

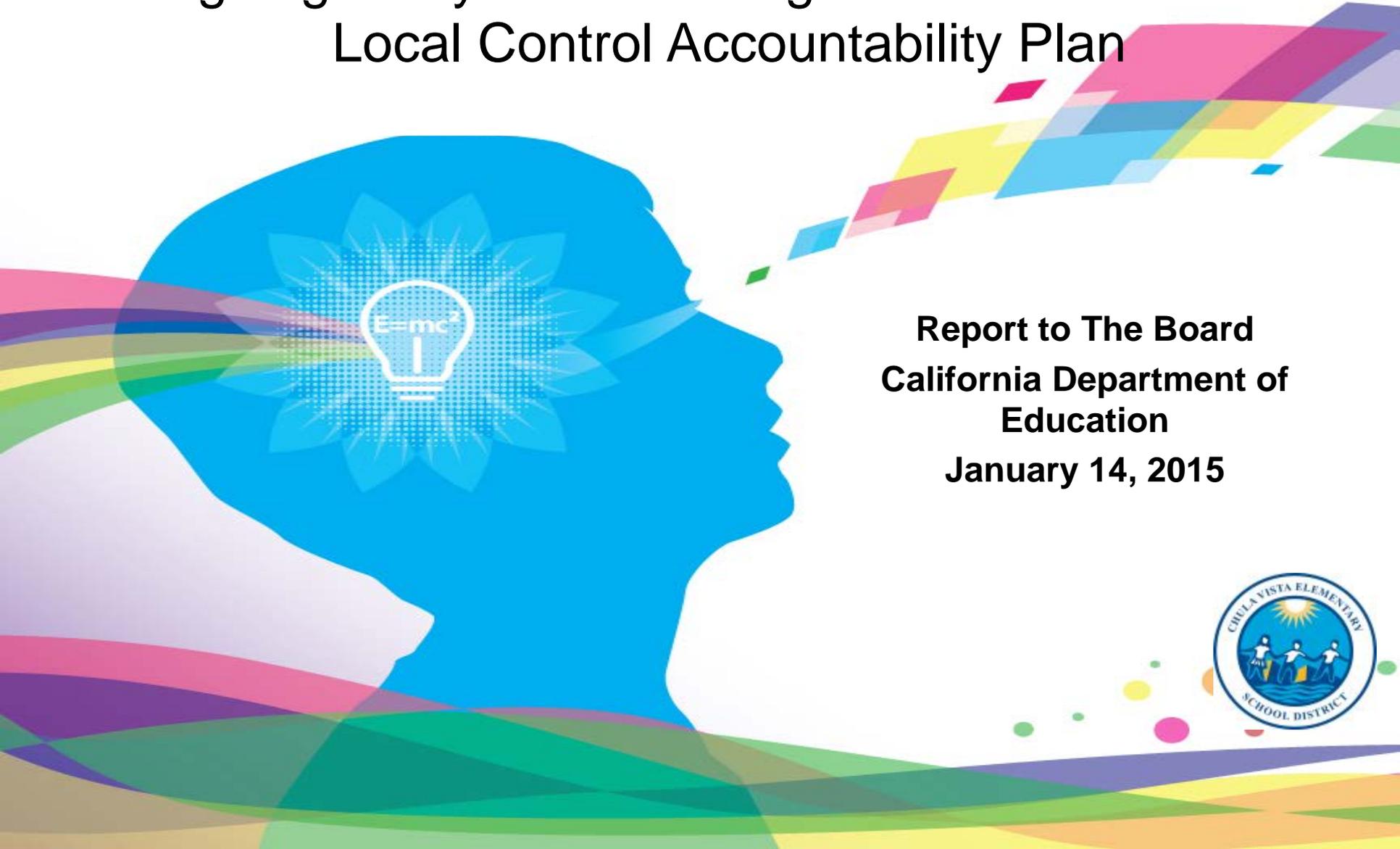
This is the official version of the Aligning All Systems for English Learner Success Local Control Accountability Plan presentation slides for the California State Board of Education (SBE) Meeting on January 14, 2015 posted at <http://www.cde.ca.gov/be/ag/ag/yr15/agenda201501.asp>

An accessible version of the contents of these slides is located at <http://www.cde.ca.gov/be/ag/ag/yr15/jan15item04slides2aav.asp>

The presentation slides start following this initial page.

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT**

# Aligning all Systems for English Learner Success Local Control Accountability Plan



**Report to The Board  
California Department of  
Education  
January 14, 2015**



# Chula Vista Elementary School District

- Largest K-6 Elementary School District in California
- 29,642 Students
- 45 Schools (7 Charter Schools)
- 4 Alternative/Bilingual Education Programs
- 19 Dual Immersion Programs
- 68% Hispanic
- 36% of Population - English Learners
- 56% Free and Reduced Price Lunch



# Creating a Culture of Excellence

A Shared Vision

Shared Values

Strategic Goals

Student-Based Decision Making

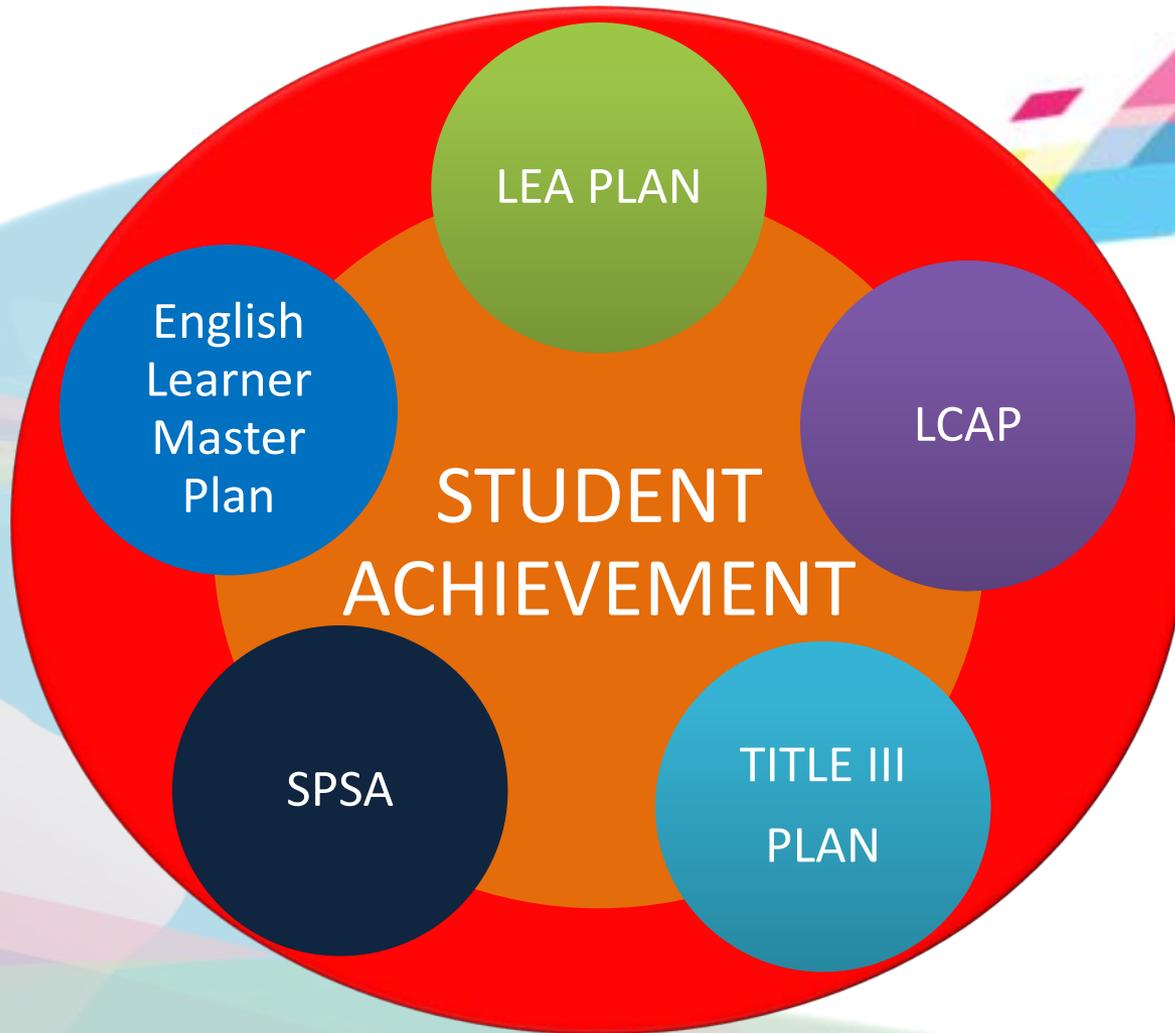


# District Goals

Closing the Achievement Gap  
And  
Integration of 21<sup>st</sup> Century Technologies



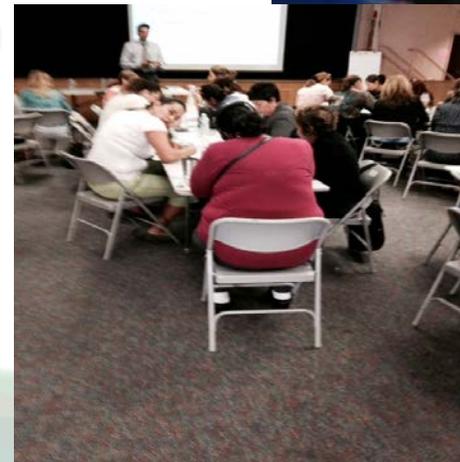
# Alignment of Systems for Accountability and Student Success



# Local Control Accountability Plan

A Community Plan:  
Everyone's Voice for Student Achievement

- Meaningful Involvement of all stakeholders
- Transparency
- LCAP Committee
- Budget Advisory Committee
- Community Forums
- Parent Advisory Committees
- Special Education Committee
- Student groups



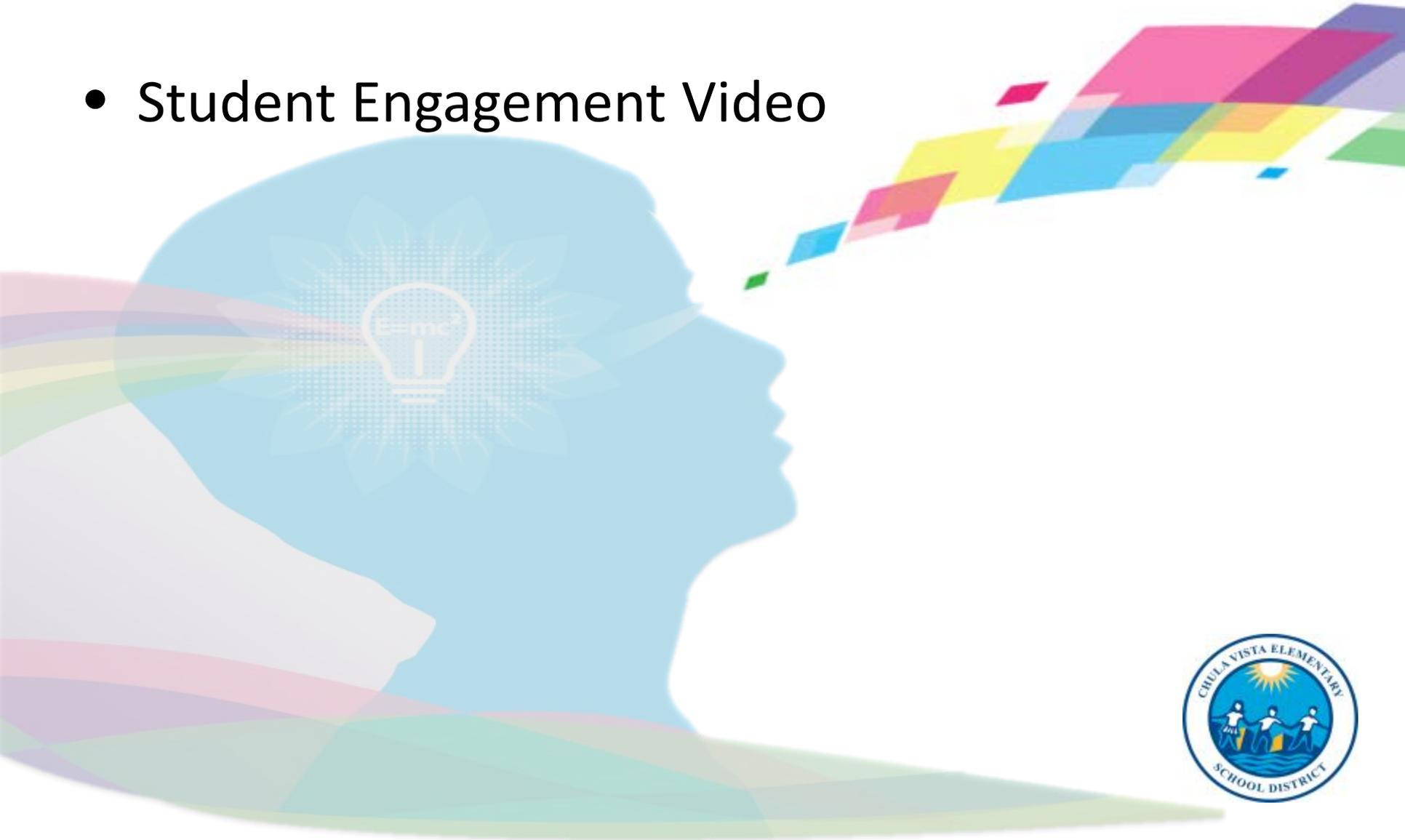
# Parent Engagement

- Parent Engagement Video



# Student Engagement

- Student Engagement Video



# Pupil Outcomes

## Student Achievement for ALL

- Review and analyze assessments
- Use data to establish LCAP goals
- Instructional practices and strategies are result driven
- Timely interventions -
- Resource teachers
- Professional development
- Parent training



# English Learner Dashboard



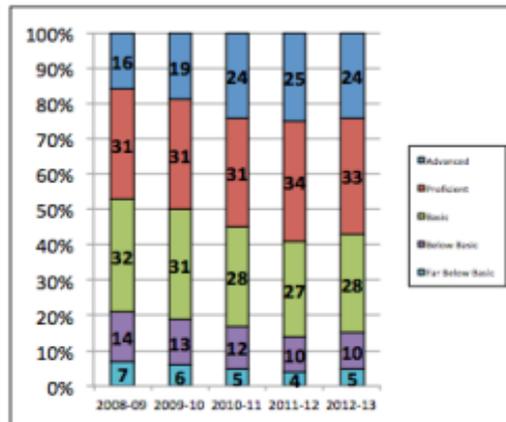
## CHULA VISTA ELEMENTARY SCHOOL DISTRICT ENGLISH LEARNER PROFILE



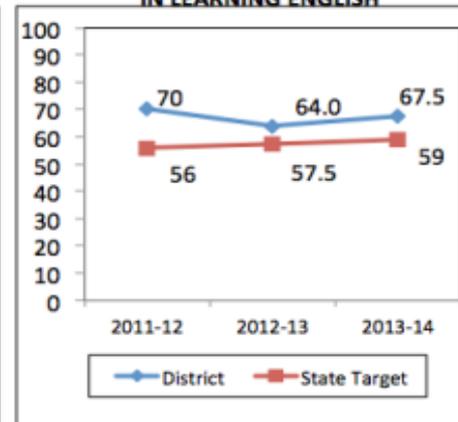
### EL ENROLLMENT

	2011-12	2012-13	2013-14	2014-15
English Learners	9737	9806	9,751	10,576
% of Enrollment	35	34	33	37
R-FEPs	829	905	1,065	TBD
% of ELs	9	9	11	TBD

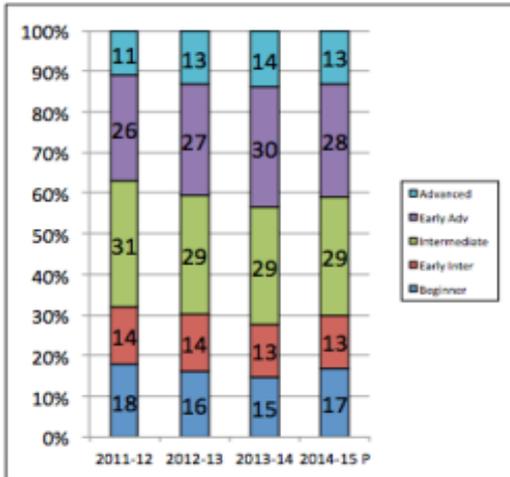
### CST ELA: ENGLISH LEARNERS



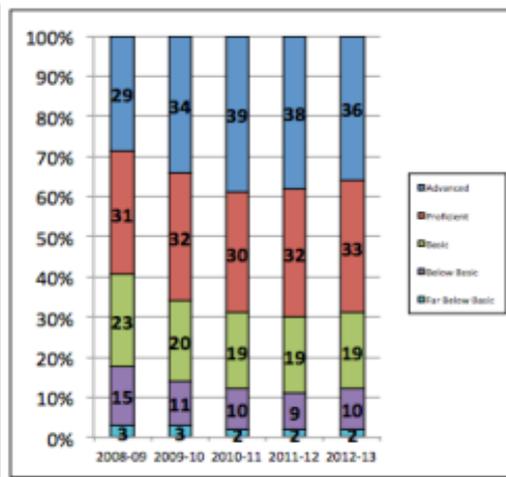
### AMAO 1: ANNUAL PROGRESS IN LEARNING ENGLISH



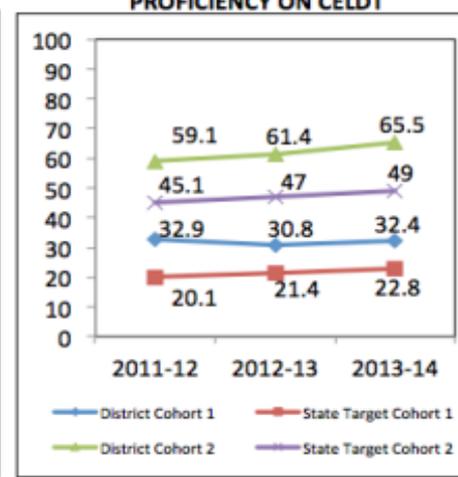
### CELDT RESULTS



### CST MATH: ENGLISH LEARNERS



### AMAO 2: ATTAINING ENGLISH PROFICIENCY ON CELDT



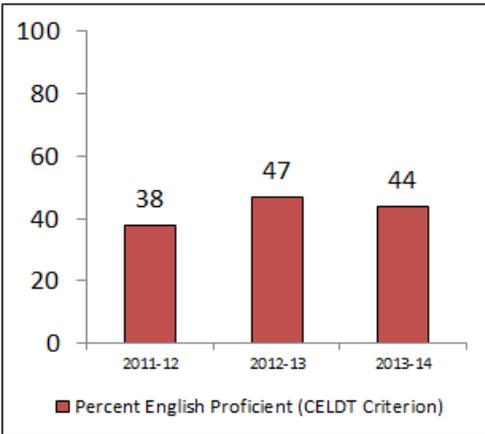
# English Learner Dashboard



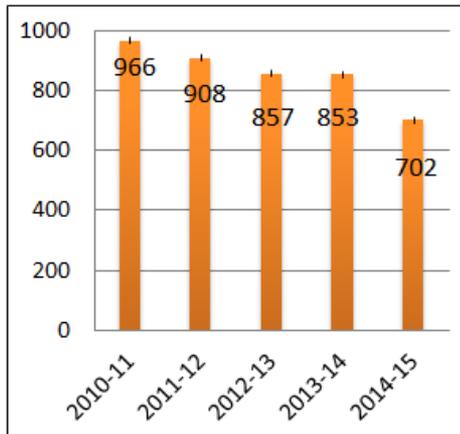
## CHULA VISTA ELEMENTARY SCHOOL DISTRICT ENGLISH LEARNER PROFILE



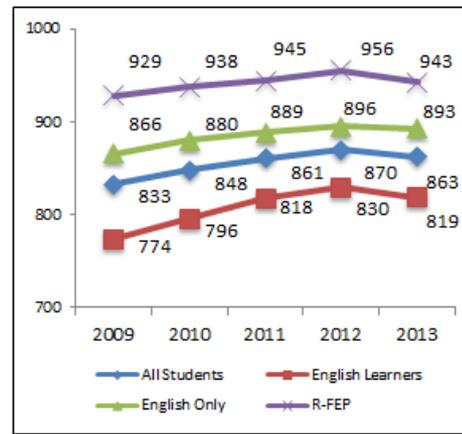
**CELDT ENGLISH PROFICIENCY**



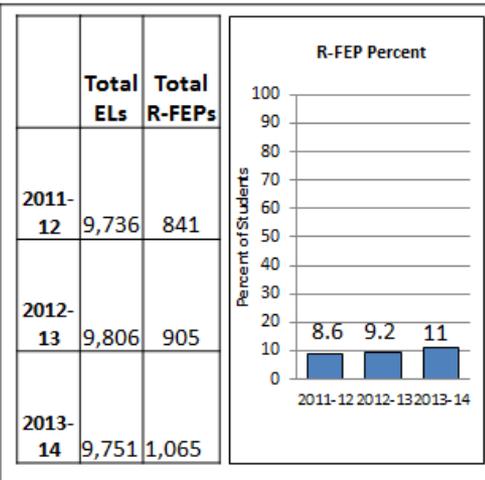
**LONG TERM ENGLISH LEARNERS**



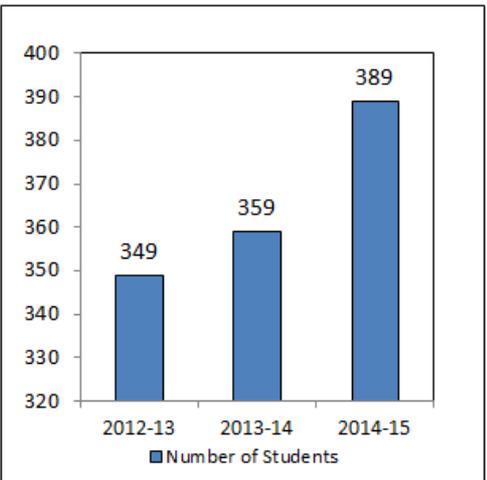
**ACADEMIC PERFORMANCE INDEX**



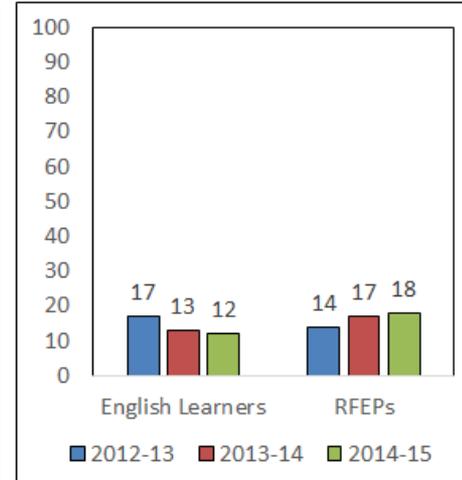
**RECLASSIFIED FLUENT ENGLISH PROFICIENT**



**ENGLISH LEARNERS IN SPECIAL EDUCATION**



**ENGLISH LEARNERS IN GATE**



# Common Core Aligned Report Cards

Dual Language - Spanish

## Chula Vista Elementary School District Dual Language Immersion Grade 3 Report Card



Student: \_\_\_\_\_ School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Year: 2014-2015

Performance Level	Effort Code	Attendance
4 Exceeds mastery of standards	C Consistently Demonstrates	Q1 Q2 Q3 Q4
3 Proficient mastery of standards	U Usually Demonstrates	Days Incomplete
2 Progressing toward mastery of standards	I Inconsistently Demonstrates	Days Absent
1 Minimal mastery of standards		Days Tardy
NA Not Assessed		

Responsibility for Learning and Behavior	Q1	Q2	Q3	Q4
Takes responsibility for own learning and behavior				
Demonstrates respect towards adults and peers				
Stays on task and uses time efficiently				
Listens and follows directions				
Actively participates in class				
Produces quality work				
Completes classwork in a timely manner				
Completes and returns homework				
Demonstrates organizational skills				
Follows school rules				

Student Services/Instructional Programs	Q1	Q2	Q3	Q4
Specialist Programs				
GATE				
Masterclass English				
Structured English Immersion				
Alternative English Program				
Dual Language Immersion - Spanish				

READING	Q1	Q2	Q3	Q4
<b>Foundational Skills</b>				
Knows and applies phonics & word recognition skills (RF.1)				
Reads with accuracy and fluency (RF.4)				
Recognizes the gender of words correctly and uses matching endings for gender agreement of adjectives and nouns (RF.3c)				
<b>Literature</b>				
Refers to text for answers and details; determines central message; describes traits, motivation, and feelings of characters (RI.1-3)				
Determines meaning of words/phrases in literal/contextual language; refers to text when writing or speaking; distinguishes own point of view from narrator and characters (RI.4-6)				
Explains how illustrations support the words in text; compares/contrasts themes, settings, plots, and books in series (RI.7-9)				
Comprehends a variety of literary texts (RI.10)				

English Language Development

Year	Overall CELEF Level	Expected CELEF Level	English Learner Status
2013-14			Long Term English Learner (LTEL)
2014-15			At Risk of Becoming Long Term English Learner (LTEL)

English Language Development Proficiency Level Descriptors			
Emerging	Expanding	Bridging	Reaching
<p><b>RI.1:</b> At the early stage, student communicates basic needs using gestures, words or short phrases; comprehends frequently occurring words and basic phrases; reads brief text with simple sentences, verses or short familiar words and phrases.</p>	<p><b>RI.1.1:</b> At the early stage, student communicates ideas, opinions and responses to questions using short sentences; comprehends information on familiar topics and some unfamiliar topics; reads independently a variety of text with simple sentences, words or short sentences; voluntarily to provide information and respond; begins to recognize language differences with oral and handwriting.</p>	<p><b>RI.1.2:</b> At the early stage, student communicates increasingly complex ideas and opinions; responds to questions using elaborated discourse; initiates and sustains dialogue on a variety of grade-level topics; comprehends concepts and many abstract topics and begins to recognize language subtleties in a variety of communicative settings; reads increasingly complex text; writes and expresses ideas to meet increasing complex academic demands for specific purposes and audience; self-monitors oral and written language in some content areas.</p>	<p><b>RI.1.3:</b> At the early stage, student communicates increasingly complex ideas and opinions; responds to questions using elaborated discourse; initiates and sustains dialogue on a variety of grade-level topics; comprehends concepts and many abstract topics and begins to recognize language subtleties in a variety of communicative settings; reads increasingly complex text; writes and expresses ideas to meet increasing complex academic demands for specific purposes and audience; self-monitors oral and written language in some content areas.</p>
<p><b>RI.2:</b> At the mid stage, student communicates basic needs using simple sentences; comprehends a sequence of information on familiar topics and conversations; reads text with simple sentences and familiar vocabulary; writes or uses learned academic vocabulary.</p>	<p><b>RI.2.1:</b> At the mid stage, student communicates ideas, and opinions using extended discourse; comprehends detailed information on unfamiliar topics; reads increasingly complex text using prior knowledge; writes and uses academic vocabulary to express ideas to meet increasing demands; self-monitors and adjusts oral and written language.</p>	<p><b>RI.2.2:</b> At the mid stage, student communicates fully in all collaborative conversations in all content areas at grade level with occasional support as necessary; participates fully in both individual and small-group settings; recognizes English; comprehends concepts and abstract topics and recognizes language subtleties in a variety of communicative settings; reads with limited comprehension; identifies a variety of complex text; writes and expresses complex ideas to meet a variety of complex academic demands for specific purposes and audience; self-monitors and adjusts oral and written language in all content areas.</p>	<p><b>RI.2.3:</b> At the mid stage, student communicates fully in all collaborative conversations in all content areas at grade level with occasional support as necessary; participates fully in both individual and small-group settings; recognizes English; comprehends concepts and abstract topics and recognizes language subtleties in a variety of communicative settings; reads with limited comprehension; identifies a variety of complex text; writes and expresses complex ideas to meet a variety of complex academic demands for specific purposes and audience; self-monitors and adjusts oral and written language in all content areas.</p>
<p><b>Interacting in Meaningful Ways</b></p> <p><b>Collaborative:</b> Student engages in dialogue with others on a range of academic and social topics.</p> <p><b>Interpreting:</b> Student listens and understands spoken English in a range of social and academic contexts and reads literature and informational text with comprehension.</p> <p><b>Productive:</b> Student expresses ideas orally in social and academic topics and comprehends literary and informational genres.</p>			
<p><b>Learning About How English Works</b></p> <p><b>Recognizing Cultural Traits:</b> Student locates information and makes meaning from text.</p> <p><b>Expanding and Strengthening Ideas:</b> Student produces and responds to oral, read and written text using standard English grammar.</p> <p><b>Connecting and Combining Ideas:</b> Student combines and connects ideas orally and in writing to texts, complex activities.</p>			
<p><b>Foundational Skills</b></p> <p>Foundational literacy skills are critical for English Learners of all ages who need to learn basic literacy in English. Progress is reported under Foundational Skills.</p>			

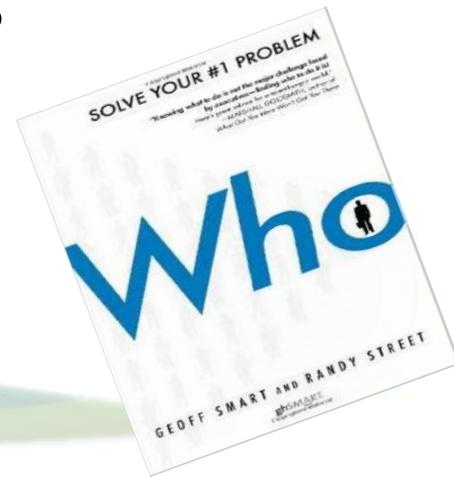


# Conditions of Learning

## Implementation of Common Core State Standards (CCSS)

- Launching into CCSS- 2012
- District Local Measure Assessments (reading, writing, and math)
- Established goals based on District Local Measures, in addition to state goals

Hiring of “A” players at all levels of the organization



# Monitoring Progress of LCAP Goals

## Edmodo LCAP Upload Information



Folders	
	<p>By 2017, the District will improve and increase access to services for students and families that support social, emotional, and physical wellness; and school success</p> <p>Mr. Villanueva</p>
	<p>By 2017, the District will ensure students engage in relevant, motivating, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology.</p> <p>Mr. Villanueva</p>
	<p>By 2017, the District will ensure all students are proficient in grade-appropriate technology skills, as evidenced by the acquisition and utilization of the 21st century fluencies.</p> <p>Mr. Villanueva</p>
	<p>The District will increase parent engagement at District and sites.</p> <p>Mr. Villanueva</p>
	<p>By 2017, all students will have access to instructional materials aligned to CCSS.</p> <p>Mr. Villanueva</p>
	<p>By 2017, all teachers will implement best instructional practices to support CCSS across the curriculum.</p> <p>Mr. Villanueva</p>
	<p>The District will recruit and retain the highest caliber employees ("A" players) to support students and families throughout the system.</p> <p>Mr. Villanueva</p>



# English Learner LCAP Goals and Monitoring Tool 2014-17 (Annual Monitoring of LCAP)

## GOAL:

1. The District will increase parent engagement at District and sites.

## EVIDENCE:

- Sign In's for Parent Trainings (SST /ELAC, GATE, PTA, SP ED)- S/D
- DAC/DELAC parent calendar of meetings
- Superintendent quarterly meetings with parent groups
- DAC/DELAC Board Planning Meetings and Agendas
- Parent Workshops- District and School
- Communication using various digital medium
- Eventbrite, District App
- Pictures/Videos



# Local Control Accountability Plan

Reflect

Refine

Act



# Questions

Contact Information:  
[Emma.Sanchez@cvesd.org](mailto:Emma.Sanchez@cvesd.org)

