

CVESD DEFINITION FOR
AT-RISK
AND
LONG TERM ENGLISH LEARNERS (LTEL)
State (EC)313.3

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At-Risk:

- EL students first enrolled in a U.S. school **four** years ago
- In grades 5-11 or ungraded secondary
- Scores *Intermediate or Below* on the English language assessment (CELDT)
- Scores *Far Below or Below Basic* on state assessments in English Language Arts (ELA)-Reading

LTEL:

- El students first enrolled in a U.S. school for more than **six** years
- In grades 6-12 or ungraded secondary
- Remains at same English language proficiency level (CELDT) 2+consecutive years or regressed
- Scores *Standard Nearly Met or Standard Not Met* on state assessment in ELA-Reading

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Language Development
and Instruction
Services and Support

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Chula Vista Elementary
School District

A Parent Guide for the
English Language
Development
Report Card



“Each Child is an Individual of
Great Worth”

Language Development
and Instruction
Services and Support

EXAMPLE STUDENT TASKS BY PROFICIENCY LEVEL DESCRIPTORS

THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

Approved and adopted in November 2012 by the California Department of Education.

PURPOSE

The New English Language Development (ELD) Standards emphasize the language English Learners will need for the requirements of the Common Core State Standards.

GOAL

The goal of the ELD Standards is for English Learners to achieve English language proficiency and attain grade level academic content standards.

PROFICIENCY LEVELS

The New ELD Standards identify three Proficiency Levels that show progress for learning English.

- **Emerging**
- **Expanding**
- **Bridging**

The proficiency level descriptors explain students' knowledge and abilities at the early and at the exit stage of each level.

THE ELD STANDARDS CONTAIN THREE PARTS

- **Part I** focuses on using language to communicate
- **Part II** focuses on understanding the structures and grammar of English at a higher level
- **Part III** focuses on early English literacy skills

STUDENT SUPPORT

The new ELD Standards identify varying levels of support based on language needs at each proficiency level.

Emerging

Stage E1=Early Emerging Students

- Communicate basic needs using gestures, word or short phrases
- Comprehend frequently occurring words and basic phrases
- Read brief text with simple sentences
- Write or use familiar words and phrases

Stage E2=Exit Emerging Students

- Communicate basic needs using simple sentences
 - Comprehend a sequence of information on familiar topics and conversations
 - Read text with simple sentences and familiar vocabulary
 - Write or use learned academic vocabulary
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Expanding

Stage EX1=Early Expanding Students

- Communicate ideas, opinions and responds to questions using short sentences
- Comprehend information on familiar topics and some unfamiliar topics
- Read independently a variety of text with simple sentences
- Write or use academic vocabulary to provide information and respond
- Begin to recognize language differences with some self-monitoring

Stage EX2=Exit Expanding Students

- Communicate ideas, and opinions using extended discourse
 - Comprehend detailed information on unfamiliar topics
 - Read increasingly complex text using prior knowledge
 - Write and use academic vocabulary to express ideas to meet increasing demands
 - Self-monitor and adjust oral and written language
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Bridging

Stage B1=Early Bridging Students

- Communicate increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using elaborated discourse
- Initiate and sustain dialogue on a variety of grade-level academic and social topics
- Comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicate settings
- Read increasingly complex text
- Write and express ideas to meet increasing complex academic demands for specific purposes and audiences
- Self-monitor and adjust oral and written language in some content areas

Stage B2: =Exit Bridging Students

- Participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary
 - Participate fully in both academic and non-academic settings requiring English
 - Comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings
 - Read, with limited comprehension difficulty, a variety of complex text
 - Write and express complex ideas to meet a variety of complex academic demands for specific purposes and audiences
 - Self-monitor and adjust oral and written language in all content areas
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