

CHULA VISTA ELEMENTARY SCHOOL DISTRICT



Multilingual English Learner Master Plan

Board of Education

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Chula Vista Elementary School District

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Multilingual English Learner Master Plan

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Introduction

In 2016, a task force developed the Chula Vista Elementary School District English Learner Roadmap, which served as the District's master plan for English Learners. In 2018, the California Department of Education published the California English Learner Roadmap. It quickly became clear that there was a need to retitile the District's master plan to avoid confusion with the state document. In addition, changes in the state assessment of English proficiency and accountability measures required updates to the plan. Since the publication of the original plan, the District has continued to work on developing practices in the area of equity and asset-based thinking, and this work directly impacts English Learners

The Language Development Department proposed restructuring the plan to align with the California English Learner Roadmap while incorporating necessary updates and new practices. Most of the writing in that plan appears here, with a few deletions and changes, along with some new ideas.

The Chula Vista Elementary School District Multilingual English Learner Master Plan is organized following the four principles established in the California Department of Education's English Learner Roadmap. The principles and associated elements are included in italics to distinguish them from the action steps that define how the District will fulfill the elements of the four principles.

Our Shared Vision and Values

The Chula Vista Elementary School District is committed to providing a successful, safe, challenging, and nurturing educational experience, while promoting the joy and importance of learning for all our children.

Our children are high-achieving innovative thinkers. They are multi-literate, self-reliant, and confident. They have a lifelong love of learning and are socially responsible citizens. The District takes pride in developing each child's full potential, while recognizing his or her uniqueness.

We value and find strength in our diversity. Learning is meaningful and relevant, connected with each child's individual needs, ethics, language, culture, and experiences, and is linked with the world outside the classroom.

Families, staff, and our entire community are full partners actively working in a collaborative manner for the benefit of each child's education. Together we have an investment in our District's Vision and believe a child's success equals our success. We ensure an environment in which everyone is valued and treated with dignity and respect. Everyone assumes responsibility for the success of the school community.

The entire educational community accepts the challenge of change and is motivated to acquire skills and values for a rapidly changing world. We create dynamic learning

experiences by supporting and encouraging excellent teaching and the educational growth of family and staff.

The Chula Vista Elementary School District community is dedicated to instilling hope for the future so that today's children will share their vision with future generations.

Equality

We believe each child is an individual of great worth entitled to develop to his or her full potential. All children can and will learn, and deserve equal access to a quality education.

Equity

We believe there is no significant difference in educational outcomes based on race, gender, or economic status. Solutions, resources, programs, services, and support are applied in a manner that develops the full potential of each child.

Accountability

We value and recognize individuals who assume responsibility for and demonstrate commitment and dedication to serving the interest of all children.

Ethical Responsibility

We value each individual who practices, teaches, and serves as a role model of dignity, respect, honesty, integrity, and trust.

Diversity

We seek, encourage, and respect each individual's contributions and value a multicultural perspective.

Teamwork

We believe that families are the primary role models for our children. We are committed to teamwork and collaboration to provide maximum services for students, staff, and community. This partnership among families, community, and schools is the foundation of our children's educational success.

Innovation

We are committed to challenging the status quo and embracing a technological world.

Excellence

We are committed to high standards of performance throughout the District and continuously seek and utilize new knowledge and skills.

Our Belief Statement

We believe that all English Learners can acquire English and achieve high academic success and be College and Career Ready. This is a shared responsibility of all educators, and all levels of the schooling system have a role to play in ensuring the access and achievement of the English Learners in the District. English Learners have the right to learn English in a stimulating, nurturing environment with instruction based on valid and reliable research that promotes high academic success and enhances positive

self-esteem and socio-emotional development. A program of simultaneous academic instruction appropriate to the students' level of English-language proficiency provides equal access to the core curriculum. The students' personal identities, linguistic and cultural experiences serve as a foundation for building tolerance, respect and the desire to be productive individuals. Educators value and build strong family, community, and school partners.

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

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

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

Rationale for the Chula Vista Elementary School District Multilingual English Learner Master Plan

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

It is imperative that the needs of our language minority students be thoughtfully and properly addressed in order to achieve the District's goals for student achievement. *The Multilingual English Learner Master Plan* is an on-going collaborative work between parents, staff, and community members as partners in a commitment to promote educational excellence for Multilingual English Learners, and is supported by the Board Policy and the Administrative Regulations-6174 (Education for English Learners).

The District's commitment to ensuring the success of Multilingual English Learners is evident through the District's Instructional Focus Statement.

The CVESD community will work collaboratively to ensure that **ALL students**, including English Learners, Students with Disabilities, and designated target groups, show measureable growth, which will lead to reducing the achievement gap in literacy and mathematics.

This will occur through the implementation of **high impact language development strategies** aligned to the California Standards, and driven by the District's LCAP goals.

PRINCIPLE ONE

Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

ELEMENT A:

The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

1. We believe that labels have a significant impact on the beliefs that students have about themselves, and on the beliefs that others have about them. Labels that are based on deficits promote the belief that the students bearing that label have less value than their peers. According to Education Code 306, English Learner (EL) students are those who do not speak English or whose native language is not English and who are not currently able to perform ordinary classroom work in English. These students are also known as Limited English Proficient (LEP). However, these students have the added asset of some level of multilingualism. To recognize this asset and to value these students, we will refer to these students as Multilingual English Learners (Multilingual ELs). Students in Spanish Dual Language Programs, whose primary language is English, will be referred to as Multilingual Spanish Learners (Multilingual SLs). In the event that we open Dual Language Programs with a target language other than Spanish, these students will be referred to in a similar format that identifies the language they are learning.
2. Through professional development and regular communications, we will continue to advocate for equity in valuing both languages in Dual Language Programs, valuing the primary language of all Multilingual English Learners, and promoting a multicultural mentality. The District uses the Guiding Principles for Dual Language Education, Third Edition (Howard, Elizabeth R., Kathryn J. Lindholm-Leary, David Rogers, Natalie Olague, José Medina, Barbara Kennedy, Julie Sugarman and Donna, Christian, 2018) to guide the development of established programs and new or proposed programs following the three pillars: academic achievement, bilingualism/biliteracy, and cultural competency.
3. The District seeks to expand cultural awareness and sociocultural competency beyond Dual Language programs to all schools and classrooms. The Biliteracy Committee, the Biliteracy Leads, and the Dual Language Innovation Team for Instruction, will work collaboratively to establish goals and actions to promote these ideals, including but not limited to:
 - Professional Learning on Valuing Diversity
 - Classroom activities for children to tell their personal stories
 - Professional Learning for Principals
 - School wide activities to expand cultural awareness
 - Cultural Awareness Week

ELEMENT B:


Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten have different needs than students entering in later grades. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

1. All parents complete a Home Language Survey (HLS) upon initial enrollment in school. The HLS is used to determine the primary language of the student. This survey is completed the first time the parent enrolls the child in the District or any District in the state of California, and the results are maintained and honored thereafter. If any of the four responses on the HLS indicate a language other than English, the student is assessed for English proficiency with the **Initial** English Language Proficiency Assessments for California (ELPAC), within 30 days of enrollment. Based on the results of the Initial ELPAC, students are designated as Initial Fluent English Proficient or as Multilingual English Learners and parents are notified. Beginning in February of each school year, all Multilingual English Learners are assessed with the Summative ELPAC.

Parents may change the HLS prior to the administration of the Initial ELPAC by resubmitting another HLS to the site. After administration of the Initial ELPAC and before the beginning of the Summative ELPAC testing window, parents may request a reconsideration of the student's classification by submitting a written request to the site administrator. The Multilingual Education Department will conduct a Multilingual EL Classification Review and meet with the parent, teacher and site administration to make a determination on classification.

The Home Language Survey is presented in Figure 1.

Figure 1

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT**
HOME LANGUAGE SURVEY

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

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

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

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

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

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

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

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

Print Name of Parent or Guardian _____

Signature of Parent or Guardian _____ Date _____

Form HLS, Revised December 2016
California Department of Education | 830203(A) CVESD Revised 10/18

2. Multilingual English Learners begin receiving instruction in our district at different initial levels of proficiency and at different grades. It is our expectation that all Multilingual ELs will progress toward proficiency at a rate in line with research on language acquisition, defined by the California State Board of Education as “annual progress.” Upon the receipt of the results of the ELPAC, the California Assessment of Student Performance and Progress (CAASPP), and Local Measures Reading at the end of each school year, we identify students who are not making adequate progress toward proficiency for providing additional support.

Annual Progress defines a reasonable annual growth toward English proficiency. The ELPAC places students in four proficiency levels. Levels two and three are divided at the mid-point scale score into Low and High divisions. To be considered as making Annual Progress, a student must progress at least one level as follows:

Level 1	to	Level 2 Low
Level 2 Low	to	Level 2 High
Level 2 High	to	Level 3 Low
Level 3 Low	to	Level 3 High
Level 3 High	to	Level 4
Level 4	to	Level 4

Students in sixth grade, who have been in school in the United States for six years or more, who did not make annual progress on the ELPAC, and who scored at the Standard Not Met proficiency level on the CAASPP English Language Arts, will be designated Long Term English Learners (LTELs).

Students in third, fourth, or fifth grade, who have been in school in the United States for four years or more, who scored at proficiency level 1 or 2 on the ELPAC, and scored at the Standard Not Met Proficiency level (fourth and fifth grade only), will be designated At Risk-Long Term English Learners (AR-LTELs). These designations are District generated predictors of the State Board of Education’s designations that are published after the end of the school year, and serve the purpose of guiding timely supports and interventions to reduce the number of students who leave our district as LTELs.

Figure 2 identifies the criteria for LTELs and AR-LTELs.

Figure 2

AR-LTEL	LTEL
Grades 3,4,5	Grade 6
4 or more years in U.S. schools	6 or more years in U.S. schools
1 or 2 on ELPAC	Did not make Annual Progress on ELPAC
Standard Not Met on CAASPP (applies to Grades 4 and 5 only)	Standard Not Met on CAASPP

3. Reclassified Fluent English Proficient students (RFEPs) are those who were initially identified as Multilingual ELs upon entering the instructional program and have met State and District criteria for English-language proficiency and academic performance for reclassification. However, we recognize that these students sometimes regress without ongoing support. To ensure that reclassified students maintain proficiency in English as grade level expectations increase, and in accordance with the Every Student Succeeds Act, reclassified students are monitored for a period of 4 years following reclassification. Student performance shall be reviewed using formative and summative data at each progress-reporting period. Overall student progress shall be shared with parents at fall and spring parent-teacher conferences. Those students found to be regressing in their academic performance will receive an academic intervention in the specific area of need. Parents will be notified of the intervention plan. Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring through the Extended Day Program
- Specialized reading instruction
- Focused writing instruction
- Additional ELD instruction
- Explicit vocabulary instruction
- Timely interventions provided by the school

Element C:

School climates and campuses are affirming, inclusive, and safe.

1. Each site is committed to 15 minutes daily of Social Emotional learning that focuses on building relationships and creating an affirming and inclusive environment.
2. District adopted and site-supplemented curriculum are culturally and linguistically responsive, follow the ELA/ELD Framework, and meet state criteria for cultural awareness.
3. Site Safety Plans are developed by each site to ensure students are safe.
4. The District has established procedures for investigating and addressing bullying incidents.

Element D:

Schools value and build strong family and school partnerships.

1. A brochure that describes each of Language Development Instructional Program Services is available at each school site for parent review. (Figure 3)

Figure 3

OUR COMMITMENT
The Chula Vista Elementary School District is committed to providing world-class education opportunities to all students by supporting the linguistic and educational needs of who are in the process of acquiring the academic English they need to fully and successfully participate in a global society.

WHAT IS AN ENGLISH LEARNER (EL)?
Lives in a home where a language other than English is spoken, and:
• Has limited proficiency in English
• A child who does not speak English or whose native language is not English.

HOW ARE ENGLISH LEARNERS IDENTIFIED?
A Home Language Survey is completed by parents upon enrollment in a California public school and is used to determine if there is a language other than English spoken in the home. If the survey indicates that a language other than English is spoken in the home, the student is tested for English proficiency utilizing the Initial English Language Proficiency Assessments for California (ELPAC). Students who do not score Initial Phase English Proficient on the initial ELPAC are identified as English Learners and qualify for EL services.

THE DIVERSE COMMUNITY WE SERVE
According to the April 2018 Language Census, there are 8,842 (30%) English Learners within the total student population of 29,523. Spanish-speaking English Learners represent the largest language group (28% or 8,050).

LANGUAGE INSTRUCTIONAL PROGRAMS
The Chula Vista Elementary School District offers the following language acquisition programs:
Dual Language Instructional Program
Students have the opportunity to become fluent in English and Spanish or any other language, while developing cross-cultural understanding. The goal of the program is to promote full proficiency in a student's first and second language while attaining high levels of academic achievement in both languages. Sixth Grade students may earn the Bilingual Award for participation and achievement in the Dual Language Immersion Instructional Program. Students will be required to meet specific criteria to be eligible for the award.
Transitional Bilingual Instructional Program
Students receive instruction in Spanish with a daily-designated time in English. Student's primary language is used for teaching and learning while developing English language proficiency. The goal of this program is to help students transition into English instruction rapidly.
English Instructional Program
All classroom instruction is provided in English with curriculum and presentation designed for students who are learning English.

WHEN DOES AN ENGLISH LEARNER EXIT THE PROGRAM?
English Learners are reclassified as Fluent English Proficient when they reach English language proficiency, and meet or exceed on the State and/or local reading assessment.

AREA	DATA	RECLASSIFICATION CRITERIA
English Learner Proficiency	Initial ELPAC test	Grade 1 Oral Proficiency Level 4
Academic Achievement	Local Measure	Grade 3 Reading Accuracy 85-100%, Reading Comprehension 75-100%, Reading Fluency 60-100%
	Local Measure	Grade 4 Reading Accuracy 85-100%, Reading Comprehension 85-100%, Reading Fluency 60-100%
	Local Measure Local Test - Reading	Grade 2-12 Midpoint Level of Approaching to Meet Grade level range
	CAASPP-ELA	Grade 3-6 Midpoint Standard Nearly Met to Meet Grade level range
Teacher Evaluation	Teacher's Recommendation	Grade K-12 Teacher agrees that student is performing at or above the level of proficiency as indicated on the ELD Report Card
Parent Input	Consentation with parent	Grade K-12 Parent agrees that reclassification is appropriate

INSTRUCTIONAL PROGRAMS AND SERVICES

Reclassified Fluent English Proficient (R-FEP)	2016-17	2017-18	2018-19
Total English Learners	10,090	9,008	9,666
Percent of Enrollment	34	31	33
Total R-FEP	1,756	595	2,022
Percent R-FEP	30	13	21

OTHER RESOURCES
www.elac.ca.gov
www.elc.ca.gov
www2.ed.gov/parents/academic/help/ely.html
www.elc.ca.gov/parents
www2.ed.gov/parents/academic/help/ely.html

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2. At the beginning of each school year, Parents of Multilingual English Learners will receive an Annual Parent Notification letter with prior year's English Language

Assessment results and program services. They will also be notified annually of the ELPAC assessment. Once official ELPAC results are available, parents can access test results with current proficiency level in the Home Access Center.

3. Translation Services: Pursuant to EC Section 51101.1(b)(3) and as defined by EC section 48985, the Chula Vista Elementary School District will provide training and materials in the home language of the parent members of advisory committees as applicable.
 - If 15 percent of a student body speaks a primary language other than English, as determined by the previous year's language census data, all notices, reports, statements, records sent to parents must be written in English and in the primary language.
 - Whenever possible the school will provide translations and interpretation of school information for all language groups.
 - When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. All parents who are Limited English Proficient will be provided with oral translations in their primary language. Translators are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Study Team (SST) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the District level.
 - The Student Success Team (SST) meetings must provide a translator for the parent if needed.
 - Site administrators will plan and provide primary language support with para-educators, translators, or other staff.
 - The CVESD has a number of bilingual staff that support district-wide needs for interpreting and translating services. Site based staff are available to interpret or translate documents.
 - Parent meetings are held at convenient times for parents. Childcare and translation services are provided when necessary.
4. Forums and activities help parents effectively assist their children toward educational success and to advocate for their children within the school and community. Parents of English Learners at all schools in the Chula Vista Elementary School District will participate meaningfully in the education of their children. The following types of activities may be carried out at the District or site levels to further this goal. This list is not all-inclusive:
 - Parents are informed how they can be involved in the education of their children.

- Parent training shall include sessions on parental rights, level of parent volunteering, and development of parent leadership skills to increase parent engagement.
 - Parent engagement is extended and supported through our Local Control Accountability Plan (LCAP) and input process.
 - The District's website is used as a tool to communicate and inform parents and the community on school and District functions, events, and trainings.
 - District and site communication to parents are sent in a variety of media, including email, phone messenger, school blogs, Facebook and Twitter.
 - Parents actively participate in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all student.
5. Pursuant to EC 62002.5, all school sites with 21 or more Multilingual ELs maintains a site-based English-Learner Advisory Committee (ELAC) in which parents of Multilingual ELs constitute at least the same percentage of the committee membership as their students represent of the student body. (Note: Because ELAC is a term specified in Educational Code, "Multilingual will not be included in reference to this Committee.) The goal of the ELAC is to promote positive collaboration between parents of English Learners, schools and the District. The Chula Vista Elementary School District shall:
- Include all parents and community members in the process of decision-making, planning, and evaluation of programs for Multilingual ELs;
 - Develop a working partnership between all parents and the schools to provide equal access to education for all students;
 - Promote open communication with all parents, community members, and the District.

All parents/guardians of Multilingual ELs at the site are invited to participate in the election of the parent members of the English Learner Advisory Committee. The purpose of the ELAC is to advise and assist the school administration and staff on programs and services for Multilingual ELs, specifically:

- The school's program for Multilingual English Learners
- The development of the Single School Plan for Student Achievement
- Input on LCAP as it relates to Multilingual English Learners
- The school's needs assessment
- Efforts to make parents aware of the importance of regular school attendance

Each member of the school ELAC is provided training and materials necessary to carry out his or her legally required advisory responsibilities. Training is planned in full consultation with the ELAC members.

Each ELAC elects one representative to the District English Learner Advisory Committee (Multilingual DELAC) and one alternate, whose responsibilities will include training others at their school's site. (Note: Because DELAC is a term specified in Educational Code, "Multilingual" will not be included in reference to this Committee.). Districts with 31 or more ELACs may use a system of proportional or regional representation.

The site Principal and District office staff will review the implementation of the ELAC in order to ensure that all requirements are met.

All site ELAC documentation (calendar of ELAC dates, ballots, agendas, and minutes) shall be kept at the site for three years and recommended 5 years.

6. Chula Vista Elementary School District maintains a District English Learner Advisory Committee (DELAC) in which at least 51 percent of the members are parents/guardians of English Learners, not employed by the District. Each school ELAC must have the opportunity to elect at least one member to the DELAC. If the District has 31 or more ELACs, it may use a system of proportional or regional representation.

The purpose of the DELAC, or subcommittee on English Learner education, is to advise and assist the District's local governing board (e.g., in person, by letters/reports) on the programs and services for English Learners as described in the DAC-DELAC By-laws.

Each member of the school DELAC is provided training and materials necessary to carry out his or her legally required advisory responsibilities. Training is planned in full consultation with the DELAC members.

District staff will review the implementation of the DELAC in order to ensure that all requirements are met.

ELEMENT E:

Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

1. When a Multilingual English Learner is not making adequate progress based on intervention data in the general education setting; a referral for special education assessment is/may be recommended by the Student Study Team. The School Psychologist develops an assessment plan and the team will determine if the child will be assessed in English or in their primary language. The assessment team develops the plan and considers carefully whether the child's learning difficulties are due to second language acquisition and cultural issues, or a specific learning disability. Lastly, the specialized team will complete their assessments and hold an IEP team meeting within 60 days of the parent's written consent for evaluation.
2. Instructional decisions related to the student's language proficiency status must be described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, goals and objectives are written to grade level standards that are linguistically and developmentally appropriate based on the student's individual needs. The IEP will include goals that address English language development as defined by the ELD Standards as well as goals that support access to the content areas through primary language instruction and or support. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.
3. To the extent that the student's English language development program relates to the student's need for Special Education services, the IEP must document the provision of these services. The IEP document will be translated for parents as appropriate.
4. Students with an IEP are included in ELD instruction in conjunction and collaboration with general education staff as appropriate to their individual needs. Special Education staff (SDC Teachers and RSP) will receive the same training as general education staff working with Multilingual ELs. In SDC classes, the Special Education staff provides ELD instruction.
5. The Special Education Department and the site will work together with the parent to ensure parental requests and educational goals are met. A translator and translated material will be provided to parents as appropriate.
6. The District provides guidelines for language assessment and reclassification on English Learners in Special Education as indicated in Figure 4. A handbook provides schools with guidelines that ensure English Learner students in Special Education have access to appropriate English language development assessments and reclassification procedures.

Figure 4. Alternative Reclassification Criteria

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

PRINCIPLE TWO

Intellectual Quality of Instruction and Meaningful Access

English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

ELEMENT A:

Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).

1. General fund resources are used to provide services and programs for Multilingual English Learners, including ELD and access to the core curriculum.

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

The California English Language Arts/English Language Development (ELA/ELD) Framework guides the implementation of the standards. All teachers should attend to the language learning needs of their Multilingual ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. Teachers design integrated and designated ELD to address the language and literacy needs of Multilingual ELs. Integrated ELD refers to instruction in which all teachers with Multilingual ELs in their classroom use the California ELD standards in tandem with the focal California Common Core State Standards for ELA/Literacy and other content standards. Designated ELD is a protected time during the regular school day when teachers use the California ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language Multilingual ELs need for content learning in English.

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

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

ELEMENT B

Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

1. Academic instruction for Multilingual English Learners is designed and implemented to ensure that they meet the District's content and performance

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

ELEMENT C

Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

Extensive research indicates that collaborative conversations have a high impact size on academic growth and language development. In support of the District focus on high impact language strategies, extensive and ongoing training has been centered on collaborative conversations that emphasize student-to-student interaction and critical thinking. Additional training is provided for Designated Language Development to ensure that Multilingual English Learners and Multilingual Spanish Learners are able to access the same content as all students and achieve that the same level.

ELEMENT D

English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services.

1. The District adopted ELA and Math Curricula provide resources for teachers to support Multilingual ELs. The ELA curriculum includes lesson plans for Designated ELD connected to ELD standards at all proficiency levels.
2. The District staff provides training for Multilingual EL support in all content areas with a focus on high impact language development strategies.

ELEMENT E

Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

The District values linguistic and cultural diversity of our students and families. Their primary language is viewed as an asset to build from and into the new language and all teachers have appropriate authorization to support this process. Students' primary language contributes enormously to the state's economic and social strengths as a talented multilingual, multiliterate and multicultural population. Dual Language programs in the District continue to expand as a result of the District's and the educational community's commitment to developing global citizens. The goals of the Dual Language programs include full development of literacy and proficiency in the primary language.

ELEMENT F

Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

The District adopted ELA curriculum includes engaging content in multiple subject areas aligned to high expectations of the California Common Core State Standards. The Spanish version includes some authentic Spanish texts. The curriculum addresses the language needs of students at all proficiency levels. Designated ELD lessons ensure that Multilingual ELs are able to access all grade level content while acquiring language skills outline in the ELD standards. Dual Language programs are designed to ensure that students acquire proficiency in both English and Spanish.

ELEMENT G

English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.

1. Language development instructional services are educational programs that are designed to ensure English proficiency as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the ELD standards.
2. Parents/guardians of Multilingual English Learners are notified of the language development instructional services of their child on an annual basis and have a right to decline or opt their child out of language development instructional services. Regardless of the language development instructional programs, all Multilingual ELs will receive daily Designated and Integrated English Language Development. Parents may choose a language development instructional program that best suits their child. To the extent possible, any language development instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310).
3. The individualized education program (IEP) team determines instructional program services of each special education student, regardless of language proficiency.
4. All students identified as Multilingual ELs receive Structured English Immersion (SEI) services in all instructional programs. SEI services are provided through standards-based instruction, curriculum, and strategies that ensure Multilingual ELs acquire English language proficiency and academic achievement as rapidly as possible. English Language Development (ELD), including Integrated (whole group setting) and Designated (small group setting) ELD is a required component of instruction for English Learners until students are reclassified as fluent English proficient. The California Education Code defines Structured English Immersion as “an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.” CAL.EDUC. Code 306. The District provides the following instructional programs:
 - All classroom instruction is provided in English with curriculum and presentation designed for students who are learning English.
 - Comparative analysis has demonstrated that Two-Way Dual Language Education provides the greatest opportunity for Multilingual English Learners to learn English and to achieve at high levels in all content areas. The District offers a Dual Language Instructional Program that integrates Spanish speaking students and English speaking students. Instruction is provided in both Spanish

and English, with the goal of attaining high academic achievement, first and second language proficiency, and cross-cultural understanding. As with all language development instructional programs, Multilingual ELs receive daily integrated and designated ELD as core instruction beyond the English portion of the instructional model that all students receive. In addition, students receive integrated and designated Spanish Language Development as needed. A District brochure that describes the Dual Language Education Programs is available at the Educational Services and Support Center, the District website, and at all sites. The District is developing a Framework for Dual Language Education Programs that will serve as a guide to build coherent and successful biliteracy programs for student's success.

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

PRINCIPLE THREE

System Conditions That Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of Multilingual English Learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of Multilingual English Learners.

ELEMENT A

Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.

1. The District's Instructional Focus statement identifies a focus on Multilingual English Learners and high impact language development strategies. Ongoing Professional Development always includes this focus on English Language Development Standards and Integrated and Designated Language Development, which explicitly support academic engagement and achievement.
2. The District specifies the range of acceptable achievement goals for the progress of Multilingual ELs that are to be included in each site's Single Plan for Student Achievement. Each of five Executive Directors, along with the Assistant Superintendent of Innovation and Instruction, are responsible for a cohort of school sites. At regular intervals throughout the year, they visit classrooms with each site principal. In addition to the systemic monitoring of all Multilingual ELs that is described below, Principals collaborate with teachers to identify Multilingual ELs in each classroom that are shadowed during these visits. District and site administrators have access to the LCAP Matrix, a report that collects a range of data points into a single screen electronic view for each Multilingual EL. This provides the ability to view a wealth of information while observing a student in the classroom. The data includes the student's picture, historical and current English proficiency assessments (both CELDT and ELPAC), Local Measures data on reading and Lexile level, State academic assessments (CAASP ELA and Math), attendance, Special Education status, economic status, and identification as Long Term English Learner or At Risk Long Term English Learner. District Administrators also observe Designated Language Development and grade level collaboration time. After each site visit District Administrators review observations with Principals and discuss how feedback will be provided to teachers.
3. There are 22 sites with Dual Language programs as of this writing and a plan for expansion in is development. Substantial research indicates effective Dual Language programs are the best opportunity for Multilingual ELs to achieve success in English proficiency and in academic content. The Multilingual Education Department has established Dual Language Innovation Teams in four areas. The Instruction Team focuses on improving the level of instruction in existing programs and building coherence. A Parent Education Team works to educate parents about the benefits of Dual Language. A Recruitment Team develops ways to ensure a supply of highly qualified Bilingual teachers. An Enrollment Team establishes guidelines for developing and expanding programs in a manner that is effective and fiscally sound. The progress of this work is annually reported to the Board of Education.
4. The District evaluates the effectiveness of commercial EL programs through analysis of usage and impact on ELPAC scale score growth. Professional

Development is evaluated through the analysis of ELPAC and CAASPP data. With the availability of the English Learner Progress Indicator on the California School Dashboard, this data point will be added to the tools used to assess programs.

5. In addition, the Multilingual Education Department staff assist with the development of site documentation for each Multilingual EL program compliance area, such as the Federal Program Monitoring. This Multilingual English Learner Master Plan serves as a framework that supports coherent and successful strategies for Multilingual ELs. Specific actions and services are also outlined in the Local Control Accountability Plan including the Federal Addendum that ensures compliance with State and Federal guidelines.

ELEMENT B

The school system invests adequate resources to support the conditions required to address EL needs.

1. General fund resources are used to provide services and programs for Multilingual English Learners, including English Language Development and access to the core curriculum.
2. The District uses Title III funds only to supplement, not supplant Federal, State and Local public funds that, in the absence of such availability, would have been expended for programs for Multilingual ELs and Immigrant children and youth and in no case to supplant such Federal, State and Local funds.
3. The District allocates Title III funds for direct services to Multilingual ELs. Federal Title III for Limited-English-Proficient (LEP) and Immigrant funds are spent for supplemental services and materials that may include, but are not limited to:
 - Staff development for instructing Multilingual ELs
 - Supplementary materials for Multilingual ELs
 - Supplementary resources for teachers to support Multilingual ELs
 - Multilingual EL parent education, training, and involvement
 - Immigrant Education support
 - Professional Learning opportunities for parents and staff
 - Title III personnel

ELEMENT C

A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

1. In order for Multilingual English Learners to meet the standards of literacy in English, they must be proficient in speaking, listening, reading and writing in English. The ELD Standards are used to address English language proficiency and are aligned to the California Common Core State Standards in English Language Arts. All Multilingual ELs receive an ELD Progress Report, in addition to the regular report card. The ELD Progress report provides parents with information on the progress their child is making in English proficiency.
2. The Summative ELPAC classifies the English proficiency of Multilingual ELs as follows:
 - Level 1—Minimally Developed: Multilingual ELs at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten through Grade 12 (CA ELD Standards).
 - Level 2—Somewhat Developed: Multilingual ELs at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low-to-mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
 - Level 3—Moderately Developed: Multilingual ELs at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.

- Level 4—Well Developed: Multilingual ELs at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the CA ELD Standards.

3. In addition to the ELPAC, all Multilingual ELs in grades three through six take the California Assessment of Student Performance and Progress in ELA and Math. The District and school sites administer formative and summative assessments to monitor student progress and to provide timely interventions. Results are generated through a variety of data reports that target the specific needs for Multilingual ELs. Teachers use assessments to review student progress and plan modifications in instruction and classroom interventions as appropriate. ELPAC data is used for instructional grouping in ELD. Parents should be informed of progress and interventions in a timely manner. Documentation of language and academic performance assessments and record of reclassification are kept in the student Multilingual EL folder located in the cumulative records. These folders are reviewed and monitored annually for required Multilingual EL documentation. The assessments are summarized in Figures 5, 6, and 7.

Figure 5 – English Language Development Assessment

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

Figure 6 – Primary Language Assessments

<u>Assessment Instrument</u>	<u>Grade Level</u>	<u>Description</u>	<u>When Administered</u>	<u>Who Administers</u>
Benchmark Adelante Formative Assessments	K-6	Assess language domains in Spanish	Periodically throughout the year	Teacher
Writing Assessment	K-2	Assess Spanish writing	End of year	Teacher
Performance Tasks	K-6	Assess language and literacy in Spanish	Periodically throughout the year	Teacher
Achieve 3,000 Level Set	2-8	Assess reading in Spanish	Three times per year	Teacher

Figure 7 – Academic Achievement: Assessments in English/Spanish

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

Local Measure Assessment	K-2	• Reading, writing, and math grade level assessments	Annually in Spring	Teacher
Level Set Reading (Achieve 3000 Lexile Assessment)	2-8	• Counts as Local Measure Reading Assessment for grade 2	3 times a year	Teacher
CVESD Writing Assessment	K-2	• District-developed assessments of grade level Common Core text types	End of year	Teacher
CVESD Spanish Performance Task	K-6 Dual Immersion	• District-developed assessments of grade level Common Core text types	Quarterly	Teacher
Supplemental Assessments				
CVESD Kindergarten Adapted Emerging Literacy Survey	K	• District-developed assessment to measure students' knowledge of State Kindergarten standards	Every 6 to 8 weeks throughout the year	Teacher
Managed Assessment Portfolio System (MAPS)	K-8	• Summative assessment to measure academic achievement	Three times a year	Teacher
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K-8	• Progress monitoring and summative assessment of reading skills	Periodically throughout the year	Teacher

4. Reclassified Fluent English Proficient is the primary goal of language development programs for Multilingual ELs, thus reclassification rate is one of the primary measures of success. In October of each year, District personnel collect District and State-mandated data and disseminate to each school a list of Multilingual ELs who meet the reclassification criteria for ELPAC, CAASPP and Local Measures as shown in Figure 8.

Figure 8 Reclassification Criteria

Multiple Criteria		Minimum Requirements
English Language Proficiency	Most recent English Language Proficiency Assessments for California (ELPAC)	Grade K-12 Overall Proficiency 4
Academic Achievement (Note: Students in grades 3-12 may qualify by either the Local Measure or by CAASPP)	Local Measure Reading	Grade K Accuracy 85-100%, Comprehension 3 correct, High Frequency Words Reading 45-50
	Local Measure Reading	Grade 1 Reading Accuracy 95-100% Comprehension 4-5 correct Fluency 60+ words/minute
	Local Measure/Level Set Reading	Grade 2-12 Midpoint of approaching and above for grade level
	California Assessment of Student Performance and Progress (CAASPP)-English Language Arts	Grades 3-6 Midpoint of Standard Nearly Met and above for grade level
Teacher Recommendation	Proficiency Level Descriptors	Grades K-12: Teacher agrees the student is performing successfully in all academic areas and is at the Bridging level on the English Language Development (ELD) Report Card
Parent/Guardian opinion and consultation	Consultation with parent/guardian	Grades K-12: Parent/guardian agrees that reclassification is appropriate

5. In addition to the reclassification rate, the effectiveness of language development programs for Multilingual ELs are monitored and thoroughly evaluated annually by using District and school data as reflected on the Local Control Accountability Plan, including the Title III Addendum.
6. Along with English proficiency, students in Dual Language programs are also monitored for Spanish proficiency with formative assessments. Some student took the first California Spanish Assessment in 2019. At the time of this writing, the District is investigating authentic Spanish language assessment and the development of a unified calendar of assessments in Spanish

ELEMENT D

Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers.

1. The District provides professional development specific to the implementation of programs for Multilingual ELs. Professional development is provided to classroom teachers, resource teachers, principals, and other school leaders, administrators, paraprofessionals, parents, and other school or community-based organizational personnel to improve the instruction and assessment of Multilingual ELs that is:
 - Designed to improve the instruction with a targeted focus on daily integrated and designated ELD and assessment of Multilingual ELs.
 - Designed to enhance the teacher's ability to understand and use curriculum, assessment measures, and instructional strategies for Multilingual ELs.
 - Designed to meet the diverse academic and language needs of students.
 - Designed of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.
2. The District collaboratively plans with other departments to provide on-going professional development opportunities to all teachers and staff working with Multilingual ELs. This includes teachers participating in the Induction program.
3. The goal of professional learning is to help educators acquire specific skills required to support the language and academic needs of Multilingual ELs. Staff development opportunities to support teachers in providing differentiated instruction for Multilingual ELs may include the following:

<ul style="list-style-type: none"> • Targeting Multilingual EL needs through the ELA/ELD Framework • Implementing ELD Standards • Long Term English Learners • GLAD instructional strategies • ELPAC 	<ul style="list-style-type: none"> • Biliteracy Training • Dual Language Program Strategies • Induction Multilingual EL training • Integrated and Designated ELD • Collaborative Conversations • High Impact Language Strategies • Data and EL monitoring
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4. Teachers at all school sites participate in grade level collaboration on a weekly or bi-weekly basis through release time provided by Visual and Performing Arts Teachers. During this time, teachers have an opportunity to plan for integrated and designated ELD instruction.
5. The District seeks CLAD and BCLAD teachers by working closely with the San Diego County Office of Education and local universities, by attending in-state and out-of-state recruitment fairs and career days, advertising in educational online services and through a variety of job postings and announcements. The vast majority of teaching staff hold a CLAD, BCLAD, and or equivalent certification and this includes teachers with specialist credentials. The District maintains partnerships with institutions of higher education to ensure the availability of highly qualified teachers to support Multilingual ELs including students in the Dual Language Program. The District also provides support for teachers by working in collaboration with the San Diego County Office of Education, to ensure the hiring of highly qualified teachers. The Human Resources Services and Support Division monitors the implementation and ensures that there is a highly qualified teacher in every classroom.
6. In addition to general recruitment, the District has established a Dual Language Innovation Team for Recruitment to develop additional plans for the specific purpose of ensuring an adequate supply of highly qualified Spanish teachers.

PRINCIPLE FOUR

Alignment and articulation within and across systems.

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

ELEMENT A:

EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.

1. Preschool students are screened and Multilingual English Learners are informally identified so they can begin receiving support. Forty percent of District preschools are Bilingual and use the Preschool English Learner Guide to inform instruction that aims to prepare students for kindergarten whether they enroll in an English only classroom or a Dual Language program. The Big Day for Pre-K curriculum is combined with the ELD Bridge to ensure that Multilingual ELs' needs are addressed. All Preschool classrooms in the District have at least one Bilingual staff member.
2. Kindergarten through sixth grade teachers have collaboration time at a minimum of every other week when they are released by teachers in the LCAP funded Visual and Performing Arts Program (VAPA). This time includes planning support and ELD instruction for Multilingual ELs.
3. VAPA teachers receive ongoing training in strategies to support Multilingual ELs.
4. The District Math Coordinator includes ELD strategies in all Math professional development and support to sites.
5. The District has implemented a multi-year plan for professional development that focuses on ELD Standards, Collaborative Conversations with associated strategies for including English Learners, and Designated English Language Development.
6. Two District Project Specialists—G.L.A.D. provide more intensive training, coaching and support for sites with high populations of Multilingual ELs.

ELEMENT B:

Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learners, to accommodate the extra challenges they face in learning English and accessing/mastering all academic subject matter.

Two District Project Specialists—G.L.A.D. provided support to teachers of extended day programs to ensure that Multilingual ELs receive appropriate interventions.

ELEMENT C:

EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

1. The District's schools are grouped into cohorts. Professional Learning Cycles within each cohort allow for common professional development and peer support. Each cohort Instructional Leadership Team receives District provided training in a model that enables the implementation of District-wide initiatives. Executive Directors and the Assistant Superintendent of Innovation and Instruction are each assigned to support the cohorts and to ensure that initiatives are fully implemented. High impact language strategies that support Multilingual English Learners are a standard component of all professional development and instructional initiatives.
2. The District has published a handbook for Dual Language schools that outlines standards for common practices. While allowing for unique elements in each individual program, the handbook ensures that essential program elements across the District are aligned with research.