phone: (619) 421-7080 Fax: (619) 421-8525	Ruth Diaz de León, Principal Dr. Karon Schnitzer, Associate Principal	Michele Diehl Yanuen Sanchez
LIBERTY 2175 Proctor Valley Road Chula Vista 91914-4026 Phone: (619) 397-5225 Fax: (619) 397-2833	Dr. Charles Grisier, Principal	Claudia Bremer Velia Gutierrez



Chula Vista Elementary School District

DUAL LANGUAGE SCHOOLS 2021-22

50/50 MODEL		
SCHOOL	ADMINISTRATOR	SECRETARY SAS/HS
LOMA VERDE 1450 Loma Lane Chula Vista 91911-5310 Phone: (619) 420-3940 Fax: (619) 422-2667	Bree Watson, Principal	Elsa Estrada Irene Lemos
LOS ALTOS 1332 Kenalan Drive San Diego 92154-3731 Phone: (619) 690-5880 Fax: (619) 428-4712	Néstor Espinoza, Principal	Myrna Nuñez María T. Nicasio
RICE, LILIAN J. 915 Fourth Avenue Chula Vista 91911-2098 Phone: (619) 420-7071 Fax: (619) 420-6124	Veronica Konkoly, Principal Lorena Beifus, Associate Principal	Rosa Gonzalez Susana Ruvalcaba
SILVER WING 3730 Arey Drive San Diego 92154-2499 Phone: (619) 423-3950 Fax: (619) 423-7438	M. Theresa Corona, Principal	Cassandra Lizarraga Blanca Nicasio
VALLEY VISTA 3724 Valley Vista Way Bonita 91902-1139 Phone: (619) 479-7171 Fax: (619) 479-7024	Dr. Carmen Emery, Principal	Leticia Galvez Patricia Chavez

90/10 MODEL		
SCHOOL	ADMINISTRATOR	SECRETARY SAS/HS
MURAOKA, SABURO 1644 Santa Alexia Avenue Chula Vista, CA 91913 Phone: (619) 216-5599 Fax: (619) 216-3377	Dr. Erin Mahoney, Principal Felicitas Rayray, Associate Principal	Valeria Abitia Melina Cardenas
SALT CREEK 1055 Hunte Parkway Chula Vista 91914-3622 Phone: (619) 397-5494 Fax: (619) 397-4669	Christopher Houck, Principal Gloria Montano-Velarde, Associate Principal	Emma Williams Susan Conley
TIFFANY 1691 Elmhurst St. Chula Vista, CA 91913 Phone: (619) 421-6300 Fax: (619) 482-3115	Crystal Sutton, Principal	Nicola Coghill Deborah Chapman
VALLE LINDO 1515 Oleander Avenue Chula Vista 91911-5699 Phone: (619) 421-5151 Fax: (619) 421-1802	Ashley Vasquez, Principal	Ailin Martinez Pinero Carmen Padilla
VETERANS 1550 Magdalena Avenue Chula Vista 91913-3948 Phone: (619) 216-1226 Fax: (619) 216-9226	Dr. Angela Rosendale, Principal Claudia Aldrete, Associate Principal	Jeanette Lozada Lourdes Garcia
*DUAL LANGUAGE ENRICHMENT		
*COOK 875 Cuyamaca Ave. Chula Vista, CA 91911 Phone: (619) 422-8381 Fax: (619) 427-3407	Gabriela Llamas, Principal	Edith Miranda Priscilla Reyes

English-Spanish Glossary for Educational Settings

California Department of Education

September 2018, Updated September 2020

ENGLISH–SPANISH GLOSSARY FOR EDUCATIONAL SETTINGS

The *English-Spanish Glossary for Educational Settings* was developed by the California Department of Education (CDE) to encourage more consistent use of words and terminology that are commonly found in state and federal communication documents about assessment, education, and accountability. Its purpose has been, and continues to be, to ensure the consistency of documents the CDE produces for Spanish-speaking audiences, primarily parents and guardians. The CDE is making this resource available to local educational agencies for the same purpose.

Considerations, Guidelines, and Resources

When determining the level of language to be used in a translation, consider the document's audience. Keep in mind that translations do not have to be word for word. For example, a long sentence in English can be translated into two shorter sentences in Spanish. Also note that this glossary does not contain every possible regional, dialectical, or colloquial variation.

The following guidelines were used in the development of the glossary:

- For some terms, more than one Spanish translation is provided.
- A slash (/) is used to indicate gender options.
- A dagger (†) is used to designate Spanish translations that are not literal translations nor the only translation available for the English terms. The translations for these terms reflect the context in which the English term is used in education, assessment, and accountability.
- Italics are used for English terms that require italics according to the latest version of the *CDE Style Manual*.
- Italics are used occasionally in the Spanish translation to indicate terms for which no appropriate Spanish term is available and where the English term is used in the Spanish translation.
- When an English term is known by an acronym or initialism, the Spanish translation is also followed by the acronym.

The following resources or references were consulted in the development and update of this glossary:

- Education resources available for Spanish speakers from the U.S. Department of Education website at <http://www2.ed.gov/espanol/bienvenidos/es/index.html?src=footer>.

- Retrieved from English/Spanish Los Angeles Unified School District Glossary (2003) at http://translationsunit.com/PDFS/2003_Glossary_2003.pdf.
- Retrieved from Educational Glossary in Spanish San Diego Unified School District at <https://www.sandiegounified.org/educational-glossary-spanish>.
- National Assessment of Educational Progress information for parents that has been translated into Spanish at http://nces.ed.gov/nationsreportcard/parents/index_sp.aspx.
- Spanish translation of California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects at <https://www.cde.ca.gov/re/cc/index.asp>.

A

English	Español
abdominal strength and endurance	fuerza y resistencia del músculo abdominal
ability	habilidad; capacidad
abnormality	anormalidad
above average	superior al nivel promedio
absence	ausencia; falta
abstract reasoning	razonamiento abstracto
academic achievement	rendimiento académico; logro académico
academic achievement goals	metas de rendimientos académicos; metas de logros académicos
academic calendar	calendario académico
academic standards	normas académicas
accelerated courses	cursos acelerados
accessibility resources	recursos de accesibilidad
accommodations	adaptaciones; acomodaciones
accommodate (to)	adaptar; tomar en cuenta
accountability	rendición de cuentas; responsabilidad†
Accountability, Interventions, and Supports for Struggling Schools	Rendición de cuentas, intervenciones y apoyo para las escuelas fallidas
accuracy	exactitud†
achieve (to)	lograr
achievement	logro; rendimiento
achievement gap	brecha del rendimiento académico
achievement level	nivel de rendimiento; nivel de desempeño
achievement level descriptors (ALDs)	descriptores del nivel de rendimiento académicos (ALDs, por sus siglas en inglés)
achievement test	prueba de rendimiento académicos
acquisition	adquisición
acronyms	siglas
action plan	plan de acción
active learning	aprendizaje activo
acute	agudo
adaptive behavior	conducta adaptativa
adaptive skills	habilidades de adaptación
adequate progress indicators	indicadores de progreso adecuado
adjustment	ajuste
administer, to	aplicar; administrar
administration	administración

English	Español
administrator	administrador/a
adolescence	adolescencia
adopt, to	adoptar
(State Board of Education) adopted materials	materiales adoptados por la mesa directiva estatal de educación
adoption	adopción
adult education	educación de adultos
advanced performance level	nivel avanzado
advanced students	estudiantes avanzados
advisory committee	comité asesor
aerobic capacity	capacidad aeróbica
African American	africanoamericano/a
after school program	programa para después de clases
aggregate	agregado
aggregate performance	rendimiento total
alternate assessment	prueba alterna
alternative assessment	prueba alternativa
American Sign Language (ASL)	Lenguaje de señas americano (ASL, por sus siglas en inglés)
annual assessment	prueba anual
Annual Statewide Assessments of All Students' Learning	Evaluación anual del aprendizaje de alumnos a nivel estatal
Assembly Bill (AB)	Propuesta de ley de la asamblea legislativa (AB, por sus siglas en inglés)
assess the credibility and accuracy of each source, to	evaluar la credibilidad y precisión de cada fuente
assess, to	evaluar
assessment	evaluación; prueba; examen
Assessment Development and Administration Division (ADAD)	División para el desarrollo y administración de evaluaciones (ADAD, por sus siglas en inglés)
assessment window	lapso de evaluación
assistant principal	subdirector/a
assistant teacher	auxiliar del maestro/a; asistente al maestro/a
Associate of Arts (AA)	Título de asociado en artes (AA, por sus siglas en inglés)
at-risk students	estudiantes en riesgo del fracaso escolar
attendance	asistencia
attendance rate	tasa de asistencia; tasa de asistencia escolar
audit, to	auditar

English	Español
autism	autismo
average daily attendance (ADA)	promedio de asistencia diaria (ADA, por sus siglas en inglés)
avoid plagiarism, to	evitar el plagio

B

English	Español
Bachelor of Arts (BA)	Licenciatura en humanidades (BA, por sus siglas en inglés)
Bachelor of Science (BS)	Licenciatura en ciencias (BS, por sus siglas en inglés)
Back-Saver Sit and Reach Test	Prueba de extensión del tronco
Back-to-School (Night)	(Noche de) Regreso a clases
balance	equilibrio
baseline data	datos iniciales
Basic Interpersonal Communication Skills (BICS)	Habilidades básicas de comunicación interpersonal (BICS, por sus siglas en inglés)
basic performance level	nivel básico de rendimiento
basic sight words	palabras básicas reconocibles de vista
basic skills	habilidades básicas
Beginning	Principiante
beginning performance level	nivel de rendimiento inicial
beginning readers	lectores principiantes
Beginning to develop	Etapa de principiante; Iniciando el desarrollo
behavior	conducta†; comportamiento
behavior disorder	trastorno del comportamiento
behavioral objective	objetivo del comportamiento
below average	por debajo del promedio
below basic performance level	por debajo del nivel básico
below expectations	por debajo de las expectativas
below standard	por debajo de las normas
benchmark	punto de referencia
benchmark test	prueba de referencia; examen de referencia
bilingual assessment	evaluación bilingüe
Bilingual Cross-cultural Language and Academic Development (BCLAD)	Desarrollo académico del lenguaje intercultural y bilingüe (BCLAD, por sus siglas en inglés)
bilingual education	educación bilingüe

English	Español
bilingual educational aide	auxiliar educativo/a bilingüe
Bilingual Immersion Program	Programa de inmersión bilingüe
biliteracy	lectoescritura en dos idiomas
biliterate	que domina la lectoescritura en dos idiomas
Bioelectric Impedance Analyzer (BIA)	Analizador de impedancia bioeléctrica (BIA, por sus siglas en inglés)
bipartisan	bipartidista
birth certificate	acta de nacimiento; partida de nacimiento
birth date	fecha de nacimiento
board meeting	reunión del consejo
board of directors	consejo directivo
Board of Education	Consejo de educación
body composition	composición corporal
Body Mass Index (BMI) Test	Prueba del índice de masa corporal (BMI, por sus siglas en inglés)
booklet (as in test booklet)	cuadernillo (de prueba)
bridging proficiency level	nivel de enlace
broadly literate	ampliamente instruido
budget allocations	asignaciones del presupuesto
budget shortfall	insuficiencia del presupuesto
building and grounds worker	conserje
Bulletin	boletín
bulletin board	tablero de anuncios

C

English	Español
cadre	grupo; conjunto
California Accountability Model	Modelo de rendición de cuentas de California
California Alternate Assessments (CAAs)	Exámenes alternos de California (CAA, por sus siglas en inglés)
California Alternate Performance Assessment (CAPA)	Prueba alternativa de rendimiento de California (CAPA, por sus siglas en inglés)
California Assessment of Student Performance and Progress (CAASPP)	Sistema de exámenes de rendimiento y progreso de California (CAASPP, por sus siglas en inglés)
California Association for Bilingual Education (CABE)	Asociación de educación bilingüe para California (CABE, por sus siglas en inglés)

English	Español
California Basic Education Skills Test (CBEST)	Prueba para la evaluación de destrezas educativas básicas de California (CBEST, por sus siglas en inglés)
<i>California Code of Regulations</i>	<i>Código de Regulaciones de California</i>
California Commission on Teacher Credentialing (CTC)	Comisión de acreditaciones de maestros de California (CTC, por sus siglas en inglés)
California Common Core State Standards (CCSS)	Normas estatales académicas de base común de California (CCSS, por sus siglas en inglés)
California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy)	Normas académicas estatales de bases común para las artes del lenguaje inglés y para la lectoescritura en historia y estudios sociales, ciencias y materias técnicas de California (CA CCSS for ELA/Literacy, por sus siglas en inglés)
California Community College	Colegio comunitario de California
CA CCSS for ELA/Literacy	Normas académicas estatales de base común para las artes del lenguaje en inglés y para la lectoescritura de California
California Content Standards	Normas de contenidos académicos de California
California Department of Education (CDE)	Departamento de Educación de California (CDE, por sus siglas en inglés)
California Distinguished School	Escuela distinguida de California
<i>California Education Code</i>	<i>Código de Educación de California</i>
California Education for a Global Economy (Ed.G.E.) Initiative	Iniciativa de educación en California para una economía global (CA Ed.G.E., por sus siglas en inglés)
California English Language Development Standards	Normas para el desarrollo de inglés en California
California High School Proficiency Examination (CHSPE)	Prueba de aptitud de la escuela preparatoria en California (CHSPE, por sus siglas en inglés)
California Modified Assessment (CMA)	Prueba modificada de la evaluación educativa en California (CMA, por sus siglas en inglés)
California Modified Assessment (CMA) for Science	Prueba modificada de la evaluación educativa para ciencias en California
California Preschool Learning Foundations	Fundamentos del aprendizaje preescolar en California
California public schools	Escuelas públicas de California

English	Español
California Reading List (CRL)	Lista de lectura de California (CRL, por sus siglas en inglés)
California School Dashboard	Tablero de información escolar de California
California School Improvement Plan	Plan de mejoramiento escolar de California
California Science Test (CAST)	Evaluación de los estándares académicos de ciencias de California (CAST, por sus siglas en inglés)
California Spanish Assessment (CSA)	Evaluación de español en California (CSA, por sus siglas en inglés)
California State Board of Education	Mesa directiva estatal de educación de California
(The) California State University (CSU)	(La) Universidad estatal de California (CSU, por sus siglas en inglés)
campus	plantel escolar
cap and gown	toga y birrete
capacities of literate individuals	capacidades de la alfabetización de individuos
career adviser	asesor/a de carrera vocacional; asesor/a de carrera profesional
career exploration and preparation program	programa para la exploración y preparación para una carrera universitaria o profesión vocacional
career pathway	trayectoria de una carrera universitaria o profesional
Career Technical Education (CTE)	Educación técnica; Educación vocacional (CTE, por sus siglas en inglés)
career training	Capacitación para una carrera universitaria o profesión
carryover funds	fondos traspasados
categorical funds	fondos categóricos
categorical programs	programas categóricos
categorically funded programs	programas con financiamiento categórico
census administration	administración del censo
Certificate of Proficiency	Certificado de aptitud académica
charter school	escuela de convenio
Charter Schools Division	División de escuelas de convenio
child	niño/a; menor de edad
child abuse prevention program	programa para la prevención del maltrato de menores de edad

English	Español
child advocate	defensor/a de menores de edad
Child and Family Services	Servicios para menores de edad y familias
child development program	Programa para el desarrollo infantil
child development specialist	Especialista en el desarrollo infantil
Child Development Training Consortium (CDTC)	Consortio para la capacitación del desarrollo infantil (CDTC, por sus siglas en inglés)
childhood development	desarrollo infantil
children with disabilities	niños/as con discapacidades
Children's Protective Services	Servicios de protección para los menores de edad (CPS, por sus siglas en inglés)
claim, to	reclamar
class size reduction	reducción de la proporción de estudiantes por maestro
classified personnel or staff	personal sin certificado educativo de maestro/a
classroom	salón; aula
coach	entrenador
code of student behavior	código de conducta estudiantil
college	universidad; colegio universitario
College- and Career-Ready Standards	Normas para la preparación para la universidad y el trabajo
college and career readiness	preparación para la universidad y el trabajo
College and Career Readiness Anchor Standards	Normas fundamentales para la preparación para la universidad y el trabajo
college preparation program	programa de preparación para el ingreso a la universidad
Common Career Technical Core (CCTC)	Fundamentos comunes de carreras técnicas (CCTC, por sus siglas en inglés)
Common Core State Standards	Normas estatales académicas de base común
community advisory committee (CAC)	Comité asesor comunitario (CAC, por sus siglas en inglés)
community college	universidad pública de dos años
competency	capacidad; aptitud

English	Español
competency-based curriculum	programa de estudios basado en las capacidades del alumno; programa de estudios basado en las aptitudes del alumno
compliance	cumplimiento; conformidad; acatamiento
compliance review	evaluación del cumplimiento con los reglamentos; evaluación de la conformidad con los reglamentos
compose	redactar
composite	compuesto
composite domains	ámbitos compuestos
composition	redacción
comprehensive high school	escuela secundaria; escuela preparatoria
computer adaptive test/testing (CAT)	prueba adaptada administrada a través de una computadora (CAT, por sus siglas en inglés)
computer-based test/testing	prueba administrada a través de una computadora
computer literacy	habilidades y conocimientos fundamentales en la computación
Conditionally Ready	preparado/a condicionalmente
confidential	confidencial
connectivity	conectividad
Consolidated Application (ConApp)	Solicitud consolidada (ConApp, por sus siglas en inglés)
consortium	consorcio
constructed-response question	pregunta que requiere una respuesta escrita†
content cluster	conjunto de estándares de contenido académico
content standards	normas de contenido académico
content knowledge	conocimiento académico
continuing education units (CEU)	unidades de educación continua (CEU, por sus siglas en inglés)
continuity of learning	continuidad de aprendizaje
continuity of instruction	continuidad de instrucción
conventions of standard English grammar and usage	Convenciones de la gramática y el uso estándar del inglés.
cooperative learning	aprendizaje cooperativo
Core Academic Classes	Clases académicas principales

English	Español
core content connectors	conectores de contenido principal
core curriculum	currículo fundamental†
core literature	obras literarias fundamentales
core program	programa de materias fundamentales
core subjects	materias fundamentales
corrective action	acción correctiva; medidas correctivas
Council of Chief State School Officers (CCSSO)	Consejo de primeros oficiales estatales de educación (CCSSO, por sus siglas en inglés)
counselor	consejero/a
country of origin	país de origen; país de procedencia
county office of education (COE)	Oficina de educación del condado (COE, por sus siglas in inglés)
credential	credencial
credit recovery	recuperación de créditos
criterion-referenced test	prueba basada en objetivos específicos
critical thinking	razonamiento crítico; razonamiento analítico
Crosscultural, Language, and Academic Development (CLAD)	Desarrollo lingüístico, académico y transcultural (CLAD, por sus siglas en inglés)
cross cutting concepts (CCC)	conceptos transversales (CCC, por sus siglas en inglés)
CSU Student Success web page	página web de logros estudiantil de la CSU, por sus siglas en inglés
CTE program of study	programa de estudios de CTE
Curl-Up Test	Prueba de flexión anterior del tronco
curriculum	currículo; plan de estudios
curriculum-based assessments	evaluaciones basadas en el currículo; pruebas basadas en el currículo
cut score (minimum score, maximum score)	puntaje mínimo; puntaje límite

D

English	Español
(California School) Dashboard	Tablero de información escolar en California
Data Reporting Office	Oficina de informes de datos
day-care center	guardería
deaf-blindness	sordoceguera
deafness	sordera
Dear Parent or Guardian	Estimado padre o tutor

English	Español
decline, to	rechazar
depth of knowledge	profundidad del conocimiento
descriptive essay	ensayo descriptivo
designated English Language Development	desarrollo de inglés designado
Designated Primary Language Test (DPLT)	Prueba designada en la lengua natal (DPLT, por sus siglas en inglés)
designated supports	apoyos designados
development standards	normas de desarrollo
developmental bilingual program	programa formativo bilingüe
devices	dispositivos
diagnostic assessment	evaluación diagnóstica
differentiated instruction	instrucción diferenciada
Digital Library	Biblioteca digital
directions for test administration	instrucciones para la administración de pruebas
disabilities	discapacidades
disadvantaged	desfavorecidos
Disaggregated by Student Group	Desglosados por grupos de estudiantes
disciplinary core ideas (DCI)	ideas centrales disciplinarias
distance learning	aprendizaje a distancia
distance learning professional development	capacitación docente a distancia
District English Learner Advisory Committee (DELAC)	Comité asesor de padres de aprendices de inglés del distrito† (DELAC, por sus siglas en inglés)
districtwide	de todo el distrito; por todo el distrito
domain	campo; dominio; ámbito
draft	borrador
dress code	código de vestir; reglamento de vestimenta
dropout	estudiante que abandona los estudios
dropout rate	tasa de abandono escolar
dual language immersion	inmersión dual; doble inmersión
dual language development	desarrollo de dos idiomas
dual language learner	aprendiz de dos idiomas; aprendiz de idioma dual

E

English	Español
early advanced performance level	nivel de rendimiento avanzado inicial
Early Assessment Program (EAP)	Programa de Evaluación Temprana (EAP, por sus siglas en inglés)
early childhood	primeros años de la infancia; primera infancia
early childhood education	educación en la primera infancia
early intermediate performance level	nivel de rendimiento intermedio
early intervention	intervención temprana
Early Intervention Program for School Success	Programa de intervención temprana para el éxito escolar
early literacy	lectoescritura temprana; alfabetización temprana
Early Literacy Assessment	Prueba de lectoescritura temprana; Prueba de afabetización temprana
Early Literacy Program	Programa de lectoescritura temprana; Programa de alfabetización temprana
Early Start Program	Programa de comienzo temprano
earth and space science	ciencia de la tierra y el espacio
economically disadvantaged	de bajos recursos económicos
<i>Education Code (EC)</i>	<i>Código de Educación (EC, por sus siglas en inglés)</i>
education level	nivel de educación
Education Programs Consultant	Consultor de programas educativos
education reform	reforma educativa
effective communication skills	habilidad para la comunicación eficaz
effective expression	expresión eficaz
effective schools	escuelas eficaces
eighth	octavo
elective classes	materias opcionales; clases opcionales
Elementary and Secondary Education Act (ESEA)	Ley federal para la educación primaria y secundaria (ESEA, por sus siglas en inglés)
elementary education	educación primaria
elementary school	escuela primaria
eleventh	onceavo; undécimo
eligible	elegible
email	correo electrónico
embedded performance task	ejercicio de rendimiento integrado; ejercicio de rendimiento incrustado
emerging level	nivel emergente

English	Español
emerging proficiency level	nivel de aptitud emergente
emotional disturbance (ED)	trastorno emocional (ED, por sus siglas en inglés)
emotionally disturbed	individuo emocionalmente trastornado
end-of-course exam	examen de final del curso
engage, to	propiciar la participación; lograr la participación
engineering, technology, and application of science	ingeniería, tecnología, y aplicación de la ciencia
English as a second language (ESL)	Inglés como segundo idioma (ESL, por sus siglas en inglés)
English language acquisition	proceso de aprendizaje de inglés como segundo idioma; adquisición de inglés como segundo idioma
English language arts ELA	Artes del lenguaje inglés (ELA, por sus siglas en inglés)
English language arts/literacy	Artes del lenguaje inglés y la lectoescritura
English language arts standards	normas académicas de las artes del lenguaje inglés
English language development (ELD)	desarrollo de inglés (ELD, por sus siglas en inglés)
English language development standards	normas del desarrollo de inglés
English language proficiency	dominio de inglés
English Language Proficiency Assessments for California (ELPAC)	Pruebas del dominio de inglés para California; Pruebas de suficiencia en inglés para California (ELPAC, por sus siglas en inglés)
English learner (EL)	aprendiz de inglés (EL, por sus siglas en inglés)
English learners (ELs)	Aprendices de inglés (ELs, por sus siglas en inglés)
English Learner Advisory Committee (ELAC)	Comite asesor de padres de aprendices de inglés (ELAC, por sus siglas en inglés)
English Learner Support Division (ELSD)	División de apoyo para aprendices de inglés (ELSD, por sus siglas en inglés)
English Placement Test (EPT)	Examen de colocación en lengua y lectura en inglés (EPT, por sus siglas en inglés)
English proficient	Competente/proficiente en inglés
enrollment	inscripción; matrícula
Entry Level Mathematics (ELM) Test	Examen de colocación en matemáticas (ELM, por sus siglas en inglés)

English	Español
equity	equidad
essential understanding	comprensión esencial
ethnicity	etnicidad
ethnic group	grupo étnico
evaluation	evaluación
Every Student Succeeds Act (ESSA)	la Ley cada estudiante triunfa (ESSA, por sus siglas en inglés)
evidence-based decisions	decisiones basadas en evidencia
examination	examen
examples	ejemplos
exemplars	ejemplares
exempt	exento
exempt (to)	eximir
exemption	exención
expanded learning time	tiempo de aprendizaje aumentado
expanding performance level	nivel de rendimiento en ampliación; nivel de rendimiento ampliado
expected schoolwide learning results (ESLR)	resultados de aprendizaje previstos para todos los estudiantes de la escuela (ESLR, por sus siglas en inglés)
expel, to	expulsar
expository writing	escritura explicativa
extended school year	año escolar prolongado
extracurricular	extracurricular

F

English	Español
fail, to	reprobar
federal disability category	categoría federal de discapacidad
feedback	comentario; respuesta; reacción; sugerencia
fictional narrative	narrativa de ficción
field coordinator	coordinador/a en campo
field test	ensayo de campo; investigación preliminar
field trip	excursión
fifth	quinto
financial literacy	el conocimiento financiero
fine motor skills	habilidades motrices afinadas
first	primero
first-aid kit	botiquín de primeros auxilios

English	Español
Flexed-Arm Hang Test	Prueba de suspensión con brazos flexionados
flexibility	flexibilidad
fluency	fluidez
fluent	con fluidez
fluent-English proficient (FEP)	proficiente en inglés con fluidez (FEP, por sus siglas en inglés)
fluent reader	lector con fluidez
flyer	volante; folleto
focal knowledge skills and abilities (FKSAs)	Conocimientos, destrezas, y capacidades focales (FKSAs, por sus siglas en inglés)
focus areas	áreas de enfoque
formative assessment	evaluación formativa
formative assessment practices	prácticas de la evaluación formativa
formative tools and processes	instrumentos y procesos formativos
foster home	hogar temporal
foster parent	padres de jóvenes en hogar temporal
foster youth	jóvenes en hogar temporal
foundations	fundamentos
Foundational skills	habilidades fundamentales
fourth	cuarto
framework	marco curricular
Frequently asked questions (FAQs)	Preguntas frecuentes (FAQs, por sus siglas en inglés)
freshman	alumno/a del primer año de preparatoria; alumno/a del primer año universitario
full-time equivalent (FTE)	equivalente a un puesto de tiempo completo (FTE, por sus siglas en inglés)
fully mainstreamed	totalmente integrado al programa educativo regular
funds	fondos

G

English	Español
gang prevention program	programa para la prevención de pandillas
gather relevant information, to	recopilar información pertinente
general academic and domain-specific words and phrases	palabras y frases de uso académico general o específico de una disciplina
general education program	programa de educación general

English	Español
General Educational Development (GED) Test	Prueba del desarrollo educativo general (GED, por sus siglas en inglés)
Gifted and Talented Education (GATE)	Educación de estudiantes talentosos y dotados (GATE, por sus siglas en inglés)
Golden State Seal Merit Diploma	Diploma con sello meritorio del estado de California
governing board	junta directiva
grade	grado
grade level	grado escolar
grade-level standards	normas al nivel de grado escolar
grade-point average (GPA)	promedio de calificaciones (GPA, por sus siglas en inglés)
grade span	rango de grado
graduation	graduación
graduation ceremony	ceremonia de graduación
graduation rates	índice de graduación
grant	subvención
grant writer	redactor/a de propuestas para solicitar subvenciones
gross motor skills	habilidades motrices gruesas
growth	crecimiento
growth target	objetivo de mejora
guide	guía
guidelines	directrices; lineamientos

H

English	Español
habitual truant	estudiante que falta a la escuela de manera habitual sin justificación
handwriting	letra manuscrita
harassment	hostigamiento; acoso
health assessment	evaluación de la salud
Healthy Fitness Zone	Zona de aptitud física saludable
hearing impairment	impedimento auditivo
heritage language program	programa de idiomas de herencia
high academic level	alto nivel académico
high achievement	alto rendimiento
high expectations	expectativas altas
high school	escuela secundaria; la preparatoria
high school equivalency tests	pruebas de equivalencia de secundaria
higher education	educación superior

English	Español
highest obtainable scale score	puntaje de escala más alto que se puede obtener
highly qualified teacher	maestro/a altamente acreditado/a
high-quality assessment	evaluación de alta calidad
high-stakes assessment	evaluación con consecuencias mayores
high-stakes testing	pruebas con consecuencias mayores
history-social science	historia-ciencias sociales
home language	lengua materna
Home Language Survey (HLS)	Encuesta de la lengua materna (HLS, por sus siglas en inglés)
home schooling	enseñanza en el hogar
home study program	programa de cursos a distancia
home visit	visita a casa
homeless	sin hogar
hybrid adaptive test	prueba de adaptación híbrida

I

English	Español
icebreaker	rompehielos
illiteracy	analfabetismo
immigrant	inmigrante
implementation	implementación
improvement plan	plan de mejora
in-person instruction	educación presencial
independent study program	programa de estudios independientes; programa de estudios autónomos
individualized education program (IEP)	programa individualizado de educación (IEP, por sus siglas en inglés)
Individuals with Disabilities Education Act (IDEA)	Ley de la educación para individuos con discapacidades (IDEA, por sus siglas en inglés)
infant/toddler development	desarrollo infantil y de niños pequeños
information bulletin	boletín informativo
informative writing	redacción informativa
initial assessment	evaluación inicial
initial identification	identificación inicial
Initially-fluent English proficient (I-FEP)	inicialmente designado como un estudiante con dominio de inglés (I-FEP, por sus siglas en inglés)
instruction	instrucción
instructional materials	materiales de enseñanzas

English	Español
Instructional Quality Commission (IQC)	Comisión para la calidad de instrucción (IQC, por sus siglas en inglés)
instructional strategies	estrategias de enseñanzas
integrated English language development	desarrollo de inglés integrado
intellectual disability	discapacidad intelectual
intelligence quotient (IQ)	cociente intelectual; coeficiente intelectual (IQ, por sus siglas en inglés)
interface	interfaz
Interim Assessment Block (IAB)	bloque de evaluación provisional (IAB, por sus siglas en inglés)
interim assessments	evaluaciones interinas
Interim Comprehensive Assessment (ICA)	evaluación integral provisional (ICA, por sus siglas en inglés)
intermediate performance level	nivel de rendimiento intermedio
internship	pasantía
internship opportunities	oportunidades de pasantía
intervention program	programa de intervención
interventions	intervenciones
introduce claims, to	presentar reclamaciones
involvement	participación

J

English	Español
junior high school	escuela secundaria (grados 6 al 8)
juvenile justice system	sistema de justicia juvenil

K

English	Español
kindergarten	jardín de infancia; jardín infantil; kindergarten
Kindergarten Continuance Form	Formulario de permanencia en el kindergarten
kinesthetic	quinestético/a

L

English	Español
language	idioma; lengua; lenguaje
language acquisition program	programa de adquisición de idiomas
language arts	artes de lenguaje
language assessment results	resultados de la evaluación de idiomas
language development	desarrollo de lenguaje

English	Español
language other than English	un idioma que no sea el inglés
Language Policy and Leadership Office (LPLO)	Oficina de liderazgo en la política del lenguaje (LPLO, por sus siglas en inglés)
large-scale assessment	evaluación a gran escala
learner	aprendiz
Learning Continuity and Attendance Plan Template	Modelo del plan de continuidad de aprendizaje y asistencia
learning loss	pérdida de aprendizaje
learning strategies	estrategias de aprendizaje
Legislature, California	Legislatura de California
letter grade	calificación con letra(s)
life science	ciencias naturales
link (as in internet or web link)	enlace
listening	comprensión auditiva
literacy	lectoescritura; alfabetización
Literacy Standards for History–Social Studies	Normas literarias en historia y estudios sociales
local control	control local
Local Control and Accountability Plan (LCAP)	Plan de rendición de cuentas con control local (LCAP, por sus siglas en inglés)
Local Control Funding Formula (LCFF)	Fórmula de financiamiento con control local (LCFF, por sus siglas en inglés)
local educational agency (LEA)	agencia de educación local; agencia educativa local (LEA, por sus siglas en inglés)
Local Planning Council	Consejo local de planificación
long-term English learner (LTEL)	aprendiz de inglés de largo plazo (LTEL, por sus siglas en inglés)
long-term trend assessment	evaluación de tendencia de largo plazo
low incidence	de incidente baja
low-income families	familias de bajos ingresos
low-performing schools	escuelas de bajo rendimiento
lowest obtainable scale score	puntaje de escala más baja que se puede obtener

M

English	Español
magnet school	escuela <i>magnet</i>
mainstream English	inglés regular; inglés convencional
marital status	estado civil
master schedule	programa general
math facts	datos de matemáticas

English	Español
mathematics	matemáticas
mathematics coach	entrenador de instrucción de matemático
<i>Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments</i>	<i>Matriz de las variaciones, adaptaciones, y modificaciones para la administración de los exámenes estatales de California</i>
matrix sampling	muestra matricial
mean	promedio
meaning making	construcción de significados
measurable objectives	objetivos medibles
Measurement of Academic Performance and Progress (MAPP)	Medida del rendimiento y progreso académico (MAPP, por sus siglas en inglés)
mental health	salud mental
mentor, to	servir como mentor
middle school	escuela secundaria
Migrant Education Program	Programa de educación para alumnos migratorios
minimum academic requirements	requisitos académicos mínimos
minor	menor de edad
minorities	minorías
moderately developed	moderadamente desarrollado
modifications	modificaciones
Modified Pull-Up Test	Prueba modificada de flexión de brazos
monitor, to	supervisor/monitoriar†
monitor academic progress	vigilar el progreso académico
monolingual	monolingüe
most significant cognitive disabilities	discapacidades cognitivas más significantes
multicultural education	educación multicultural
multiple disabilities	discapacidades múltiples
multiple measures	medidas múltiples
Multiple Subject General Education Limited Assignment Permit (GELAP)	El permiso de asignación limitada en educación general en múltiples materias (GELAP, por sus siglas en inglés)
multiple-choice questions	preguntas de opción múltiple
multitrack schools	escuelas multipista

N

English	Español
National Assessment of Educational Progress (NAEP)	Evaluación nacional del progreso educativo (NAEP, por sus siglas en inglés)
National Blue Ribbon School	Escuela de galardón azul nacional
National Center and State Collaborative (NCSC)	Colaboración nacional de centros y estados (NCSC, por sus siglas en inglés)
national origin	origen nacional
National School Lunch Program	El programa nacional de almuerzos escolares
Native American	nativo americano
Native American Indian	indio nativo americano
native English speakers	angloparlantes; hablantes nativos de inglés
native language	lengua materna; idioma materno
near standard	cerca de la norma
needs improvement	necesita mejorar
newcomer center	centro para recién llegados
newsletter	boletín informativo
Next Generation Science Standards (NGSS)	Normas de las ciencias de la próxima generación (NGSS, por sus siglas en inglés)
ninth	noveno
No Child Left Behind (NCLB) Act of 2001	Ley de 2001 que ningún niño se quede atrás (NCLB, por sus siglas en inglés)
non-English speaking	que no habla inglés
non-technical language	lenguaje que no sea técnico
norm-referenced results	resultados con referencia a las normas (de rendimiento académico)
notarized	notarizado/a
Not Ready	No está preparado/a
Not Yet Ready	Aún no está preparado/a
Notice of Disclosure of Student Records	Aviso de divulgación de registros escolares
novice	principiante
nuances in word meanings	matices en el significado de las palabras
nurse	enfermero/a
nurse's office	enfermería
nursery school	guardería de niños; guardería infantil

O

English	Español
Objection to Disclosure of Student Information and Records	Objeción a la publicación de información y registros de los estudiantes
offer, to	ofrecer
Office for Civil Rights (OCR) of the U.S. Department of Education	Oficina para derechos civiles (OCR, por sus siglas en inglés) del departamento de educación de los EEUU
Office of the Secretary of Education	Oficina de la secretaría de educación
online reporting system	sistema de reporte en línea
opt-out	optar no participar
oral language	expresión oral
oral language skills	competencia de expresión oral
oral vocabulary	vocabulario oral
orthography	ortografía
orthopedic impairment	impedimento ortopédico
other health impairment	otro impedimento de salud
overall	total; global; en general; compuesto
overall performance level	nivel de rendimiento total; nivel de rendimiento global
“overall Smarter Balanced score”	puntuación global en [el examen] <i>Smarter Balanced</i>

P

English	Español
pamphlet	folleto
paraprofessional	paraprofesional
parent advisory council (PAC)	consejo asesor de padres de familia (PAC, por sus siglas en inglés)
Parent Guides to the Smarter Balanced Assessments	Las guías de los exámenes <i>Smarter Balanced</i> para padres
parental notification	notificación para padres de familia
parents and guardians	padres y tutores
participation criteria	criterio para la participación
Partnership for Assessment of Readiness for College and Careers (PARCC)	Asociación para la evaluación de la preparación para carreras universitarias y profesionales (PARCC, por sus siglas en inglés)
performance	rendimiento
performance assessments	evaluaciones de rendimiento
performance level	nivel de rendimiento
performance report	informe de rendimiento

English	Español
performance standards	normas de rendimiento
performance tasks	ejercicios de rendimiento
personally identifiable information	información personal identificable
persuasive essay	composición persuasiva
Physical Fitness Test (PFT)	Examen de aptitud física (PFT, por sus siglas en inglés)
Physical science	ciencia física
pilot test	examen piloto
police officers	agentes de policía
policy	política
population sampling	muestra de la población
postmark	sello postal
postsecondary	post secundario
practice tests	exámenes de práctica
preliminary indicators	indicadores preliminares
preschool	escuela preescolar; centro preescolar
preschool children	niños en edad preescolar
preschool learning foundations	fundamentos de aprendizaje preescolar
preschool teacher	maestro/a de preescolar
present claims and findings, to	presentar resultados y postulaciones
preview, to	ver previamente
primary language	lengua materna; idioma natal; idioma nativo
procedures	procedimientos
professional development or learning	capacitación; desarrollo profesional
proficiency	aptitud; dominio; competencia
proficiency level	nivel de competencia
proficient	proficiente
proficient performance level	nivel de rendimiento proficiente
program of study	un programa de estudios
progress report	informe de progreso
Progressive Aerobic Cardiovascular Endurance Run (PACER)	Carrera progresiva de resistencia cardiovascular aeróbica (PACER, por sus siglas en inglés)
provide, to	proveer; ofrecer
public reporting	informes públicos
public schools	escuelas públicas
pupil learning loss	pérdida de aprendizaje por el alumno
Push-Up Test	Prueba de flexión de brazos

Q

English	Español
qualitative information	información cualitativa
quality improvement	mejora de calidad
quantitative information	información cuantitativa

R

English	Español
range of reading and level of text complexity	rango de lectura y nivel de complejidad del texto
rate of transiency	tasa de movilidad estudiantil
raw score	puntuación bruta
read, to	leer
Readiness for College, Careers, & Civic Life	Preparados para la universidad, carreras profesionales, y la participación cívica
reading	lectura
reading readiness skills	aptitudes para la lectura
reading comprehension	comprensión de lectura
ready	preparado/a
reauthorization	reautorización
reauthorization of the California assessment system	reautorización del sistema de exámenes de California
recently arrived English learner	aprendiz de inglés recién llegado
reclassification	reclasificación
reclassified-fluent English proficient (R-FEP)	estudiante reclasificado competente en inglés (R-FEP, por sus siglas en inglés)
register, to	matricular; inscribir
register	registro lingüístico
registration fees	cuota de matrícula; cuota de inscripción
registration form	formulario de matrícula; formulario de inscripción
regulations	reglamentos
released test questions	preguntas de exámenes autorizadas para su divulgación
reliable	fiable; confiable†
reliability	fiabilidad; confiabilidad
report card	reporte de calificaciones; boleta de calificaciones
reporting cluster	conjunto que forma parte del reporte
research-based	basado en la investigación
restructuring	reestructuración
retain, to	retener

English	Español
retention	retención
rubric	rúbrica

S

English	Español
Safe Haven	refugio seguro
sample (as in sample report)	muestra; ejemplo
scaffolding	apoyo estructurado†; enseñanza estructurada†
scale score	puntuación escalada
schedule	horario
scholarship	beca
School Accountability Report Card (SARC)	Reporte escolar de rendición de cuentas (SARC, por sus siglas en inglés)
school-based	escolar
school board	mesa directiva escolar
school calendar	calendario escolar
school choice	opción de escuela
school district	distrito escolar
school nutrition	nutrición escolar
school records	registros escolares; expedientes escolares
school reform	reforma educativa; reforma escolar
school site administrator	administrador de la escuela
school site council (SSC)	consejo directivo escolar (SSC, por sus siglas en inglés)
schoolwide program	programa escolar; programa a nivel escolar
school within a school	escuela dentro de una escuela
school year	año escolar
science	ciencias
science and engineering practices (SEP)	prácticas de ciencia e ingeniería (SEP, por sus siglas en inglés)
science framework	marco curricular para las ciencias
scientifically based methods	métodos científicos
score	puntaje; puntuación
scoring guide	guía de puntaje
seal	sello
second	segundo
second language acquisition	adquisición del segundo idioma

English	Español
secondary education	enseñanza secundaria; educación secundaria
Secretary of Education	Secretaria de Educación
Section 504 plan	plan de la Sección 504
Senate Bill (SB)	Proyecto de ley del senado (SB, por sus siglas en inglés)
seventh	séptimo
sheltered English instruction	instrucción estructurada en inglés
Shoulder Stretch Test	Prueba de extensión de hombros
significant cognitive disabilities	discapacidades cognitivas significativas
Single Plan for Student Achievement (SPSA)	Plan escolar del rendimiento (SPSA, por sus siglas en inglés)
sixth	sexto
skills	habilidades; capacidades; destrezas
Skinfold Measurements Test	Prueba de medición de pliegues cutáneos
Smarter Balanced Assessment	la Evaluación de <i>Smarter Balanced</i>
Smarter Balanced Assessment Consortium (Smarter Balanced)	Consortio de los exámenes (conocido en inglés como <i>Smarter Balanced</i>)
Smarter Balanced Summative Assessments for English language arts/literacy	Exámenes sumativos <i>Smarter Balanced</i> para las artes de lenguaje en inglés y la lectoescritura
Smarter Balanced Summative Assessments for mathematics	Exámenes sumativos <i>Smarter Balanced</i> para las matemáticas
social and emotional well-being	bienestar social y emocional
socioeconomically disadvantaged students	estudiantes desfavorecidos socioeconómicamente
Somewhat developed	Algo desarrollado
Spanish language	idioma español; castellano
Spanish Language Assessment Procedures	Procedimientos de evaluación en el idioma español
Spanish Language Development Standards	Normas del desarrollo de español
speaking	expresión oral; producción oral
speaking and listening	comprensión auditiva y expresión oral
special day class (SDC)	clase para estudiantes con discapacidades (SDC, por sus siglas en inglés)
special education	educación especial
special education local planning area (SELPA)	área de planificación local para la educación especial (SELPA, por sus siglas en inglés)

English	Español
specific learning disability (SLD)	discapacidad específica de aprendizaje (SLD, por sus siglas en inglés)
speech or language impairment	trastorno de habla o lenguaje
spelling	deletrear
staff development	capacitación del personal
stakeholders	las partes interesadas
stakeholder engagement	involucramiento de las partes interesadas
standard exceeded	norma superada
standard met	norma logrado
standard nearly met	norma casi logrado
standard not met	norma no logrado
standardized testing	pruebas estandarizadas/normalizadas
standards	normas
standards-aligned instruction	enseñanza alineada con las normas
standards-based curriculum	currículo basado en las normas
State Accountability Report Card	informe de rendición de cuentas estatal
State Board of Education (SBE)	Mesa directiva estatal de la educación (SBE, por sus siglas en inglés)
state-determined assessment calendar	calendario de pruebas determinado por el estado
state curriculum framework	marco curricular del estado
state exams	exámenes estatales
state-mandated program	programa estatal obligatorio
State Network of Educators	Red estatal de educadores
State Seal of Biliteracy (SSB)	Sello estatal de alfabetización bilingüe (de California) (SSB, por sus siglas en inglés)
state special school	escuela estatal para la educación especial
State Superintendent of Public Instruction (SSPI)	Superintendente de instrucción pública del estado (SSPI, por sus siglas en inglés)
state-determined assessment calendar	calendario de pruebas determinado por el estado
state-mandated program	programa estatal obligatorio
Statewide Student Identifiers (SSIDs)	Identificadores del estudiante a nivel estatal (SSID, por sus siglas en inglés)
status and change	estado y cambio
status level	nivel de aptitud
strand of standards	rama de normas
strengths	puntos fuertes

English	Español
Structured English Immersion	Inmersión estructurada en inglés
student	estudiante; alumno/a
student achievement	desempeño del estudiante
student achievement data	datos de rendimiento estudiantil
student body	alumnado
student outcomes	resultados de los estudiantes
student scores	puntaje de los estudiantes
student score report	informe de puntaje del estudiante
Student Score Report Information web page	página web de información sobre los informes de puntaje de los estudiantes
student subgroups	subgrupos de estudiantes
students with disabilities	estudiante con discapacidades
“students’ strengths and weaknesses by claim (i.e., area)”	puntos fuertes y débiles del alumno/de la alumna por postulado (es decir, [sección/área/elemento])
subject	materia
substitute teacher	maestro/a suplente
summary writing	redacción de un resumen
summative assessment	evaluación sumativa
supplemental	suplementario/a
supplementary materials	materiales suplementarios
support services	servicios auxiliares; servicios de apoyo
support staff	personal auxiliar; personal de apoyo
support staff allotments	asignaciones para el apoyo del personal
suspend, to	suspender
systematic	sistemático
systemic	sistémico

T

English	Español
targeted assistance schools	escuelas que reciben asistencia específica
task	ejercicio
task force	grupo encargado de un proyecto
Teacher and Leader Evaluation and Support Systems Including Student Learning and Observations	Evaluación de los maestros y directores y sistemas de apoyo que incluyen el aprendizaje estudiantil y observaciones
Teacher Qualifications	Calificaciones de los maestros
teacher quality	calidad de maestros
Teaching and Learning Support Branch	Rama de la enseñanza, apoyo y aprendizaje

English	Español
technical assistance	asistencia técnica
Technical Assistance and Monitoring Office (TAMO)	Oficina de asistencia técnica y monitoreo (TAMO, por sus siglas en inglés)
technical school	escuela técnica
technical support	apoyo técnico
technology-enhanced items	elementos que incluyen tecnología
technology-enhanced tests	pruebas que incluyen tecnología
technology-readiness tool	instrumento para evaluar la disposición a la tecnología
tenth	décimo
test	examen; prueba; ensayo
test administrator	examinador/a
test administration window	periodo de administración de las pruebas
Test Assessing Secondary Completion (TASC)	Prueba de evaluación de finalización secundaria (TASC, por sus siglas en inglés)
test blueprint	plan del contenido de la prueba
test examiner	examinador de prueba
Test Score Guide web page	página web de la guía de los resultados de los exámenes
textbook	libro de texto
textbook adoption	adopción de libros de texto
textual evidence	evidencia textual de la lectura
third	tercero
Title I	Título I
trade school	escuela vocacional; escuela industrial
train, to	capacitar
training tests	prueba de entrenamiento
transcript	expediente académico
transitional kindergarten	transición a kindergarten; kindergarten transicional
transitional bilingual program	programa bilingüe de transición
traumatic brain injury (TBI)	lesión cerebral traumática (TBI, por sus siglas en inglés)
truant	estudiante que falta a la escuela sin justificación
trunk extensor strength and flexibility	fuerza y flexibilidad de la musculatura extensora del tronco
Trunk Lift Test	Prueba de extensión del tronco
tuition	costos de matrícula
tutor	tutor/a; instructor/a individual

English	Español
tutoring	tutoría; instrucción suplementaria
twelfth	doceavo; duodécimo
Twelfth Grade Diploma Program	Programa para obtener diploma del grado 12
twenty-first (21st) century skills	habilidades del siglo vigésimo primero (21º), destrezas del siglo vigésimo primero (21º)
two-way immersion program	programa de doble inmersión

U

English	Español
“Understanding the Student Score Report”	Cómo interpretar reportes de los resultados [de exámenes] de los estudiantes
unexcused absence	ausencia injustificada
unfunded mandate	mandato sin fondos
universal access	acceso universal
universal tools	herramientas universales
university	universidad (sustantivo); universitario/a (adjetivo)
unknown disability	discapacidad desconocida
unlisted resources	recursos no listados
untimed test	examen de duración no determinada; prueba de duración no determinada
update, to	actualizar; ponerse al día
updates	actualizaciones
upper body strength and endurance	fuerza y resistencia muscular del cuerpo superior
US Department of Education (ED)	Departamento de Educación de EEUU (ED, por sus siglas en inglés)
use accurate and credible sources, to	utilizar fuentes precisas y fidedignas
use credible sources, to	hacer uso de fuentes fidedignas
use domain-specific vocabulary, to	utilizar vocabulario específico de la disciplina
use print and digital sources, to	utilizar medios impresos y fuentes digitales

V

English	Español
valid	válido
validity	validez
variations	variaciones

English	Español
verbal comprehension	comprensión verbal
verbalize, to	verbalizar; expresar con palabras
vice principal	subdirector/a
visual impairment	impedimento visual; discapacidad visual

W

English	Español
waiver	prescindir del requisito; dispensar el requisito
Walk Test	Prueba de caminata
weaknesses	debilidades
web page	página web; página red
website	red electrónica; sitio electrónico; sitio web
weighted average	promedio proporcionado
well developed	muy desarrollado; bien desarrollado
working days	días laborales
write informative and explanatory essay, to	escribir una composición informativa y explicativa
write, to	escribir
writing	escritura y redacción
writing conventions	normas de la escritura; reglas de la escritura
written language	expresión escrita

Acronyms and Initialisms

Common acronyms and initialisms used by the California Department of Education (CDE).

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#)

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside Source)
ACIA	Academic and Career Integral Assessments in Career Education
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators (Outside Source)
ACT	American College Testing (Outside Source)
ADA	Americans with Disabilities Act (Outside Source)
ADA	average daily attendance
ADAD	Assessment Development and Administration Division
AID	Audits and Investigations Division
AIDS	acquired immune deficiency syndrome
AIECE	American Indian Early Childhood Education
AMAOs	Annual Measurable Achievement Objectives
AMARD	Analysis, Measurement, and Accountability Reporting Division
AP	Advanced Placement
API	Academic Performance Index
APR	Accountability Progress Reporting
ASAM	Alternative Schools Accountability Model
ASD	After School Division
ASES	After School Education and Safety Program
ASRA	Administrative Support and Regulations Adoption
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress

[Top of Page](#)

B

Acronym	Description
BPPVE	Bureau for Private Postsecondary and Vocational Education (Outside Source)
BTSA	Beginning Teacher Support and Assessment (Outside Source)
BTTP	Bilingual Teacher Training Program

[Top of Page](#)

C

Acronym	Description
C.A.S.H.	Coalition for Adequate School Housing (Outside Source)
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside Source)
CABE	California Association of Bilingual Education (Outside Source)
CACE	California Association for Compensatory Education (Outside Source)
CACFP	Child and Adult Care Food Program
CADS	Consolidated Application Data System
CAHSEE	California High School Exit Examination
Cal-SAFE	California School Age Families Education
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside Source)

CALTIDES	California Longitudinal Teacher Integrated Data Education System
CalWORKS	California Work Opportunity and Responsibility to Kids
CaMSP	California Mathematics and Science Partnership
CAPA	California Alternate Performance Assessment
CASBO	California Association of School Business Officials (Outside Source)
CASEMIS	California Special Education Management Information System
CAT/6	California Achievement Tests, Sixth Edition
CBE	competency-based education
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside Source)
CBET	community-based English tutoring
CBR	California Business Roundtable (Outside Source)
CCAIE	California Council for Adult Education
CCC	California Community Colleges (Outside Source)
CCDA	California Career Development Association
CCDAA	California Child Development Administrators Association
CCDBG	Child Care and Development Block Grant
CCDF	Child Care and Development Fund
CCEI	California Counsel of Electronics Instructors
CCFRF	Child Care Facilities Revolving Fund
CCIS	California Consortium for Independent Study
CCLDHN	California Conference of Local Health Department Nutritionists (Outside Source)
CCR	coordinated compliance review
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside Source)
CCTD	Career and College Transition Division
CD	Communications Division
CDC	Centers for Disease Control and Prevention (Outside Source)
CDD	Child Development Division
CDE	California Department of Education
CDFS	Child Development Fiscal Services
CDHS	California Department of Health Services (Outside Source)
CDPAC	Child Development Policy Advisory Committee
CDS	Community Day Schools
CDS	county/district/school code
CDSMC	Curriculum Development and Supplemental Materials Commission
CDTC	California Drafting Technology Consortium
CEEB	College Entrance Examination Board (Outside Source)
CELDT	California English Language Development Test
CFR	Code of Federal Regulations
CFT	California Federation of Teachers (Outside Source)
CHADD	Children and Adults with Attention-Deficit/Hyperactivity Disorder (Outside Source)
CHDP	Children's Health and Disability Prevention
Children Now	Children Now (Outside Source)
CHKRC	California Healthy Kids Resource Center (Outside Source)
CHKS	California Healthy Kids Survey
CHSA	California Head Start Association
CHSPE	California High School Proficiency Examination
CHSSCO	California Head Start-State Collaboration Office
CIF	California Interscholastic Federation (Outside Source)

CITEA	California Industrial and Technology Education Association
CLAD	Crosscultural, Language, and Academic Development (Outside Source)
CLHS	California League of High Schools (Outside Source)
CLLS	California Library Literacy Services (Outside Source)
CLMS	California League of Middle Schools
CLRN	California Learning Resource Network
CMA	California Modified Assessment
CMAS	California Multiple Award Schedule
CMD	Clearinghouse for Multilingual Documents
CMR	contract monitoring review
CNAC	Child Nutrition Advisory Council
CNIPS	Child Nutrition Information Payment System
COABE	Commission on Adult Basic Education (Outside Source)
COCCC	Chancellor's Office of the California Community Colleges
COE	county office of education
COICC	California Occupational Information Coordinating Committee
CPA	California Partnership Academies
CPCM	Categorical Programs Complaints Management
CPDI	California Professional Development Institutes (Governor's Institutes)
CPEC	California Postsecondary Education Commission (Outside Source)
CPPP	College Preparation Partnership Program
CPS	Child Protection Services
CRESST	Center for Research on Evaluation, Standards, and Student Testing
CRL	California Reading List
CRLP	California Reading and Literacy Project
CRP	Content Review Panel
CSAM	California School Accounting Manual
CSB	California School for the Blind
CSBA	California School Boards Association (Outside Source)
CSD	California School for the Deaf
CSD	Charter Schools Division
CSEA	California School Employees Association (Outside Source)
CSEA	California State Employees Association (Outside Source)
CSECC	California State Employees Charitable Campaign (Outside Source)
CSEY	Classified School Employee of the Year
CSFP	Commodity Supplemental Food Program
CSFSA	California Schools Food Service Association
CSIS	California School Information Services
CSLA	California School Library Association
CSMP	California Subject Matter Projects
CSMT	Clearinghouse for Specialized Media and Translations
CSNO	California School Nurses Organization (Outside Source)
CSPD	Comprehensive System of Personnel Development
CSR	Comprehensive School Reform
CSRP	California School Recognition Program
CSS	Comprehensive Student Support
CSSA	California Safe Schools Assessment
CSSAED	Coordinated Student Support and Adult Education Division
CST	California Standards Tests
CSU	California State University (Outside Source)
CTA	California Teachers Association (Outside Source)
CTAP	California Technology Assistance Project

CTC	<u>California Transportation Commission</u> (Outside Source)
CTC	<u>Commission on Teacher Credentialing</u> (Outside Source)
CTE	<u>career technical education</u>
CTEI	Comprehensive Teacher Education Institute
CYA	<u>California Youth Authority</u> (Outside Source)

[Top of Page](#)**D**

Acronym	Description
DAC	District Advisory Committee
DAIT	<u>District Assistance and Intervention Team</u>
DEAM	<u>Department of Education Administrative Manual</u>
DGS	<u>Department of General Services</u> (Outside Source)
DOF	<u>Department of Finance</u> (Outside Source)
DOL	<u>U.S. Department of Labor</u> (Outside Source)
DPA	<u>Department of Personnel Administration</u> (Outside Source)
DSIB	<u>District, School, and Innovation Support Branch</u>
DSS	<u>Department of Social Services</u> (Outside Source)

[Top of Page](#)**E**

Acronym	Description
EAP	<u>Early Assessment Program</u>
EC	<u>Education Code</u> (Outside Source)
ED	<u>U.S. Department of Education</u> (Outside Source)
EDGAR	<u>Education Department General Administrative Regulations</u> (Outside Source)
EDMD	<u>Educational Data Management Division</u>
EETT	<u>Enhancing Education Through Technology</u>
EIA	<u>Economic Impact Aid</u>
EL	<u>English learner</u>
ELA	English-language arts
ELAP	<u>English Language Acquisition Program</u>
ELD	English-language development
ELSD	<u>English Learner Support Division</u>
ESEA	<u>Elementary and Secondary Education Act of 1965</u> (Outside Source)
ETS	<u>Educational Testing Service</u> (Outside Source)

[Top of Page](#)**F**

Acronym	Description
FAQ	<u>frequently asked question</u>
FASD	<u>Fiscal and Administrative Services Division</u>
FERPA	<u>Family Educational Rights and Privacy Act</u> (Outside Source)
FFA	<u>Future Farmers of America</u> (Outside Source)
FPD	<u>Fiscal Policy Division</u>
FTE	full-time equivalent
FY	fiscal year
FYS	<u>Foster Youth Services</u>

[Top of Page](#)**G**

Acronym	Description
GAD	<u>Government Affairs Division</u>

GATE	<u>Gifted and Talented Education</u>
GED	<u>General Educational Development Test</u>
GPA	grade point average
GSE	<u>Golden State Examination</u>
GSSMD	<u>Golden State Seal Merit Diploma</u>

[Top of Page](#)

H

Acronym	Description
HCE	<u>Health Careers Education</u>
HECT	<u>Home Economics Careers and Technology</u>
HIV	human immunodeficiency virus
HOUSSE	<u>High Objective Uniform State Standard of Evaluation (Outside Source)</u>
HPSGP	High Priority Schools Grant Program
HTML	hypertext markup language

[Top of Page](#)

I

Acronym	Description
IAD	<u>Improvement and Accountability Division</u>
IASA	<u>Improving America's Schools Act of 1994 (Outside Source)</u>
IDEA	<u>Individuals with Disabilities Education Act (Outside Source)</u>
IEP	individualized education program
IFSP	individualized family service plan
II/USP	Immediate Intervention/Underperforming Schools Program
ILSB	<u>Instruction and Learning Support Branch</u>
IS	<u>independent study</u>

[Top of Page](#)

J

Acronym	Description
---------	-------------

[Top of Page](#)

K

Acronym	Description
---------	-------------

[Top of Page](#)

L

Acronym	Description
LAC	<u>Legal, Audits, and Compliance Branch</u>
LC	<u>Language Census</u>
LD	<u>Legal Division</u>
LEA	local educational agency
LEP	limited English-proficient
LPCs	<u>Local Child Care and Development Planning Councils</u>
LRDC	<u>Learning Resources Display Centers</u>

[Top of Page](#)

M

Acronym	Description
MOU	<u>Memorandum of Understanding</u>
MTYRE	<u>multitrack year-round education</u>

[Top of Page](#)

N

Acronym	Description
NABE	National Association for Bilingual Education
NAEP	<u>National Assessment of Educational Progress</u>
NASBE	<u>National Association of State Boards of Education</u> (Outside Source)
NASSP	<u>National Association of Secondary School Principals</u> (Outside Source)
NASTA	National Association of State Textbook Administrators
NASW	<u>National Association of School Social Workers</u> (Outside Source)
NBCT	<u>National Board Certified Teacher</u>
NBPTS	<u>National Board for Professional Teaching Standards</u>
NCBE	National Clearinghouse for Bilingual Education
NCDA	<u>National Career Development Association</u>
NCEE	<u>National Center on Education and the Economy</u> (Outside Source)
NCES	<u>National Center for Education Statistics</u> (Outside Source)
NCHSTE	<u>National Consortium on Health Science and Technology Education</u>
NCLB	No Child Left Behind Act of 2001
NCSL	<u>National Conference of State Legislatures</u>
NCTE	<u>National Council of Teachers of English</u>
NCTM	<u>National Council of Teachers of Mathematics</u>
NEA	<u>National Education Association</u> (Outside Source)
NET	<u>Nutrition Education and Training</u>
NGSS	<u>Next Generation Science Standards</u> (Outside Source)
NGSS	<u>Next Generation Science Standards</u> (Outside Source)
NPR	national percentile rank
NSBA	<u>National School Boards Association</u> (Outside Source)
NSD	<u>Nutrition Services Division</u>

[Top of Page](#)

O

Acronym	Description
OCR	<u>Office for Civil Rights</u> (Outside Source)
OEO	<u>Office of Equal Opportunity</u>
OSE	<u>Office of the Secretary of Education</u> (Outside Source)
OSHA	<u>Occupational Safety and Health Administration</u> (Outside Source)

[Top of Page](#)

P

Acronym	Description
PAR	<u>Peer Assistance and Review program for teachers</u>
PASR	Principal Apportionment System Rewrite
PBDMI	Performance Based Data Management Initiative
PCA	Program Cost Account
PD	<u>P-16 Division</u>
PDF	Portable Document Format
PERS	Public Employees Retirement System
PFT	<u>Physical Fitness Testing</u>
PI	<u>Program Improvement</u>
PL	Public Law
PLSD	<u>Professional Learning Support Division</u>
PMP	<u>Pregnant Minors Program</u>
PPIB	<u>P-16 Policy and Information Branch</u>
PPR	<u>Pupil Promotion and Retention</u>
PQR	<u>program quality review</u>

PSAA	<u>Public Schools Accountability Act</u>
PSAT	<u>Preliminary Scholastic Achievement Test (Outside Source)</u>
PSD	<u>Personnel Services Division</u>
PTA	<u>Parent Teacher Association (State) (Outside Source)</u>
PTA	<u>Parent Teacher Association (National) (Outside Source)</u>

[Top of Page](#)

Q

Acronym	Description
QAP	<u>quality assurance process</u>
QEIA	<u>Quality Education Investment Act of 2006</u>

[Top of Page](#)

R

Acronym	Description
RDA	<u>Recommended Daily Allowance</u>
RFA	<u>Request for Applications</u>
RFEP	<u>reclassified to fluent English proficient</u>
RFP	<u>Request for Proposals</u>
RLA	<u>Reading/Language Arts</u>
ROCP	<u>Regional Occupational Centers and Programs</u>

[Top of Page](#)

S

Acronym	Description
S4	<u>Statewide System of School Support</u>
SACS	<u>standardized account code structure</u>
SAFTIB	<u>Services for Administration, Finance, Technology, and Infrastructure Branch</u>
SAP	<u>Student Assistance Program</u>
SAPID	<u>School Age Parenting and Infant Development</u>
SARB	<u>School Attendance Review Board</u>
SARC	<u>School Accountability Report Card</u>
SAT	<u>Scholastic Achievement Test</u>
SAT-9	<u>Stanford Achievement Test, Ninth Edition (Stanford 9)</u>
SB	<u>Senate Bill</u>
SBCP	<u>School-Based Coordinated Program</u>
SBE	<u>State Board of Education</u>
SBP	<u>School Breakfast Program</u>
SCANS	<u>Secretary's Commission on Achieving Necessary Skills</u>
SCASS	<u>Southern California Association of Science Supervisors</u>
SCASS	<u>State Collaborative on Assessment and Student Standards-Health Education Assessment Project (Outside Source)</u>
SCCAC	<u>Southern California Comprehensive Assistance Center</u>
SCE	<u>State Compensatory Education</u>
SCFIRD	<u>Standards, Curriculum Frameworks, and Instructional Resources Division</u>
SCO	<u>State Controller's Office</u>
SCOE	<u>Sacramento County Office of Education</u>
SCORE	<u>Schools of California Online Resources for Education</u>
SCR	<u>Senate Concurrent Resolution</u>
SCS	<u>Superintendent's Correspondence System</u>
SDAIE	<u>specialty designed academic instruction in English</u>
SDC	<u>special day class</u>
SDFSC	<u>Safe and Drug Free Schools and Communities</u>

SEA	state educational agency
SED	<u>Special Education Division</u>
SED	socioeconomically disadvantaged
SED	severely emotionally disturbed
SED	<u>Socioeconomically Disadvantaged</u>
SEECAP	Special Education Early Childhood Administrators Project
SEEDS	Supporting Early Education Delivery Systems
SEIDs	<u>Statewide Educator Identifiers</u>
SELPA	special education local plan area
SES	<u>Supplemental Educational Services (Outside Source)</u>
SETA	<u>Sacramento Employment and Training Agency (Outside Source)</u>
SETS	<u>Statewide Education Technology Services</u>
SFSD	<u>School Fiscal Services Division</u>
SFSP	<u>Summer Food Service Program</u>
SFTSD	<u>School Facilities and Transportation Services Division</u>
SHAPE	<u>Shaping Health As Partners in Education</u>
SHC	School Health Connections
SIG	<u>School Improvement Grant</u>
SIO	<u>Superintendent's Initiatives Office</u>
SkillsUSA	<u>SkillsUSA</u>
SNA	<u>School Nutrition Association (Outside Source)</u>
SNE	<u>Society for Nutrition Education (Outside Source)</u>
SNOR	<u>Student National Origin Report</u>
SNP	<u>School Nutrition Program</u>
SPAC	<u>State Parent Advisory Council</u>
SPB	<u>State Personnel Board (Outside Source)</u>
SSID	<u>Statewide Student Identifier</u>
SSPI	<u>State Superintendent of Public Instruction</u>
SSSSB	<u>Student Support and Special Services Branch</u>
STAR	<u>Standardized Testing and Reporting Program</u>
STDs	<u>Sexually Transmitted Diseases (Outside Source)</u>
STEM	<u>Science, Technology, Engineering, and Mathematics</u>
STS	<u>Standards-based tests in Spanish</u>
SWP	<u>Schoolwide programs</u>

[Top of Page](#)**T**

Acronym	Description
T5	Title 5, California Code of Regulations
TEROC	<u>Tobacco Education and Research Oversight Committee (Outside Source)</u>
TICAL	<u>Technology Information Center for Administrative Leadership</u>
TSD	<u>Technology Services Division</u>
TUPE	<u>Tobacco-Use Prevention Education</u>
TWBI	<u>Two-Way Bilingual Immersion</u>

[Top of Page](#)**U**

Acronym	Description
UC	<u>University of California (Outside Source)</u>
UCOP	<u>University of California Office of the President (Outside Source)</u>
UCP	<u>Uniform Complaint Procedures</u>
USDA	<u>U.S. Department of Agriculture (Outside Source)</u>

[Top of Page](#)

V

Acronym	Description
VAPA	<u>Visual and Performing Arts</u>
VE	<u>Visiting Educator</u>

[Top of Page](#)**W**

Acronym	Description
WASC	<u>Western Association of Schools and Colleges</u> (Outside Source)
WEE	<u>Work Experience Education</u>
WestEd	<u>WestEd</u> (Outside Source)
WIC	<u>Women, Infants, and Children</u> (Outside Source)

[Top of Page](#)**X, Y, Z**

Acronym	Description
YOA	<u>Year of Appropriation</u> (Outside Source)
YOB	<u>Year of Budget</u> (Outside Source)
YOC	<u>Year of Completion</u> (Outside Source)
YRBS	<u>Youth Risk Behavior Survey</u> (Outside Source)
YRBSS	<u>Youth Risk Behavior Surveillance System</u> (Outside Source)
YRE	<u>year-round education</u>

Questions: [Katina Oliphant](#) | koliphant@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

[Contact Us](#) | [FAQ](#) | [Web Policy](#)



Home / Learning Support / Parents/Family & Community / Parent/Family

Family Engagement Language Glossary

Companion resource for the Family Engagement Framework (2014) for translation of words and terminology to Spanish.

The *English-Spanish Family Engagement Language Glossary* was developed collaboratively by the California Department of Education (CDE) and WestEd to serve as a companion resource for the *Family Engagement Framework* (2014) and to encourage more consistent translation of words and terminology that commonly occur in communications about family engagement, including this framework. Modeled after the CDE's *English-Spanish Education and Assessment Glossary* (2013), its purpose is to ensure the consistency of documents the CDE produces for Spanish-speaking audiences, primarily parents and guardians.

Considerations, Guidelines, and Resources

(From the *English-Spanish Education and Assessment Glossary*)

When determining the level of language to be used in translation, consider the document's audience. Keep in mind that translations do not have to be word for word. For example, a long sentence in English can be translated into two shorter sentences in Spanish. Also note that this glossary does not contain every possible regional, dialectical, or colloquial variation.

The following guidelines were used in the development of the glossary:

For some terms, more than one Spanish translation is provided.

- A slash (/) is used to indicate gender options.
- A dagger (†) is used to designate Spanish translations that are neither literal translations nor the only translation available for the English terms. The translations for these terms reflect the context in which the English term is used.
- Italics are used for English terms that require italics according to the latest version of the *CDE Style Manual*.
- Italics are used occasionally in the Spanish translation to indicate terms for which no appropriate Spanish term is available and where the English term is used in the Spanish translation.
- When an English term is known by an acronym, the Spanish translation is also followed by the acronym.

The following CDE resources or references were consulted in the development of this glossary:

- [English-Spanish Glossary for Educational Settings \(2018\)](#)
- [Family Engagement Framework: A Tool for Districts \(2014\)](#)

A B C D E F G H I K L M N P R S T U V W**A**

English	Español
academic achievement standards	estándares de aprovechamiento académico
academic assessment	evaluación académica
access	acceso
accountability	responsabilidad [†]
achievement	logro
achievement gap	brecha de logros académicos
administration	administración
administrator	administrador/a
adopt, to	adoptar
adult education	educación para adultos
advisory committee	comité asesor
align with	alinear
American Indian education	educación Indígena Americano
assess, to	evaluar
assessment	evaluación, prueba, examen
at-risk students	estudiantes con riesgo de fracaso escolar

[Return to Top](#)

B

English	Español
back-to-school (night)	(noche de) regreso a la escuela
basic implementation	implementación básica

Before and After School Program(s)	Programa(s) Antes y Después de la Escuela
behavior	conducta [†]
board	junta
board members	miembros de la junta
budget	presupuesto
budgetary	presupuestario
build capacity	fomentar la capacidad

[Return to Top](#)

C

English	Español
<i>California Code of Regulations</i>	<i>Código de Regulaciones de California</i>
California Department of Education (CDE)	Departamento de Educación de California (CDE)
<i>California Education Code</i>	<i>Código de Educación de California</i>
capacity	capacidad
categorical programs	programas categóricos
child	niño/a
child development	desarrollo infantil
child development program	programa de desarrollo infantil
children	niños
children with disabilities	niños/as con discapacidades
classroom	salón, aula
community advisory committee (CAC)	comité asesor comunitario (CAC)
confidential	confidencial
Consolidated Application (ConApp)	Solicitud Consolidada (ConApp)

content standards	estándares de contenido académico
County Office of Education (COE)	Oficina de Educación del Condado (COE)
curriculum	currículo, plan de estudios

[Return to Top](#)

D

English	Español
decision making	toma de decisiones
demonstrate leadership	demostrar liderazgo
disabilities	discapacidades
District English Language Advisory Committee (DELAC)	Comité Asesor del Distrito de Padres de Estudiantes Aprendiendo Inglés (DELAC) [†]
District Principles	Principios del Distrito

[Return to Top](#)

E

English	Español
Early Reading First	antes que nada, la lectura infantil
economically disadvantaged	de bajos recursos económicos
<i>Education Code (EC)</i>	<i>Código de Educación (EC)</i>
education level	nivel de educación
education reform	reforma educativa
educational equity	equidad educativa
effective school, family and community partnerships	asociaciones efectivas escolares, familiares y comunitarias
Elementary and Secondary Education Act (ESEA)	Ley Federal para la Educación Primaria y Secundaria (ESEA)

elementary school	escuela primaria
e-mail	correo electrónico
English learner (EL)	estudiante aprendiendo inglés como segundo idioma* (EL)
English Learner Advisory Committee (ELAC)	Comité Asesor de Padres de Estudiantes Aprendiendo Inglés (ELAC)
enrollment	inscripción
equity	equidad
ethnic group	grupo étnico
ethnicity	etnicidad
evaluation	evaluación
evidence-based	basada en evidencia
examination	examen

[Return to Top](#)

F

English	Español
family engagement	compromiso familiar
family-friendly	amigable hacia familias
family involvement	participación familiar
fiscal	fiscal
framework	marco curricular
fund	fondos
funding	financiamiento
funds	fondos

[Return to Top](#)

G

English	Español
Gifted and Talented Education (GATE)	Educación para Estudiantes Sobresalientes (GATE)
governing board	mesa directiva, junta directiva
grade	año, grado
graduation rates	tasas de graduación escolar
guide	guía
guidelines	guías generales

[Return to Top](#)

H

English	Español
high expectations	expectativas altas
high school	escuela secundaria, escuela preparatoria
HIV/AIDS education	educación sobre el VIH / SIDA
home language	lengua materna
homeless education	educación para personas sin hogar

[Return to Top](#)

I

English	Español
immigrant	inmigrante
impact	impacto
implementation	implementación
implementation rubrics	expectativas de implementación

improving teacher quality	mejorando la calidad de maestros
individualized education program (IEP)	programa individualizado de educación (IEP)
Individuals with Disabilities Education Act (IDEA)	Ley de la Educación para Individuos con Discapacidades (IDEA)
innovative implementation	implementación innovadora
instruction	instrucción
instrucational strategies	estrategias instructivas
intervention program	programa de intervención
interventions	intervenciones
involvement	participación

[Return to Top](#)

K

English	Español
kindergarten	jardín de niños, jardín infantil

[Return to Top](#)

L

English	Español
learning at home	aprendizaje en el hogar
limited-English proficient (LEP)	estudiante con competencia limitada del inglés (LEP)
link (as in Internet or Web link)	enlace
link, linked (connect, connected)	enlace, enlazado (conectar, conectado)
literacy	literario, lectoescritura
Local Control Funding Formula (LCFF)	Formula Local de Control de Financiamiento

local educational agency (LEA)	agencia de educación local (LEA)
low-income families	familias de bajos ingresos, familias de escasos recursos
low-income populations	poblaciones de bajos ingresos

[Return to Top](#)

M

English	Español
measurable	medible
Migrant Education Program	Programa de Educación para Estudiantes Migrantes
monitor progress	monitorear el progreso
monitor, to	supervisar [†]

[Return to Top](#)

N

English	Español
neglected, delinquent or at-risk	descuidados, delincuentes o en riesgo
newsletter	boletín informativo
No Child Left Behind (NCLB) Act of 2001	Ley de 2001 que Ningún Niño se Quede Atrás (NCLB)

[Return to Top](#)

P

English	Español
parent advisory committee (PAC)	comité asesor parental
parent involvement (parental involvement)	participación de padres (participación parental)

parent involvement policy	política de participación parental
parent notification	notificación para los padres de familia
parent orientation	orientación parental
parent participation	participación parental
parent representation	representación parental
partner	socio
partner, to	asociarse
partnership	asociación
parent resource centers	centros de recursos para padres
performance standards	estándares de rendimiento
preschool	centro de educación preescolar
professional development or learning	capacitación profesional, desarrollo profesional
Program Dimension	Dimensión de Programas
progress report	informe de progreso académico
progressive implementation	implementación progresiva
public schools	escuelas públicas

[Return to Top](#)

R

English	Español
Reading First	La Lectura Primero
read, to	leer
reauthorization	reautorización
register, to	matricular, inscribir
regulations	reglamentos

report card	libreta de calificaciones, reporte de calificaciones
representative of the student population	representante de la población estudiantil
requirements	requisitos
research-based	que tiene base en la investigación científica
rubric	rúbrica

[Return to Top](#)

S

English	Español
schedule	horario
schedule, to	programar
school board	mesa directiva de educación
school district	distrito escolar
school, family and community partnerships	asociaciones escolares, familiares y comunitarias
school/home communication	comunicación entre escuela y hogar
school site council (SSC)	consejo directivo escolar (SSC)
school year	año escolar
score	puntaje
Single Plan for Student Achievement (SPSA)	Plan Único Para el Rendimiento Estudiantil
skills	habilidades, capacidades, destrezas
special education	educación especial
standards	estándares
State Board of Education (SBE)	Mesa Directiva Estatal de la Educación (SBE)

State Superintendent of Public Instruction (SSPI)	Superintendente de Instrucción Pública del Estado (SSPI)
student	estudiante, alumno/a
student achievement	rendimiento estudiantil
support, to	apoyar
systematic	sistemático

[Return to Top](#)

T

English	Español
teacher quality	calidad de maestros
technical assistance	ayuda técnica
Title I	Título I
Twenty-first (21st) Century Learning	Centros de Aprendizaje Twenty-first (21st) Century (del Siglo 21)
two-way communication	comunicación bidireccional

[Return to Top](#)

U

English	Español
update, to	actualizar, ponerse al día
<i>United States Code (USC)</i>	<i>Código de los Estados Unidos (USC)</i>
United States Department of Education (ED)	Departamento de Educación de los Estados Unidos (ED)

[Return to Top](#)

V

English	Español
valid	válido
validity	validez

[Return to Top](#)

W

English	Español
Web page	página Web
Web site	sitio Web
write to	escribir
written notification	notificación por escrito

[Return to Top](#)

Questions: Local Agency Systems Support Office | LCFF@cde.ca.gov | 916-319-0809

Last Reviewed: Wednesday, November 4, 2020

Desarrollo del Lenguaje e Instrucción

2021-22 Calendario propuesto para las juntas del Comité Asesor de Estudiantes de Inglés (ELAC)

Septiembre	Capacitación inicial. Elección de miembros de ELAC y nuevos oficiales. Revisar y planear el calendario de ELAC. Elegir al representante y representante alterno del Comité Asesor Distrital para Estudiantes de Inglés como Segunda Lengua (DELAC). Capacitación de responsabilidades legales.
Octubre	Asesorar en el desarrollo de un plan escolar para los aprendices de inglés y entregarlo al Consejo Escolar (SSC, por sus siglas en inglés) para que se incluya en el Plan Único para el Logro Estudiantil (SPSA, por sus siglas en inglés). Planear maneras y actividades para que los padres se concienticen de la importancia de asistir regularmente a la escuela.
Noviembre	Revisar y opinar sobre los requisitos de reclasificación. Revisar los datos de reclasificación. Descripción general de los servicios para los aprendices de inglés (Coordinar con el Consejo Escolar y otros comités).
Enero	Asistir en el desarrollo de la evaluación de las necesidades de la escuela.
Febrero	Realizar una evaluación de las necesidades de la escuela (Coordinar con el Consejo Escolar).
Marzo	
Abril	Revisar el Plan Rector del Distrito para aprendices de inglés.
Mayo	Revisar y repasar el SPSA para aprendices de inglés. Hacer recomendaciones al SSC .

Agosto 2021

MEETING NORMS

1. Start and end on time.
2. Treat everyone with respect.
3. Be concise and brief with comments.
4. Let others finish their comments without interruption.
5. Express disagreement in terms of the ideas/issues; do not focus on individuals.
6. Listen to understand.
7. Assume positive intent.



REGLAS BÁSICAS

1. Empezar y terminar a tiempo.
2. Tratar respetuosamente a cada persona.
3. Ser breve y conciso en sus comentarios.
4. Permitir que los demás terminen sus comentarios sin interrupciones.
5. Expresar su desacuerdo respecto a ideas o asuntos, sin enfocarse en las personas.
6. Escuchar para comprender.
7. Suponer que la intención es buena.





La Ley Brown "The Brown Act", Reuniones Abiertas y Registros Públicos

*Consejo Asesor Distrital (DAC)
Comité Asesor Distrital para Estudiantes de Inglés (DELAC)
Junta de planeación del Consejo Ejecutivo*

29 de julio del 2021



Dean T. Adams



AGENDA

- Lo básico
- Agenda de la reunión
- Reuniones
- Excepciones a las reuniones
- Ordenes ejecutivas
- Errores
- La Ley De Registros Públicos
- Errores comunes



LO BÁSICO

Propósito

- Todas las reuniones son públicas
- Participación del público
- Transparencia
- Notificación



AGENDA

- Debe cumplir con la Ley Brown (DAC/DELAC Estatuto, Sección 3.)
- 72 Horas antes de la reunión
- "Varias Formas de Comunicación"
 - SchoolMessenger
 - Correo electrónico
 - Texto
- Reuniones extraordinarias
 - 24 horas antes de la reunión



AGENDA (CONTINUACIÓN)

Incluir:

- Fecha
- Hora
- Lugar de la reunión
- Cada artículo a negociar para:
 - Discutir
 - Tomar acción



REUNIONES

Abiertas al público

Comentario público

- “Cualquier artículo dentro de la jurisdicción” del comité.

Artículos de acción

- Ninguna acción sobre temas que no estén en la agenda, a menos que:
 - Se necesita tomar una “acción inmediata”,
 - El artículo se tomó en consideración después de la publicación de la agenda, y se votó con unanimidad para considerar el tema.
 - Ley Greene - Sección 35147 del Código de Educación



REUNIONES (CONTINUACIÓN)

- Excepción al requisito de la agenda**
 - “Preguntas o declaraciones breves” se acepta sí:
 - No habrá efecto significativo en estudiantes o empleados
 - Se puede resolver proporcionando información
- Reuniones extraordinarias**
 - Notificación de 24 horas



REUNIONES (CONTINUACIÓN)

Cuórum

- DAC/DELAC
 - ⑩ 47 miembros
- DAC or DELAC
 - ⑩ 23 miembros
- Consejo Ejecutivo
 - ⑩ 5 miembros



EXCEPCIONES A LAS REUNIONES

Discusiones
individuales

Conferencias
(abiertas al
público)

Reuniones
comunitarias
(abiertas al
público)

Otros órganos
legislativos

Comités
permanentes

Reunión social o
ceremonial

Gran jurado

ESTAR AL
PENDIENTE DE:
REUNIONES EN
SERIE



LA ORDEN EJECUTIVA

- ❑ **12 y 17 de marzo del 2020 – 2 Órdenes ejecutivas emitidas por el Gobernador Newsom (expiran el 30 de septiembre de 2021)**
- ❑ **Exención de ciertos requisitos**
 - Presencia física de los miembros.
 - Publico dirigiéndose al Consejo en persona.
- ❑ **Nuevos requisitos impuestos**
 - Llevar a cabo la reunión electrónicamente (video o teleconferencia).
 - El público debe poder observar y ofrecer comentarios.
 - Los comentarios pueden ser enviados electrónicamente.
 - “Rápidamente” resolver limitaciones de acceso a través de adaptaciones.
 - Proporcionar aviso del proceso de adaptaciones.



ERRORES

Si se comete un error, después de una solicitud pública, el consejo debe:

- Incluir el artículo en la agenda de la próxima reunión,
- permitir comentarios públicos sobre el artículo y
- reconsiderar el artículo.

Bajo la Ley de Brown - mandato judicial/honorarios de abogados



LEY DE REGISTROS PÚBLICOS (“PRA”, POR SUS SIGLAS EN INGLÉS)

Se aplica a todos los registros

Requerimientos:

- Generar registros tan pronto como sea posible
- Dentro de los 10 días de la solicitud, proporcione la determinación oficial:
 - Identificar la razón por la cual los registros están siendo retenidos,
 - Indicar cuando se proporcionará, y
 - Se puede extender 14 días
- Proporcionar registros



LEY DE REGISTROS PÚBLICOS (“PRA”) (CONTINUACIÓN)

- Se aplica a todos los “materiales proporcionados” al consejo
- Considerar
 - Cartas
 - Quejas
 - Correo electrónico
 - Mensajes de texto
 - Medios sociales
 - Otros recursos



LEY DE REGISTROS PÚBLICOS (“PRA”) (CONTINUACIÓN)

Registros exentos:

- Registros de estudiantes
- Registros médicos
- Litigios y reclamaciones pendientes
- Información de contacto personal
- Registros del personal
- Prueba de equilibrio - el interés público en no revelar claramente supera el interés público en revelar
- Otros



ERRORES COMUNES

- Reuniones seriadas
- Discusión/acción sobre temas no incluidos en la agenda
- No publicar la agenda
- Reunirse sin establecer cuórum
- No dar respuesta a las solicitudes de registros públicos



¿¿¿PREGUNTAS???

¡Gracias por su participación!



ADAMS SILVA & McNALLY LLP

Dean T. Adams

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

The rights of parents/guardians of District students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled. (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board Policy and Administrative Regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent/designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board Policy and Administrative Regulations. (Education Code 49091.10)

(cf. 6116 - Classroom Interruptions)

2. To meet, within a reasonable time of their request, with their child's teacher(s), the principal, and any other certificated or licensed staff pertinent to the child's education. (Education Code 51101)
3. Under the supervision of District employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher. (Education Code 51101)
4. To be notified on a timely basis if their child is absent from school without permission. (Education Code 51101)

(cf. 5113 - Absences and Excuses)

5. To receive and have access to the results of their child's performance and the school's performance on standardized tests, statewide tests, and any other assessments. (Education Code 51101)

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES (continued)

For parents/guardians of English Learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6174 - Education for English Learners)

6. To request a particular school for their child and to receive a response from the District. (Education Code 51101)

(cf. 5117 - Transfer Between Schools and Between School Districts)

7. To have a school environment for their child that is safe and supportive of learning. (Education Code 51101)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131 - Conduct)

(cf. 5142 - Safety)

(cf. 5131.2 - Bullying)

8. To examine the curriculum materials of the class(es) in which their child is enrolled. (Education Code 51101; 20 USC 1232h)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, audio and video recordings, and software. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including titles, descriptions, and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14)

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES (continued)

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 6141 - Curriculum Development and Design)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

9. To be informed in a timely manner of their child's progress in school. Jointly develop a plan of action to improve student achievement, and social and emotional well-being that includes the appropriate school staff, who communicates with parents/guardians if problems arise with their child. (Education Code 51101)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6020 - Parent/Guardian Involvement)

10. For parents/guardians of English Learners, to support their child's advancement toward language and literacy. (Education Code 51101.1)

The Superintendent/designee may make available, to the extent possible, surplus undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

11. For parents/guardians of English Learners, to have access and be trained on the school accountability report card, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts. (Education Code 51101.1)

12. To have access to the school records of their child. (Education Code 51101)

(cf. 5125 - Student Records; Confidentiality)

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES (continued)

13. To receive information in a timely manner concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish. (Education Code 51101)

14. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes, and procedures for visiting the school. (Education Code 51101)

(cf. 1250 - Visits to the Schools)

(cf. 5132 - Dress and Grooming)

(cf. 5144 - Discipline)

15. To be notified in a timely manner pursuant to Education Code 48070.5, if a student is at risk of being retained. Parents/guardians shall have the right to consult with school staff responsible for a decision to promote or retain their child, and to appeal such decision. (Education Code 51101)

(cf. 5123 - Acceleration/Retention/Adjustment to Grade/Delayed Admission to School)

16. To receive information in a timely manner regarding access to any psychological testing the school administers involving their child and to deny permission to give the test. (Education Code 51101)

(cf. 6164.4 - Identification of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

17. To refuse to submit or to participate in any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life, any form of parental screening or testing, any nonacademic home-based counseling program, parent training, or any prescribed family education service plan and to inspect any survey collecting personal information. (Education Code 49091.18; 20 USC 1232h)

(cf. 5022 - Student and Family Privacy Rights)

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES (continued)

18. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations. (Education Code 51101)

For parents/guardians of English Learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state laws and regulations. (Education Code 51101.1)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6171 - Title I Programs)

19. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school, as soon as possible. (Education Code 51101)
20. To provide informed, written parental consent before their child is tested for a behavioral, mental, or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)

(cf. 5121.6 - Alcohol and Other Drugs)
(cf. 5141.3 - Health Examinations)

Parent Responsibilities

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance and tardiness of their child.
2. Ensuring that homework is completed and turned in on time.

(cf. 6154 - Homework/Make-up Work)

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES (continued)

3. Encouraging their child to participate in extracurricular and co-curricular activities.
4. Monitoring and regulating television viewing and technology use by their child.
5. Working with their child at home in learning activities that extend the classroom learning.
6. Volunteering in their child's classroom(s) or for other school activities.

(cf. 1240 - Volunteer Assistance)

7. Participating in decisions related to the education of their own child or the total school program as appropriate.
8. Encouraging healthy eating and regular physical activity.
9. Promoting appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

(cf. 5030 - Wellness)

(cf. 5131 - Conduct)

Regulation

Adopted: 08/14/13

Reviewed: 05/06/15

Revised: 09/11/19

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

The Governing Board recognizes that parents/guardians of District students have rights as well as responsibilities related to the education of their children.

The Board believes that the education of District students is a shared responsibility. The Superintendent/designee shall work with parents/guardians, including parents/guardians of English Learners, Students with Disabilities and other designated target groups, to determine appropriate roles and responsibilities of parents/guardians, school staff, and students for continuing the intellectual, physical, emotional, and social development and the well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic, social, and emotional goals and other school standards.

The District will ensure students engage in relevant, motivating, personalized learning experiences that integrate critical thinking, collaborating, creativity, and technology.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program that includes a supportive and effective learning environment in order to enable all students to meet the academic expectations of the school. Schools shall monitor progress and provide timely interventions that support learning.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

(cf. 5022 - Student and Family Privacy Rights)
(cf. 6020 - Parent-Guardian Involvement)
(cf. 6714 - Education for English Learners)

The Superintendent/designee shall ensure that District staff members understand the rights of parents/guardians afforded by law and Board Policy and follow acceptable practices that respect those rights.

(cf. 4131 - Staff Development)

Students

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES (continued)

The Superintendent/designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

The Superintendent/designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

35291 Disciplinary rules

48070.5 Promotion and retention of students

48985 Notice to parent in language other than English

49091.10-49091.19 Parental review of curriculum and instruction

49602 Confidentiality of pupil information

51100-51102 Parent/guardian rights

51513 Personal Beliefs

60510 Disposal of surplus instructional materials

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of pupil services

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy

Adopted: 09/11/13

Revised: 05/27/15

Revised: 09/11/19

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Chula Vista Elementary School District



Complaint Declaration Information Package

BOARD OF EDUCATION

LESLIE RAY BUNKER ♦ ARMANDO FARÍAS ♦ LAURIE K. HUMPHREY
EDUARDO REYES, Ed.D. ♦ FRANCISCO TAMAYO

SUPERINTENDENT

FRANCISCO ESCOBEDO, Ed.D.

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@cvesd.org, (619) 425-9600, Extension 1451. 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, Jeffrey Thiel, Ed.D., Assistant Superintendent/ Title IX Coordinator, Jeffrey.Thiel@cvesd.org, (619) 425-9600, Ext. 1340 both contacts are located at 84 East J Street Chula Vista, CA 91910.

Dear Parent/Community Member:

The Chula Vista Elementary School District Governing Board welcomes constructive criticism of school policies, programs or personnel when it is motivated by a sincere desire to improve the quality of the educational process. Constructive criticism assists schools and departments to become more effective. In accordance with district policy, complaints will be categorized in one of the following four areas:

1. Complaints Concerning District Employees
2. Complaints Concerning Instructional Materials
3. Uniform Complaint Procedures for Programs or Alleged Acts of Discrimination
4. Williams Uniform Complaint Procedures

The attached Board policies provide guidance to complainants as well as the district regarding individual complaints. All complainants will be asked to document the nature of their complaint and file it under a specific complaint policy. Procedures, timelines, and legal guidelines are included in each policy. If any complainant requires assistance, staff will provide needed information, translation, and support to expedite the process.

Estimados Padres de Familia y Miembros de la Comunidad:

La Mesa Directiva del Distrito Escolar Primario de Chula Vista recibe con gusto la crítica constructiva de los reglamentos escolares, de los programas o del personal cuando está inspirada por un deseo sincero de mejorar la calidad del proceso educativo. La crítica constructiva ayuda a que las escuelas y los departamentos funcionen mejor. De acuerdo con las normas del distrito, las quejas deberán clasificarse en una de las siguientes cuatro áreas.

1. Quejas respecto al personal docente
2. Quejas respecto a materiales didácticos
3. Procedimiento uniforme de quejas sobre programas o supuestos actos de discriminación
4. Procedimiento Uniforme de Quejas Williams

Los reglamentos de la Mesa Directiva (*BP*) que se anexan, proporcionan orientación a los quejosos y al distrito sobre quejas específicas. Se pedirá a todos los quejosos que documenten la naturaleza de su queja y que la presenten bajo una de las categorías mencionadas. En cada reglamento se detallan los procedimientos, las fechas límites y los lineamientos legales. Si algún quejoso necesita ayuda, el personal proporcionará la información, la traducción y el apoyo necesarios para agilizar el proceso.

Community Relations

COMPLAINTS CONCERNING THE SCHOOLS

The Governing Board welcomes constructive criticism of school policies, programs, or personnel when it is motivated by a sincere desire to improve the quality of the educational process and to assist the schools in performing their tasks more effectively.

The Board encourages the resolution of complaints as early as effectively possible. All complaints submitted in accordance with the procedures adopted by the Board shall be assured of receiving appropriate review and consideration. If the problem is not resolved at a lower level, it shall be dealt with by the Board.

When individual members are approached with complaints about the schools, they should listen to the complaint and demonstrate their concern by identifying established procedures and channels through which the complaint may receive attention.

- (cf. 1312.1 - Complaints Concerning the School)*
- (cf. 1312.2 - Complaints Concerning Instructional Materials)*
- (cf. 1312.3 - Uniform Complaint Procedure)*
- (cf. 1312.4 - Williams Uniform Complaint Procedures)*

Legal Reference:

EDUCATION CODE

35146 Closed sessions

35160.5 (a)(3) Requirement of school district policies: parental complaints re. employees

GOVERNMENT CODE

950 et seq. Actions against public employees

54957 et seq. Closed sessions

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4671 Uniform Complaint Procedures

Policy

Adopted: 11/13/90

Revised: 04/16/96

Revised: 09/11/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Community Relations

COMPLAINTS CONCERNING THE SCHOOLS

Chula Vista Elementary School District has created five Board policies that cover a range of complaint issues. All provide legal recourse for complainants that wish to pursue concerns about programs, instructional materials, schools, employees, or acts of discrimination.

Generally, the initial step regarding a complaint will be for the complainant to declare the nature of the complaint and select the appropriate complaint policy. This will establish the proper procedures, timelines, and protocol for dealing with a complaint. The Superintendent/designee will provide appropriate assistance to help complainants select one of the appropriate policies listed on the Complaint Declaration Form. Copies of the actual policies will be shared with complainants. This form will be used to verify the nature of the complaint and specify Board policy to be referenced during the investigation. This declaration will be attached to any formal written complaint filed with the District.

Regulation
Reviewed: 04/16/96
Reviewed: 08/14/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Chula Vista Elementary School District
COMPLAINT DECLARATION FORM

Please select the appropriate complaint procedure:

- _____ 1312.1 - Complaints Concerning District Employees**
To be used when complaints are filed against District personnel. (Please explain below.)

- _____ 1312.2 - Complaints Concerning Instructional Materials
To be used when parents and community have concerns about instructional materials. (Please complete form 1312.2(A))

- _____ 1312.3 - Uniform Complaint Procedure**
To be used when complaints focus on specific programs; i.e., Special Education, Title 1, etc. or alleged acts of gender bias or discrimination against an individual or specific class of individuals. (Please explain below.)

- _____ 1312.4 - *Williams* Uniform Complaint Procedures
To be used when parents and community have concerns about students not having access to required textbooks or other instructional materials or have concerns about teacher vacancies or misassignments. (Please fill out form 1312.4 E.)

**Nature of the complaint: (Please explain below and/or include attachment.)

I have received a copy of the selected Board Policy and wish to pursue the complaint(s) as prescribed.

Complainant name	Phone	Email
Address		Date
District Representative's Name	Signature	Date

Exhibit

Reviewed: 04/16/96

Reviewed: 09/11/13

Reviewed: 11/13/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Community Relations

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

Any person or group having a legitimate interest in the schools of the District shall have the right to present a complaint concerning District personnel. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Governing Board to rectify any misunderstanding between the public and the District by direct discussions of an informal type among the interested parties. Only when such informal meetings fail to resolve the differences, shall more formal procedures be employed.

It is the belief of the Board that complaints regarding District personnel should be handled in a confidential manner and are not appropriate for public communication to the Board. Any complaints reaching the Board, Board Members, and the administration shall be referred to the Superintendent/ designee. Irate calls regarding personnel are to be referred to the Superintendent/designee.

The Superintendent/designee shall develop regulations which will permit the public to lodge criticism against staff members, assure a complete hearing, and protect the rights of the staff members and the District.

The Board prohibits retaliation against complainants. The District will not investigate anonymous complaints unless it so desires.

When public complaints involve accusations of child abuse, the provisions of this policy and regulation shall be implemented only after the child abuse reporting requirements have been completed.

(cf. 5141.4 - Child Abuse and Neglect)

The Board shall annually review policies and regulations regarding complaints against school personnel.

(cf. CVE/CVCEO - Negotiated Agreements)

(cf. 1250 - Visits to the Schools)

Community Relations

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

35160.5(a)(3) Requirement of school district policies: parental complaints re employees

35204 Contract with attorney in private practice

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal, and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODES

300 Minors subject to jurisdiction of juvenile court

Management Resources:

CDE LEGAL ADVISORIES

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at schools site (LO:4-93) (6/92 6/93) 6/94 Arrata changes 10/96

Policy

Adopted: 11/13/90

Revised: 09/11/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Community Relations

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Superintendent/designee shall determine whether a complaint should be considered a complaint against the District and/or an individual employee, and whether it should be resolved by the District's process for complaints concerning personnel and/or other District procedures.

(cf. [1312.2](#) - *Public Criticism of Instructional Programs/Materials*)

(cf. [1312.3](#) - *Uniform Complaint Procedure*)

To promote prompt and fair resolution of complaints, the following procedures shall govern the resolution of complaints against District employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly with the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
3. All complaints related to District personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent/designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.
4. When a written complaint is received, the employee shall be notified within five days or in accordance with the applicable collective bargaining agreements.
5. A written complaint shall include:
 - a. The full name of each employee involved.
 - b. A brief but specific summary of the complaint and the facts surrounding it.

Community Relations

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

- c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.
6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent/designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent/designee's decision as final. However, the complainant, the employee, or the Superintendent/designee may ask to address the Board regarding the complaint.
8. Before any Board consideration of a complaint, the Superintendent/designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - a. The full name of each employee involved.
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response.
 - c. A copy of the signed original complaint.
 - d. A summary of the action taken by the Superintendent/designee, together with his/her specific finding that the problem has not been resolved and the reasons.
9. The Board may uphold the Superintendent's decision without hearing the complaint.
10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
11. A closed session may be held to hear the complaint in accordance with law.

(cf. [9321](#) - *Closed Session Purposes and Agendas*)

(cf. [9323](#) - *Meeting Conduct*)

Community Relations

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

12. The decision of the Board shall be final.

Any complaint of child abuse or neglect alleged against a District employee shall be reported to the appropriate local agencies in accordance with law, Board Policy and Administrative Regulation.

(cf. [5141.4](#) - *Child Abuse and Neglect*)

Regulation

Approved: 11/13/90

Reviewed: 03/19/96

Reviewed: 08/14/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Community Relations

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

The Governing Board uses a comprehensive process to adopt District instructional materials that is based on selection criteria established by law and Board Policy and includes opportunities for the involvement of parents/guardians and community members. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

(cf. [6161.1](#) - *Selection and Evaluation of Instructional Materials*)

(cf. [6163.1](#) - *Library/Media Centers*)

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the administrative regulation.

The District shall accept complaints concerning instructional materials only from staff, District residents, or the parents/guardians of children enrolled in District schools.

When deliberating upon challenged materials, the Superintendent and/or review committee shall consider the educational philosophy of the District, the professional opinions of teachers of the subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's stated objectives in using the materials, community standards, and the objections of the complainant.

Complainants are encouraged to accept the Superintendent's or review committee's decision. However, if the complainant finds that decision unsatisfactory, he/she may appeal the decision to the Board.

(cf. [9322](#) - *Agenda/Meeting Materials*)

The District's decision shall be based on educational suitability of the materials and the criteria established in Board Policy and Administrative Regulation.

(cf. [6144](#) - *Controversial Issues*)

(cf. [9000](#) - *Role of the Board Powers and Responsibilities*)

(cf. [9005](#) - *Professional Governance Standards*)

Community Relations

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS (continued)

When any challenged instructional material is reviewed by the District, it shall not be subject to further reconsideration for 12 months, unless the Superintendent determines that reconsideration is warranted.

Complaints related to sufficiency of textbooks or instructional materials shall be resolved pursuant to the District's Administrative Regulation 1312.4, Community Relations, *Williams* Uniform Complaint Procedure.

(cf. [1312.1](#) - *Complaints Concerning School Personnel*)

(cf. [1312.3](#) - *Uniform Complaint Procedures*)

(cf. [1312.4](#) - *Williams Uniform Complaint Procedures*)

Legal Reference:

EDUCATION CODE

[18111](#) Exclusion of books by governing board

[35010](#) Control of district; prescription and enforcement of rules

[35186](#) Williams Uniform Complaint Procedures

[44805](#) Enforcement of course of studies; use of textbooks, rules and regulations

[51501](#) Subject matter reflecting on race, color, etc.

[60000-60005](#) Instructional materials, legislative intent

[60040-60048](#) Instructional requirements and materials

[60119](#) Public hearing on sufficiency of materials

[60200-60206](#) Elementary school materials

[60226](#) Requirements for publishers and manufacturers

[60400-60411](#) High school textbooks

[60510-60511](#) Donation or sale of obsolete instructional materials

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2001

WEB SITES

CSBA: www.csba.org

California Department of Education, Curriculum and Instruction: www.cde.ca.gov/ci (9/88 12/90)
3/06

Regulation

Approved: 02/19/91

Reviewed: 04/16/96

Reviewed: 09/11/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Community Relations

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

Step 1: Informal Complaint

If a staff member, District resident, or parent/guardian of a student enrolled in a District school has a complaint regarding the content or use of any specific instructional material, he/she may informally discuss the material in question with the principal.

Step 2: Formal Complaint

If the complainant is not satisfied with the principal's initial response, he/she shall present a written complaint using Exhibit (A) 1312.2, Form A to the principal. Complaints regarding printed material shall name the author, title, and publisher and shall identify the objection by page and item numbers. In the case of nonprinted material, written information specifying the precise nature of the objection shall be given. Complainants shall sign all complaints and provide identifying information so that the District is able to make a proper reply. Anonymous complaints will not be accepted.

Upon receiving a complaint, the principal shall acknowledge its receipt and answer any questions regarding procedure. The principal then shall notify the Superintendent/designee and the teacher(s) involved regarding the complaint. The Superintendent/designee will determine whether the complaint should be considered on an individual basis or whether a review committee should be convened.

The use of challenged materials by class, school, or District shall not be restricted until final disposition has been made by the appropriate review committee. However, upon request of the parent/guardian who has filed the complaint, his/her child may be excused from using challenged materials until a resolution has been reached. The teacher shall assign the student an alternate material of equal merit.

Step 3: Superintendent Determination

If the Superintendent/designee determines that a review committee is not necessary, he/she shall issue a decision regarding the complaint.

Community Relations

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS (continued)

Step 4: Review Committee

If the Superintendent/designee determines that a review committee is necessary, he/she shall appoint a committee composed of administrators and staff members selected from relevant instructional and administrative areas. The Superintendent/designee may also appoint community members to serve on the committee.

The review committee shall review the criteria specified in Board Policy and shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.

Within 30 days of being convened, the review committee shall summarize its findings and decision in a written report. The Superintendent/designee shall notify the complainant of the committee's decision within 15 days of receiving the committee's report and decision.

Step 5: Appeal to the Governing Board

If the complainant remains unsatisfied, he/she may appeal the Superintendent's or the review committee's decision to the Board. The Board's decision shall be final.

(*cf.* [9322](#) - *Agenda/Meeting Materials*)

Regulation

Reviewed: 02/19/91

Reviewed: 08/10/93

Reviewed: 04/16/96

Reviewed: 08/14/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

FORM A

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

This form is for use only by District employees, District residents, or parents/guardians of children enrolled in District schools to challenge the content or use of an instruction material. For complaints regarding sufficiency of instructional materials, please use the *Williams* Uniform Complaint Procedure complaint form.

Name _____ Telephone _____

Address _____

City _____ Zip _____

School _____

Date you reviewed material in its entirety _____

I have met with the principal and appropriate staff regarding my concerns prior to submitting this form YES _____ DATE _____ NO _____

Name/Title of Material challenged _____

Author _____

The following questions are to be answered after you have read, viewed, listened to, or observed the material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

To what in the material do you specifically object? (Please cite pages, etc.)

What do you believe is the purpose or theme of this material?

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

Why do you believe the material is inappropriate?

1. What do you believe might result from the continued use of this material?

5. Are there any conditions under which you believe this material might be used with value to the instructional program? If so, when?

6. What suggestions would you offer regarding this material?

Date _____ Signed _____

Exhibit

Approved: 02/19/91

Revised: 08/10/93

Revised: 04/16/96

Revised: 09/11/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

FORM B

**CHECKLIST FOR REVIEW COMMITTEE'S RECONSIDERATION OF
INSTRUCTIONAL MATERIAL**

Title of Material _____

Author _____

I. PURPOSE

1. Purpose of this material:

Is the purpose accomplished?

Yes _____ No _____

2. Background and reputation of the author/producer of this material:

Is information well documented and up-to-date?

Yes _____ No _____

II. APPROPRIATENESS

3. Does the material promote the educational goals of the curriculum?

Yes _____ No _____

4. Is the material appropriate to the level of instruction intended?

Yes _____ No _____

CHECKLIST FOR REVIEW COMMITTEE'S RECONSIDERATION OF INSTRUCTIONAL MATERIAL (continued)

III. CONTENT

5. Is the content of this material well presented by providing adequate scope, range, depth, and continuity?

Yes _____ No _____

6. Does this material present information not otherwise available?

Yes _____ No _____

IV. REVIEWS (If applicable)

V. ANALYSIS REGARDING COMPLAINANT'S CONCERNS

VI. ADDITIONAL COMMENTS

VII. RECOMMENDATION OF REVIEW COMMITTEE REGARDING CHALLENGED MATERIAL

SIGNATURES

DATE

Exhibit

Approved: 02/19/91

Revised: 08/10/93

Revised: 04/16/96

Revised: 09/11/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Community Relations

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying in accordance with the uniform complaint procedures.

The District shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in District programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 and 220, Penal Code 422.55 and Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. [4030](#) - Nondiscrimination in Employment)

(cf. [5131.2](#) - Bullying)

(cf. [5145.3](#) - Nondiscrimination)(EEO, Title IX)

(cf. [5145.7](#) - Student Harassment)

Uniform complaint procedures shall also be used to address any complaint alleging the District's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child-care and development programs, child nutrition programs, and special education programs.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. [3320](#) - Claims and Actions Against the District)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5148 - Child Care)

(cf. 6159 - Individualized Education Program)

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

Complaints related to insufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the District's *Williams* Uniform Complaint Procedures.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Superintendent/designee shall ensure that employees designated to receive and investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent/designee.

Complaints concerning Special Education programs shall be addressed in accordance with the regulations and procedures developed jointly with the Special Education Local Plan Area.

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, and/or for participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, as permitted by law and/or any other applicable authority, except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent/designee on a case-by-case basis.

(cf. 4119.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records; Confidentiality)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. Whenever all parties to a complaint voluntarily agree to try resolving their problem through mediation, the Superintendent/designee may initiate a mediation process before beginning a formal compliance investigation. The Superintendent/designee shall ensure that mediation results are consistent with state and federal laws and regulations.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
8200-8498 Child-care and development programs
[8500-8538](#) Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedures
35186 *Williams* uniform complaint procedures
41500-41513 Categorical education block grants
48985 Notices in language other than English
[49010-49013](#) Student fees
49060-49079 Student records
49490-49590 Child nutrition programs
52160-52178 Bilingual education programs
[52300-52490](#) Career technical education
[52500-52616.24](#) Adult schools
52800-52870 School-based coordinated programs
54000-54028 Economic impact aid programs
54100-54145 Miller-Unruh Basic Reading Act
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56865 Special Education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process

GOVERNMENT CODE

[11135](#) Nondiscrimination in programs or activities funded by state
[12900-12996](#) Fair Employment and Housing Act

CODE OF REGULATIONS, TITLE 5

3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

PENAL CODE

[422.55](#) Hate crime; definition
422.6 Interference with constitutional right or privilege

UNITED STATES CODE, TITLE 20

6301-6577 Title I basic programs
6601-6777 Title II preparing and recruiting high-quality teachers and principals

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

6801-6871 Title III language instruction for limited-English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283(g) Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs

Management Resources:

WEB SITES

CSBA: www.csba.org

CDE: www.cde.ca.gov

U.S. Department of Education, Office for Civil Rights: www.ed.gov/about/offices/list/ocr

Policy

Revised: 04/16/96

Revised: 01/18/11

Revised: 09/11/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Community Relations

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other Board Policies, the Uniform Complaint Procedure shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board Policy.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)

The District's Uniform Complaint Procedures Policy and Administrative Regulation shall be posted in all District schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular District school speak a single primary language other than English, the District's Policy, Regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

Compliance Officers

The following compliance officer shall receive and investigate complaints and shall ensure District compliance with the law:

Name and Title: Assistant Superintendent, Instructional Services and Support
Chula Vista Elementary School District
84 East "J" Street
Chula Vista, CA 91910
(619) 425-9600

Notifications

The Superintendent/designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent/designee.

The Superintendent/designee shall annually provide written notification of the District's Uniform Complaint Procedure to students, employees, parents/guardians, the District Advisory Committee, school advisory committees, appropriate private school officials or

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

representatives, and other interested parties. (Education Code 262.3, 49013; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
 - a. The District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
 - d. The complainant has a right to appeal the District's decision to the CDE by filing a written appeal within 15 calendar days of receiving the District's decision.
 - e. The appeal to the CDE must include a copy of the complaint filed with the District and a copy of the District's decision.
 - f. Copies of the District's Uniform Complaint Procedure are available free of charge.

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

Procedures

All complaints shall be investigated and resolved within 60 calendar days of the District's receipt of the complaint. (5 CCR 4631)

Investigations of discrimination complaints shall be conducted in a manner such that the complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation or bullying will remain confidential as appropriate. (5 CCR 4621).

Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the District's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint (Title 5, Section 4600).

The complaint shall be presented to the Superintendent/designee, who will then give it to the appropriate compliance officer. The Superintendent/designee will maintain a log of complaints received, providing each with a code number and a date stamp.

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent/designee may extend the filing period for up to 90 calendar days. (5 CCR 4630) (Title 5, Section 4630).

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, District staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Mediation

Within five days of receiving the complaint, the compliance officer shall informally discuss with the complainant the possibility of using mediation. If all parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the District's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

Within 10 calendar days of receiving the complaint, the compliance officer shall

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

provide an opportunity for the complainant and/or his/her representative to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the District's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the District shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the District to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 4: Response

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant, a written report of the District's investigation and decision, as described in Step 5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the District's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

Step 5: Final Written Decision

The District's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The report of the District's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the District will arrange a meeting at which a community member will interpret it for the complainant.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the District's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal.

In addition, any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of District expectations. The report shall not give any further information as to the nature of the disciplinary action.

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the District shall provide a remedy to all affected students and parents/guardians which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

Appeal to the Governing Board

If a complainant is dissatisfied with the administrative designee's decision he/she may, within five days, file his/her complaint in writing with the Governing Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the decision of the compliance officer shall be the District's final written decision. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the District's initially receiving the complaint or within an extended time period that has been specified in a written agreement with the complainant.

Appeals to the CDE

If dissatisfied with the District's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the District's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the District's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the District's decision, the Superintendent/designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the District, if not covered by the decision.

Community Relations

UNIFORM COMPLAINT PROCEDURES (continued)

4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the District's Uniform Complaint Procedure.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in a complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists, including when the District has not taken action within 60 calendar days of the date the complaint was filed with the District. (5 CCR 4650)

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the District has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)(1/06 3/12 1/13)

Regulation

Reviewed: 10/20/92

Reviewed: 04/16/96

Reviewed: 12/11/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California

Community Relations

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Types of Complaints

The District shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

1. Textbooks and instructional materials

- a. A pupil, including an English Learner, does not have standards-aligned textbooks or instructional materials or state- or District-adopted textbooks or other required instructional materials to use in class.
- b. A pupil does not have access to textbooks or instructional materials to use at home or after school.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Teacher vacancy or misassignment

- a. A semester begins and a teacher vacancy exists.
- b. A teacher who lacks credentials or training to teach English Learners is assigned to teach a class with more than 20 percent English Learner pupils in the class.
- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 33126; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated

Community Relations

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(*cf.* 4112.2 - Certification)

(*cf.* 4113 - Assignment)

3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means, except as necessary for pupil safety or to make repairs, the school has kept all restrooms open during school hours when pupils are not in classes and has

Community Relations

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

kept a sufficient number of restrooms open during school hours when pupils are in classes. (Education Code 35292.5)

4. High school exit examination intensive instruction and services

A pupil, including an English Learner, who has not passed the exit exam by the end of Grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of Grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, whichever comes first. (Education Code 35186)

(cf. 6179 - Supplemental Instruction)

Filing of Complaint

A complaint alleging any condition(s) specified in items #1-3 above shall be filed with the principal/designee at the school in which the complaint arises. The principal/designee shall forward a complaint about problems beyond his/her authority to the Superintendent/designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

A complaint alleging any deficiency specified in item #4 above shall be filed with a District official designated by the Superintendent. Such complaints may be filed at the District office or at a school site and shall be immediately forwarded to the Superintendent/designee. (Education Code 35186)

Investigation and Response

The principal/designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal/designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time,

Community Relations

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

the principal/designee shall report the same information to the Superintendent/designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in previous item #3a, a complainant who is not satisfied with the resolution offered by the principal or Superintendent/designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the District's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

The Superintendent/designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The Superintendent/designee shall ensure that the District's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes.

Community Relations

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

However, complainants need not use the District's *Williams* complaint form in order to file a complaint. (Education Code 35186)

The Superintendent/designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186.

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 *Williams* uniform complaint procedure

35292.5 Restrooms, maintenance and cleanliness

37254 Supplemental instruction based on failure to pass exit exam by end of Grade 12

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures, especially:

4680-4687 *Williams* complaints

Management Resources:

WEB SITES

CSBA: www.csba.org

California County Superintendents Educational Services Association: www.ccesa.org

California Department of Education, *Williams* case: www.cde.ca.gov/eo/ce/wc/index.asp

State Allocation Board, Office of Public School Construction: www.opsc.dgs.ca.gov

Policy

Adopted: 12/14/10

Reviewed: 08/14/13

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Chula Vista, California

Chula Vista Elementary School District Uniform Complaint Procedures
Williams Settlement Form
For Education Code Section 35186 Complaints

Education Code Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name: (Optional) _____ Mailing Address: _____

Phone Number: (Optional) Day: _____ Evening: _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English Learner, does not have standards-aligned textbooks, instructional materials, state-adopted or District-adopted textbooks, or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks; nonfunctioning heating, ventilating, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; structural damage creating a hazardous or uninhabitable condition; and any other emergency conditions the District determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational, and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

Chula Vista Elementary School District Uniform Complaint Procedures
Williams Settlement Form (continued)

- The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English Learners is assigned to teach a class with more than 20 percent English Learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

Please file this complaint form at your child's school or at the District's Operations and Instruction Services and Support Office located at 84 East "J" Street, Chula Vista, CA 91910.
Exhibit CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Approved: 01/18/11 Chula Vista, California

COMPLAINT DECLARATION FORM

Nature of the complaint:

Please select the appropriate complaint procedure:

- _____ 1312.1 Complaints Concerning School Personnel
 To be used when complaints are filed against District personnel.
- _____ 1312.2 Complaints Concerning Instructional Materials
 To be used when parents and community have concerns about instructional materials.
- _____ 1312.3 Uniform Complaint Procedure
 To be used when complaints focus on specific programs; i.e., Special Education, Title I, etc. or alleged acts of gender bias or discrimination against an individual or specific class of individuals.
- _____ 1312.4 Williams Uniform Complaint Procedures
 To be used when parents and community have concerns about students not having access to required textbooks or other instructional materials or have concerns about teacher vacancies or misassignments.

I have received a copy of the selected Board policy and wish to pursue complaints as prescribed.

Complainant	Date
Address	Phone # email
Superintendent or Designee	Date

