

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.

Instructional services and language acquisition programs, for English Learners (EL) adhere to state and federal requirements and are subject to the Federal Program Monitoring (FPM) for evaluation and accountability.

In addition, CVESD is committed to the California Education for a Global Economy Initiative (Proposition 58) whenever possible to establish language acquisition programs for both native and non-native English speakers.

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 29,023. Spanish-speaking English Learners represent the largest language group (28% or 8,050).

Support for English Learners include:

- English Learner (EL) Identification and Placement Language Proficiency Assessment and Progress Monitoring
- Teacher Training in Support of English Learners
- Language Acquisition Instructional Programs
- Integrated and Designated English Language Development
- Parent Involvement and Leadership Development
- Instructional support for language, literacy, and academic content for English Learners
- Translation and interpretation services for Korean, Tagalog, Japanese and Arabic are available for parent and student support by calling (619) 425-9600, ext. 1526.

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 Fluent English Proficient on the Initial ELPAC are identified as English Learner and qualify for EL services.

Accurate completion of the Home Language Survey is critical in ensuring services and support for English Language Learners to acquire English language proficiency and academic achievement.

WHAT ARE THE ELPAC LEVELS?

Initial ELPAC has three levels: Novice, Intermediate and Initial Fluent English Proficient (I-FEP)
Summative ELPAC has four levels: Minimally Developed, Somewhat Developed, Moderately Developed and Well Developed.

STRUCTURED ENGLISH IMMERSION (SEI)

English Learners receive daily Structured English Immersion services in all instructional programs. SEI services are provided through standards-based instruction, curriculum, and strategies that ensure English Learners 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.

LANGUAGE INSTRUCTIONAL PROGRAMS

The Chula Vista Elementary School District offers the following language acquisition programs:

Dual Language Immersion 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 Biliteracy 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.



To find out about these services and programs, please visit us on the web www.cvesd.org, contact your school office or the Language Development and Instruction Department staff at (619) 425-9600, Ext.1520.

Language Development and Instruction Services and Support



84 East J Street, Chula Vista CA 91910
 Telephone (619) 425-9600, Ext. 1520
 Fax (619) 420-3743
www.cvesd.org

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

INSTRUCTIONAL PROGRAMS AND SERVICES

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 GATHERED	RECLASSIFICATION CRITERIA
English Language Proficiency	Most recent ELPAC test	Grades K-12: Overall proficiency level of 4
Academic Achievement	Local Measure	Grades K Reading Accuracy 85-100% Reading Comprehension 3 correct High Frequency Word Reading 45-50
	Local Measure	Grade 1 Reading Accuracy 95-100% Reading Comprehension 4-5 correct Reading Fluency 60+ words/minute
	Local Measure/ Level Set Reading	Grades 2-12: Midpoint (Lexile of Approaching to Met) Grade level range
	CAASPP-ELA	Grades 3-6: Midpoint (Standard Nearly Met to Met) Grade level range
Teacher Evaluation	Teacher's Recommendation	Grades K-12: Teacher agrees that student is performing successfully in all academic areas. Bridging level on the ELD Report Card
Parent Input	Consultation with parent	Grades K-12 Parent agrees that reclassification is appropriate

Reclassified Fluent English Proficient (R-FEP)	2016-17	2017-18
Total ELs Grades 3 and up	5,860	4,696
Total R-FEP	1,756	595
Percent R-FEP	30	13

OTHER RESOURCES

- www.cde.ca.gov/ta/tg/ep
- www.sdcoe.net/lret2/els/?loc=home
- www2.ed.gov/parents/academic/help/hyc.html
- www.colorincolorado.org
- www.carambakids.com/activities.html

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, Ed.D., 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.

“EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH”

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