

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



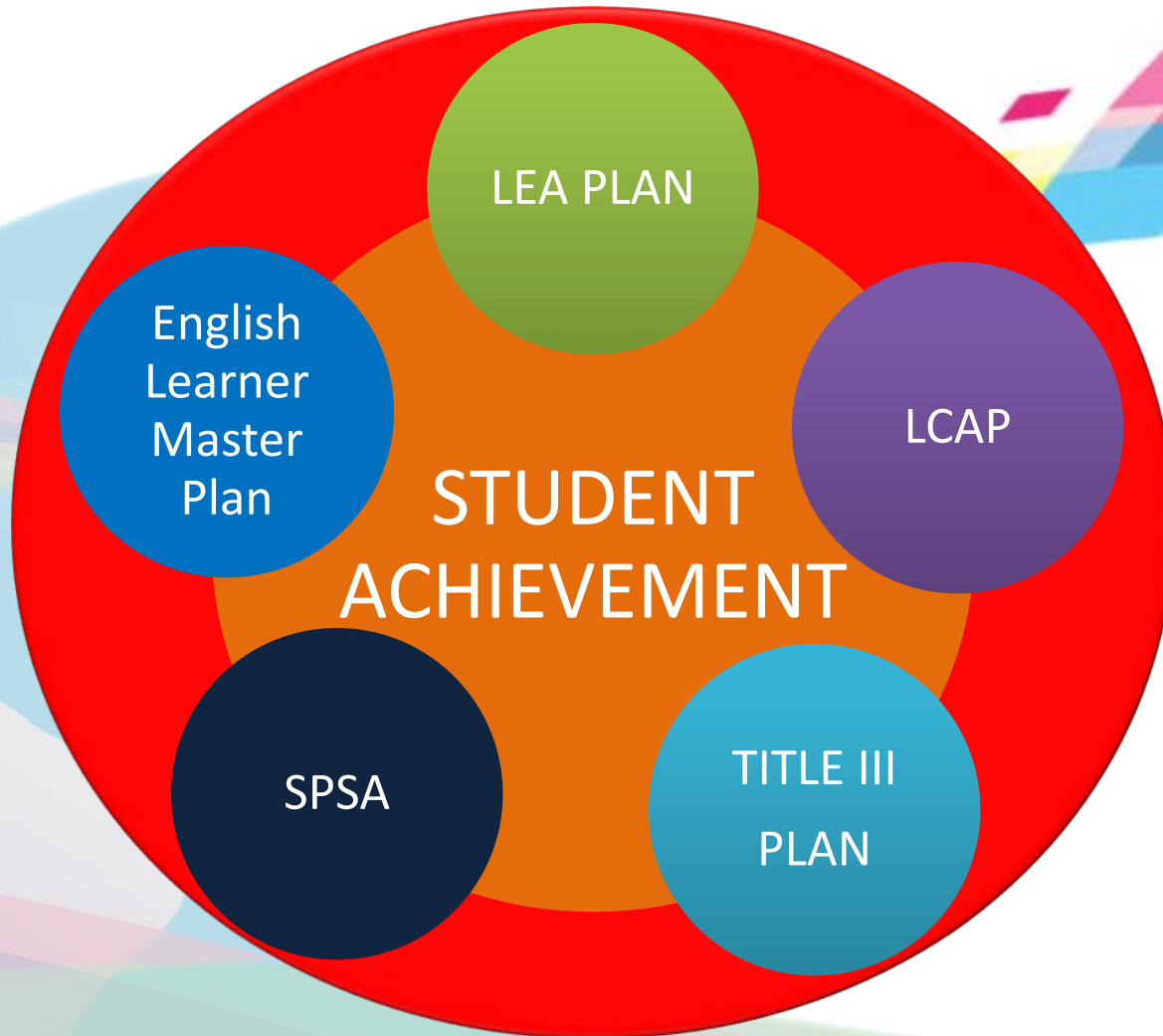
# District Goals

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





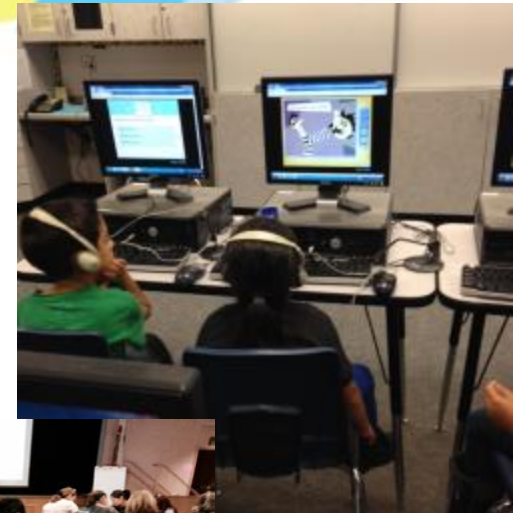
# Alignment of Systems for Accountability and Student Success



# 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

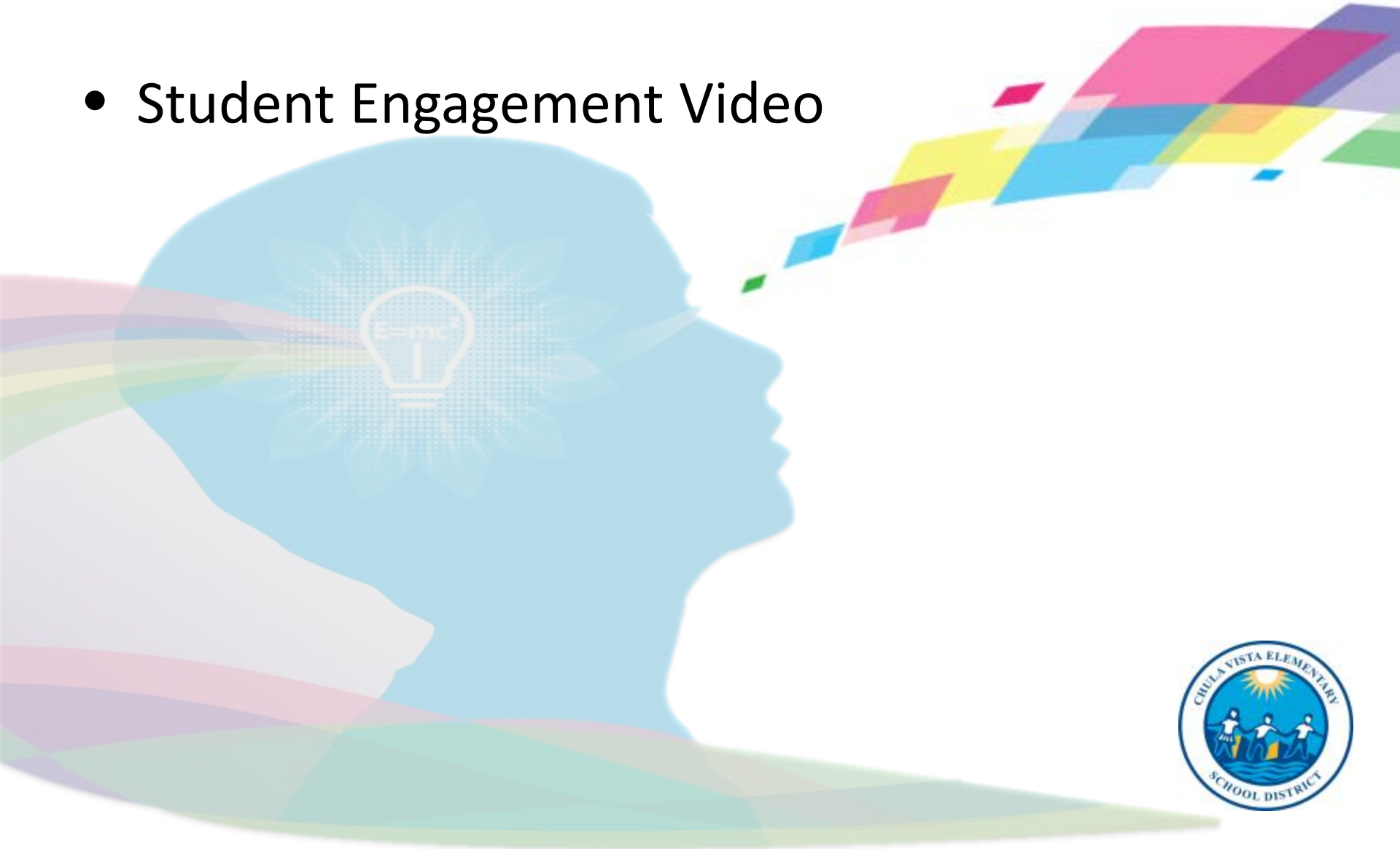
- Parent Engagement Video





# 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



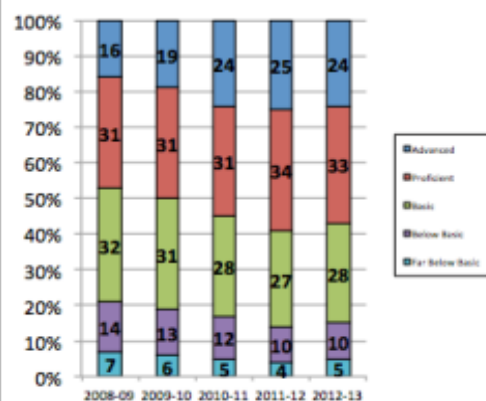
## CHULA VISTA ELEMENTARY SCHOOL DISTRICT ENGLISH LEARNER PROFILE



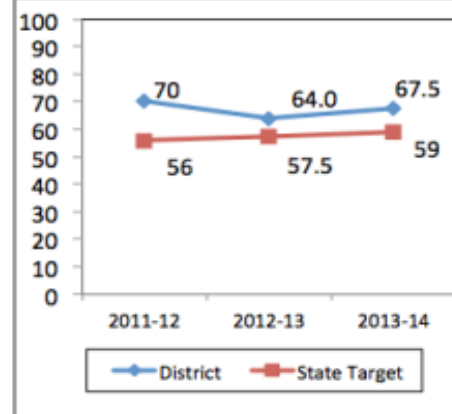
### EL ENROLLMENT

|                  | 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     |

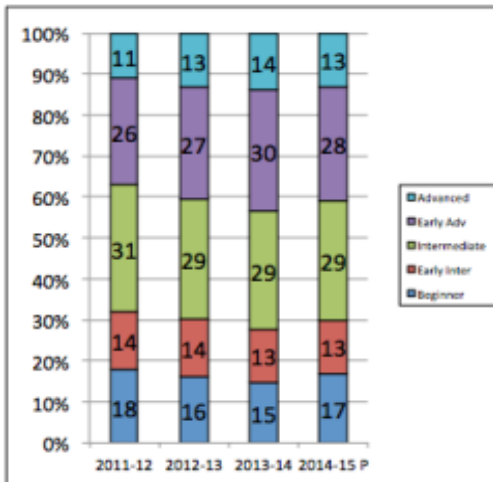
### CST ELA: ENGLISH LEARNERS



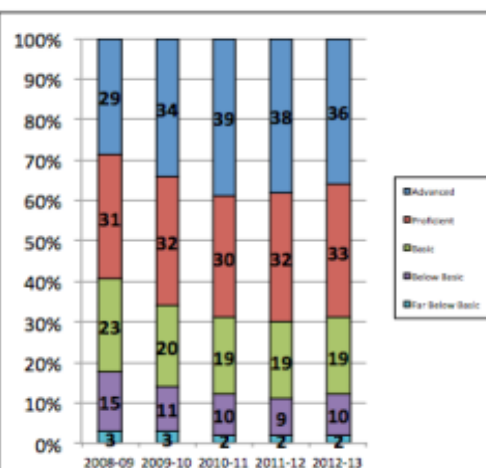
### AMAO 1: ANNUAL PROGRESS IN LEARNING ENGLISH



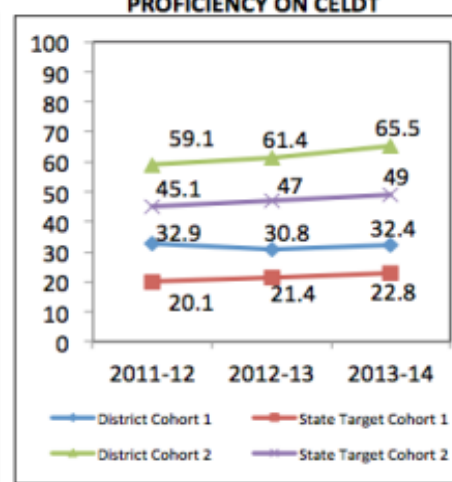
### CELDT RESULTS



### CST MATH: ENGLISH LEARNERS



### AMAO 2: ATTAINING ENGLISH PROFICIENCY ON CELDT



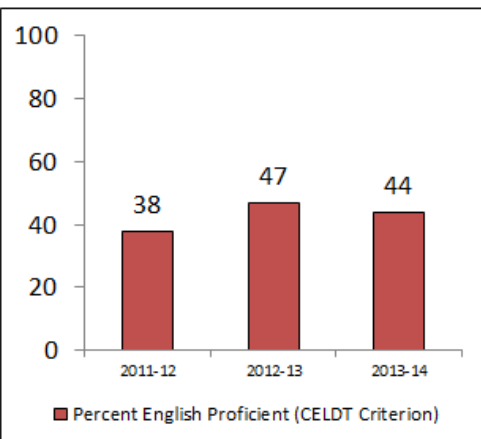
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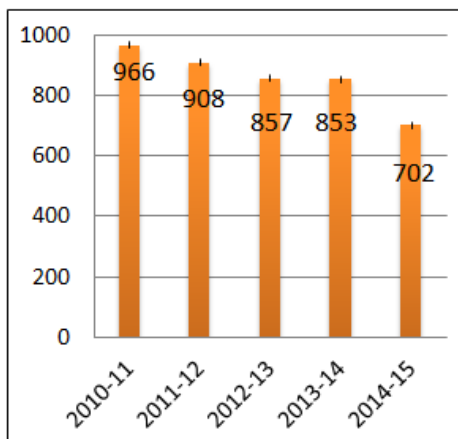
## CHULA VISTA ELEMENTARY SCHOOL DISTRICT ENGLISH LEARNER PROFILE



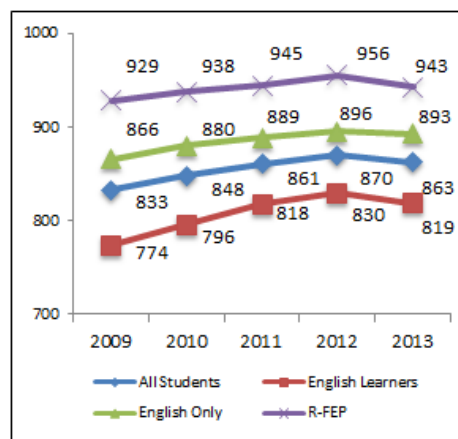
### CELDT ENGLISH PROFICIENCY



### LONG TERM ENGLISH LEARNERS

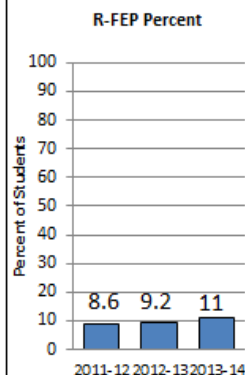


### ACADEMIC PERFORMANCE INDEX

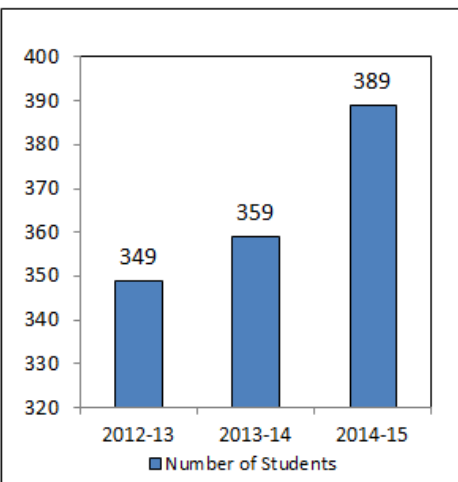


### RECLASSIFIED FLUENT ENGLISH PROFICIENT

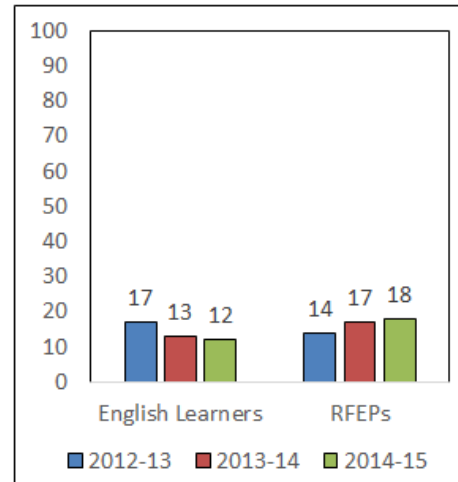
|         | Total ELs | Total R-FEPs |
|---------|-----------|--------------|
| 2011-12 | 9,736     | 841          |
| 2012-13 | 9,806     | 905          |
| 2013-14 | 9,751     | 1,065        |



### 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 of Instruction |
| 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 | Student Services/Instructional Programs | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|---|----|----|----|----|
| Taken responsibility for one's learning and behavior |    |    |    |    | Modular Programs                        |    |    |    |    |
| Demonstrates respect towards adults and peers        |    |    |    |    | GATE                                    |    |    |    |    |
| Stays on task and uses time efficiently              |    |    |    |    | Monitored English                       |    |    |    |    |
| Listens and follows directions                       |    |    |    |    | Structured English Immersion            |    |    |    |    |
| Actively participates in class                       |    |    |    |    | Alternative English Program             |    |    |    |    |
| Produces quality work                                |    |    |    |    | Dual Language Immersion - Spanish       |    |    |    |    |
| Completes classwork in a timely manner               |    |    |    |    |   |    |    |    |    |
| Completes and returns homework                       |    |    |    |    |   |    |    |    |    |
| Demonstrates organizational skills                   |    |    |    |    |   |    |    |    |    |
| Follows school rules                                 |    |    |    |    |   |    |    |    |    |

| 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.5)   |    |    |    |    |
| <b>Literature</b>  |    |    |    |    |
| Refers to text for answers and details; determines central message; describes traits, motivation, and feelings of characters (RI.1-4)  |    |    |    |    |
| 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 CELF Level | Expanded CELF 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   |  |
| <b>E1:</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.                   | <b>EN1:</b> At the early stage, student communicates ideas, opinions and responds to questions using short sentences; comprehends information on familiar topics and some unfamiliar topics; reads independently a variety of text with simple sentences, verses or some academic vocabulary to provide information and respond; begins to recognize language differences with nouns and denoting. | <b>B1:</b> At the early stage, student communicates increasingly complex ideas and opinions; responds to questions using elaborated discourse; understands and expresses dialogue on a variety of grade level topics; comprehends concrete 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 audiences; self-monitors and adjusts oral and written language in some context areas.  |  |
| <b>E2:</b> At the mid stage, student communicates basic needs using single sentences; comprehends a sequence of information on familiar topics and conversations; reads text with simple sentences and familiar vocabulary; writes or uses limited academic vocabulary. | <b>EN2:</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 explain ideas to meet increasing demands; self-monitors and adjusts oral and written language.   | <b>B2:</b> At the mid stage, student participates fully in all collaborative conversations in all content areas at grade level with occasional support as necessary; participates fully in both academic and non-academic settings; explains English; comprehends concrete and abstract topics and recognizes language subtleties in a variety of communicative settings; reads with limited comprehension difficulty a variety of complex text; writes and expresses complex ideas to meet a variety of complex academic demands for specific purposes and audiences; self-monitors and adjusts oral and written language in all content areas. |  |
| <b>Interacting in Meaningful Ways</b>   |  |  |  |
| <b>Collaborative:</b> Student engages in dialogue with others on a range of academic and social topics.   |  |  |  |
| <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.  |  |  |  |
| <b>Productive:</b> Student expresses ideas orally in social and academic topics and comprehends literary and informational genres.  |  |  |  |
| <b>Learning About How English Works</b>   |  |  |  |
| <b>Recognizing Cultural Cues:</b> Student listens information and makes meaning from text.  |  |  |  |
| <b>Responding and Reflecting About:</b> Student produces and responds orally and in writing using standard English grammar.   |  |  |  |
| <b>Connecting and Connecting About:</b> Student compares and connects ideas orally and in writing to texts, complex activities.   |  |  |  |
| <b>Foundational Skills</b>  |  |  |  |
| 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.   |  |  |  |



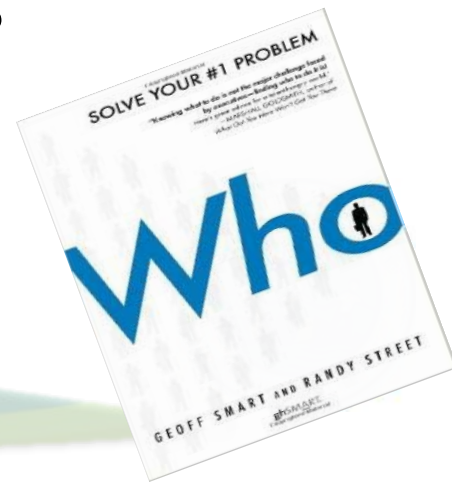


# Conditions of Learning

## 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   |   |
|---|---|
|    | 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  |
| Mr. Villanueva  |   |
|    | 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. |
| Mr. Villanueva  |   |
|    | 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.                                |
| Mr. Villanueva  |   |
|   | The District will increase parent engagement at District and sites.   |
| Mr. Villanueva  |   |
|  | By 2017, all students will have access to instructional materials aligned to CCSS.  |
| Mr. Villanueva  |   |
|  | By 2017, all teachers will implement best instructional practices to support CCSS across the curriculum.  |
| Mr. Villanueva  |   |
|  | The District will recruit and retain the highest caliber employees ("A" players) to support students and families throughout the system.  |
| Mr. Villanueva  |   |



# 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

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

