CONEJO VALLEY UNIFIED SCHOOL DISTRICT

AUGUST 2023

CVUSD
ACADEMICS • ACTIVITIES • SAFETY
CONEJO VALLEY UNIFIED SCHOOL DISTRICT

MULTILINGUAL LEARNER MASTER PLAN

Supporting all students with an exceptional educational experience filled with opportunity and choices.

Conejo Valley Unified School District Board of Education

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Acknowledgments

The Multilingual Learner Master Plan (MLMP) has been developed with the support of many stakeholders. The MLMP Committee met throughout the 2022-2023 school year for several hours at a time to not just learn about the latest research on Multilingual Learners, but also to discuss and engage with each other on what this updated plan should include. The MLMP development process started in January 2022. The committee was formed with the intent of creating a districtwide representation of certificated and classified staff representing different views and experiences in working with Multilingual Learners (MLs). A consultant from the California Association of Bilingual Education (CABE) facilitated the process by presenting resources and the latest research on MLs. There were a total of ten three-hour trainings over the span of five months. When the trainings ended, a writing committee was formed and the tasks were divided based on the individual's expertise. Once the draft was completed, additional support was provided to proofread and finalize the master plan. This living document encompasses all of the collective thoughts and expertise and shares with the reader the best practices and research to better support Multilingual Learners. Countless hours, sleepless nights and many brainstorming sessions have brought us to this final product.

The Conejo Valley Unified School District Multilingual Learner Master Plan is a comprehensive model that includes the current work that is taking place throughout the school district. The last master plan was Board approved in June 2019. While the state of California does have requirements and guidelines on how to support Multilingual Learner students, there is not a state requirement to have a formal "English Learner Master Plan." CVUSD has developed and adopted EL Master Plans to address the needs of MLs and to clarify district procedures, instructional methodologies, and services for Multilingual Learners.

We are grateful to the following individuals who fully participated in this important work. We could not have done this without all of you. Thank you!

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Multilingual Learner Master Plan
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Executive Summary

The Multilingual Learner Master Plan outlines our commitment to the holistic development and success of Multilingual Learners (MLs) in our school district. Recognizing the unique strengths and challenges of MLs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our increasingly global community. As global interconnectivity grows, so does the need for multilingual proficiency. Our school district is home to a diverse population of students, many of whom speak one or more languages other than English. This diversity is a strength we aim to nurture and expand upon.

Key Components of the Plan:

- **Identification and Assessment:** Utilize reliable assessments and methods to promptly identify MLs by assessing their language proficiency in English [and Spanish for the Dual Language Immersion (DLI) program].
- **Curriculum and Instruction:** Provide a robust curriculum tailored to the needs of MLs, ensuring they have access to grade-level content while receiving appropriate language support.
- **Professional Development:** Provide ongoing training for both classified and certificated staff, ensuring they have the tools and strategies to effectively support MLs in both mainstream and language-specific classrooms.
- **Family and Community Engagement:** Recognize the crucial role of families and communities in students' linguistic journeys and foster strong home-school partnerships to support student learning.

- **Program Evaluation and Accountability:** Regularly evaluate the effectiveness of language programs and make data-driven adjustments as needed.

Benefits:
- **Academic:** MLs will achieve academic parity with their peers, with increased graduation rates and post-secondary success.
- **Socio-cultural:** MLs will develop strong multicultural identities, cultivating understanding and respect amongst their peers.
- **Economic:** In the long-term, multilingual graduates are more competitive in the global job market, benefiting both individuals and the community.

Conclusion:
Our Multilingual Learner Master Plan is not just a strategy for academic success; it's a commitment to embracing the power of linguistic diversity for the benefit of all students. As our world becomes increasingly interconnected, multilingualism will be an invaluable asset, and our district will be at the forefront of this evolution.

Superintendent's Message

I am proud to introduce the Conejo Valley Unified School District's Multilingual Learner Master Plan. This Plan is designed to share an overview of the English Learner services provided to the families we serve. It outlines how we, as a school district, achieve our mission of providing exceptional educational experiences for **all** students, including our English learners. Importantly, this Plan emphasizes that language knowledge is viewed as an asset in our District, and it details how each and every one of our multilingual learners are given the support they need to succeed both academically and socially.

Our District is home to a diverse student population, who speak an array of languages. We are proud to provide targeted support to our multilingual learners through our established processes and the protocols outlined within the pages of this detailed Plan. From the initial identification, assessment, and placement of our students to their ultimate reclassification, this Plan provides the procedures and practices that set the foundation for the tracking of our students' progress and overall success.

I share my immense gratitude to those who developed this Plan, and to all of our dedicated, trained staff who innovate and adopt best practices to support our English learners. This includes the authentic and meaningful relationship-building between our CVUSD team members and the students and families we serve. It is through intentional and impactful engagement and collaboration that we build school-connectedness and support the overall success of all of our scholars.

Sincerely,

Dr. Mark McLaughlin
Superintendent

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Introduction of the Multilingual Learner Master Plan

The CVUSD Multilingual Learner Master Plan is aligned with the [California English Learner Roadmap (ELR) Policy.](#) The EL Roadmap was adopted by the California State Board of Education in 2017 and provides guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English Learners attending California public schools. At present, English Learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets that MLs bring and to leverage their multilingualism as a resource. This master plan strives to include all four principles of the California EL Roadmap.

Asset-Based Framework and Goal

The asset-based pedagogy (see Figure 0.1) in the context of the Multilingual Learner (ML) Master Plan signifies a paradigm shift in how educators perceive and approach the learning process for students who are acquiring English as an additional language. Instead of focusing on perceived deficits and gaps in students' linguistic and academic abilities, the asset-based perspective emphasizes the strengths, skills, and cultural wealth these learners bring to the classroom. This framework acknowledges the diverse experiences and knowledge of Multilingual Learners, treating those experiences as assets rather than obstacles. By doing so, it promotes a more inclusive, equitable, and holistic approach to education, recognizing that Multilingual Learners, with their bilingual and bicultural skills, bring invaluable contributions to the educational landscape.

Figure 0.1 - Asset-Based Pedagogy

Asset-Based Pedagogy

Source: López 2017
[Long description of figure 2.1](#)
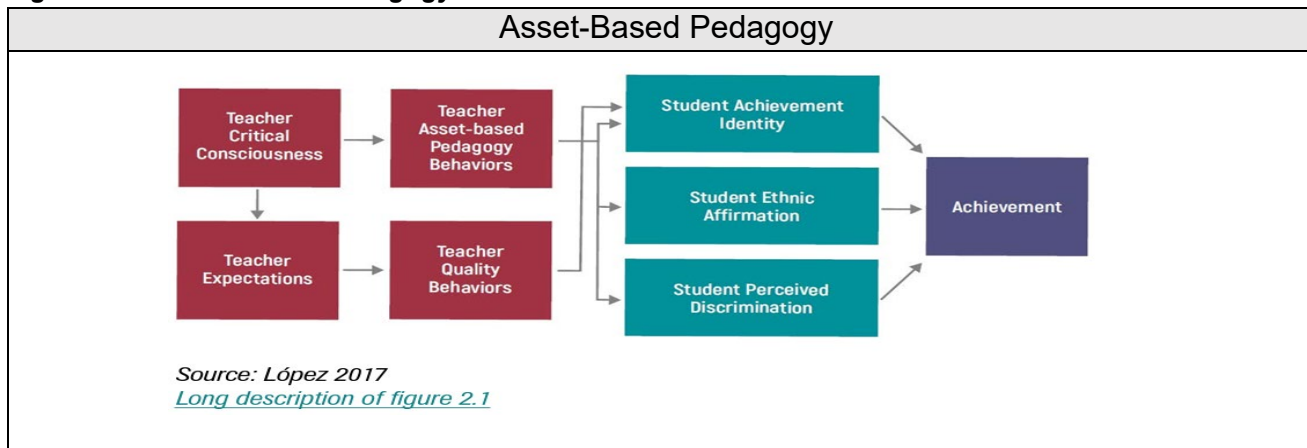
The primary goal of integrating an asset-based framework into the Multilingual Learner Master Plan is to foster a nurturing learning environment that amplifies the unique strengths of Multilingual Learners and facilitates their academic and linguistic success. This involves not only curricular adjustments but also a transformation in pedagogical strategies, teacher professional development, and overall school culture. The master plan seeks to empower educators to leverage the assets that Multilingual Learners possess, from their home languages to their diverse cultural backgrounds, to create a more engaging and effective learning experience.

In addition to an asset-based framework, this master plan also embraces CVUSD's Local Control Account Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. The four LCAP goals are listed below:

1. Implement targeted actions and services that support student outcomes.
2. Ensure highly qualified and effective staff are provided with targeted professional development and have an understanding that all job responsibilities are structured to support positive student outcomes.
3. Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes.
4. Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes.

Note: The term English Learner will be used throughout this document when making references to the California Department of Education or other sources and links referenced in the master plan.
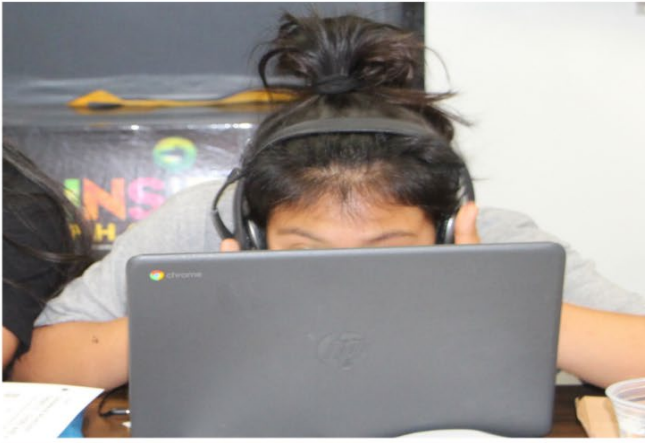
Section 1: Identification, Assessment, and Placement

1.1 Registration and Home Language Survey

1.2 Initial ELPAC

1.3 Transfer Students

1.4 Multilingual Learner Program Placement (TK-12)

1.5 Elementary School Placement

1.6 Middle and High School Placement

1.7 Multilingual Learners Typologies

Section Summary: This section details CVUSD's policies and procedures for initial identification, assessment, and student placement to ensure consistent implementation. Information is also provided regarding the Initial ELPAC, Multilingual Learner typologies and the enrollment process for students who transfer from within and outside the school district boundaries.

1.1 Registration and Home Language Survey

Conejo Valley Unified School District (CVUSD) is home to award-winning schools with unique academic programs that meet the highest standards for excellence in education. All CVUSD neighborhood schools, except EARThS Magnet, offer a Transitional Kindergarten (TK) class if enrollment numbers permit. CVUSD also offers a Dual Language Immersion Program at Conejo Academy of Leadership and Language Immersion, and a Newcomer Academy at Newbury Park High School.

Registration
New families with school-aged children must complete the Online Pre-Enrollment for their residential neighborhood school. This process also applies to Transitional Kindergarten (TK) and Kindergarten (K) enrollment. Families may also apply for School Choice if seeking a school other than their assigned neighborhood school. However, families should start the online enrollment process with their neighborhood school. If assistance with the online registration system is needed, families may go to the school site for additional support. Registration for each upcoming school year begins annually in January (i.e., families may start registering for August 2024 in January 2024). Families residing outside of CVUSD district must complete the Inter-district Transfer Agreement and follow any additional steps noted on the website. To learn more about enrollment opportunities in each of the amazing CVUSD schools, please visit the district's website or any CVUSD school site.

Home Language Survey
As part of the enrollment process, families complete the Home Language Survey (HLS) which identifies the primary language of the incoming student. Federal and state laws mandate these procedures. As such, California public schools legally must determine the primary language(s) spoken at home by each student at the time of enrollment (California Education Code, Sections 313 and 60810). This ensures that school districts provide students with the opportunities and support systems needed for a successful learning experience.

When new students first enroll in a California public school, all parents/legal guardians must complete, sign, and date an HLS, which identifies the primary language of the student as

part of the enrollment process. This process includes students who transfer from other states or countries. Figure 1.1 shows the four HLS questions that are part of a student's enrollment process.

Figure 1.1 - CVUSD Home Language Survey Questions

CVUSD Home Language Survey Questions
1. Which language did your child learn when they first began to talk?   2. Which language does your child most frequently speak at home?   3. Which language do you (the parents and/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)

Figure 1.2 provides the student's home language status as determined by the responses to the HLS. The site's office manager reviews the HLS and inputs the information into the Student Information System and it is then verified by the Multilingual Learner Department.

Figure 1.2 - Home Language Survey

Home Language Survey	
English Only (EO)	English is the **only** language in the first three responses to the HLS. The student will not be assessed for English Language Development services.
Possible English Learner (EL)	If any of the first three responses on the HLS indicate that a language other than English is spoken in the home, CVUSD administers the Initial English Language Proficiency Assessment for California (ELPAC) within thirty (30) days of the first day of enrollment.
Language Status to Be Determined (TBD) by Initial ELPAC	The assessment determines if a student needs extra services and supports in learning English or if the student is Initially Fluent English Proficient (IFEP). The fourth question of the HLS, which indicates the language the adults speak in the home (home language), provides information for the schools to consider when sending home written or oral communications.

CVUSD keeps the HLS on file in each student's cumulative folder and is available in English and Spanish. This information assists schools in providing appropriate instruction to students.

The first HLS completed for a student in California supersedes any HLS completed in the future. Although the HLS is completed each time a family registers in a new California

school district, the original HLS is recorded in the California Longitudinal Pupil Achievement Data System (CALPADS). Figure 1.3 shows a flow chart highlighting the identification process.

Figure 1.3 Home Language Survey Process

Home Language Survey Process
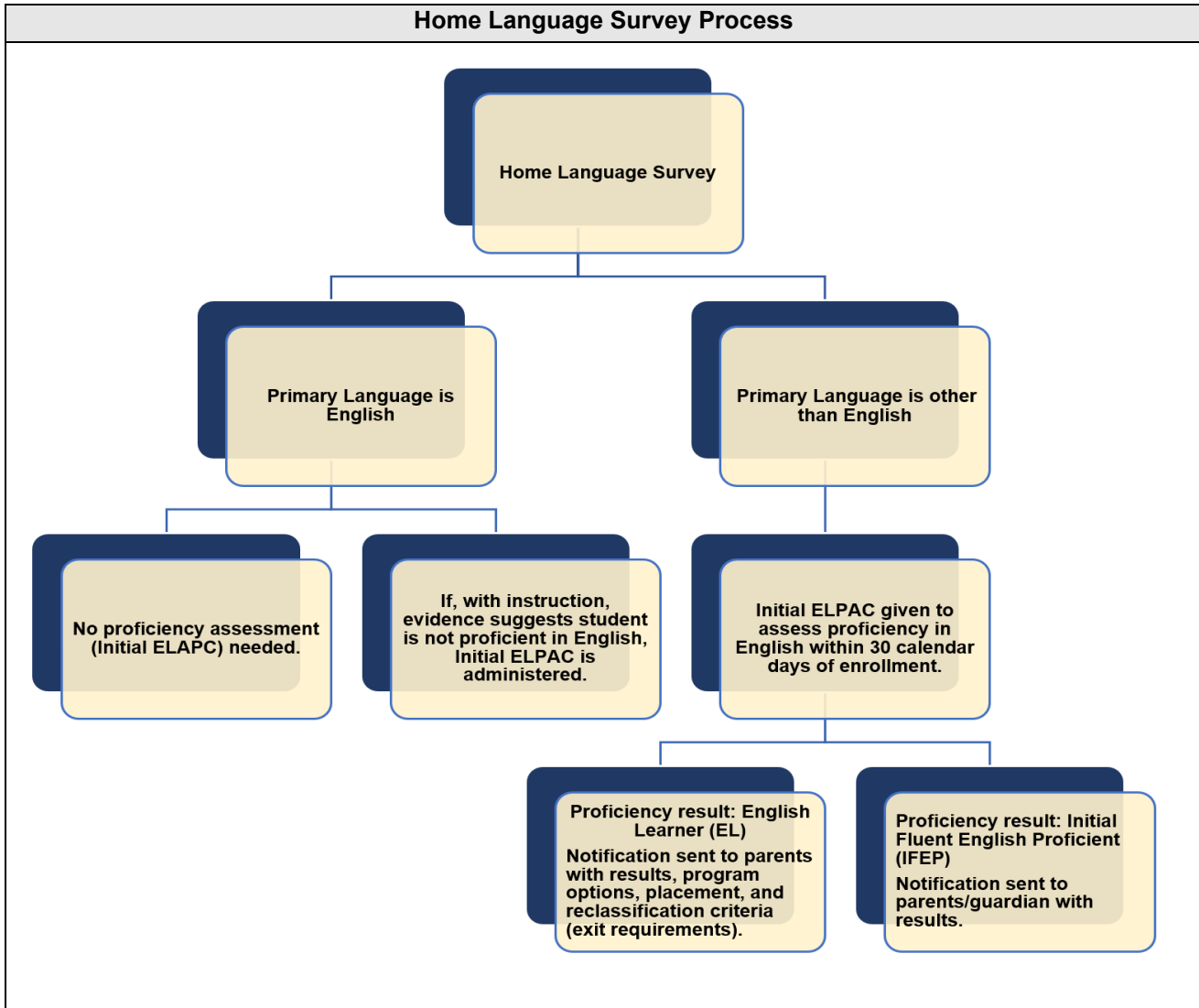
Parents/Guardians have the right to correct the home language survey ***one time*** in a student's TK-12 educational experience. This opportunity to correct the HLS must occur during the student's initial enrollment in a California school and before the administration of the Initial English Language Proficiency Assessment (ELPAC). If there is an error, families should go to the school office to correct the HLS. For more information regarding the HLS process, visit the California Department of Education website.

1.2 Initial English Language Proficiency Assessment of California (ELPAC)

Students in grades TK–12 who are entering a California public school for the first time and whose primary language is a language other than English (based on questions 1 through 3 of the Home Language Survey) must take the computer based Initial English Language Proficiency Assessments for California (ELPAC). The Initial ELPAC is aligned with the California 2012 English Language Development Standards and assesses four domains or performance areas: Listening, Speaking, Reading, and Writing. The Initial ELPAC has six grade spans: K, 1, 2, 3-5, 6-8 and 9-12. Depending on the grade and domain, the examiner administers the assessment either 1:1 or in groups.

The assessment purpose is to identify whether a student who speaks a language other than English is an Initial Fluent English Proficient (IFEP) or an English Learner (EL). The assessment may **only** be administered by district-qualified and trained test examiners. Students identified as EL receive the necessary support to learn English. Because of the initial placement, CVUSD must complete the local scoring and parent notification process within thirty days of the California Longitudinal Pupil Achievement Data System (CALPADS) enrollment date. The Initial ELPAC administration window is from July 1 through May 31 each year. Figure 1.4 shows the exemplars of the four domains and types of tasks given as part of the Initial ELPAC.

Figure 1.4 - Initial ELPAC Overview

Initial ELPAC Overview

Domains and Task Types			
Listening	**Speaking**	**Reading**	**Writing**
• Listen to a Short Exchange (K—12) • Listen to a Classroom Conversation (3—12) • Listen to a Story (K—5) • Listen to an Oral Presentation (K—12) • Listen to a Speaker Support an Opinion (6—12)	• Talk About a Scene (K—12) • Speech Functions (3—12) • Support an Opinion (K) • **Retell a Narrative (K—2)** • **Summarize an Academic Presentation (1—12)**	• Read-Along Word with Scaffolding (K) • Read-Along Story with Scaffolding (K—1) • Read-Along Information (1) • Read and Choose a Word (1—2) • Read and Choose a Sentence (2—12) • Read a Short Informational Passage (2—12) • Read a Literary Passage (2) • Read an Informational Passage (3—12)	• Label a Picture—Word, with Scaffolding (K—1) • Write a Story Together with Scaffolding (K—2) • **Describe a Picture (2—5)** • Write About an Experience (6—12) • Justify an Opinion (3—12)

The Initial ELPAC domains also include a weighted score. This information is critical as it provides the teacher with the categories that are more heavily tested. For instance, an incoming Kindergartener's score will be based mostly on the Listening and Speaking categories which comprises 90% of the overall score. When a new third grade student takes the Initial ELPAC, 50% of the score will come from the listening and speaking

categories. Figure 1.5 shows how the Initial ELPAC is weighted at different grade level spans.

Figure 1.5 - Initial ELPAC Weighted Scores

Initial ELPAC Weighted Scores
Kindergarten • Oral Language (Listening & Speaking) 90% • Written Language (Reading & Writing) 10%
First Grade • Oral Language (Listening & Speaking) 70% • Written Language (Reading & Writing) 30%
Grades 2-12 • Oral Language (Listening & Speaking) 50% • Written Language (Reading & Writing) 50%
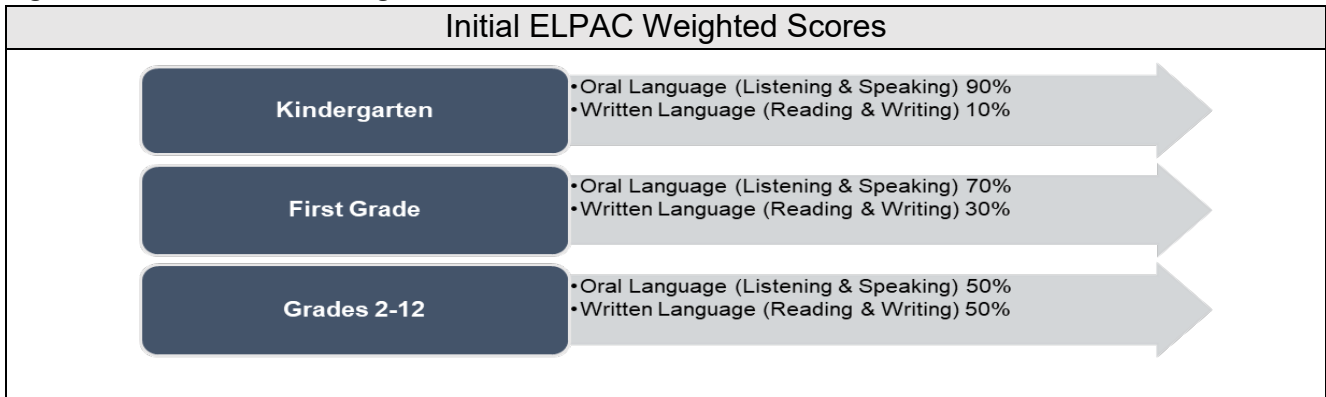
A student's overall score falls in one of three levels: Novice, Intermediate or IFEP. In addition to utilizing these scores for placement purposes, they also provide information on the student's English language acquisition status, also called ability descriptors. Figure 1.6 shows a summary of the Initial ELPAC Level Descriptors.

Figure 1.6 - Initial ELPAC Level Descriptors

Initial ELPAC Level Descriptors				
Initial ELPAC Level	**Student Ability Descriptor**	**Proficiency ELD Standards**	**Performance**	**Linguistic Support**
Level 1: Novice English Learner (150 - 369)	Students are beginning to develop oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level.	Emerging	Level 1: Minimally developed	Substantial to moderate
Level 2: Intermediate English Learner (370-449)	Students have somewhat developed oral and written English skills. They may sometimes be able to use English to learn and	Entire Expanding to lower range of Bridging	Level 2: Somewhat developed to Moderately developed	Moderate, light, or minimal

Level 2: Intermediate English Learner (370-449)	communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help with less familiar topics.	Entire Expanding to lower range of Bridging	Level 2: Somewhat developed to Moderately developed	Moderate, light, or minimal
Level 3: Initially Fluent English Proficient (IFEP) (450-600)	Students have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.	Upper Bridging	Level 3: Well developed	Occasional

1.3 Transfer Students (from within and outside of CVUSD)

When students transfer between schools within the district, all relevant data regarding the student's Multilingual Learner (EL) assessment, academic progress, and interventions is automatically transferred through the Student Information System (SIS) and ELLevation program to the new school. The bilingual facilitator, counselor, site principal and teacher of record are responsible for reviewing the information in the SIS to make sure the student is properly placed in the new classes.

When a student transfers from another California public school, the state data system will be used to determine the student's current English Language Acquisition Status (ELA). Their language status (English Only, Initial Fluent English Proficient, English Learner, or Reclassified Fluent English Proficient) carries over to CVUSD. If the language acquisition status is not available, the student will be given the Initial ELPAC within 30 days of enrollment.

When a student enrolls in CVUSD from another state, country or private school, the 4-step initial identification process (outlined in the flowchart in Figure 1.3 above) will be followed, starting with the Home Language Survey.

1.4 Multilingual Learner Program Placement (Grades TK-12)

Multilingual Learners' instructional setting and placement are based on whether the student is reasonably fluent in English according to the Initial ELPAC results. If the Initial ELPAC results indicate the student is reasonably fluent in English, the student will be identified as an Initial Fluent English Proficient (IFEP) and placed in Mainstream English classes without additional support. If a student is not reasonably fluent in English according to the established criteria, the instructional setting will be Structured English Immersion (SEI). In SEI, the instruction is in English. When available, a student's primary language can be used to support the student's learning. Support services in the SEI program must include Designated and Integrated English Language Development (ELD) instruction. In addition, one or more of the following must be included in all SEI instructional settings.

- Content instruction using Specially Designed Academic Instruction in English (SDAIE) techniques.
- Primary language support
- Before, during, and/or after school academic support program(s)
- Other appropriate English language services

Parents/Guardians of MLs are provided with an explanation of all instructional settings and placement options in tandem with the ELPAC results. With appropriate documentation, the district will honor the parent(s)/guardian(s) informed preference to opt-out of the Structured English Immersion instructional setting. To complete this process, parents/guardians must submit a written request to the Multilingual Learners Department. While parents/guardians may choose to opt-out of a specific instructional service, California Education Code does not permit parents/guardians to exempt their child from taking the ELPAC annually until the student is reclassified (RFEP).

1.5 Elementary School Placement

At the elementary level, the Multilingual Learner instructional setting and placement is based on whether the student is reasonably fluent in English according to Initial ELPAC results. If a student is not reasonably fluent in English according to the established criteria, the student will receive Designated and Integrated ELD instruction. CVUSD offers two program options for elementary students:
- Structured English Immersion (SEI)
- Dual Language Immersion Program at Conejo Academy of Leadership and Language Immersion

More information about the Dual Language Immersion (DLI) program and criteria for

placement can be found in Section 2. In SEI, the instruction is in English. Students will receive Designated ELD and Integrated ELD.

Parents/Guardians may request for their child to participate in an Alternative Bilingual Program explained in detail in Section 2. Parents/Guardians may also elect to have their child be placed in an English Language Mainstream instructional setting.

1.6 Middle and High School Placement

Middle and high school students are placed/enrolled in ELD based on the following criteria:
- Home Language Survey indicates a language other than English is used at home.
- ELPAC Initial Placement assessment indicates that the student would benefit from English Language Development services (i.e., the student did not test as Initially Fluent English Proficient-IFEP).
- Student's Initial ELPAC determines the following scheduling options:
  - Emergent Learners are enrolled in Designated and Integrated ELD classes that are self-contained.
  - Expanding and Bridging Learners are enrolled in mainstream English for their Integrated English Language Development class as well as a Designated ELD class.
- Student's placement is reevaluated each school year with the following factors/data points:
  - ELPAC Summative results
  - ELD Team input
  - Grades
  - District Benchmarks
  - Lexile Level Assessments
  - Completion of curriculum program(s)
  - Student Meeting Report
  - Ellevation Meetings (Goals)

- MLs with IEPs are enrolled in ELD classes based on the IEP Team's recommendations.

The following placement matrix shown in Figure 1.7 provides a more detailed explanation of the course descriptors and other relevant information. As the needs of students change, the matrix will also be evolving.

Figure 1.7 - CVUSD Multilingual Learners Placement Matrix

CONEJO VALLEY USD EL PLACEMENT MATRIX

EL Prof. Level	Placement and Exit Criteria	Course Descriptors	ELA Course	ELA Standards and Materials	ELD Designated Course	ELD Standards and Materials
E M E R G I N G	ELPAC Level 1 AND U.S. Entry Date of 2 years or less	Students at this level are at a beginning stage of developing English skills. ELs at the level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. Therefore, this level addresses: • Substantial help using English to learn new things at school • Substantial assistance to interact in social situations. • Substantial support with English words and phrases.	Elementary Reading and Writing - - - - - - - Middle School English 6, 7 or 8 - - - - - - - High School English 9, 10, 11 or 12	• CA ELA/ELD Framework • CA ELD Standards • CCSS ELA & Literacy Standards • Elementary – Wonders • Middle and High School – my Perspectives	Elementary Designated ELD for 30 minutes/daily - - - - - - - Middle School ELD 1 Integrated (170061) ELD 1 Designated (170401) High School ELD 1 Integrated (171401) ELD 1 Designated (171402)	• CA ELA/ELD Framework • CA ELD Standards • CCSS ELA & Literacy Standards • Elementary – Wonders ELD • Middle and High School – iLit
E X P A N D I N G	ELPAC LEVEL 2 AND U.S. Entry Date of 2 years or less	Students at this level have somewhat developed English skills. Therefore, this level addresses: • Moderate help using English to learn new things at school • Moderate assistance to interact in social situations. • Expansion of English for simple communication	Elementary Reading and Writing - - - - - - - Middle School English 6, 7 or 8 - - - - - - - High School English 9, 10, 11 or 12	• CA ELA/ELD Framework • CA ELD Standards • CCSS ELA & Literacy Standards • Elementary – Wonders • Middle and High School – my Perspectives	Elementary Designated ELD for 30 minutes/daily - - - - - - - Middle School ELD 2 Designated (170063) High School ELD 2 Designated (171403)	• CA ELA/ELD Framework • CA ELD Standards • CCSS ELA & Literacy Standards • Elementary – Wonders ELD • Middle and High School – iLit
	ELPAC LEVEL 3 OR U.S. Entry Date of 2 years or more	Students at this level have moderately developed English skills. Therefore, this level addresses: • Some support with using English to learn new things in school • Some assistance for interacting in social situations. • Some help using English to communicate on less-familiar school topics and in less-familiar social situations.	Elementary Reading and Writing - - - - - - - Middle School English 6, 7 or 8 - - - - - - - High School English 9, 10, 11 or 12	• CA ELA/ELD Framework • CCSS ELA & Literacy Standards • CA ELD Standards • Elementary – Wonders • Middle and High School – my Perspectives	Elementary Designated ELD for 30 minutes/daily Middle School ELD 3 Designated (170403) ELD 2/3 Designated (170402) High School ELD 3 Designated (170404) ELD 2/3 Designated (171685)	• CA ELA/ELD Framework • CA ELD Standards • CCSS ELA & Literacy Standards • Elementary – Wonders ELD • Middle and High School – iLit
B R I D G I N G	ELPAC LEVEL 4 OR U.S. Entry Date of 2 years or more	Students at this level have well developed English skills. Therefore, this level addresses: • Minimal support in using English to learn new things in school • Minimal support for interacting in social situations. • Occasional help using English.	Elementary Reading and Writing - - - - - - - Middle School English 6, 7 or 8 - - - - - - - High School English 9, 10, 11 or 12	• CA ELA/ELD Framework • CCSS ELA & Literacy Standards • CA ELD Standards • Elementary – Wonders • Middle and High School – my Perspectives	Elementary Designated ELD for 30 minutes/daily - - - - - - - Middle School English 6, 7 or 8 - - - - - - - High School English 9, 10, 11 or 12	• CA ELA/ELD Framework • CA ELD Standards • CCSS ELA & Literacy Standards • Elementary – Wonders ELD • Middle and High School – iLit

Figures 1.8 and 1.9 show additional resources that counselors utilize for appropriate placement of MLs at the middle and high school level. When a newcomer arrives and there are unique circumstances where placement becomes a challenge, additional assessments such as the Individual Proficiency Test (IPT) are administered and provide additional data that can be utilized for placement and language support.

Figure 1.8 - CVUSD Middle School Class Placement Guidelines

Middle School Class Placement Guidelines based on ELPAC Scores

Initial ELPAC	ELD Standards
Performance Level	Novice

Summative ELPAC	ELD Standards
Performance Level 1	Emerging

170061	ELD 1 Integrated Literacy
170401	ELD 1 Designated Standards

Note: 6th graders whose ELPAC Performance Level is 2 or 3 must be grouped in a stand-alone class

Initial ELPAC	ELD Standards
Performance Level	Intermediate

Summative ELPAC	ELD Standards
Performance Level 2	Low Expanding
	Mid Expanding

170063	ELD 2 Designated Standards

Summative ELPAC	ELD Standards
Performance Level 3	Upper Expanding

170403	ELD 3 Designated Standards

~ OR ~ Performance Level 2 & 3 students may be grouped together in:

170402	ELD 2/3 Designated Standards

Summative ELPAC	ELD Standards
Performance Level 3	Low Bridging *
Performance Level 4	Upper Bridging

Mainstream English Courses

* Based on a student's profile and at the discretion of staff recommendations, a student with an ELPAC score of Low Bridging may be placed in mainstream courses.

Figure 1.9 - CVUSD High School Class Placement Guidelines

High School Class Placement Guidelines based on ELPAC scores

Initial ELPAC	ELD Standards
Performance Level	Novice

Summative ELPAC	ELD Standards
Performance Level 1	Emerging

→ | 171401 | ELD 1 Integrated Literacy |
| 171402 | ELD 1 Designated Standards |

Initial ELPAC	ELD Standards
Performance Level	Intermediate

Summative ELPAC	ELD Standards
Performance Level 2	Low Expanding
	Mid Expanding

→ | 171403 | ELD 2 Designated Standards |

Summative ELPAC	ELD Standards
Performance Level 3	Upper Expanding

→ | 171404 | ELD 3 Designated Standards |

~ OR ~ Performance Level 2 & 3 students may be grouped together in: | 171685 | ELD 2/3 Designated Standards |

Summative ELPAC	ELD Standards
Performance Level 3	Low Bridging *
Performance Level 4	Upper Bridging

→ **Mainstream English Courses**

* Based on a student's profile and at the discretion of staff recommendations, a student with an ELPAC score of Low Bridging may be placed in mainstream courses.

It is important to clarify which ELD courses are assigned as English credits, and which are assigned elective credits at the high school level. This information is shown in Figure 1.10 and it is very useful for counselors as they create class schedules. All Multilingual Learners must take all the required coursework needed to graduate successfully from high school. A typical high school schedule for a Multilingual Learner must include an ELD class and an English class. If the ML scores a Level 3 on the ELPAC, the student can be placed in a regular English class in order to provide the student access to elective courses as well as to engage more directly with English Only speakers in a regular English classroom. It is also important to place students in mainstream English as soon as they become eligible. English classes are A-G eligible and therefore would give the students more post-secondary opportunities. Integrated Literacy can only be used as one year out of the four A-G English courses.

Figure 1.10 - English or Elective Credit for ELD Courses

English or Elective Credit for ELD Courses		
Course Name	Type of Credit	Level
ELD 1 Integrated Literacy (171401)	English	High School
ELD 1 Designated Standards (171402)	Elective	High School
ELD 2 Designated Standards (171403)	Elective	High School
ELD 2/3 Designated Standards (171685)	Elective	High School
ELD 3 Designated Standards (171404)	Elective	High School

1.7 Multilingual Learner Typologies

CVUSD welcomes and responds to a diverse range of Multilingual Learner strengths, needs, and identities. There are six categories of MLs in the Conejo Valley Unified School District, the majority of whom are Spanish speakers:

1. Newcomers (newly arrived EL – two years or less) with formal schooling.
2. Newcomers (newly arrived EL – two years or less) with limited/interrupted formal schooling.
3. MLs at risk of becoming Long Term English Learners (four to five years as MLs, plus additional criteria per Education Code 313.1)
4. Long Term English Learners (LTEL) with six years or more as MLs plus additional criteria per Education Code 313.1
5. MLs on track - MLs who have been enrolled in U.S. schools for less than four years and are meeting minimum progress expectations.
6. MLs who speak languages other than Spanish and who have the characteristics of groups 1–5.

Section 2: English Language Development Instructional Programs

2.1 Integrated and Designated English Language Development

2.2 Structured English Immersion (SEI) and English Language Mainstream

2.3 Dual Language Immersion (DLI)

2.4 Newcomer Academy

Section Summary: The Conejo Valley Unified School District (CVUSD) provides effective instructional programs for all TK-12 Multilingual Learners (MLs). These programs have proven to be effective in addition to the research-based instructional strategies that are taking place every day in every classroom. Multilingual Learners continue to be reclassified at a higher rate than the state average, and this is due to the strong instructional programs paired with a dedicated team of certificated and classified staff who work tirelessly every day.

The Conejo Valley Unified School District (CVUSD) provides high quality English Learner language instruction that supplements the current adoptions at all grade levels. English Language Development (ELD) instruction is based on the California Department of Education English Language Arts and English Language Development Framework as well as the California English Learner Roadmap. The goal of ELD is to facilitate the acquisition of English in keeping with the student's English language development level and ability to develop language. To provide a more effective program and to meet the California State ELD Standards, the ELD program must become an in-class contextualized English language development program. The state adopted core curriculum is the primary vehicle for teaching ELD. Additional ELD programs are used to supplement the English Language development program.

2.1 Integrated and Designated English Language Development

Integrated and Designated ELD instruction is being taught at all TK-12 grade levels. **Integrated ELD** is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English (*5 CCR* Section 11300[c]). Integrated ELD instruction takes place throughout the school day in every classroom with at least one Multilingual Learner. Content standards, in conjunction with ELD standards, are effectively being utilized to increase the academic language proficiency as students learn content through English. **Designated ELD** is defined as instruction provided during a time in the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English (*California Code of Regulations, Title 5 [5 CCR]* Section 11300[a]). Designated ELD programs require the following:

- Instruction provided by a Cross-cultural Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) certificated teacher.
- Parents/Guardians of students receiving Structured English Immersion must be notified of their child's instructional setting and placement.

- Integrated [ELD approaches](#) provide language support whenever possible to ensure equitable access to all content.
- Instruction provided at each ML's individual proficiency level using district-adopted curriculum and/or [ELD Standards](#)-based supplemental materials by a CLAD/BCLAD certificated teacher.

Designated ELD is taught daily during a protected time in the school day. In addition to utilizing the current ELD adoption through the Wonders curriculum at the elementary level and iLit curriculum at the secondary level, the California ELD standards are utilized to provide content instruction and support CVUSD's Multilingual Learners as they work towards meeting the challenging state academic standards. The California English Learner Roadmap (2018) provides guidance on effective and research-based strategies to support Multilingual Learners (MLs). Throughout the year, ELD Teacher Advisors receive specific training in this area and how they can continue supporting MLs in each of the school sites. All staff members have an important role in the achievement of all Multilingual Learners.

In CVUSD, students participating in Designated ELD were identified as Emergent or Expanding Multilingual Learners by the Initial ELPAC assessment. The Emergent or Expanding level students need SEI to address their needs by building fluency and literacy. CVUSD educators provide a comprehensive program that includes both Designated and Integrated ELD instruction across all content areas. Assistance in the student's primary language, when available, may be used as support for clarification and comprehension.

English learners face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education recognize that both Designated and Integrated English language development (ELD) are an integral part of a comprehensive program for every English learner to meet the linguistic and academic goals at their grade level. As a comprehensive approach to ELD, the *English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools* states:

> "English learners at all English proficiency levels and at all ages require **both** Integrated ELD **and** specialized attention to their particular language learning needs, or Designated ELD."[1]

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[1] California Department of Education: English Learner Roadmap (p.119). https://www.cde.ca.gov/sp/el/rm/ . Accessed on April 24, 2023

In addition, 5 CCR Section 11309(c)(1) states:
> "Any language acquisition program provided by a local educational agency (LEA) shall be designed using evidenced-based research and include both Designated and Integrated ELD."

Integrated and Designated ELD instruction is a component of Tier I instruction for all Multilingual Learners under the Multi-Tiered System of Supports and incorporates the principles of Universal Design for Learning. Many resources are available to support Integrated and Designated ELD instruction. Resources for the ELD standards are available at the CDE English Language Development Standards website. The ELA/ELD Framework is also another resource and is located on the All Curriculum Frameworks web page.

2.2 Structured English Immersion (SEI) and English Language Mainstream

Structured English Immersion
The goal of the Structured English Immersion (SEI) program is to teach survival English skills and language. This is a focused time on English language instruction and includes the following emphasis:
- The ability to understand and express themselves with simple, present progressive sentences, classroom direction, and personal needs.
- The letters and sounds needed for beginning reading (long vowel sounds).
- The ability to write the letters for the English sounds.

Structured English Immersion incorporates a variety of instructional strategies and methods such as whole language, cooperative learning, primary language support, and comprehensible input. This helps to make the core academic instruction in English more meaningful for MLs and it is developed with sensitivity to the linguistic needs, learning styles and culture of the students. SEI is designed to meet the needs of MLs with limited English fluency. Students participating in this option have scored at the Emergent or Expanding level on the state language assessment (Initial ELPAC).

Primary language support is a vital part of the Structured English Immersion program (content English as a second language) for increasing comprehension and providing equal access to the core curriculum for MLs who have not reached fluency. Bilingual Paraeducators provide primary language support in Spanish. Language support for all other languages is also provided through Bilingual Paraeducators who are fluent in other languages.

Program Requirements:

- Parents/Guardians must be notified of the instructional setting and placement of their student in SEI and must also be informed of the opportunity to request an Alternative Bilingual Program if available in the district.
- Core instruction in language arts, math, science, and social science include Integrated ELD approaches and robust critical thinking strategies at the student's English acquisition level. It is recommended that primary language support be provided, if available, for equitable access to the core content.
- All MLs receive daily Designated ELD instruction at each student's specific proficiency level with the district-adopted curriculum and approved supplemental materials that emphasize the ELD Standards. A certificated teacher must provide Designated ELD instruction.

English Language Mainstream
English Language Mainstream Classes are designed to meet the needs of MLs with reasonable fluency in English as measured by a score in the Bridging level of the Summative ELPAC results. Highly qualified teachers provide instruction in ELD as well as all the other content areas. Instruction is delivered in English only with moderate or light scaffolding support, as needed, to assist students in meeting the requirements for reclassification. MLs in this program receive Designated and Integrated ELD instruction from a classroom teacher until the time the students are reclassified as English proficient. English is the language of instruction for all subjects. Students may be placed in this program based on achievement on the ELPAC assessment or by parental request and with appropriate documentation.

2.3 Dual Language Immersion (DLI) Program

CVUSD believes in the importance of providing an asset-based education where students' life experiences and languages are viewed as assets and not as deficiencies. The Dual Language Immersion (DLI) program was started to spotlight the high use of Spanish in the community and to provide an additional option for families who would like to have their child(ren) learn an additional language. Before the DLI program started and to gauge the interest of the community, several presentations were made, and a community survey was also sent districtwide. Based on the presentation and survey feedback, there was a high community interest to bring a DLI program to CVUSD. The program started in the 2022-2023 school year with one Transitional Kindergarten (TK) and three Kindergarten sections. Even though the initial expectation was to start with two Kindergarten sections with 20 students each, the need to expand and include TK as well as add an additional Kindergarten section demonstrated the high interest from families and the community. There was a total

of 77 students enrolled in the program the first year.   As of the 2023-2024 school year, the program includes one Transitional Kindergarten, two Kindergarten sections and three first grade sections. Each year, the program will expand to an additional grade level. The DLI program is located at the Conejo Academy of Leadership and Language Immersion.

DLI consists of a primary-language balance between and among the students because they organically learn from one another. Approximately half of the students are primarily English speakers, and the other half are primarily Spanish speakers.

Immersion means the student acquires the second language and literacy throughout the school day via three primary strategies:
- engagement with peer language models,
- direct instruction from an English-speaking teacher and a Spanish-speaking teacher; and
- access to materials and curriculum in English and Spanish.

This program supports the 50/50 model, where 50% of the instructional day is taught in English and the other 50% in Spanish. Teachers collaborate to plan daily instruction that supports the 50-50 model. This could include a team of two teachers sharing students throughout the day. It could also include a self-contained model where one teacher uses both languages during the school day, according to the subject matter and language allocation.

Different subjects are taught in the language established at the beginning of the school year to meet the required minutes to support the 50/50 model. For instance, in Figure 2.1, math

and social studies are taught in Spanish, whereas science and physical education are taught in English.

Figure 2.1 - Language Assignment for DLI Subjects

Language Assignment for DLI Subjects	
Taught in Spanish	**Taught in English**
Spanish Language Arts	English Language Arts
Math	Science
Social Studies	Physical Education

Three Pillars of Dual Language

Resources are used to ensure that all students, families, staff, and administrators in the DLI program are effective practitioners of the three pillars of Dual Language[2] (Figure 2.2). Professional Development in DLI, in addition to effective program implementation, continues to be front and center for all DLI staff. These pillars are essential to the successful implementation and program development of DLI programs.

Figure 2.2 - Three Pillars of Dual Language Education

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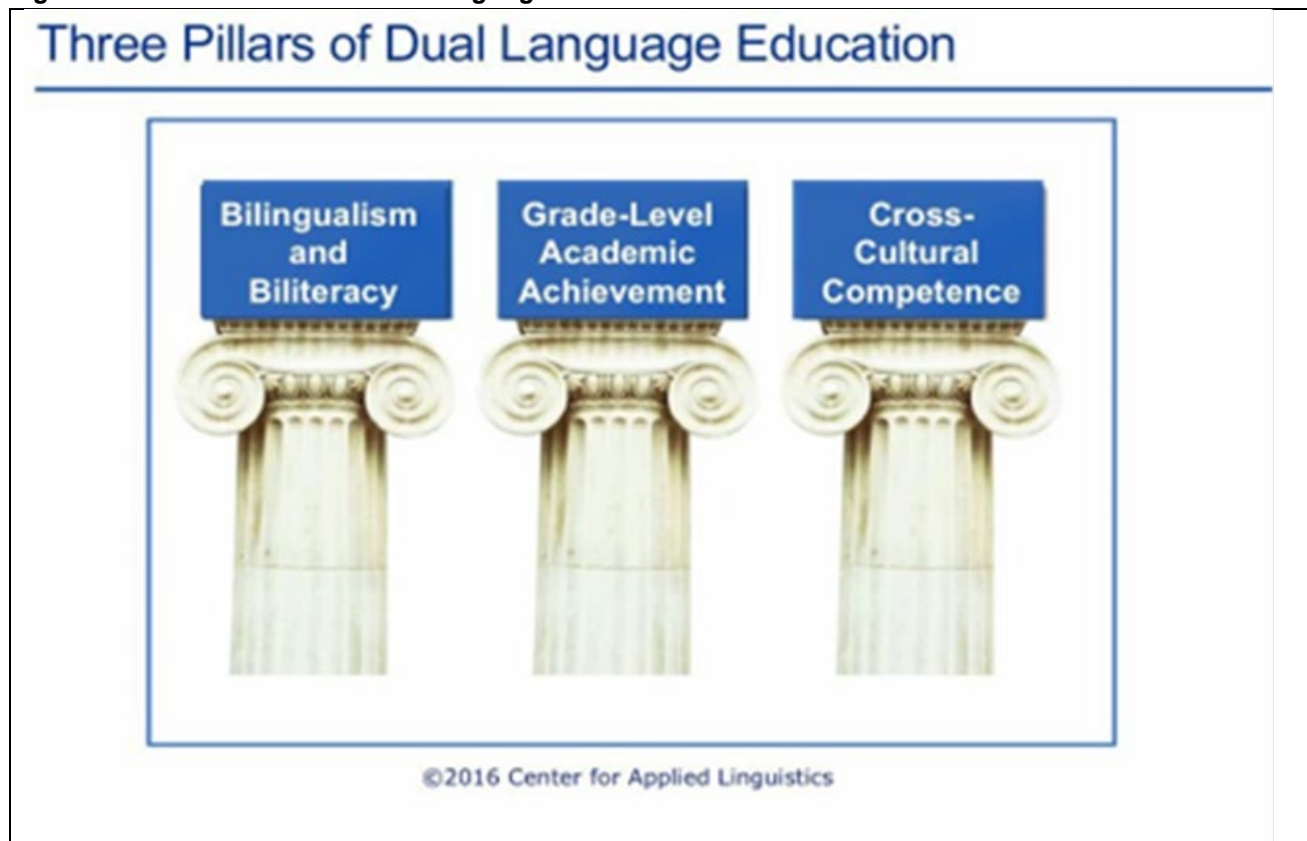
[2] Medina, José L, Qué? You don't know the three pillars of dual language? https://duallanguageschools.org/column/3-pillars-dual-language/ November 28, 2017.

- **Pillar One**: Bilingualism and biliteracy are the first goals in dual language. Because students are learning content via two languages, they must be able to speak, write, read, listen, and use each of the two program languages as a support for the other. This goes beyond what a student might achieve in a traditional foreign language course. Students in dual language programs have a loftier goal – bilingualism AND biliteracy!

- **Pillar Two:** The second goal of dual language programs is to ensure high academic achievement for each student, in both program languages. This is extremely important because students in dual language programs must excel in mathematics, science, social studies, language arts, physical education, music, and art, in both languages of instruction.

- **Pillar Three**: Sociocultural competence is often the forgotten pillar of dual language, but it is the one goal that the other two pillars rest on. Students in dual language programs should be able to see the similarities and differences in each other, but rather than identifying the differences as obstacles to overcome, they should be viewed as opportunities to connect. Sociocultural competence is about equity and social justice!

2.4 Newcomer Academy Program

CVUSD offers a Newcomer Academy for high school age students new to the country (less than two years in U.S. schools and score at levels 1-3 on the Initial ELPAC) in grades 9-12. These students require a specialized environment where they receive intensive English language instruction while they learn about their new school, culture, and country. The CVUSD Newcomer Academy is located at Newbury Park High School and all newcomer students in grades 9-12 enrolling in CVUSD are given the opportunity and encouraged to opt-in to the Academy. Newcomer students who opt-in to the Newcomer Academy from Thousand Oaks or Westlake High Schools are offered free transportation. The Academy started in the 2021-2022 school year. As part of this program, newcomer students can graduate with a high school diploma with 130 credits under AB 2121 or decide to return for a fifth year of high school. At the end of the 2022-2023 school year, 37 newcomers graduated with a high school diploma under AB 2121, and out of all those students, 17 stayed an additional fifth year to graduate. There are 96 students who have enrolled in the Newcomer Academy since its inception.

An important aspect of the Newcomer Academy involves understanding an immigrant family's background and motivations for coming to the U.S. This understanding can help

schools and educators be better positioned to help them transition into a new school and community culture. Another critical component of the Newcomer Academy is the Social Worker position, whose role is to work with the school and district staff as well as newcomer families to ensure students are being provided with adequate supports to be successful academically and personally. The Newcomer Academy Social Worker is responsible for the intake and assessment processes that result in intentional interventions to provide resources and supports to address family and student needs.

Program Goals and Students Served

The goal of the Newcomer Academy is for newly or recently arrived Multilingual Learners with two years or fewer in the country to adapt to a new environment while acquiring English language skills and accessing core content so that they are better prepared to participate in the English/Multilingual Learner instructional programs[3]. The Newcomer Academy is designed to provide intensive support so students can move out of the Emergent level of proficiency while developing academic skills. Moreover, the program aims to support newcomer students in adjusting to the new school and community culture by providing intentional and strategic social, emotional, cultural, and academic support.

Newcomer Program Components

The CVUSD Newcomer Academy includes the components described below.

COMPONENT 1: District and site leadership collaborate to design and implement the core program for newcomer students. The program includes the following:

- **Integrated ELD** - The California ELD Standards are used in tandem with the California Standards for ELA/literacy and other content standards to identify and provide socioemotional, academic, and linguistic support for newcomer students. To the extent possible, newcomers are clustered in content courses. Please see the beginning of this section (2.1) for more details about Integrated ELD.
- **Primary language support** is provided as a means of increasing access to core curriculum taught in English, assisting the student to tap prior knowledge, transfer skills, and use cognates. Primary language support is used to affirm students' primary language and to clarify, direct, support, or explain concepts.
- **Designated ELD** - Newcomers receive specialized instruction by skilled teachers guided by the California ELD standards and responsive to socioemotional, cultural, and linguistic newcomer needs. Please see the beginning of this section (2.1) for more details about Designated ELD.

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[3] Short, D. J., & Boyson, B. A. (2012). Helping newcomer students succeed in secondary schools and beyond. Center for Applied Linguistics.

- **Cultural - Global Competencies Development** – Newcomer students' cultural backgrounds, linguistic resources, and prior knowledge serve as a foundation for new learning. CVUSD strives to uplift newcomers' diversity and assets to promote global competency development in four skill areas:
  1. investigate the world beyond their immediate environment
  2. recognize perspectives, both others' and their own
  3. communicate ideas effectively with diverse audiences
  4. take action to improve conditions.[4]

COMPONENT 2: All newcomers are invited to attend the Multilingual Tutoring Center coordinated by the Academy's Social Worker. The tutoring center is open during lunch and all attending students get priority in the lunch line in order to maximize their time in the tutoring center. At the tutoring center, students are supported by bilingual staff and peer tutors that can help them academically as well as linguistically. The peer tutors help the students build capacity in conversational English, promote positive social-emotional interaction, and foster cross-cultural connections.

COMPONENT 3: All newcomers receive social-emotional support from the Newcomer Academy Social Worker, who assesses the social-emotional, physical, and academic needs of students upon enrollment into the academy. The Social Worker provides ongoing support for students and families as needed. The Social Worker supports newcomer students and their families in order to reduce the barriers that can impede academic success.

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[4] U.S. Department of Education Office of English Language Acquisition (2016). Newcomer Toolkit, Chapter 3. Washington, DC https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap3.pdf

Section 3: Monitoring and Reclassification
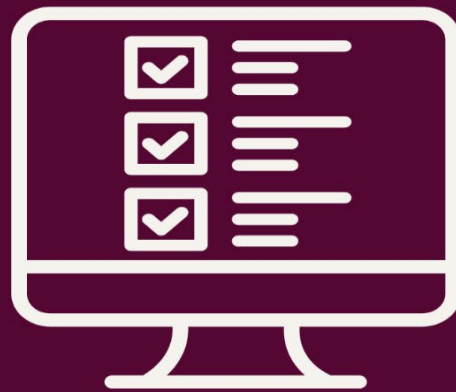
3.1 Monitoring of Multilingual Learners

3.2 Summative English Language Proficiency Assessment of California

3.3 Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics

3.4 Reclassification to Fluent English Proficient

3.5 Monitoring of Reclassified Students

3.6 Multilingual Learner Monitoring Processes

Section Summary: Monitoring Multilingual Learners' academic achievements throughout the school year ensures that students are receiving intervention and/or acceleration support. This section discusses the importance of monitoring and how this practice continues to produce higher rates of reclassified students in the Conejo Valley Unified School District.

3.1 Monitoring of Multilingual Learners (MLs)

Multilingual Learners (MLs) are monitored annually on district-adopted language and academic assessments given after each trimester or term. These assessments include, but are not limited to, English Language Development (ELD) which includes listening, speaking, reading, and writing as well as language arts and math. Reclassified students (RFEP) are also monitored annually for four years after they have been officially reclassified. Students take state-mandated tests regardless of their language classification. The Summative English Language Proficiency Assessment for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP) are administered every spring. Each site forms a Language Appraisal Team (LAT) to evaluate all Multilingual Learners' performance. Assessment results are maintained in electronic form in the district's Student Information System (SIS), Ellevation (online program management system), and student cumulative folder.

3.2 Summative English Language Proficiency Assessment of California (ELPAC)

Under Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunity Act of 1974, Local Educational Agencies (LEA) must annually monitor ML progress toward fluency, including those who have opted out of ELD programs in both English language proficiency (ELP) and content knowledge. The Summative English Language Proficiency Assessment of California (ELPAC) is the state mandated assessment that meets federal accountability requirements and aligns with the 2012 English Language Development Standards. The ELPAC measures English Language proficiency in four domains or performance areas: Listening, Speaking, Reading, and Writing. The ELPAC has seven grade span tests (TK/K, Grade 1, Grade 2, Grades 3-5, Grades 6-8, Grades 9-10 & Grades 11-12). All but the writing domain for grades TK-2 are computer-based. Testing is administered individually to students in TK through 2nd grade. The second grade writing assessment portion can be administered in groups of 10 or less. The speaking portion of the assessment is restricted to an individual (1:1) administration for all grades. Testing times will vary based on the type of form the LEA is assigned, as well as the grade and the type of domain being assessed. The administration window begins on February 1st and closes on May 31st of each year.

CVUSD sends Parent Notification Letters before testing students. Parents/Guardians *cannot opt-out their student(s) from ELPAC testing.* Parental notification of testing results is available through the Ellevation Platform. Typical reporting times can vary but they tend to be available about two months from the testing date. Student assessment will be reported as follows:

- Overall Score: Levels from 1 - 4
- Oral Language: Levels from 1 - 4
    - Listening & Speaking: Each domain will receive a score level from 1-3
- Written Language: Levels from 1 - 4
    - Reading & Writing: Each domain will receive a score level from 1-3

Figure 3.1 - Overall Scale Score – Four Performance Levels
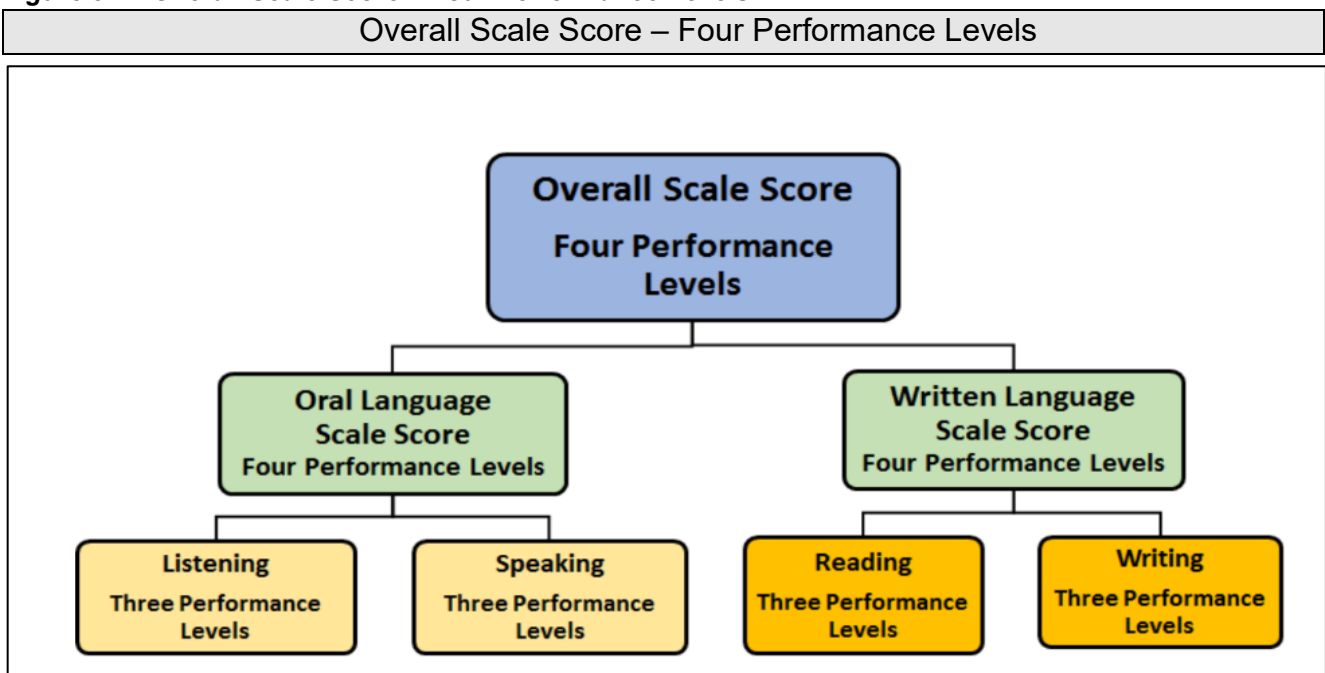
Source: Berkeley Unified School District Master Plan for Multilingual Learners (EL)

The Oral Language score weight (Listening & Speaking) for students in TK through K is 70% and the Written Language (Reading & Writing) is 30%. For grades 1 through 12, Oral & Written Language score weight is 50% for each. The weight score percentages are different for the Summative and Initial ELPAC. Score reports can be found in Q (Student Information System) under each student profile.

ELPAC performance level descriptors and ELD standards proficiency levels are provided in Figure 3.2. Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six English Learner Progress Indicator (ELPI) levels to allow students enough time to make progress toward English language proficiency in the ELPI.

Figure 3.2 - Summative ELPAC Proficiency Level Descriptors, ELD Standards and Support

Summative ELPAC Proficiency Level Descriptors, ELD Standards and Support			
SUMMATIVE ELPAC PROFICIENCY LEVEL	**PERFORMANCE LEVEL DESCRIPTORS**	**ELD STANDARDS**	**LINGUISTIC SUPPORT NEEDED**
Level 1	**Minimally Developed:** Students can understand and produce learned words and phrases to communicate meaning at a very basic level	Emerging	Substantial-Moderate
Level 2	**Somewhat Developed:** Students can understand and produce sentences and strings of sentences to communicate meaning at a basic level.	Low Expanding	Moderate-Light
		Mid Expanding	
Level 3	**Moderately Developed:** Students can understand and produce paragraphs and strings of paragraphs to learn and communicate in meaningful ways on a range of topics and content areas.	Upper Expanding	Light
		Low Bridging	Light to Minimal
Level 4	**Well Developed:** Students can understand and produce extended text (e.g., essays) to learn and communicate in meaningful ways that are appropriate for different tasks, purposes, and audiences	Upper Bridging	Minimal

Source: Developing Reading Skills for Multilingual Learners Training: Ventura County Office of Education and California World Language Project and *2017-2018 English Language Proficiency Assessments for California Information Guide*.

Multilingual Learners must meet one of the following conditions to show progress (see Figure 3.3):
- Increase at least one ELPI level from the previous year
- Maintain an ELPAC level 4 from previous year to the next (if they are a Level 4 already)

Figure 3.3 - ELPAC and ELPI Levels
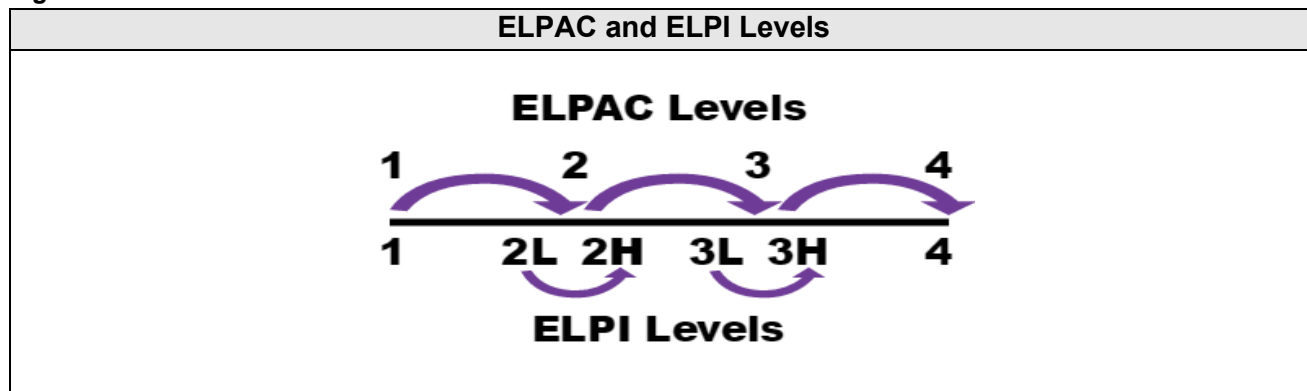
CVUSD encourages all their students, teachers and parents/guardians to access the ELPAC Online Practice and Training Tests regularly and before the ELPAC administration so students feel more comfortable during testing. It is important to note that MLs will continue to take the ELPAC until they meet reclassification criteria as fluent English proficient. For more information on the ELPAC, please visit the ELPAC website.

3.3 Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics

The Smarter Balanced Assessments for English Language Arts/ Literacy (ELA) and Mathematics is administered every spring to all students from grades 3-8 and 11, regardless of their language classification. These assessments align with the Common Core State Standards (CCSS) and are a valuable tool for teachers to support learning.

Multilingual Learners who have been enrolled in school in the United States for fewer than twelve months may be exempted from the ELA portion of the test. For MLs taking the test, a variety of designated support elements and accommodations can be activated to assist all students during testing administration. For more information, visit the CAASPP website. Students with Individualized Education Program (IEP) may take alternative assessments if specified in the IEP. This assessment is called the California Alternate Assessments for ELA and Math (CAA).

Teachers and administrators use results from the Smarter Balanced Assessments to monitor progress in ELA and Mathematics. In conjunction with the ELPAC, these results also help to re-designate a student as fluent English proficient (RFEP).

3.4 Reclassification to Fluent English Proficient (RFEP)

The California Department of Education defines reclassification as "the process whereby a student is reclassified from English Learner (EL) status to Fluent English Proficient (RFEP) status." This process results in the student no longer receiving ELD services. An English Learner who has demonstrated an English language proficiency comparable to that of the average native English-speaking peer *and* who can participate effectively in a curriculum designed for pupils of the same age whose native language is English is a candidate for reclassification. Education Code (EC) Section 313 and the California Code of Regulations (CCR) 5 Section 11303 require Local Education Agencies (LEA) to use the following four criteria shown in Figure 3.4 to establish reclassification policies and procedures:

Figure 3.4 - State Criteria for Reclassification

State Criteria for Reclassification

State Criteria for Reclassification
1. Summative ELPAC Overall Level 4 or Alternate ELPAC Overall Level 3
2. Teacher Evaluations
3. Parent Consultation/Opinion
4. Basic Skills Relative to English Proficient Students
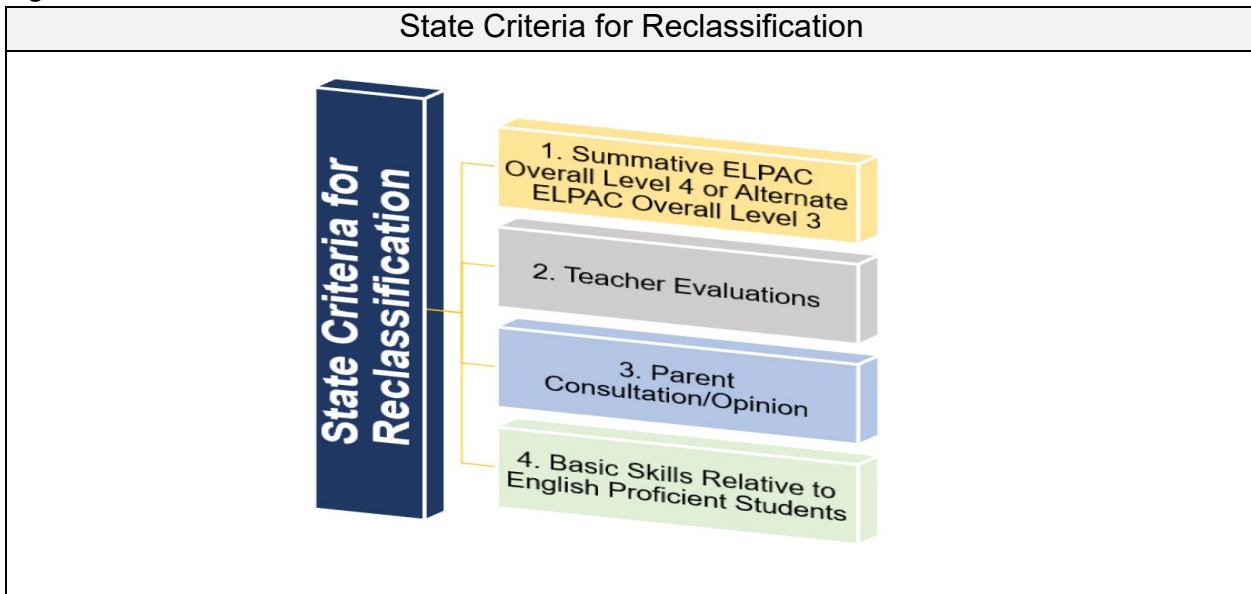
Conejo Valley Unified School District (CVUSD) recognizes the importance and irreversibility of reclassification. The TK-12 reclassification criteria depicted in Figure 3.5 includes the criteria needed at every grade level to be considered for reclassification. In addition to being posted on the department's website, this chart is included on parent/guardian written notifications related to MLs and their academic achievement.

*Figure 3.5 - CVUSD Reclassification Chart for 2023 – 2024 School Year*

		Conejo Valley Unified School District Reclassification Chart for 2023 - 2024 School Year		
Grade Level	ELPAC Overall Level	Comparison Performance in Basic Skills	Teacher Evaluation	Parent Consultation & Opinion
K	4	**Score of 3 in ELA Key Standards:** ● Fluently names all upper and lowercase letters of the alphabet taught ● Blends sounds orally to make words ● Reads high-frequency words taught ● Speaks audibly and expresses ideas clearly	Ellevation "Teacher Input Form called, #Teacher Evaluation of Student Academic Performance	Parent signature is documented on EL Annual Review Documents
1	4	**Score of 3 in ELA Key Standards:** ● Know and apply grade level phonics skills ● Reads grade level text at an appropriate pace ● Knows and reads high frequency words ● Blends word parts to say real words orally ● Expresses details, ideas, and feelings clearly	Ellevation "Teacher Input Form called, #Teacher Evaluation of Student Academic Performance	Parent signature is documented on EL Annual Review Documents
2	4	**Score of 3 in ELA Key Standards** ● Reading & Literature Information Text: Identifies the main idea and details for grade level text ● Grade Level Phonics: Reads high frequency words ● Word Fluency: Reads grade level text fluently ● Listening & Speaking: Retells stories, factual information, and life experiences accurately and in proper sequence ● Writing: Writes in complete sentences **OR** SRI 420	Ellevation "Teacher Input Form called, #Teacher Evaluation of Student Academic Performance	Parent signature is documented on EL Annual Review Documents
3	4	60% ELA District Benchmark or SRI 520 Lexile	Ellevation "Teacher Input Form called, #Teacher Evaluation of Student Academic Performance	Parent signature is documented on EL Annual Review Documents
4	4	SRI 740 Lexile **or** 60% ELA District Benchmark **or** ELA SBAC Nearly Met	Ellevation "Teacher Input Form called, #Teacher Evaluation of Student Academic Performance	Parent signature is documented on EL Annual Review Documents
5	4	SRI 830 Lexile **or** 60% ELA District Benchmark **or** ELA SBAC Nearly Met	Ellevation "Teacher Input Form called, #Teacher Evaluation of Student Academic Performance	Parent signature is documented on EL Annual Review Documents
6 -8	4	SRI 925 Lexile **or** ELA SBAC Nearly Met	Ellevation "Teacher Input Form called, #Teacher Evaluation of Student Academic Performance	Parent signature is documented on EL Annual Review Documents
9 -12	4	SRI 925 Lexile	Ellevation "Teacher Input Form called, #Teacher Evaluation of Student Academic Performance	Parent signature is documented on EL Annual Review Documents

Reclassification in CVUSD can take place as soon as an ML meets reclassification criteria during the school year; however, we have two times during the year when we process RFEP candidates: January and May. If new ELPAC scores are received before the end of the school year, reclassification can also take place right before students leave for the summer break. Figure 3.6 includes all the steps taken when an ML student is reclassified.

Figure 3.6 - Reclassification Process

Reclassification Process
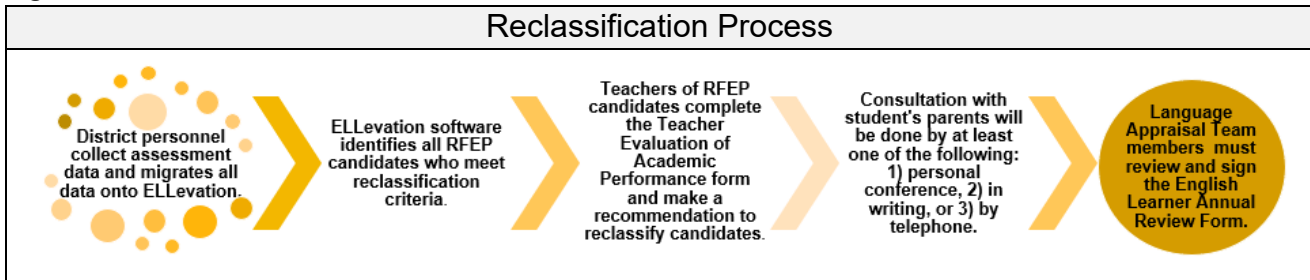
Upon the successful completion of the reclassification process, district personnel will change the student proficiency from EL to RFEP in Q and CALPADS. A copy of the signed documentation will be kept in the student's cumulative folder.

3.5 Monitoring of Reclassified Students

RFEP students' performance shall be reviewed at least twice a year for four years after redesignation (20 U.S.C. § 6841 and 5 CCR § 11304). Figure 3.7 shows the months that RFEP students are monitored. Those students found regressing in their academic performance will be recommended to receive one or more academic interventions, depending on the specific area(s) of need. A Monitoring Form of RFEP students is recorded and filed in each student's cumulative folder and on the Ellevation platform.

Figure 3.7 - Reclassified Students (RFEPs) Monitoring

Reclassified Students (RFEPs) Monitoring

RFEP Year 1-4
- **Who:** Reclassified students
- **When:** First 4 years twice a year. Usually December & May
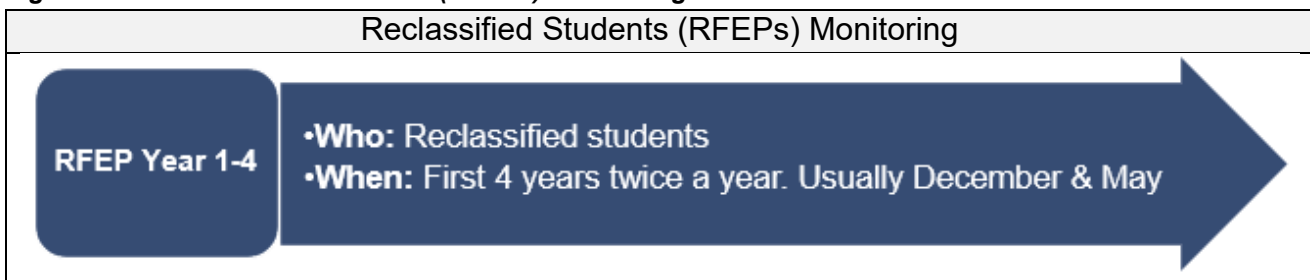
CVUSD is especially proud of its Multilingual Learners who meet reclassification criteria; therefore, each site celebrates its students during ELAC and school assemblies with special recognitions. All stakeholders are invited to these events to share and recognize MLs' success with the entire community. For information on reclassification of Multilingual Learners with disabilities, see section 4.4.

3.6 Multilingual Learner Monitoring Processes

Language Appraisal Team Meetings (LAT) via Ellevation
CVUSD uses Ellevation as the student monitoring platform. [Ellevation](#) is a web-based software program specifically designed for ML educators and the Multilingual Learners they serve. Ellevation assists CVUSD with the managing of compliance meetings and monitoring forms.

The Language Appraisal Team (LAT) establishes meeting schedules to monitor the progress of all active MLs and monitored RFEP students. At least once per year, the LAT meets to review the performance of each ML formally. An administrator chairs the LAT and may include the classroom teacher, bilingual support staff, counselor and any educator who works directly with the student.

Virtual meetings and monitoring forms take place within the Ellevation monitoring platform. The Student Profile in the CVUSD's Student Information System (SIS) and ELPAC scores are synced daily from the SIS to Ellevation. The following data from active ML's and re-designated students are uploaded to the student monitoring platform:

- Grades
- Benchmark scores
- Lexile scores
- CAASPP scores

Goal Setting
Teachers create goals with/for their students by following basic procedures. Ellevation offers a goal bank that is correlated by grade and student proficiency. Teachers select, edit, and create their own goals. [Goal reviews](#) can occur throughout the year and provide an effective way to monitor milestone progressions. Student accountability emphasizes ownership of learning objectives.

Ellevation Meetings
CVUSD has four types of meetings (see Figure 3.8) which are dependent on the length of time the student has been a Multilingual Learner and where the student is in the language acquisition spectrum.

Figure 3.8 - Ellevation LAT Meetings

Ellevation LAT Meetings

Newcomers
- **Who?:** Immigrant English Learners in grades 1-12 who have been in the country less than 18 months.
- **When?:** All year

Intensive
- **Who?:** Students who are Long Term English Learners (6+ years as EL and at the same ELPAC level two years in a row) or At-Risk (4 to 5 years as an EL, ELPAC level 3 or below and the Standard Not Met on the CAASPP)
- **When?:** Before winter break

RFEP Candidate
- **Who?:** Students who meet all requirements for re- designation to fluent English proficient
- **When?:** January and May

Normative Development
- **Who?:** Students who acquire language and content knowledge in a progressive manner and demonstrate continued annual growth on ELPAC
- **When?:** May

Newcomer Meetings
Newcomer students receive four language goals (Collaborative, Interpretative, Productive, and Connecting & Condensing Ideas). These goals are reviewed every three months to ensure that MLs are progressing and all supports are in place. These goals are also aligned with the ELD Standards at the Emerging Stage.

Intensive Meetings
LAT identifies the academic struggles and provides interventions to the student to progress towards English proficiency.

Normative Development Meetings
LAT verifies that the student's English proficiency is progressing.

RFEP Candidate Meetings
Bilingual Facilitators at each site meet with the administrator and teacher to discuss the academic progress of the ML. The Multilingual Learner Department staff verify that the student has met all the requirements. School staff will use the state and/or district assessment results, report card grades, and teacher input to monitor the progress of Reclassified Fluent English Proficient (RFEP) students. Depending on the type of LAT meeting, a monitoring form is part of the process. Figure 3.9 shows the expected proficiency growth for Multilingual Learners. CVUSD uses it as a guide when monitoring students.

Figure 3.9 - Expected Proficiency Growth for Multilingual Learners

Expected Proficiency Growth for Multilingual Learners				
Years in U.S. Schools	**Emerging**	**Expanding**	**Bridging**	**RFEP**
1	Emerging			
2		Expanding		
3		Expanding		Reclassification
4			Bridging	
5			Bridging	
6	*Long-term English Learner if not reclassified by end of 6th year*			

Section 4: Multilingual Learners with Diverse Learning Needs

4.1 Gifted and Talented Education

4.2 Special Education

4.3 English Language Proficiency Assessment

4.4 Reclassification of Multilingual Learners with IEPs

4.5 Universal Design for Learning

Section Summary: CVUSD recognizes the fact that Multilingual Learners, like all students, come with a range of abilities. As such, some students have unique needs that may require additional support to fully benefit from their educational experience. These services and supports include Gifted and Talented Education (GATE) services, Special Education services, and/or 504 Plan supports. This section will highlight these services along with additional considerations for multilingual learners with diverse learning needs.

4.1 Gifted and Talented Education

In the district-wide efforts to provide an age-appropriate and inclusive method of identification of Gifted and Talented Education (GATE) in the Conejo Valley Unified School District (CVUSD), the Student Support Services (SSS) Department offers universal screening measures to include all students in the identification process. Original identification systems required a parent or teacher referral for students to be considered and evaluated for giftedness. When SSS moved to universal screening measures a few years ago, we operated on an active consent basis, where parents/guardians were required to provide written permission for students to participate. However, SSS found that a disproportionately high number of English Learners did not return their consent documents and were unable to participate. As a result, SSS moved to an opt-out system for GATE screening where site administrators provide parents/guardians with information for participation and allow parents/guardians the opportunity to return opt-out paperwork to exclude their student from GATE screening. In addition to these steps toward inclusive identification, SSS recently moved to the Cognitive Abilities Test (CogAT) Level 8, Form 8 for rising third-grade students. This GATE identification measure is completely pictorial and does not contain words for students to manipulate or manage to share their unique thinking, thereby removing the language barrier in access and completion.

Along with adopting new identification measures and practices, CVUSD also offers monthly enrichment activities for students, whether they are GATE identified or not, at each of the Title I school sites to provide equity in access. To ensure that high-level instructional strategies reach all teachers and students in CVUSD, every school site (TK-12) has a GATE Facilitator who attends monthly training sessions with the GATE Teacher on Special Assignment (TOSA), providing new pedagogical strategies and practices that GATE Facilitators bring back to campus and share with faculty which benefits all teachers and students. The GATE TOSA also attends faculty meetings at school sites across the district to present best practices for differentiated instruction directly with TK (Transitional Kindergarten) – 12th grade staff.

4.2 Special Education

Multilingual Learners (MLs) who qualify for Special Education services have access to Special Education programming. The Individualized Education Program (IEP) teams will ensure that each ML with an IEP receives appropriate Integrated and Designated ELD services to develop English proficiency and have equal access to the full curriculum. Each ML's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. It is important that all programmatic pieces work together to address student learning and language needs.

When making programmatic, instructional, and assessment decisions for MLs, it is important for educators and school teams to be familiar with several factors that impact learning and language acquisition, such as language, school history, culture, literacy in a first language, home language, and more. For additional information and resources on supporting MLs with diverse learning needs, please reference the California Practitioners' Guide for Educating English Learners with Disabilities.

In addition, specialized training for supporting Multilingual Learners is provided to both special education and general education staff to ensure that everyone is trained to strategically support MLs. Bilingual staff provide support to MLs with IEPs.

Meetings with an Interpreter
When holding a meeting that includes an interpreter, consider the following meeting etiquette considerations:

- The interpreter must ensure the parent understands all the educational jargon. To assist in this task, a glossary with the most frequently used words in education is available for use and reference (see Appendix B).
- Allow for double the time for the meeting as these tend to take longer.
- If in-person, arrange the seating so that the interpreter is close to the parent but can also see and hear other participants at the meeting.
- Introduce everyone present at the meeting, including the interpreter, and explain the interpreter's role.
- Speak directly to the parents/guardians using first-person language. For example, in English say "What do you think about. . ." instead of "Ask the parents/guardians what they think about. . ." This makes the interpreter's work much easier and shows respect to the parents/guardians.
- Avoid use of double negatives, passive voice, jargon, slang, or idioms.

- Speak clearly and pause for interpretation after every 3 or 4 sentences.
- Arrange a signal for the interpreter to stop the speaker if something is not clear or if the speaker needs to pause for interpretation.
- Have only one person speak at a time and avoid side conversations. The interpreter will interpret everything that is said at a meeting.
- If you suspect mistranslation, rephrase your question or ask the interpreter to repeat your question back to you.

4.3 English Language Proficiency Assessment (ELPAC)

ELPAC enables a wide range of assistance to students with disabilities who have Individualized Education Program (IEP) or 504 plans for meeting their testing needs. The IEP Team can recommend a combination of embedded and non-embedded universal tools, designated supports, and available accommodations for students who qualify. These accommodations can then be utilized on the Initial and Summative ELPAC. The appropriate use of universal tools, designated supports, and accommodations on the ELPAC test is restricted to only those identified in this document. These embedded and non-embedded universal tools, designated supports, and accommodations can be found in the California Assessment Accessibility Resources Matrix.

Alternate English Language Proficiency Assessment for California (Alternate ELPAC)
In addition to considering the regular ELPAC with accommodations for students with IEPs, some teams will need to consider the Alternate English Language Proficiency Assessment for California (Alternate ELPAC), which is designed for students with the most severe cognitive disabilities whose primary language is not English according to their Home Language Survey (HLS). The ELPAC and the Alternate ELPAC are federal requirements for MLs. The state of California has worked to align the 2012 California English Language Development Standards via English Language Development Connectors to ensure this test is more inclusive for students with the most severe cognitive disabilities. The assessment provides accommodations and support throughout the testing administration. The Alternate ELPAC can only be given if it is specified in a student's Individualized Education Program (IEP). The California Department of Education provides an Alternate Assessment IEP Team Guidance to Local Educational Agencies.

The Alternate ELPAC consists of two assessments:
- Initial Alternate ELPAC
- Summative Alternate ELPAC

Initial Alternate ELPAC

The Initial Alternate ELPAC test is used to determine a proficiency level for students in TK through Grade 12 with the most severe cognitive disabilities upon initial enrollment in a California school. This is a singular event for a California student's entire academic career. Initial Alternate ELPAC determines whether a student is either an English Learner (EL) or is Initial Fluent English proficient (IFEP). At CVUSD, trained special education teachers, along with staff familiar with the student's needs, determine how to effectively administer this computer-based one-on-one assessment. Parents/Guardians will be notified of testing and results will be available within thirty days of enrollment. Students will receive a score that falls into one of three levels and whose scale score is consistent across all grade levels (see Figure 4.1 for more information).

Figure 4.1 - Initial Alternate ELPAC Level Scale Scores

Initial Alternate ELPAC Level Scale Scores		
Level 1 Novice	Level 2 Intermediate	Level 3 Initial Fluent English Proficient
104-143	144-159	160-199

Summative Alternate ELPAC

Summative Alternate ELPAC Test Administration takes place from February 1 through May 31 of each school year. It is administered annually to monitor student progress towards English proficiency. Students can take as long as they need to complete the assessment. The assessment has thirty questions (24 questions plus six embedded questions). They are also allowed to use their preferred mode of communication to answer questions. Figure 4.2 shows the two types of questions from the Alternate ELPAC.

Figure 4.2 - Summative Alternate ELPAC Question Types

Summative Alternate ELPAC Question Types

Receptive (Comprehension)
- Receptive questions are always selected response questions:
  - Yes or No
  - Picture and Text Option
  - Text only option

Expressive (Ability to Communicate Properly)
- Expressive questions can be selected or constructed response
  - A word or phrase
  - "Complete the sentence" options
  - Text-only options
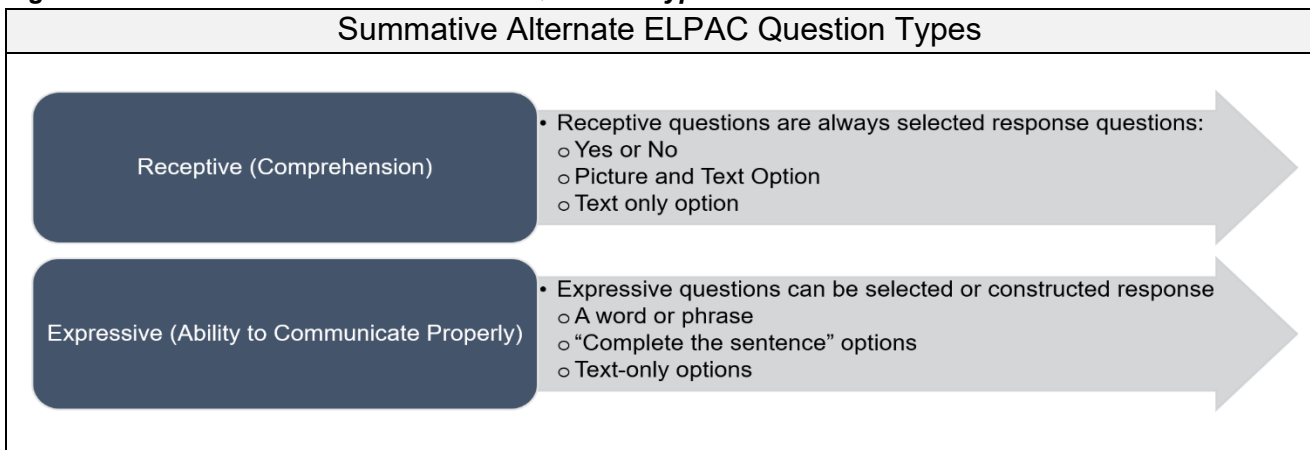
Testing duration is approximately one hour, and it does not have to be administered in one session. The linguistic complexity of the Summative Alternate ELPAC moves from low to high as depicted in Figure 4.3.

Figure 4.3 - Linguistic Complexity Task Type and Time Allocation

Linguistic Complexity Task Type and Time Allocation		
Linguistic Complexity	**Task Type**	**Estimated Time**
Low	Recognize and Use Common Words	9 - 15 minutes
	Communicate About Familiar Topics	8 - 11 minutes
Low- Medium	Understand a School Exchange	9 - 15 minutes
Medium	Describe a Routine	9 - 15 minutes
Medium-High	Understand and Express an Opinion	9 - 13 minutes
High	Interact with a Literary Text	8 - 12 minutes
	Interact with an Informational Text	8 - 12 minutes

Students receive an overall scale score that falls into one of the three levels. The Alternate ELPAC scale score ranges can be found on the ELPAC website. CVUSD encourages all their students, teachers, and parents/guardians to access the Alternate ELPAC Online Practice and Training Tests. Introducing the student to the testing format can aid in improved acclimation and comfort during actual testing. For additional information, please visit the California Department of Education ELPAC web page.

4.4 Reclassification of Multilingual Learners with IEPs

The ELPAC information guide states that students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities for reclassification as students without disabilities. Local IEP teams may determine appropriate measures of English Language Proficiency (ELP) and performance in basic skills. In addition, minimum levels of proficiency on these measures, which would be equivalent to an English proficient peer with similar disabilities, are set based on the state definition of ELP (EC 313[f]). Once this determination has been made, the Special Education Teacher/Case Manager completes a CVUSD form titled *Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient*. The form includes explanations and documentation of the student's identifying information, recent test scores, student's disability, and the impact that the disability has on the student's English language acquisition. Figure 4.4 shows the Reclassification process for students with IEPs.

Figure 4.4 - Reclassification Process for Students with IEPs

Reclassification Process for Students with IEPs
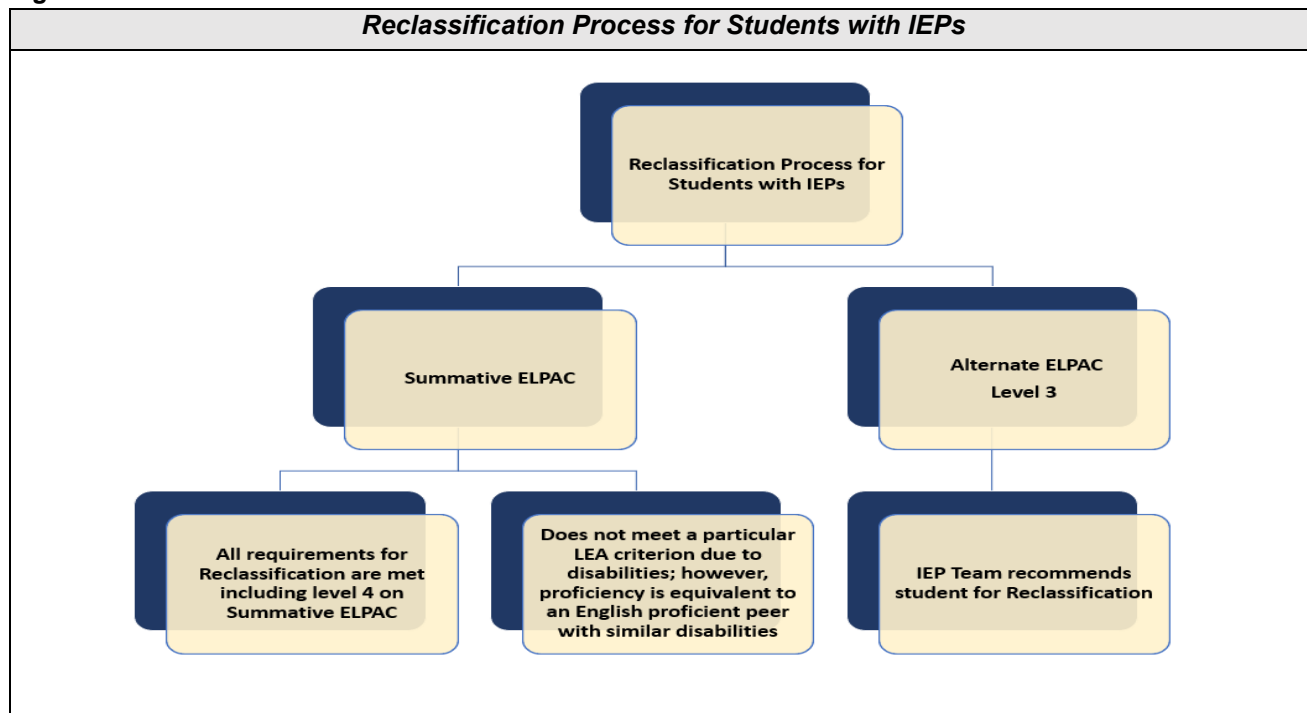
After the IEP has taken place and reclassification is recommended, a Special Education Reclassification worksheet is sent to the Director of Multilingual Learners for review and approval (if all the required criteria are met). Subsequently, a student's status changes to Reclassified Fluent English Proficient (RFEP). This designation is updated in both the CVUSD Student Information System and CALPADS. RFEP students are monitored for four years after reclassification. A Parent Notification Letter for RFEP through IEP is sent to parents/guardians within one week of approval.

4.5 Universal Design for Learning (UDL)

Universal Design for Learning, also known as UDL, is an education framework based on decades of research in neuroscience and endorsed by the Every Student Succeeds Act. UDL is considered best practice for teaching all students in an inclusive learning environment.

The Universal Design for Learning Guidelines (UDL) that CVUSD has embraced for several years has sprouted and nurtured additional districtwide priorities. We believe there is no "one size fits all" approach to teaching and learning. On the contrary, CVUSD continues to find new opportunities and initiatives that support students on how they learn instead of how they should learn. Engagement, Representation and Action and Expression are the three main principles of UDL and each of them provide multiple "on ramps" for all students to learn.

In the first principle, providing multiple means of engagement by focusing on the "why" allows teachers to make the subject relevant to all students as well as fosters collaboration and community in the classroom. Under this principle, we also have CVUSD's Social Emotional Learning initiatives, specifically how to facilitate personal coping skills and strategies. Moreover, since the global pandemic, a strong emphasis has been placed on fostering collaboration and community. All school sites have implemented robust support systems in the classrooms and schoolwide to support student mental health along a continuum of settings. CVUSD's emphasis on expanding core literature to feature stories and authors featuring under-represented groups supports this principle by making learning more relevant and authentic for all learners.

The second UDL principle encourages the teacher to provide multiple means of representation. This pillar spotlights the importance of using different strategies such as realia, auditory or visual representations of what is being taught. Our MLs and students with Individualized Educational Plans (IEPs) are highly engaged in this area as it provides them with multiple instructional strategies and opportunities to master the lesson objective. Academic vocabulary continues to be a focus for all MLs but the focus on the "what" of learning ensures that no learner is left alone to grapple with a concept that at times might be difficult based on relevance and exposure. This UDL principle emphasizes clarifying vocabulary, symbols, syntax and structure, as well as illustrating concepts through graphic organizers, concept maps, media, and illustrations.

The third and final principle focuses on the "how" of learning. In addition to every student having access to a Chromebook, students are given options as to how they can provide evidence of their learning through different platforms. For some students, assistive technologies will level the academic participation field whereas others might need other types of technologies that are unique to their learning styles. Focusing on working memory is also an area of focus for MLs to be able to organize and recall information and providing strategies such as graphic organizers will assist in retaining important information.

These three UDL principles align with several district priorities and plans focusing on all students having access to an equitable educational experience. To begin, the Diversity, Equity and Inclusion Plan includes different strategies on how to engage and include all learners, including Multilingual Learners (MLs) and students who have IEPs, through the equity lens. Equity spotlights the importance of Engagement, Representation and Action and Expression as it reiterates the importance that all students are given a myriad of opportunities to learn. The Strategic Plan for Inclusion for Students with Disabilities continues to make strides on how to continue to increase the Least Restrictive Environment (LRE) for all students to access the general education setting. Events such as Unified Sports are one of many districtwide activities where the importance of inclusivity through sports is highly encouraged. Figure 4.5 illustrates how these priorities and plans are inter-connected with UDL.

This current Multilingual Learner Master Plan advocates for all MLs to have access to not just an effective English Language Development program but also to strong first instruction rooted in UDL in all classroom settings. The article titled "3 Ways to Support Multilingual

Learners with UDL (Education)"[5] includes a variety of resources teachers can utilize in the classroom to support student learning. Below is a summary of these resources:

1. Funds of Knowledge
    1. Asking students about hobbies, skills, and talents and how they learned them
    2. Asking students to interview their family members and share what they learned with classmates
    3. Inviting family members to speak to fellow students about their experiences (in-person or via zoom), or
    4. Inviting students to tell their stories (orally, written, via video, etc.)
2. Instructional Practices
    1. Cooperative learning
    2. Increase wait times
    3. Provide students with difficult vocabulary before a lesson
    4. Provide visuals
3. Technology
    1. Google Translate
    2. Onlinedoctranslator.com
    3. Translate Function on Google Docs (click Tools > Translate > Select language to translate)

Figure 4.5 - CVUSD Universal Design for Learning Priorities

CVUSD Universal Design for Learning Priorities

Multilingual Learner Master Plan

Instructional materials that reflect diverse people

Social Emotional Learning

UDL

Diversity, Equity and Inclusion Plan

Restorative Practices

Strategic Plan for Inclusion for Students with Disabilities

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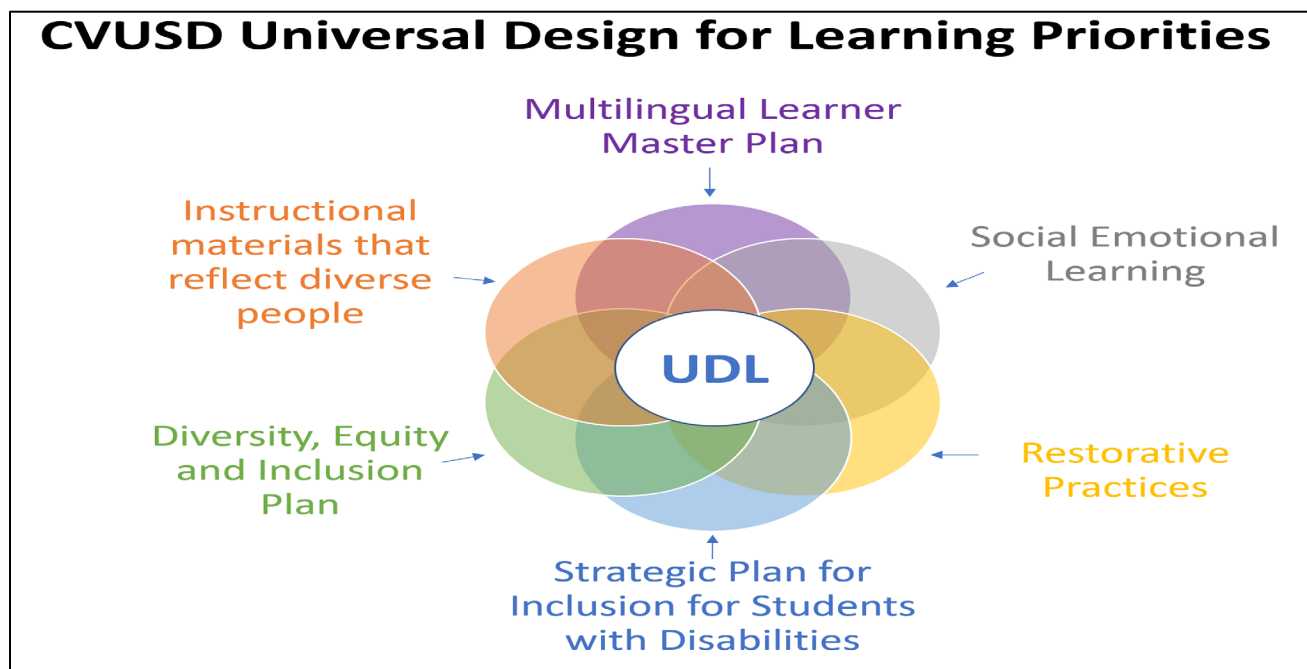
[5] Novak Education, *3 Ways to Support Multilingual Learners with UDL*, https://www.novakeducation.com/blog/3-ways-to-support-multilingual-learners-with-udl (Accessed September 28, 2023).

Section 5: Staffing and Professional Development

5.1 Staff Certification

5.2 Recruitment and Hiring

5.3 Professional Development
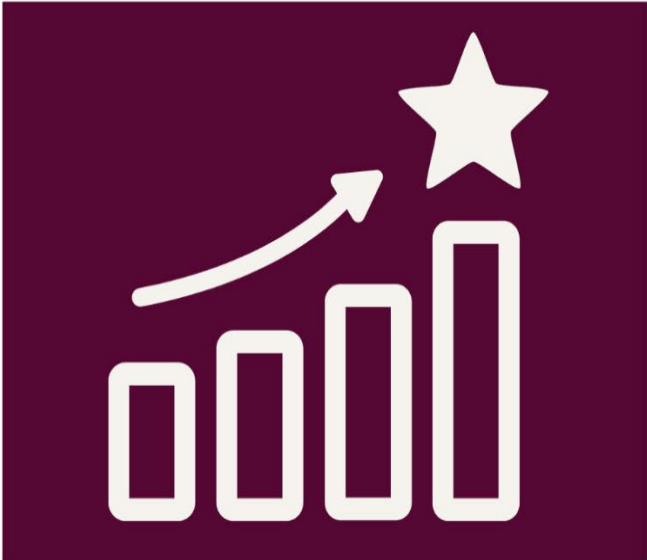
Section Summary: For students to meet or exceed state academic standards and experience the best learning environment, Multilingual Learners must be provided with academic rigor by qualified teachers and support staff. Professional staff development ensures that all staff are equipped with effective strategies that can be utilized in the classroom. Staff training needs to be systematic, relevant, and tailored to support instruction for CVUSD's culturally and linguistically diverse student population.

5.1 Staff Certification

Staff certification continues to evolve along with student needs. According to the CDE, Local Educational Agencies (LEAs) are no longer required to ensure that all teachers of core academic subjects in the state are "highly qualified." All credentialed staff are required to meet applicable state certification and licensure requirements to work with students in schools.

5.2 Recruitment and Hiring

To continue recruiting and building a strong pool of teachers who have a Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) credential, CVUSD entered into an agreement with the local teachers union to provide a stipend to current Dual Language Immersion (DLI) teachers who are teaching Spanish in the DLI program. This stipend agreement reiterates CVUSD's commitment to DLI bilingual teachers who are qualified and recognized for holding a BCLAD credential.

5.3 Professional Development

The Multilingual Learner Department works in conjunction with the Instructional Services Department to ensure that there is consistency, clear communication and follow-up on all training provided throughout the school year and at every school site. The Conejo Valley Unified School District (CVUSD) strives to provide sufficient professional staff development on specific Multilingual Learner topics. The focus of these topics is to provide new and relevant information that is research-based to teachers, administrators, and instructional staff to effectively support the current needs of Multilingual Learners.

The following are a list of scheduled and/or upcoming trainings:
1. Ongoing ELD training for all K-5 teachers and administrators on Wonders Designated/Integrated.
2. Ongoing iLit Designated ELD training for ELD teachers and administrators in grades 6-12.

3. Ongoing monthly virtual meetings for ELD Teacher Advisors on English Learner strategies and content knowledge with representatives (credentialed teachers) from each school site.
4. Ongoing training for K-12 administrators and teachers on how to utilize English Language Proficiency Assessments for California (ELPAC) results to improve classroom instruction.
5. Ongoing training for all K-12 teachers and administrators on Integrated and Designated ELD.
6. Ongoing site administration training which includes the 2012 [California English Language Development Standards](#) and the English Learner Roadmap to identify schoolwide goals that focus on Integrated and Designated ELD. These trainings have either started, are in the process of getting started and/or are planned concurrently with districtwide trainings that includes core adoption implementation and benchmark assessments.

Section 6: Program Support, Monitoring, and Evaluation

6.1 Curriculum Adoption

6.2 Program Evaluation for Site Accountability

6.3 Program Monitoring for Site Accountability

6.4 English Language Development Program Accountability

Section Summary: CVUSD provides effective and high quality ELD instruction in all Multilingual Learner programs, including the Dual Language Immersion program that opened in the 2022-2023 school year and the Newcomer Academy. The goal for all Multilingual Learners is to demonstrate academic growth and mastery in English as well as in the required subject matter courses. MLs receive opportunities to participate in core grade level curriculum through different course options. They are also provided with differentiation strategies to support access to the curriculum and academic language to meet the challenging state academic standards. There are three areas where CVUSD focuses to support Multilingual Learners in achieving English proficiency and meeting state academic standards. The three areas are curriculum adoption, evaluation, and monitoring.

6.1 Curriculum Adoption

The K-5 ELD core curriculum is the Wonders curriculum which began implementation during the 2021-2022 school year. K-5 teachers and administrators have already or will soon receive specific training on how to utilize the Wonders ELD component. iLit ELL for Savvas Learning is the ELD approved curriculum for grades 6-12. There were two days of training that took place during the 22-23 school year and more training is planned for the upcoming year.

6.2 Program Evaluation for Site Accountability

To meet the challenging state academic standards, CVUSD's expectation is that a Multilingual Learner will progress by at least one level each year on the ELPAC. This means students will be eligible for reclassification within 4 to 5 years. The Ellevation program assists in monitoring all English Learners annually.

The English Language Proficiency Assessments for California (ELPAC) assess Multilingual Learners. The results of this assessment are reviewed at the school site and district level to adjust instructional strategies and identify areas of need. Local assessments, such as benchmarks and the School Reading Inventory (SRIs), are utilized at the site and district level to evaluate the ELD program.

The Multilingual Learners Department identifies and monitors MLs who are at-risk of becoming LTELs (Long-Term English learners) or who are already considered LTELs. This information is provided to the school sites. The English Language Development Teams at each school site, which include the Bilingual Facilitator and ELD Teacher Advisor, assist their site with Multilingual Learners course placement and identify student goals in Ellevation to assist the ML in gaining proficiency in English.

6.3 Program Monitoring for Site Accountability

Multilingual Learners are assessed with local benchmarks, curriculum-embedded assessments, and other assessments to monitor student progress regularly in ELD. A districtwide assessment schedule references all of the above assessments.

CVUSD has two digital assessment platforms that allow school sites to access and retrieve achievement data for English Learners. These two platforms are Ellevation and Aequitas Solutions "Q" and provide different types of reports that are available to all staff. Some available data include ELPAC, CAASPP and local benchmark results. These reports provide an overview of all available assessment data and allow school site staff to make informed decisions about the types of support the Multilingual Learner needs to succeed academically.

6.4 English Language Development (ELD) Program Accountability

CVUSD continuously evaluates the quality and impact of ELD through various assessments and other local measures. At the elementary level, grade-level benchmarks provide information as to how much English the student has learned. The Wonders program includes the ELD curriculum thus the teacher uses formal and informal assessments within Wonders to check on each student's ELD progress. At the secondary level, CVUSD utilizes the iLit ELD curriculum. iLit includes various assessments that assess growth throughout the year, including a Beginning of the Year, Middle of the Year, and End of the Year assessment.

Another measure utilized to assess the overall impact of the ELD program is the Summative ELPAC assessment. This test provides growth data for each student in all four categories: Listening, Speaking, Reading, and Writing. A Level 4 score automatically triggers a review to check if the student can be recommended for reclassification if the rest of the criteria are met. Ultimately, reclassification numbers define the quality and impact of the ELD program and CVUSD continues to reclassify English Learners at a higher rate than the state. For instance, during the 2020-2021 school year, CVUSD rates were higher than the state average. For more information about reclassification rates, visit the California Department of Education's reclassification website.

Two other data points are also utilized to evaluate the ELD program: Lexile and the California Assessment of Student Performance and Progress (CAASPP) scores. These scores are required for reclassification in some grade levels but also serve as current indicators on the effectiveness and delivery of ELD programs at school sites.

Site Level Monitoring and Support

The academic needs of Multilingual Learners (MLs) differ by site and as such, site level program monitoring is imperative to ensure all MLs receive the necessary supports to be successful. CVUSD has initiated an active engagement process with every school site starting in the 2023-2024 school year. This process will include a site visit twice a year where a team from the Student Support Services Department will review and analyze Federal Program Monitoring items with site administration. All items being discussed are included under the Federal Program Monitoring heading in Section 8. This process will continue to raise the awareness of all MLs on CVUSD school sites as well as to ensure that school sites are compliant and ready for an FPM review. These meetings will also provide a platform for additional resources the site needs such as training and schoolwide practices for MLs. Additional resources will be shared with site leadership teams and include, but are not limited, to the following:

- [English Learner Toolkit of Strategies from the California County Superintendents Consortium](#)

- [Chapter 9 - English Learner Toolkit on Program Evaluation from the United States Department of Education](#)

- [The California English Learner Roadmap Handbook](#)

- [The California English Learner Roadmap Toolkits for Elementary, Middle and High School Teachers](#)

In addition to providing site support through the FPM lens, monthly meetings are being held with ELD Teacher Advisors where they receive up-to-date training on Multilingual Learner strategies. This information is then shared with all certificated staff through different meeting venues.

Section 7: Family and Community Engagement

7.1 Family and Community Engagement Model

7.2 Authentic and Meaningful Family-School Partnerships

7.3 Diverse Educational Partner Engagement and Input

7.4 Family/Parent Learning Opportunities

7.5 Family Advisory Committees

7.6 Language Access

Section Summary: This chapter provides an overview of the opportunities that exist to partner with families in implementing and monitoring programs for Multilingual Learners (MLs). We believe in the importance of actively engaging families and creating school-family partnerships through various parent groups, such as the English Learner Advisory Committees (ELAC) at every school site and the District English Learner Advisory Committee (DELAC).

7.1 Family and Community Engagement Model

The Conejo Valley Unified School District (CVUSD) is committed to providing collaborative and engagement opportunities for parents/guardians of Multilingual Learners to contribute to the education of their children. The families of students within CVUSD, especially those of MLs, bring with them skills and resources that can be shared and celebrated. This includes unique languages, talents, and professional and cultural experience that provide insight and opportunity for growth within each school site as well as in the overall surrounding community.

CVUSD values strong family partnerships and recognizes that families are critical partners in the development of English language acquisition. CVUSD also seeks to collaborate with families to ensure clear communication around the identification, assessment, instruction, and reclassification of Multilingual Learners. In alignment with the California Department of Education *English Learner Roadmap* and *Family Engagement Framework[6]*, this also includes opportunities to partner with families in order to:

- Build Capacity
- Demonstrate Leadership
- Prioritize Resources
- Monitor Progress
- Ensure Access and Equity

7.2 Authentic and Meaningful Family-School Partnerships

Authentic and meaningful family-school partnerships depend on building systems that employ a dual-capacity process to implement essential conditions, policy, and program goals to facilitate collaborative communication structures and power-sharing that

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[6] California Department of Education (2014). Family Engagement Framework: A Tool for California School Districts. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf

promote student and school improvements (see Figure 9.1)[7]. The Conejo Valley Unified School District promotes home-school connections that prioritize the following:

- A welcoming environment in all CVUSD schools and offices
- An asset-based approach that affirms all languages, cultures, talents, and lived experiences of the families/parents/guardians of CVUSD as resources.
- An integral partnership with families in the learning process

Figure 7.1 - The Dual Capacity-Building Framework for Family-School Partnerships
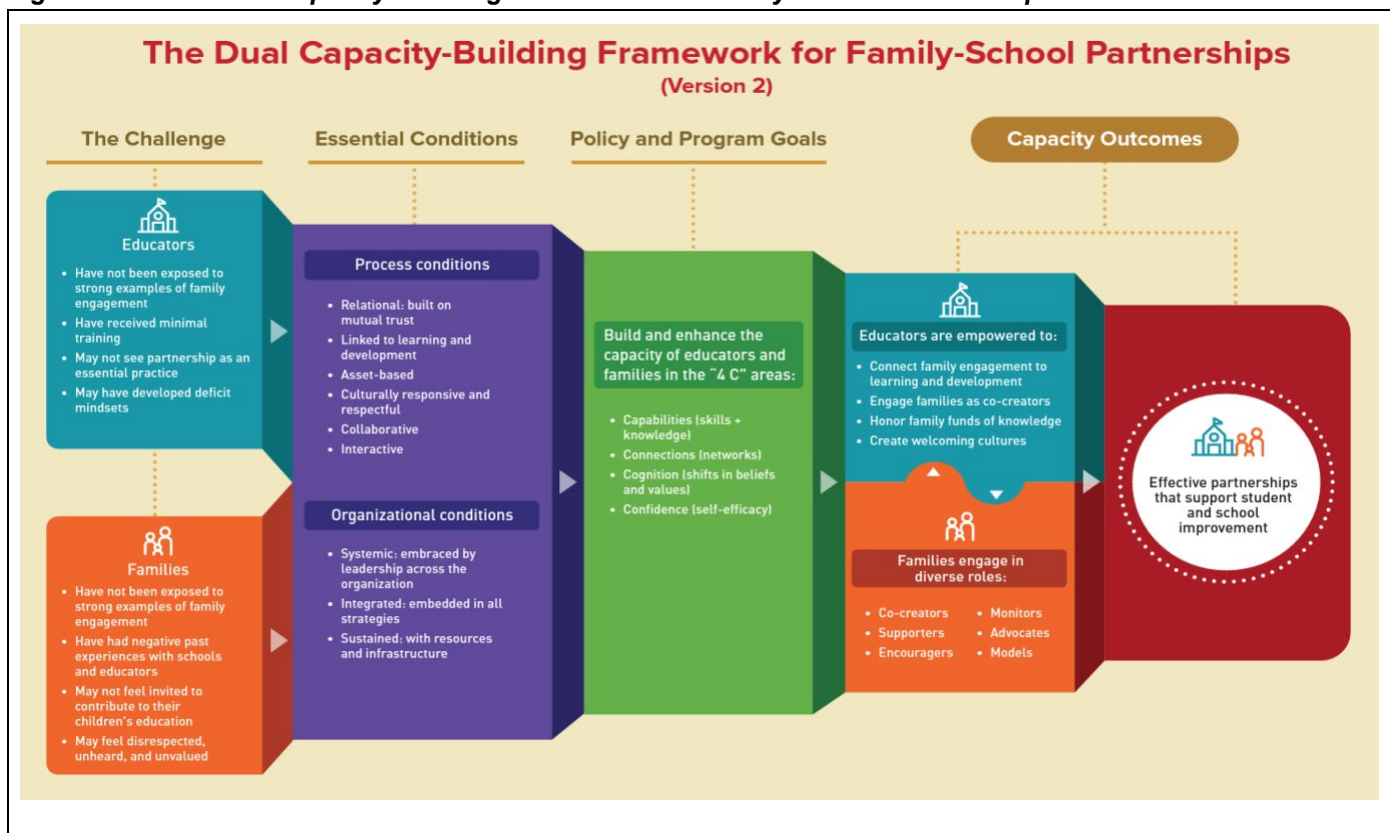
Source: Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2).

Leadership teams and staff commit to:
- Creating safe and welcoming environments at each school site to build community and collaboration.
- Building relationships with families of MLs through celebratory events, family-school exchanges, on-going programs, and services to support social-emotional, academic, and linguistic development.
- Creating partnerships with families through the formation of a school site council

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[7] Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). www.dualcapacity.org

(SSC) and English Learner Advisory Committee (ELAC) to provide a parent representative from both to serve on districtwide advisory committees.
● Aligning plans, resources, and services to create an infrastructure that supports family-school partnerships.

7.3 Diverse Educational Partner Engagement and Input

CVUSD promotes diverse educational partner engagement and input by offering programs that foster connections with culturally and linguistically diverse families. Additionally, CVUSD leadership encourages participation in the Local Control Accountability Plan (LCAP) engagement process to ensure alignment of district-wide and school resources through:
● Opportunities for input to inform district and site-level decisions about Multilingual Learner programs and services
● Parent outreach to maximize family/parent participation (i.e., ELAC)

CVUSD also recognizes the unique stages that diverse families may move through as they become more acclimated with the district and school cultures. The school district and sites strive to build relationships and provide supports and partnerships for all families. Han and Love (2015) developed a model of four stages of parent/guardian involvement that they believe immigrant families move through: cultural survivor, cultural learner, cultural connection, and cultural leader[8] (see Figure 7.2).

Figure 7.2 - The Four Stages of Immigrant Parent Involvement

The Four Stages of Immigrant Parent Involvement
Cultural survivors may be recently arrived immigrants. Many will be concerned about securing food and shelter and may not have much time to learn about and navigate the U.S. school system.
Cultural learners may feel somewhat at ease with the school and want to learn more about what is taught, the school culture, and other aspects of the school. Han and Love contend that cultural learners are more comfortable than cultural survivors with the new school culture and the U.S. education system. "With the help of qualified and trained interpreters and translated documents, parents/guardians communicate with schools and learn to navigate the U.S. school system. They feel more comfortable attending workshops in their native language and are likely to participate in parent-teacher conferences with language support." (Han and Love, 2015)

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[8] Han, Y., & Love, J. (2015). Stages of Immigrant Parent Involvement: Survivors to leaders. *Phi Delta Kappan* 97, 21–25.

Cultural connectors become familiar with educational terminology, policies, and procedures. They may wish to work with cultural survivors and cultural learners, to encourage them and to help them understand and engage in school programs and activities that support children and parents/guardians.
Cultural leaders often become the "voice" of their ethnic and language community and advocate for parents/guardians in the other stages. They may become leaders and participate in trainings.

Source: U.S. Department of Education – Newcomers Toolkit[9]

7.4 Family/Parent Learning Opportunities

Building relationships to increase parent participation is essential to increase academic achievement and to ensure the social-emotional needs of CVUSD students. There are many district-wide and school site opportunities for parents/guardians to participate.

The parent outreach and education programs, including meetings, workshops and SEL Resources, are informed by parent surveys. Examples of workshops or institutes include:

- Advocacy strategies for students, including informational sessions on school operations, as well as who to contact to seek assistance related to problems or concerns
- Benchmarks and expectations for Multilingual Learner progress
- Reclassification criteria, processes, and monitoring
- Opportunities to learn about the CVUSD educational system for families new to the U.S.
- Annual Conference on SEL and/or educational topics relevant to family concerns

Additional opportunities exist for participation in parent engagement programs, celebrations of reclassification, student achievement awards, and multicultural family events. Parents/Guardians also have the opportunity to participate in the Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) development processes which outline measurable goals, metrics, actions and services that promote parent involvement at each school site.

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[9] U.S. Department of Education: Office of English Language Acquisition (2016). Newcomer Toolkit, Chapter 5. Washington, DC. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap5.pdf

7.5 Family Advisory Committees

English Learner Advisory Committee
The California Department of Education outlines the requirements, responsibilities, and guidelines for [English Learner Advisory Committees (ELAC)](#)[10]. In collaboration with school site leaders, the CVUSD district leadership identifies and shares strategies for increasing Multilingual Learner family involvement.

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC). The following requirements pertain to the formation of ELAC: parent members are elected by parents/guardians of English Learners; parents/guardians of English learners constitute at least the same percentage of committee membership as students represented in the student body; and all parents/guardians of English learners have an opportunity to vote.

According to state guidelines, the ELAC is responsible for the following tasks:
- Advising the principal and staff in the development of the school's program for English learners and submitting the plan to the School Site Council (SSC) for consideration of inclusion in the school plan for student achievement (SPSA)
- Assisting in the development of schoolwide needs assessment
- Making parents/guardians aware of the importance of regular school attendance
- Electing at least one member to the District English Learner Advisory Committee (DELAC)

The ELAC members receive training and materials, planned in full consultation with committee members, to assist them in carrying out their legal responsibilities.
In addition to the above required tasks, ELAC participants may also receive guidance on the following topics:

- Meeting the social and academic needs of MLs
- Increasing communication with parents/guardians and the broader community
- Reclassifying and reviewing academic performance measures for ML students
- Evaluating language development assessment results such as ELPAC
- Promoting College and Career Readiness
- Focusing on guest speakers who promote academic success and motivation
- Engaging parenting classes and programs
- Navigating the Student Information System (SIS)
- Understanding English language instruction at the school site

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[10] English Learner Advisory Committee (ELAC) - California Department of Education - https://www.cde.ca.gov/ta/cr/elac.asp - Accessed on April 10, 2023.

- Celebrating reclassified students and progress

District English Learner Advisory Committee

Districts with more than 51 English learner students must have a [District English Learner Advisory Committee (DELAC)](#)[11]. This committee is composed of school staff, parents/guardians of ML students, other parents/guardians, and community members who are interested in English Learner programs. At least 51% of the committee must be made up of parents/guardians of Multilingual Learners who are not employed by the school district. DELAC members are elected by ELAC members at school sites.

According to state guidelines, the purpose of the DELAC is to advise the school district governing board on ML services and programs offered by the district. As an advisory group, DELAC member duties include:
- Developing a master plan for educational programs and services to Multilingual Learners
- Conducting a district-wide needs assessment on a school-by-school basis
- Establishing district program goals and objectives for Multilingual Learners
- Developing a plan to ensure compliance with the teacher and paraprofessional requirements to teach Multilingual Learners
- Reviewing and commenting on the district's reclassification procedures for Multilingual Learners
- Reviewing and commenting on the written notifications required to be sent to parents/guardians

CVUSD provides DELAC members with appropriate training and materials to assist in carrying out required advisory responsibilities. The overall goal of DELAC is to help parents/guardians effectively assist their student(s) toward educational success, acquisition of, as well as fluency, in English, and to advocate for their student(s) within the schools and community.

Community Outreach Committee (COC)
The Community Outreach Committee's main function is to bring together district and community personnel who work directly with targeted population families to share information and resources. The COC members include school counselors, outreach assistants and bilingual support staff. The COC meets four times in a school year and regularly invites guest speakers and community service providers to the meetings to present

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[11] District English Learner Advisory Committee (DELAC) - California Department of Education. https://www.cde.ca.gov/ta/cr/delac.asp Accessed on February 24, 2023.

an overview of their programs. Regular reports of the COC meetings are given at the District English Learner Advisory Committee (DELAC) meetings.

7.6 Language Access

Elementary and Secondary Education Act, Title I, Sec. 1112(e)(4) states that Local Education Agencies (LEAs) must provide information to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

At CVUSD, bridging the communication barrier is a focused objective; therefore, language access is a top priority service offered to all families even if their student is English proficient. Question four of the Home Language Survey solicits whether a parent requires oral/and or written communication in a language other than English.

CVUSD has over forty-eight languages with Spanish, Mandarin, Korean, Farsi and Russian representing the top five languages in the district. Interpretation and translation services are available to all families who have limited ability to read, speak, write, or understand English. Most of the Multilingual Learner families speak Spanish resulting in all school campuses and the two district offices staffed with Spanish speaking personnel. All CVUSD communications are sent home in both English and Spanish. CVUSD utilizes language services from contracted interpretation companies to support families with their language needs, reducing the language barrier for parents/guardians to communicate with school staff. Language services are also provided, when requested in a timely manner, during important parent meetings such as Back-to-School Nights or parent conferences.

In the classroom, proficient bilingual paraeducators provide primary language support to students when needed and facilitate communication between teachers and families. In addition, on campus bilingual facilitators provide interpretation/translation services as needed.

Section 8: Funding, Evaluation, and Accountability

8.1 Funding for Multilingual Learner Programs and Services

8.2 Monitoring of Multilingual Learner Funding

8.3 State and Federal Accountability

Section Summary: This chapter provides an overview of different funding sources and how they are evaluated through an audit process. Funding is provided from the Federal, State, and local government and includes the Local Control Funding Formula (LCFF) and Title III. For Multilingual Learner program evaluation and accountability, information is provided about the Federal Program Monitoring (FPM).

8.1 Funding for Multilingual Learner (EL) Programs and Services

The Conejo Valley Unified School District (CVUSD) provides base general funds that support high quality first instruction for all students. For Multilingual Learners (MLs), additional supplemental funds are utilized to focus on the district goals of increasing language acquisition and academic achievement. Resources are available to provide each ML with learning opportunities in an appropriate program, including ELD and core curriculum.

CVUSD uses the District General Fund to provide the base program for all students. This fund is used for core curricular materials, classroom instructional supplies, and salaries for teachers, principals, and other school support staff, alongside other district services, including professional development, data monitoring, and intervention programs. The base program curricular materials also cover district-adopted curricular materials, including materials to support ELD instruction to improve English proficiency.

California and the federal government provide both general and supplemental funds to support programs and services for Multilingual Learners (MLs). Federal funding is provided as supplemental and supports the district by providing opportunities for professional development, materials, and other services to schools within CVUSD. The district receives funds based on the number of identified MLs each year. This approach is intended to ensure greater local control, which allows school districts to determine how to best meet students' needs. These funds are maintained centrally to provide district level support with a portion of these funds allocated for specific programs and services.

The goals, actions, and use of these LCFF funds are documented in the district's Local Control and Accountability Plan (LCAP). The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

District staff are responsible for monitoring funds allocated to their individual departments, following federal, state, and local guidelines for appropriate use of these funds. Expenditures are monitored based on the goals and actions outlined in the LCAP. The

Multilingual Learners Department staff collaborates with the Business Services Department to complete annual reporting requirements for state and federal funds.

Dedicated staff, including bilingual facilitators, bilingual paraeducators, and ELD Teacher Advisors are funded by both state and federal funds. Below you will find a summary of Title III federal funds and how they support students and staff.

Figure 8.1 - Title III Funding Sources Descriptors

Title III Funding Sources Descriptors		
Funding Source	**Title III LEP**	**Title III IMM**
Purpose	A federal program providing funding to the LEA to improve the education of ELs by assisting them in learning English and meeting state academic standards.	A federal program providing supplemental funds that pay for activities that provide enhanced instructional opportunities for immigrant children and youth.
Services	●Offering intensive and supplemental high quality language instruction programs ● Providing professional development ● Upgrading program objectives and effective instructional strategies ●Improving the instructional program for Multilingual Learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures ●Extending learning time ●Supplementing core content instruction	●Targeted interventions ●Extended learning time ●Supplemental instructional materials and equipment that support standards and core program ●Primary language instruction, classroom support, and materials ●Identification, development, and acquisition of curricular materials, educational software and technologies ●Programs of introduction to the US educational system
Personnel	●Bilingual Paraeducators ●ELD Teacher Advisors	●Bilingual Paraeducators ●ELD Teacher Advisors
Professional Development	●Consultants ●Teacher stipends for professional development ●Training materials and resources	●Training ● Consultants ●Training materials

School Climate, Parent Engagement, Family Support, & Learning Environment	● District English Learner Advisory Committee (DELAC) ● English Learner Advisory Committee (ELAC) at individual sites ● Parent engagement programs ●Parent training ●Parent support materials ● Extended learning (before or after-school tutoring) ●Tutorials, mentoring, and academic or career counseling ●Transportation	● Extended learning (before or after-school tutoring) ●Tutorials, mentoring, and academic or career counseling ●Transportation to and from schools (i.e., Newcomer Academy at NPHS)

The Conejo Valley Unified Schools District (CVUSD) utilizes Title lll funds in the following areas:

1. Provide bilingual paraeducators to school sites where they will work with Multilingual Learners individually or in small groups under the supervision of a credentialed teacher.

2. Provide a stipend to one ELD Teacher Advisor at each school site. The ELD Teacher Advisor, in addition to school administrators, provides guidance and resources to teachers for targeted improvement focused on Multilingual Learner achievement.

3. Strategically contracts with outside organizations for professional development or program implementation. For instance, CVUSD partnered with the California Association of Bilingual Education (CABE) to provide guidance on starting a Dual Language Immersion Program (DLI). The consultant worked with site and district leadership to ensure all areas of the program were successfully in place.

8.2 Monitoring of Multilingual Learner (EL) Funding

The purpose of the Federal Program Monitoring (FPM) process is to ensure that Title III funds are spent appropriately and that all local, state, and federal requirements are met.

Every year, school districts that receive Title III funding may be selected for a review by the state. **CVUSD was selected for the 2022-2023 school year for an in-person review and**

there were zero findings of non-compliance. These results recognized all the hard work that site and district personnel are doing with Multilingual Learners and families. The following areas were reviewed:

I – Involvement
- EL 1: English Learner Advisory Committee (ELAC)
- EL 2: District English Learner Advisory Committee (DELAC)

II – Governance & Administration
- EL 3: English Learner Identification & Assessment
- EL 4: Implement, Monitor and Revise Title III Plan
- EL 5: EL Program in the SPSA (Schoolwide)
- EL 6: Title III (Equipment) Inventory

III – Funding
- EL 7: Supplement, Not Supplant, with Title III
- EL 8: Time and Effort Requirements

IV – Standards, Assessment, and Accountability
- EL 9: Evaluation of Title III-Funded Services and Programs
- EL 10: Reclassification

V – Staffing and Professional Development
- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English Learners

VI – Opportunity and Equal Educational Access
- EL 13: Language Acquisition Program Options and Parent Choice

VII – Teaching & Learning
- EL 14: English Language Development (ELD)
- EL 15: Access to Standard Instructional Program

8.3 State and Federal Accountability

Local Control Accountability Plan (LCAP)
CVUSD utilizes the Local Control and Accountability Plan (LCAP) process to ensure all stakeholders are involved in the decision-making process to provide services to all students. The California Local Control Funding Formula (LCFF) provides supplemental and/or concentration funds to school districts depending on the number of ELs, Foster Youth, and

Low-Income students. The purpose of these funds is to specifically improve student academic achievement.

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) process is also utilized at the site level to ensure that staff, parents/guardians, and students take an active role in determining the site goals. During this process, all sites are required to ask for input from the English Learner Advisory Committee (ELAC) chair. This input is critical to ensure that the needs of Multilingual Learners continue to be addressed.

The California School Dashboard (Dashboard)

The California School Dashboard is a tool provided by the California Department of Education (CDE) that informs all stakeholders on the progress (or lack thereof) of several state and local indicators that are based on the LCFF priorities and aligned to the measures required under the Every Student Succeeds Act (ESSA). The seven local indicators are:
- Basic Services and Conditions
- Implementation of State Academic Standards
- Parent and Family Engagement
- School Climate
- Access to a Broad Course of Study
- Coordination of Services for Expelled Students (County Offices of Education only)
- Coordination of Services for Foster Youth (County Offices of Education only)

In addition to test scores, the Dashboard provides a broader picture of how schools and districts are meeting the needs of all students. The Dashboard provides information on the following areas:

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- Graduation Rate
- College/Career Readiness
- English Language Arts Progress
- Mathematics Progress

The data provided by this tool allows school districts to identify strengths, challenges and areas needing improvement.

APPENDICES

Appendix A: Links

Appendix B: Glossary

Appendix C: Acronyms

APPENDIX A

LINKS

LINKS

Section 1 Links

Title	Link
Accessibility Resources Matrix	https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp
California Department of Education	https://www.cde.ca.gov/
CDE English Learner Forms	https://www.cde.ca.gov/ta/cr/elforms.asp
CDE Special Education	https://www.cde.ca.gov/sp/se/sr/cefspeced.asp
CVUSD Opt-Out Form	https://drive.google.com/file/d/1btfL8nuqsFqSfTFL67vyj7K7cKlk6-Zv/view?usp=sharing
CVUSD Reclassification Chart	https://drive.google.com/file/d/1O6hkNXg5fSkOHvTfo6i7CQwzWw9DJNIp/view
Description of Program Options and Goals for English Learners	https://drive.google.com/file/d/13WUJsf40t4z9YUkeDiW9OSSiTM5hq3wx/view
Dual Language Immersion at Conejo Academy	https://www.conejousd.org/dli
ELPAC	https://www.elpac.org/
Enrollment Opportunities	https://www.conejousd.org/Page/1773
Initial Alternate ELPAC	https://www.elpac.org/about/initial-alt-elpac/
Initial ELPAC - Estimated Test Times	https://www.elpac.org/test-administration/ia-estimated-test-time/
Initial ELPAC Notification of Testing Letter to Parents	https://drive.google.com/file/d/13jsTb-B_AX2AV31AiAzZk9TRou2i93_n/view?usp=sharing
Interdistrict Transfer	https://www.conejousd.org/domain/56
Newcomer Academy	https://www.conejousd.org/Page/1686
Online Pre-Enrollment	https://conejo.vcoe.org/preenrollment/
School Choice	https://www.conejousd.org/Page/1640
Summative Alternate ELPAC	https://www.elpac.org/about/summative-alt-elpac/
504 Plan (U. S. Department of Education)	https://www2.ed.gov/about/offices/list/ocr/504faq.html

Section 2 Links

Title	Link
Benefits of a Bilingual Brain	https://www.ginatxsboe1.com/dual-language.html
Designated ELD	https://www.cde.ca.gov/ci/rl/im/sbeadoptedelaeldprogs.asp
ELA/ELD Framework	https://www.cde.ca.gov/ci/cr/cf/allfwks.asp
ELA/ELD Instructional Materials	https://www.cde.ca.gov/ci/rl/im/sbeadoptedelaeldprogs.asp
ELD Approaches	https://ccsesa.org/english-learner-toolkit-of-strategies/
ELD Strategies	https://commoncore.tcoe.org/Content/Public/doc/Alpha-CollectionofELDStrategies.pdf
English Language Development Standards	https://www.cde.ca.gov/sp/el/er/eldstandards.asp.
Newcomer Toolkit	https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf
Social-Emotional and Mental Health Resources and Supports	https://www.conejousd.org/Page/1755
Tony Thurmond Dec 18, 2019 letter on Designated & Integrated English Language Development	https://www.cde.ca.gov/nr/el/le/yr19ltr1218.asp#:~:text=Designated%20ELD%20is%20defined%20as,academic%20content%20learning%20in%20English.%20(

Section 3 Links

Title	Link
CAASPP	http://www.cde.ca.gov/ta/tg/ca/
California Alternate Assessments for ELA and Math	https://www.cde.ca.gov/ta/tg/ca/altassessment.asp
CDE - Alternate ELPAC	https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp
Ellevation	https://ellevationeducation.com/home/default
ELPAC -CDE	https://www.cde.ca.gov/ta/tg/ep/summativeelpac.asp
ELPAC - Home Page	https://www.elpac.org/

ELPAC Online Practice Test	https://www.elpac.org/resources/online-practice-and-training-test/
English Learner Progress Indicator (ELPI)	/https://www.cde.ca.gov/ta/ac/cm/documents/elprogressindicator.pdf
How to View ELPAC Scores	https://drive.google.com/file/d/1zsl8GWF0nr6UXH0ZL-vMAupwURpvNt_b/view
Intensive Meeting Sample	https://drive.google.com/file/d/1Q3WvZyAS6g9SGZBbYlhalnB9SKXH34nq/view
Newcomer Goal Instructions	https://drive.google.com/file/d/1GIAPf6ccdpLMZc_3EbLZdoXa4UWqdlDn/view?usp=sharing
Newcomer Meeting Sample	https://drive.google.com/file/d/1NGuAXqmKLU9aX-R1PHAIXWAHVnMlRKhA/view
Newcomer Process	https://drive.google.com/file/d/1MtZnjDLcnMQXRa9oU2uvkS_C2h3LPClj/view?usp=sharing
RFEP Candidate Meeting Sample	https://drive.google.com/file/d/1azCKLzY4l_YYQGrRmIcBmNzaiHBIDsFn/view
Summative ELPAC - Estimated Testing Times	https://www.elpac.org/test-administration/sa-estimated-test-time/
Summative ELPAC Parent Testing Notification	https://drive.google.com/file/d/1zZ6HXqvW842664g0QsekOyHOGjykyf7z/view

Section 4 Links

Title	Link
Alternate Assessment IEP Team Guidance	https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp
Alternate ELPAC Scale Scores	/https://www.cde.ca.gov/ta/TG/ep/documents/altelpacscalescore.pdf
Assistive technologies	https://udlguidelines.cast.org/action-expression/physical-action/assistive-technologies
California Assessment Accessibility Resources Matrix	https://www.cde.ca.gov/ta/tg/ca/documents/caaccessmatrix23.docx
California Department of Education ELPAC web page	https://www.cde.ca.gov/ta/tg/ep/
California Practitioners' Guide for Educating English Learners with Disabilities	https://drive.google.com/file/d/1eS9PdCiHZzVU-HAPFpn6Wirh5hFl2rVD/view
CVUSD's Social Emotional Learning	https://www.conejousd.org/Page/1755
ELPAC Online Practice and Training Test	https://www.elpac.org/resources/online-practice-and-training-test/

English Language Development Connectors	https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx
Facilitate personal coping skills and strategies	https://udlguidelines.cast.org/engagement/self-regulation/coping-skills-strategies/coping-skills-strategies
Initial Alternate ELPAC	https://www.elpac.org/about/initial-alt-elpac/
Interim Reclassification Guidance 2018-19	https://drive.google.com/file/d/1t0JBwjb2EbDFamVkj4ky6xoRQWiaq3wi/view
Parent Notification Letter for RFEP through IEP	https://drive.google.com/file/d/1AipgvyvEwFVhLEoDJ3U07Xl32te_HdhC/view?usp=sharing
Reclassification of English Learners in Special Education	https://drive.google.com/file/d/1pn1RFhytd4-03-lofUbG3MNFxC9vbToj/view?usp=sharing
Summative Alternate ELPAC Test Administration	https://www.elpac.org/test-administration/summative-alternate/
Universal Design for Learning Guidelines	https://udlguidelines.cast.org/
Visual representations	https://udlguidelines.cast.org/representation/perception/alternatives-visual
Working memory	https://udlguidelines.cast.org/action-expression/executive-functions/information-resources/information-resources

Section 5 Links

Title	Link
BCLAD	https://www.ctc.ca.gov/commission/reports/data/data-terms-glossary/bilingual-crosscultural-language-and-academic-development-(bclad)
California English Language Development Standards	https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
Teacher Requirements Under ESSA	https://www.cde.ca.gov/nclb/sr/tq/essateachreqfaq.asp

Section 6 Links

Title	Link
California Department of Education's reclassification website	https://dq.cde.ca.gov/dataquest/cbeds1.asp?cYear=2020-

	21&Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cChoice=StatProf2
Chapter 9 – English Learner Toolkit from the United States Department of Education	https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html
English Learner Toolkit of Strategies from the California County Superintendents Consortium	https://ccsesa.org/english-learner-toolkit-of-strategies/
Highly Qualified Teachers and Support Staff Certification	https://www.cde.ca.gov/nclb/sr/tq/essateachregfaq.asp
The California English Learner Roadmap	https://californianstogether.app.box.com/s/z1wj2vi6kn3wu4a2w1dshi67b0wq67yv
The California English Learner Roadmap Toolkits for Elementary, Middle and High School Teachers	https://californianstogether.org/english-learner-roadmap-main/

Section 7 Links

Title	Link
Californians Together	https://californianstogether.org/
Colorín colorado!	https://www.colorincolorado.org/
Colorín colorado for Families!	https://www.colorincolorado.org/families
Conejo Valley Adult Education System	https://conejoadulted.org/
CVUSD Annual Conference	https://www.conejousd.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=514&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=6981&PageID=1
CVUSD Social-Emotional and Mental Health Resources and Supports Resources	https://www.conejousd.org/Page/1755
Desert Sands Unified School District Master Plan	https://drive.google.com/file/d/1bqBIV5TFhfy8M1XgrwUXf4isMO2w4B6I/view?usp=sharing
District English Learner Advisory Committee	https://www.cde.ca.gov/ta/cr/delac.asp
English Learner Advisory Committee	https://www.cde.ca.gov/ta/cr/elac.asp
English Learner Roadmap	https://www.cde.ca.gov/sp/el/rm/
Family Engagement Framework	https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf
Logrando Bienestar	https://www.vcbh.org/en/programs-services/education-outreach

Title	Link
The Dual Capacity-Building Framework for Family-School Partnerships	https://www.dualcapacity.org/

Section 8 Links

Title	Link
Local Control and Accountability Plan (LCAP)	https://www.cde.ca.gov/re/lc/
Local Control Funding Formula	https://www.cde.ca.gov/fg/aa/lc/index.asp

APPENDIX B
GLOSSARY

English-Spanish Glossary for Educational Settings
California Department of Education

September 2018, Updated April 2022

ENGLISH–SPANISH GLOSSARY FOR EDUCATIONAL SETTINGS

The *English-Spanish Glossary for Educational Settings* was developed by the California Department of Education (CDE) to encourage more consistent use of words and terminology that are commonly found in state and federal communication documents about assessment, education, early education, and accountability. Its purpose has been, and continues to be, to ensure the consistency of documents the CDE produces for Spanish-speaking audiences, primarily parents and guardians. The CDE is making this resource available to local educational agencies for the same purpose.

Considerations, Guidelines, and Resources

When determining the level of language to be used in a translation, consider the document's audience. Keep in mind that translations do not have to be word for word. For example, a long sentence in English can be translated into two shorter sentences in Spanish. Also note that this glossary does not contain every possible regional, dialectical, or colloquial variation.

The following guidelines were used in the development of the glossary:
- For some terms, more than one Spanish translation is provided.
- An asterisk (*) denotes terms specific to early education.
- A slash (/) is used to indicate gender options.
- A dagger (†) is used to designate Spanish translations that are not literal translations nor the only translation available for the English terms. The translations for these terms reflect the context in which the English term is used in education, assessment, and accountability.
- Italics are used for English terms that require italics according to the latest version of the *CDE Style Manual.*
- Italics are used occasionally in the Spanish translation to indicate terms for which no appropriate Spanish term is available and where the English term is used in the Spanish translation.
- When an English term is known by an acronym or initialism, the Spanish translation is also followed by the acronym.

The following resources or references were consulted in the development and update of this glossary:

- Education resources available for Spanish speakers from the U.S. Department of Education website at http://www2.ed.gov/espanol/bienvenidos/es/index.html?src=footer.
- Retrieved from English/Spanish Los Angeles Unified School District Glossary (2003).
- Retrieved from Educational Glossary in Spanish San Diego Unified School District.
- National Assessment of Educational Progress information for parents that has been translated into Spanish at http://nces.ed.gov/nationsreportcard/parents/index_sp.aspx.
- Spanish translation of California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects at https://www.cde.ca.gov/re/cc/index.asp.

A

English	Español
abdominal strength and endurance	fuerza y resistencia del músculo abdominal
ability	habilidad; capacidad
abnormality	anormalidad
above average	superior al nivel promedio
absence	ausencia; falta
abstract reasoning	razonamiento abstracto
academic achievement	rendimiento académico; logro académico
academic achievement goals	metas de rendimientos académicos; metas de logros académicos
academic calendar	calendario académico
Academic Performance Index (API)	Índice del rendimiento académico (API, por sus siglas en inglés)
academic standards	normas académicas
accelerated courses	cursos acelerados
accessibility resources	recursos de accesibilidad
accommodations	adaptaciones; acomodaciones
accommodate (to)	adaptar; tomar en cuenta
accountability	rendición de cuentas; responsabilidad†
Accountability, Interventions, and Supports for Struggling Schools	Rendición de cuentas, intervenciones y apoyo para las escuelas fallidas
Accountability Progress Reporting (APR)	Informes del progreso de rendición de cuentas (APR, por sus siglas en inglés)
accuracy	exactitud
achieve (to)	lograr

achievement	logro; rendimiento
achievement gap	brecha del rendimiento académico
achievement level	nivel de rendimiento; nivel de desempeño
achievement level descriptors (ALDs)	descriptores del nivel de rendimiento académicos (ALDs, por sus siglas en inglés)
achievement test	prueba de rendimiento académicos
acquisition	adquisición
acronyms	siglas
action plan	plan de acción
active learning	aprendizaje activo
acute	agudo
adaptive behavior	conducta adaptativa
adaptive skills	habilidades de adaptación
Additional Targeted Support and Improvement (ATSI)	Apoyo específico y mejoramiento adicional (ATSI, por sus siglas en inglés)
adequate progress indicators	indicadores de progreso adecuado
adjustment	ajuste
administer, to	aplicar; administrar
administration	administración
administrator	administrador/a
adolescence	adolescencia
adopt, to	adoptar
(State Board of Education) adopted materials	materiales adoptados por la Mesa Directiva Estatal de Educación
adoption	adopción
adult education	educación de adultos
advanced performance level	nivel avanzado
Advanced Placement (AP)	Colocación avanzada (AP, por sus siglas en inglés)
advanced students	estudiantes avanzados
Advancement Via Individual Determination (AVID)	Avance a través de determinación individual (AVID, por sus siglas en inglés)
advisory committee	comité asesor
aerobic capacity	capacidad aeróbica
African American	Africano-americano/a
*age-appropriate educational environments	entornos educativos apropiados para la edad del niño
aggregate	agregado
aggregate performance	rendimiento total
Alameda County Office of Education (ACOE)	Oficina de Educación del Condado de Alameda (ACOE, por sus siglas en inglés)

Alpine County Office of Education (Alpine COE)	Oficina de Educación del Condado de Alpine (Alpine COE, por sus siglas en inglés)
alternate assessment	prueba alterna
alternative assessment	prueba alternativa
Amador County Office of Education (Amador COE)	Oficina de Educación del Condado de Amador (Amador COE, por sus siglas en inglés)
American College Testing (ACT)	Prueba de colegio americano (ACT, por sus siglas en inglés)
American Council on Education (ACE)	Concilio Americano de Educación (ACE, por sus siglas en inglés
American Indian Early Childhood Education (AIECE)	Educación de la Primera Infancia de los Indígenas Americanos (AIECE, por sus siglas en inglés)
American Rescue Plan Act of 2021 (ARP)	Ley de 2021 del Plan de Rescate Americano (ARP, por sus siglas en inglés)
American Sign Language (ASL)	Lenguaje de Señas Americano (ASL, por sus siglas en inglés)
Analysis, Measurement, and Accountability Reporting Division (AMARD)	División de Análisis, Medición e Informes de Rendimiento de Cuentas (AMARD, por sus siglas en inglés)
annual assessment	prueba anual
Annual Statewide Assessments of All Students' Learning	Evaluación anual del aprendizaje de alumnos a nivel estatal
Assembly Bill (AB)	Propuesta de Ley de la Asamblea Legislativa (AB, por sus siglas en inglés)
assess the credibility and accuracy of each source, to	evaluar la credibilidad y precisión de cada fuente
assess, to	evaluar
assessment	evaluación; prueba; examen
Assessment Development and Administration Division (ADAD)	División para el Desarrollo y Administración de Evaluaciones (ADAD, por sus siglas en inglés)
assessment window	lapso de evaluación
asset	ventaja
assets-oriented	orientado hacia las ventajas
assistant principal	subdirector/a
assistant teacher	auxiliar del maestro/a; asistente al maestro/a
Associate of Arts (AA)	Título de asociado en artes (AA, por sus siglas en inglés

Association of California School Administrators (ACSA)	Asociación de Administradores de Escuelas en California (ACSA, por sus siglas en inglés)
at-risk students	estudiantes en riesgo del fracaso escolar
attendance	asistencia
attendance rate	tasa de asistencia; tasa de asistencia escolar
audit, to	auditar
Audits and Investigations Division (AID)	División de Auditorías e Investigaciones (AID, por sus siglas en inglés)
autism	autismo
average daily attendance (ADA)	promedio de asistencia diaria (ADA, por sus siglas en inglés)
avoid plagiarism, to	evitar el plagio

B

English	Español
Bachelor of Arts (BA)	Licenciatura en Humanidades (BA, por sus siglas en inglés)
Bachelor of Science (BS)	Licenciatura en Ciencias (BS, por sus siglas en inglés)
Back-Saver Sit and Reach Test	Prueba de extensión del tronco
Back-to-School (Night)	(Noche de) Regreso a clases
balance	equilibrio
baseline data	datos iniciales
Basic Interpersonal Communication Skills (BICS)	Habilidades básicas de comunicación interpersonal (BICS, por sus siglas en inglés)
basic performance level	nivel básico de rendimiento
basic sight words	palabras básicas reconocibles de vista
basic skills	habilidades básicas
Beginning	Principiante
beginning performance level	nivel de rendimiento inicial
beginning readers	lectores principiantes
Beginning Teacher Support and Assessment (BTSA)	Apoyo y evaluación para maestros principiantes (BTSA, por sus siglas en inglés)
Beginning to develop	Etapa de principiante; Iniciando el desarrollo
behavior	conducta†; comportamiento
behavior disorder	trastorno del comportamiento
behavioral objective	objetivo del comportamiento

below average	por debajo del promedio
below basic performance level	por debajo del nivel básico
below expectations	por debajo de las expectativas
below standard	por debajo de las normas
benchmark	punto de referencia
benchmark test	prueba de referencia; examen de referencia
bilingual assessment	evaluación bilingüe
Bilingual Cross-cultural Language and Academic Development (BCLAD)	Desarrollo académico del lenguaje intercultural y bilingüe (BCLAD, por sus siglas en inglés)
bilingual education	educación bilingüe
bilingual educational aide	auxiliar educativo/a bilingüe
Bilingual Immersion Program	Programa de inmersión bilingüe
biliteracy	lectoescritura en dos idiomas
biliterate	que domina la lectoescritura en dos idiomas
Bioelectric Impedance Analyzer (BIA)	Analizador de impedancia bioeléctrica (BIA, por sus siglas en inglés)
bipartisan	bipartidista
birth certificate	acta de nacimiento; partida de nacimiento
birth date	fecha de nacimiento
board meeting	reunión del consejo
board of directors	consejo directivo
Board of Education	Consejo de educación
body composition	composición corporal
Body Mass Index (BMI) Test	Prueba del índice de masa corporal (BMI, por sus siglas en inglés)
booklet (as in test booklet)	cuadernillo (de prueba)
bridging proficiency level	nivel de enlace
broadly literate	ampliamente instruido
budget allocations	asignaciones del presupuesto
budget shortfall	insuficiencia del presupuesto
building and grounds worker	conserje
Bulletin	boletín
bulletin board	tablero de anuncios
Butte County Office of Education (BCOE)	Oficina de Educación del Condado de Butte (BCOE, por sus siglas en inglés)

C

English	Español
cadre	grupo; conjunto
Calaveras County Office of Education (CCOE)	Oficina de Educación del Condado de Calaveras (CCOE, por sus siglas en inglés)
California Accountability Model	Modelo de rendición de cuentas de California
California Alternate Assessments (CAAs)	Exámenes alternos de California (CAA, por sus siglas en inglés)
California Alternate Performance Assessment (CAPA)	Prueba alternativa de rendimiento de California (CAPA, por sus siglas en inglés)
California Assessment of Student Performance and Progress (CAASPP)	Sistema de exámenes de rendimiento y progreso de California (CAASPP, por sus siglas en inglés)
California Association for Bilingual Education (CABE)	Asociación de Educación Bilingüe para California (CABE, por sus siglas en inglés)
California Association of Administrators of State and Federal Education Programs (CAASFEP)	Asociación de Administradores de Programas Educativos Estatales y Federales de California (CAASFEP, por sus siglas en inglés)
California Association of School Business Officials (CASBO)	Asociación de Funcionarios de Negocios Escolares de California (CASBO, por sus siglas en inglés)
California Basic Educational Data System (CBEDS)	Sistema de Datos Educativos Básicos de California (CBEDS, por sus siglas en inglés)
California Basic Education Skills Test (CBEST)	Prueba para la evaluación de destrezas educativas básicas de California (CBEST, por sus siglas en inglés)
California Code of Regulations (*CCR*)	*Código de Regulaciones de California* (*CCR*, por sus siglas en inglés)
California Collaborative for Educational Excellence (CCEE)	Colaborativo para la Excelencia Educativa de California (CCEE, por sus siglas en inglés)
California Commission on Teacher Credentialing (CTC)	Comisión de Acreditaciones de Maestros de California (CTC, por sus siglas en inglés)
California Common Core State Standards (CCSS)	Normas estatales académicas de base común de California (CCSS, por sus siglas en inglés)

California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy)	Normas académicas estatales de bases común para las artes del lenguaje inglés y para la lectoescritura en historia y estudios sociales, ciencias y materias técnicas de California (CA CCSS for ELA/Literacy, por sus siglas en inglés)
California Community College (CCC)	Colegio Comunitario de California (CCC, por sus siglas en inglés)
California Community Colleges Chancellor's Office (CCCCO)	Oficina del Canciller de los Colegios Comunitarios de California (CCCCO, por sus siglas en inglés)
CA CCSS for ELA/Literacy	Normas académicas estatales de base común para las artes del lenguaje en inglés y para la lectoescritura de California
California Content Standards	Normas de contenidos académicos de California
California County Superintendents Educational Services Association (CCSESA)	Asociación de Servicios Educativos de Superintendentes de Condado de California (CCSESA, por sus siglas en inglés)
California Department of Education (CDE)	Departamento de Educación de California (CDE, por sus siglas en inglés)
California Department of Education Monitoring Tool (CMT)	Instrumento de Monitoreo del Departamento de Educación de California (CMT, por sus siglas en inglés)
California Distinguished School	Escuela distinguida de California
California *Education Code*	*Código de Educación* de California
California Education for a Global Economy (Ed.G.E.) Initiative	Iniciativa de Educación en California para una Economía Global (CA Ed.G.E., por sus siglas en inglés)
California English Language Development Standards	Normas para el desarrollo de inglés en California
California Federation of Teachers (CFT)	Federación de Maestros de California (CFT, por sus siglas en inglés)
California Healthy Kids Resources Center (CHKRC)	Centro de Recursos para Niños Sanos de California (CHKRC, por sus siglas en inglés)
California Healthy Kids Survey (CHKS)	Encuesta para Niños Sanos de California (CHKS, por sus siglas en inglés)
California High School Proficiency Examination (CHSPE)	Prueba de aptitud de la escuela preparatoria en California (CHSPE, por sus siglas en inglés)
California Longitudinal Pupil Achievement Data System (CALPADS)	Sistema de Datos Longitudinales del Rendimiento de los Alumnos de California (CALPADS, por sus siglas en inglés)

California Modified Assessment (CMA)	Prueba modificada de la evaluación educativa en California (CMA, por sus siglas en inglés)
California Modified Assessment (CMA) for Science	Prueba modificada de la evaluación educativa para ciencias en California
*California Preschool Learning Foundations	Fundamentos del aprendizaje preescolar en California
California public schools	Escuelas públicas de California
California Reading List (CRL)	Lista de lectura de California (CRL, por sus siglas en inglés)
California School Dashboard	Tablero de información escolar de California
California School for the Blind (CSB)	Escuela de California para Ciegos (CSB, por sus siglas en inglés)
California School Boards Association (CSBA)	Asociación de Mesas Directivas Educativas de California (CSBA, por sus siglas en inglés)
California School Improvement Plan	Plan de mejoramiento escolar de California
California Science Test (CAST)	Evaluación de los estándares académicos de ciencias de California (CAST, por sus siglas en inglés)
California Spanish Assessment (CSA)	Evaluación de español en California (CSA, por sus siglas en inglés)
California State Board of Education	Mesa Directiva Estatal de Educación de California
California State Employees Association (CSEA)	Asociación Estatal de Empleados de California (CSEA, por sus siglas en inglés)
*California State Preschool Program (CSPP)	Programa Preescolar del Estado de California (CSPP, por sus siglas en inglés)
California State Teachers' Retirement System (CalSTRS)	Sistema Estatal de Jubilación de Maestros de California (CalSTRS, por sus siglas en inglés)
(The) California State University (CSU)	(La) Universidad Estatal de California (CSU, por sus siglas en inglés)
California Teachers Association (CTA)	Asociación de Maestros de California (CTA, por sus siglas en inglés)
California Work Opportunity and Responsibility to Kids (CalWORKS)	Oportunidades de Trabajo y Responsabilidad Hacia los Niños de California (CalWORKS, por sus siglas en inglés)
California Youth Authority (CYA)	Autoridad Juvenil de California (CYA, por sus siglas en inglés)
campus	plantel escolar

cap and gown	toga y birrete
capacities of literate individuals	capacidades de la alfabetización de individuos
*care in homes and centers exempt from licensure	cuidado en hogares y centros exento de licenciamiento
career adviser	asesor/a de carrera vocacional; asesor/a de carrera profesional
Career and College Transition Division (CCTD)	División de Transición Profesional y Universitaria (CCTD, por sus siglas en inglés)
career exploration and preparation program	programa para la exploración y preparación para una carrera universitaria o profesión vocacional
career pathway	trayectoria de una carrera universitaria o profesional
Career Technical Education (CTE)	Educación técnica; Educación vocacional (CTE, por sus siglas en inglés)
career training	Capacitación para una carrera universitaria o profesión
carryover funds	fondos traspasados
categorical funds	fondos categóricos
categorical programs	programas categóricos
categorically funded programs	programas con financiamiento categórico
census administration	administración del censo
Center for Disease Control and Prevention (CDC)	Centro de Control y Prevención de Enfermedades (CDC, por sus siglas en inglés)
21st Century California School Leadership Academy (21CSLA)	Academia de Liderazgo Escolar de California del Siglo XXI (21CSLA, por sus siglas en inglés)
Certificate of Proficiency	Certificado de aptitud académica
charter school	escuela de convenio
Charter Schools Division	División de escuelas de convenio
child	niño/a; menor de edad
child abuse prevention program	programa para la prevención del maltrato de menores de edad
child advocate	defensor/a de menores de edad
Child and Family Services	Servicios para menores de edad y familias
*child development program	Programa para el desarrollo infantil
*child development specialist	Especialista en el desarrollo infantil
*Child Development Training Consortium (CDTC)	Consorcio para la capacitación del desarrollo infantil (CDTC, por sus siglas en inglés)

*Childcare Resources and Referral Programs	Programas de Recursos y Referencias para el Cuidado de Niños
Child Nutrition Information Payment System (CNIPS)	Sistema de Pago de Información Nutricional para los Menores de Edad (CNIPS, por sus siglas en inglés)
Child Protective Services	Servicios de Protección para los Menores de Edad (CPS, por sus siglas en inglés)
childhood development	desarrollo infantil
children with disabilities	niños/as con discapacidades
claim, to	reclamar
class size reduction	reducción de la proporción de estudiantes por maestro
classified personnel or staff	personal sin certificado educativo de maestro/a
classroom	salón; aula
Clearinghouse for Multilingual Documents (CMD)	Depositario para Documentos Multilingües (CMD, por sus siglas en inglés)
coach	entrenador
Code of Federal Regulations (CFR)	Código de Regulaciones Federales (CFR, por sus siglas en inglés)
code of student behavior	código de conducta estudiantil
college	universidad; colegio universitario
College/Career Indicator (CCI)	Indicador de Colegio y Carrera (CCI, por sus siglas en inglés)
College- and Career-Ready Standards	Normas para la preparación para la universidad y el trabajo
college and career readiness	preparación para la universidad y el trabajo
College and Career Readiness Anchor Standards	Normas fundamentales para la preparación para la universidad y el trabajo
college preparation program	programa de preparación para el ingreso a la universidad
Colusa County Office of Education (CCOE)	Oficina de Educación del Condado de Colusa (CCOE, por sus siglas en inglés)
Commission on Teacher Credentialing (CTC)	Comisión de Acreditación de Maestros (CTC, por sus siglas en inglés)
Common Career Technical Core (CCTC)	Fundamentos comunes de carreras técnicas (CCTC, por sus siglas en inglés)
Common Core State Standards (CCSS)	Normas estatales académicas de base común (CCSS, por sus siglas en inglés)
community advisory committee (CAC)	Comité asesor comunitario (CAC, por sus siglas en inglés)
community college	universidad pública de dos años

Community Engagement Initiative (CEI)	Iniciativa de Participación Comunitaria (CEI, por sus siglas en inglés)
community schools	escuelas comunitarias
competency	capacidad; aptitud
competency-based curriculum	programa de estudios basado en las capacidades del alumno; programa de estudios basado en las aptitudes del alumno
compliance	cumplimiento; conformidad; acatamiento
compliance review	evaluación del cumplimiento con los reglamentos; evaluación de la conformidad con los reglamentos
compose	redactar
composite	compuesto
composite domains	ámbitos compuestos
composition	redacción
comprehensive high school	escuela secundaria; escuela preparatoria
Comprehensive Support and Improvement (CSI)	Apoyo Integral y Mejora (CSI, por sus siglas en inglés)
computer adaptive test/testing (CAT)	prueba adaptada administrada a través de una computadora (CAT, por sus siglas en inglés)
computer-based test/testing	prueba administrada a través de una computadora
computer literacy	habilidades y conocimientos fundamentales en la computación
Conditionally Ready	preparado/a condicionalmente
confidential	confidencial
connectivity	conectividad
Consolidated Application (ConApp)	Solicitud consolidada (ConApp, por sus siglas en inglés)
Consolidated Application and Reporting System (CARS)	Sistema Consolidado de Solicitudes y Presentación de Informes (CARS, por sus siglas en inglés)
consortium	consorcio
constructed-response question	pregunta que requiere una respuesta escrita†
content cluster	conjunto de estándares de contenido académico
content standards	normas de contenido académico
content knowledge	conocimiento académico
continuing education units (CEU)	unidades de educación continua (CEU, por sus siglas en inglés)

continuity of learning	continuidad de aprendizaje
continuity of instruction	continuidad de instrucción
Contra Costa County Office of Education (CCCOE)	Oficina de Educación del Condado de Contra Costa (CCCOE, por sus siglas en inglés)
conventions of standard English grammar and usage	Convenciones de la gramática y el uso estándar del inglés.
cooperative learning	aprendizaje cooperativo
Core Academic Classes	Clases académicas principales
core content connectors	conectores de contenido principal
core curriculum	currículo fundamental†
core literature	obras literarias fundamentales
core program	programa de materias fundamentales
core subjects	materias fundamentales
Coronavirus Aid, Relief, and Economic Security Act (CARES)	Ley de Ayuda, Alivio y Seguridad Económica por el Coronavirus (CARES, por sus siglas en inglés)
corrective action	acción correctiva; medidas correctivas
Council of Chief State School Officers (CCSSO)	Consejo de Primeros Oficiales Estatales de Educación (CCSSO, por sus siglas en inglés)
counselor	consejero/a
country of origin	país de origen; país de procedencia
County/District/School Code (CDS Code)	Código de Condado/Distrito/Escuela (CDS Code, por sus siglas en inglés)
county office of education (COE)	Oficina de educación del condado (COE, por sus siglas in inglés)
credential	credencial
credit recovery	recuperación de créditos
criterion-referenced test	prueba basada en objetivos específicos
critical thinking	razonamiento crítico; razonamiento analítico
Crosscultural, Language, and Academic Development (CLAD)	Desarrollo lingüístico, académico y transcultural (CLAD, por sus siglas en inglés)
cross cutting concepts (CCC)	conceptos transversales (CCC, por sus siglas en inglés)
CSU Student Success web page	página web de logros estudiantil de la CSU, por sus siglas en inglés
CTE program of study	programa de estudios de CTE
*Culturally and linguistically responsive	sensible a las características culturales y lingüísticas
Curl-Up Test	Prueba de flexión anterior del tronco

curriculum	currículo; plan de estudios
curriculum-based assessments	evaluaciones basadas en el currículo; pruebas basadas en el currículo
Curriculum Frameworks and Instructional Resources Division (CFIRD)	División de Marcos Curriculares y Recursos de Instrucción (CFIRD, por sus siglas en inglés)
cut score (minimum score, maximum score)	puntaje mínimo; puntaje límite

D

English	Español
(California School) Dashboard	Tablero de información escolar en California (Dashboard, por sus siglas en inglés)
Dashboard Alternative School Status (DASS)	Tablero de Información Escolar de Escuelas Alternativas (DASS, por sus siglas en inglés)
Data Reporting Office (DRO)	Oficina de Informes de Datos (DRO, por sus siglas en inglés)
day-care center	guardería
deaf-blindness	sordoceguera
deafness	sordera
Dear Parent or Guardian	Estimado padre o tutor
decline, to	rechazar
Del Norte County Office of Education (DNCOE)	Oficina de Educación del Condado Del Norte (DNCOE, por sus siglas en inglés)
Department of Health Care Services (DHCS)	Departamento de Servicios de Cuidado de Salud (DHCS, por sus siglas en inglés)
Department of Finance (DOF)	Departamento de Finanzas (DOF, por sus siglas en inglés)
Department of Social Services (DSS)	Departamento de Servicios Sociales (DSS, por sus siglas en inglés)
depth of knowledge	profundidad del conocimiento
descriptive essay	ensayo descriptivo
designated English language development	desarrollo de inglés designado
Designated Primary Language Test (DPLT)	Prueba designada en la lengua natal (DPLT, por sus siglas en inglés)
designated supports	apoyos designados
development standards	normas de desarrollo
developmental bilingual program	programa formativo bilingüe
devices	dispositivos

diagnostic assessment	evaluación diagnóstica
differentiated instruction	instrucción diferenciada
Digital Library	Biblioteca digital
directions for test administration	instrucciones para la administración de pruebas
disabilities	discapacidades
disadvantaged	desfavorecidos
Disaggregated by Student Group	Desglosados por grupos de estudiantes
disciplinary core ideas (DCI)	ideas centrales disciplinarias
distance learning	aprendizaje a distancia
distance learning professional development	capacitación docente a distancia
District English Learner Advisory Committee (DELAC)	Comité asesor de padres de aprendices de inglés del distrito† (DELAC, por sus siglas en inglés)
districtwide	de todo el distrito; por todo el distrito
domain	campo; dominio; ámbito
draft	borrador
dress code	código de vestir; reglamento de vestimenta
dropout	estudiante que abandona los estudios
dropout rate	tasa de abandono escolar
dual language immersion	inmersión dual; doble inmersión
dual language development	desarrollo de dos idiomas
dual language learner (DLL)	aprendiz de dos idiomas (DLL, por sus siglas en inglés); aprendiz de idioma dual (DLL, por sus siglas en inglés)

E

English	Español
early advanced performance level	nivel de rendimiento avanzado inicial
Early Assessment Program (EAP)	Programa de Evaluación Temprana (EAP, por sus siglas en inglés)
*early childhood	primeros años de la infancia; primera infancia
*early childhood education	educación en la primera infancia
*early education	educación en la primera infancia
Early Education Division (EED)	División de la Educación en la Primera Infancia (EED, por sus siglas en inglés)
early intermediate performance level	nivel de rendimiento intermedio
early intervention	intervención temprana

Early Intervention Program for School Success	Programa de intervención temprana para el éxito escolar
*early literacy	lectoescritura temprana; alfabetización temprana
*Early Literacy Assessment	Prueba de lectoescritura temprana; Prueba de alfabetización temprana
*Early Literacy Program	Programa de lectoescritura temprana; Programa de alfabetización temprana
Early Literacy Support Block (ELSB)	Subvención para el Apoyo de la Lectoescritura Temprana (ELSB, por sus siglas en inglés)
earth and space science	ciencia de la tierra y el espacio
economically disadvantaged	de bajos recursos económicos
Education Code (EC)	*Código de Educación (EC,* por sus siglas en inglés)
Education Department General Administrative Regulations (EDGAR)	Regulaciones Administrativas Generales del Departamento de Educación (EDGAR, por sus siglas en inglés)
education level	nivel de educación
Education Programs Consultant	Consultor de programas educativos
education reform	reforma educativa
Educational Data Management Division (EDMD)	División para el Manejo de Datos Educativos (EDMD, por sus siglas en inglés)
Educational Testing Service (ETS)	Servicio de Pruebas Educativas (ETS, por sus siglas en inglés)
Educator Excellence and Equity Division (EEED)	División para la Excelencia y Equidad del Educador (EEED, por sus siglas en inglés)
Educator Workforce Investment Grant (EWIG)	Subvención de Inversión en la Fuerza Laboral para Educadores (EWIG, por sus siglas en inglés)
effective communication skills	habilidad para la comunicación eficaz
effective expression	expresión eficaz
effective schools	escuelas eficaces
eighth	octavo
EL Dorado County Office of Education (EDCOE)	Oficina de Educación del Condado El Dorado (EDCOE, por sus siglas en inglés)
elective classes	materias opcionales; clases opcionales
Elementary and Secondary Education Act (ESEA)	Ley Federal para la Educación Primaria y Secundaria (ESEA, por sus siglas en inglés)

Elementary and Secondary School Emergency Relief Fund (ESSER)	Fondo de Ayuda de Emergencia para las Escuelas Primarias y Secundarias (ESSER, por sus siglas en inglés)
elementary education	educación primaria
elementary school	escuela primaria
eleventh	onceavo; undécimo
eligible	elegible
email	correo electrónico
embedded performance task	ejercicio de rendimiento integrado; ejercicio de rendimiento incrustado
Emergency Assistance to Non-Public Schools (EANS)	Asistencia de Emergencia para Escuelas No-Públicas (EANS, por sus siglas en inglés)
emerging level	nivel emergente
emerging proficiency level	nivel de aptitud emergente
emotional disturbance (ED)	trastorno emocional (ED, por sus siglas en inglés)
emotionally disturbed	individuo emocionalmente trastornado
end-of-course exam	examen de final del curso
engage, to	propiciar la participación; lograr la participación
engineering, technology, and application of science	ingeniería, tecnología, y aplicación de la ciencia
English as a second language (ESL)	Inglés como segundo idioma (ESL, por sus siglas en inglés)
English language acquisition	proceso de aprendizaje de inglés como segundo idioma; adquisición de inglés como segundo idioma
English language arts (ELA)	Artes del lenguaje inglés (ELA, por sus siglas en inglés)
English language arts/literacy	Artes del lenguaje inglés y la lectoescritura
English language arts standards	normas académicas de las artes del lenguaje inglés
English language development (ELD)	desarrollo de inglés (ELD, por sus siglas en inglés)
English language development standards	normas del desarrollo de inglés
English language proficiency	dominio de inglés
English Language Proficiency Assessments for California (ELPAC)	Pruebas del dominio de inglés para California; Pruebas de suficiencia en inglés para California (ELPAC, por sus siglas en inglés)

English learner (EL)	aprendiz de inglés (EL, por sus siglas en inglés)
English learners (ELs)	Aprendices de inglés (ELs, por sus siglas en inglés)
English Learner Advisory Committee (ELAC)	Comité asesor de padres de aprendices de inglés (ELAC, por sus siglas en inglés)
English Learner Progress Indicator (ELPI)	Indicador del progreso de aprendices de inglés (ELPI, por sus siglas en inglés)
English Learner Roadmap Policy (EL Roadmap)	Política del Modelo Educativo para Aprendices de Inglés en California (*EL Roadmap*, por sus siglas en inglés)
English Placement Test (EPT)	Examen de colocación en lengua y lectura en inglés (EPT, por sus siglas en inglés)
English proficient	Competente/proficiente en inglés
enrollment	inscripción; matrícula
Entry Level Mathematics (ELM) Test	Examen de colocación en matemáticas (ELM, por sus siglas en inglés)
equity	equidad
essential understanding	comprensión esencial
ethnicity	etnicidad
ethnic group	grupo étnico
evaluation	evaluación
Every Student Succeeds Act (ESSA)	la Ley Cada Estudiante Triunfa (ESSA, por sus siglas en inglés)
evidence-based decisions	decisiones basadas en evidencia
examination	examen
examples	ejemplos
exemplars	ejemplares
exempt	exento
exempt (to)	eximir
exemption	exención
Expanded Learning Division (EXLD)	División para el Aprendizaje Aumentado (EXLD, por sus siglas en inglés)
expanded learning opportunities	oportunidades de aprendizaje aumentado
Expanded Learning Program	Programa de aprendizaje aumentado
expanded learning time	tiempo de aprendizaje aumentado
expanding performance level	nivel de rendimiento en ampliación; nivel de rendimiento ampliado

English	Español
expected schoolwide learning results (ESLR)	resultados de aprendizaje previstos para todos los estudiantes de la escuela (ESLR, por sus siglas en inglés)
expel, to	expulsar
expository writing	escritura explicativa
extended school year	año escolar prolongado
extracurricular	extracurricular

F

English	Español
fail, to	reprobar
*family childcare homes	hogares de cuidado infantil familiar
federal disability category	categoría federal de discapacidad
Federal Program Monitoring (FPM)	Monitoreo de Programas Federales (FPM, por sus siglas en inglés)
feedback	comentario; respuesta; reacción; sugerencia
fictional narrative	narrativa de ficción
field coordinator	coordinador/a en campo
field test	ensayo de campo; investigación preliminar
field trip	excursión
fifth	quinto
financial literacy	el conocimiento financiero
fine motor skills	habilidades motrices afinadas
first	primero
first-aid kit	botiquín de primeros auxilios
Fiscal and Administrative Services Division (FASD)	División para Servicios Fiscales y Administrativos (FASD, por sus siglas en inglés)
Fiscal Monitoring (FM)	Monitoreo Fiscal (FM, por sus siglas en inglés)
fiscal year (FY)	año fiscal (FY, por sus siglas en inglés)
Flexed-Arm Hang Test	Prueba de suspensión con brazos flexionados
flexibility	flexibilidad
fluency	fluidez
fluent	con fluidez
fluent-English proficient (FEP)	proficiente en inglés con fluidez (FEP, por sus siglas en inglés)
fluent reader	lector con fluidez

English	Español
flyer	volante; folleto
focal knowledge skills and abilities (FKSAs)	Conocimientos, destrezas, y capacidades focales (FKSAs, por sus siglas en inglés)
focus areas	áreas de enfoque
formative assessment	evaluación formativa
formative assessment practices	prácticas de la evaluación formativa
formative tools and processes	instrumentos y procesos formativos
foster home	hogar temporal
foster parent	padres de jóvenes en hogar temporal
foster youth	jóvenes en hogar temporal
Foster Youth Services (FYS)	Servicios para Jóvenes en Hogar Temporal (FYS, por sus siglas en inglés)
foundations	fundamentos
Foundational skills	habilidades fundamentales
fourth	cuarto
framework	marco curricular
Free or Reduced-Priced Meals (FRPM)	Comidas Gratis o a Precios Reducidos (FRPM, por sus siglas en inglés)
Frequently asked questions (FAQs)	Preguntas frecuentes (FAQs, por sus siglas en inglés)
freshman	alumno/a del primer año de preparatoria; alumno/a del primer año universitario
Fresno County Superintendent of Schools (FCSS)	Superintendente de Escuelas del Condado de Fresno (FCSS, por sus siglas en inglés)
fully mainstreamed	totalmente integrado al programa educativo regular
funds	fondos

G

English	Español
gang prevention program	programa para la prevención de pandillas
gather relevant information, to	recopilar información pertinente
general academic and domain-specific words and phrases	palabras y frases de uso académico general o específico de una disciplina
general education program	programa de educación general
General Educational Development (GED) Test	Prueba del desarrollo educativo general (GED, por sus siglas en inglés)
general ledger (GL)	libro mayor (GL, por sus siglas en inglés)
Gifted and Talented Education (GATE)	Educación de estudiantes talentosos y dotados (GATE, por sus siglas en inglés)

English	Español
Glenn County Office of Education (Glenn COE)	Oficina de Educación del Condado de Glenn (Glenn COE, por sus siglas en inglés)
Golden State Seal Merit Diploma	Diploma con sello meritorio del estado de California
governing board	junta directiva
Government Affairs Division (GAD)	División para Asuntos de Gobierno (GAD, por sus siglas en inglés)
Governor's Emergency Education Relief Fund (GEER)	Fondo de Emergencia del Gobernador para Apoyar la Instrucción (GEER, por sus siglas en inglés)
grade	grado
grade level	grado escolar
grade-level standards	normas al nivel de grado escolar
grade-point average (GPA)	promedio de calificaciones (GPA, por sus siglas en inglés)
grade span	rango de grado
graduation	graduación
graduation ceremony	ceremonia de graduación
graduation rates	índice de graduación
grant	subvención
Grant Management and Reporting Tool (GMART)	Instrumento para el Manejo y Presentación de Informes de Subvenciones (GMART, por sus siglas en inglés)
grant writer	redactor/a de propuestas para solicitar subvenciones
gross motor skills	habilidades motrices gruesas
growth	crecimiento
growth target	objetivo de mejora
guide	guía
guidelines	directrices; lineamientos

H

English	**Español**
habitual truant	estudiante que falta a la escuela de manera habitual sin justificación
handwriting	letra manuscrita
harassment	hostigamiento; acoso
health assessment	evaluación de la salud
Healthy Fitness Zone	Zona de aptitud física saludable
hearing impairment	impedimento auditivo

heritage language program	programa de idiomas de herencia
high academic level	alto nivel académico
high achievement	alto rendimiento
high expectations	expectativas altas
high school	escuela secundaria; la preparatoria
high school equivalency tests	pruebas de equivalencia de secundaria
higher education	educación superior
highest obtainable scale score	puntaje de escala más alto que se puede obtener
highly qualified teacher	maestro/a altamente acreditado/a
high-quality assessment	evaluación de alta calidad
high-stakes assessment	evaluación con consecuencias mayores
high-stakes testing	pruebas con consecuencias mayores
history-social science	historia-ciencias sociales
home language	lengua materna
Home Language Survey (HLS)	Encuesta de la lengua materna (HLS, por sus siglas en inglés)
home schooling	enseñanza en el hogar
home study program	programa de cursos a distancia
home visit	visita a casa
homeless	sin hogar
Humbolt County Office of Education (HCOE)	Oficina de Educación del Condado de Humboldt (HCOE, por sus siglas en inglés)
hybrid adaptive test	prueba de adaptación híbrida

I

English	Español
icebreaker	rompehielos
illiteracy	analfabetismo
immigrant	inmigrante
Imperial County Office of Education (ICOE)	Oficina de Educación del Condado de Imperial (ICOE, por sus siglas en inglés)
implementation	implementación
improvement plan	plan de mejora
in-person instruction	educación presencial
Independent Study (IS)	Estudios Independientes (IS, por sus siglas en inglés)
independent study program	programa de estudios independientes
individualized education program (IEP)	programa individualizado de educación (IEP, por sus siglas en inglés)

Individuals with Disabilities Education Act (IDEA)	Ley de la Educación para Individuos con Discapacidades (IDEA, por sus siglas en inglés)
*infant (n.)	infante
*infant (adj.)	infantil
*infant/toddler development	desarrollo infantil y de niños pequeños
information bulletin	boletín informativo
informative writing	redacción informativa
initial assessment	evaluación inicial
initial identification	identificación inicial
Initially-fluent English proficient (IFEP)	inicialmente designado como un estudiante con dominio de inglés (IFEP, por sus siglas en inglés)
instruction	instrucción
instructional materials	materiales de enseñanzas
Instructional Quality Commission (IQC)	Comisión para la Calidad de Instrucción (IQC, por sus siglas en inglés)
instructional strategies	estrategias de enseñanzas
integrated English language development	desarrollo de inglés integrado
intellectual disability	discapacidad intelectual
intelligence quotient (IQ)	cociente intelectual; coeficiente intelectual (IQ, por sus siglas en inglés)
interested parties	las partes interesadas
interested parties engagement	involucramiento de las partes interesadas
interface	interfaz
Interim Assessment Block (IAB)	bloque de evaluación provisional (IAB, por sus siglas en inglés)
interim assessments	evaluaciones interinas
Interim Comprehensive Assessment (ICA)	Evaluación integral provisional (ICA, por sus siglas en inglés)
intermediate performance level	nivel de rendimiento intermedio
International Baccalaureate (IB)	Bachillerato Internacional (IB, por sus siglas en inglés)
internship	pasantía
internship opportunities	oportunidades de pasantía
intervention program	programa de intervención
interventions	intervenciones
introduce claims, to	presentar reclamaciones
involvement	participación
Inyo County Office of Education (Inyo COE)	Oficina de Educación del Condado de Inyo (Inyo COE, por sus siglas en inglés)

J

English	Español
junior high school	escuela secundaria (grados 6 al 8)
juvenile justice system	sistema de justicia juvenil

K

English	Español
Kern County Superintendent of Schools (KCSOS)	Superintendente de Escuelas del Condado de Kern (KCSOS, por sus siglas en inglés)
kindergarten	jardín de infancia; jardín infantil; kindergarten
Kindergarten Continuance Form	Formulario de permanencia en el kindergarten
kinesthetic	quinestésico/a
Kings County Office of Education (Kings COE)	Oficina de Educación del Condado de Kings (Kings COE, por sus siglas en inglés)

L

English	Español
Lake County Office of Education (LCOE)	Oficina de Educación del Condado de Lake (LCOE, por sus siglas en inglés)
language	idioma; lengua; lenguaje
language acquisition program	programa de adquisición de idiomas
language arts	artes de lenguaje
language assessment results	resultados de la evaluación de idiomas
language development	desarrollo de lenguaje
language other than English	un idioma que no sea el inglés
Language Policy and Leadership Office (LPLO)	Oficina de Liderazgo en la Política del Lenguaje (LPLO, por sus siglas en inglés)
large-scale assessment	evaluación a gran escala
learner	aprendiz
Learning Continuity and Attendance Plan Template	Modelo del plan de continuidad de aprendizaje y asistencia
learning loss	pérdida de aprendizaje
learning strategies	estrategias de aprendizaje
Legal, Audits, and Compliance Branch (LAC)	Rama Jurídica, de Auditorías y de Cumplimiento (LAC, por sus siglas en inglés)

Legislature, California	Legislatura de California
letter grade	calificación con letra(s)
*licensed centers	centros autorizados
life science	ciencias naturales
link (as in internet or web link)	enlace
listening	comprensión auditiva
literacy	lectoescritura; alfabetización
Literacy Standards for History–Social Studies	Normas literarias en historia y estudios sociales
Local Agency Systems Support Office (LASSO)	Oficina para el Apoyo a los Sistemas de Agencias Locales (LASSO, por sus siglas en inglés)
local control	control local
Local Control and Accountability Plan (LCAP)	Plan de rendición de cuentas con control local (LCAP, por sus siglas en inglés)
Local Control Funding Formula (LCFF)	Fórmula de financiamiento con control local (LCFF, por sus siglas en inglés)
local educational agency (LEA)	agencia de educación local; agencia educativa local (LEA, por sus siglas en inglés)
*Local Planning Council (LPC)	Consejo Local de Planificación (LPC, por sus siglas en inglés)
long-term English learner (LTEL)	aprendiz de inglés de largo plazo (LTEL, por sus siglas en inglés)
long-term trend assessment	evaluación de tendencia de largo plazo
Los Angeles County Office of Education (LACOE)	Oficina de Educación del Condado de Los Ángeles (LACOE, por sus siglas en inglés)
low incidence	de incidente baja
low-income families	familias de bajos ingresos
low-performing schools	escuelas de bajo rendimiento
lowest obtainable scale score	puntaje de escala más baja que se puede obtener

M

English	Español
Madera County Superintendent of Schools (MCSOS)	Superintendente de Escuelas del Condado de Madera (MCSOS, por sus siglas en inglés)
magnet school	escuela *magnet*
mainstream English	inglés regular; inglés convencional

Marin County Office of Education (MCOE)	Oficina de Educación del Condado de Marin (MCOE, por sus siglas en inglés)
Mariposa County Office of Education (MCOE)	Oficina de Educación del Condado de Mariposa (MCOE, por sus siglas en inglés)
marital status	estado civil
master schedule	programa general
math facts	datos de matemáticas
mathematics	matemáticas
mathematics coach	entrenador de instrucción de matemático
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments	*Matriz de las variaciones, adaptaciones, y modificaciones para la administración de los exámenes estatales de California*
matrix sampling	muestra matricial
mean	promedio
meaning making	construcción de significados
measurable objectives	objetivos medibles
Measurement of Academic Performance and Progress (MAPP)	Medida del rendimiento y progreso académico (MAPP, por sus siglas en inglés)
Mendocino County Office of Education (MCOE)	Oficina de Educación del Condado de Mendocino (MCOE, por sus siglas en inglés)
mental health	salud mental
mentor, to	servir como mentor
Merced County Office of Education (MCOE)	Oficina de Educación del Condado de Merced (MCOE, por sus siglas en inglés)
middle school	escuela secundaria
Migrant Education Program (MEP)	Programa de Educación para Alumnos Migratorios (MEP, por sus siglas en inglés)
minimum academic requirements	requisitos académicos mínimos
minor	menor de edad
minorities	minorías
moderately developed	moderadamente desarrollado
modifications	modificaciones
Modified Pull-Up Test	Prueba modificada de flexión de brazos
Modoc County Office of Education (Modoc COE)	Oficina de Educación del Condado de Modoc (Modoc COE, por sus siglas en inglés)
monitor, to	supervisor/monitorear
monitor academic progress	vigilar el progreso académico

English	Español
Mono County Office of Education (Mono COE)	Oficina de Educación del Condado de Mono (Mono COE, por sus siglas en inglés)
monolingual	monolingüe
Monterey County Office of Education (MCOE)	Oficina de Educación del Condado de Monterey (MCOE, por sus siglas en inglés)
most significant cognitive disabilities	discapacidades cognitivas más significantes
multicultural education	educación multicultural
multilingual education	educación multilingüe
Multilingual Support Division (MSD)	División de Apoyo Multilingüe (MSD, por sus siglas en inglés)
multiple disabilities	discapacidades múltiples
multiple measures	medidas múltiples
Multiple Subject General Education Limited Assignment Permit (GELAP)	El permiso de asignación limitada en educación general en múltiples materias (GELAP, por sus siglas en inglés)
multiple-choice questions	preguntas de opción múltiple
Multi-tiered System of Support (MTSS)	Sistema de Apoyo Escalonado (MTSS, por sus siglas en inglés)
multitrack schools	escuelas multipista

N

English	Español
Napa County Office of Education (NCOE)	Oficina de Educación del Condado de Napa (NCOE, por sus siglas en inglés)
National Assessment of Educational Progress (NAEP)	Evaluación nacional del progreso educativo (NAEP, por sus siglas en inglés)
National Blue Ribbon School	Escuela de galardón azul nacional
National Board-Certified Teacher (NBCT)	Maestro Certificado por Consejo Nacional (NBCT, por sus siglas en inglés)
National Center and State Collaborative (NCSC)	Colaboración Nacional de Centros y Estados (NCSC, por sus siglas en inglés)
National Clearinghouse for Bilingual Education (NCBE)	Depositario Nacional para la Educación Bilingüe (NCBE, por sus siglas en inglés)
National Education Association (NEA)	Asociación Nacional para la Educación (NEA, por sus siglas en inglés)
national origin	origen nacional

National School Boards Association (NSBA)	Asociación Nacional de Mesas Directivas Educativas (NSBA, por sus siglas en inglés)
National School Lunch Program	El programa nacional de almuerzos escolares
Native American	nativo americano
Native American Indian	indio nativo americano
native English speakers	angloparlantes; hablantes nativos de inglés
native language	lengua maternal; idioma maternal
near standard	cerca de la norma
needs improvement	necesita mejorar
Nevada County Superintendent of Schools (NCSOS)	Superintendente de Escuelas del Condado de Nevada (NCSOS, por sus siglas en inglés)
newcomer center	centro para recién llegados
newsletter	boletín informativo
Next Generation Science Standards (NGSS)	Normas de las ciencias de la próxima generación (NGSS, por sus siglas en inglés)
ninth	noveno
No Child Left Behind (NCLB) Act of 2001	Ley de 2001 Que Ningún Niño Se Quede Atrás (NCLB, por sus siglas en inglés)
non-English speaking	que no habla inglés
Non-Public School (NPS)	Escuela No-Pública (NPS, por sus siglas en inglés)
non-technical language	lenguaje que no sea técnico
norm-referenced results	resultados con referencia a las normas (de rendimiento académico)
notarized	notarizado/a
Not Ready	No está preparado/a
Not Yet Ready	Aún no está preparado/a
Notice of Disclosure of Student Records	Aviso de divulgación de registros escolares
novice	principiante
nuances in word meanings	matices en el significado de las palabras
nurse	enfermero/a
nurse's office	enfermería
nursery school	guardería de niños; guardería infantil
nutrition	nutrición
Nutrition Services Division (NSD)	División de Servicios de Nutrición (NSD, por sus siglas en inglés)

O

English	Español
Objection to Disclosure of Student Information and Records	Objeción a la publicación de información y registros de los estudiantes
Occupational Safety and Health Administration (OSHA)	Administración de Salud y Seguridad Ocupacional (OSHA, por sus siglas en inglés)
offer, to	ofrecer
Office for Civil Rights (OCR) of the U.S. Department of Education	Oficina para Derechos Civiles (OCR, por sus siglas en inglés) del Departamento de Educación de los Estados Unidos
Office of the Management and Budget (OMB)	Oficina de Administración y Presupuesto (OMB, por sus siglas en inglés)
Office of the Secretary of Education (OSE)	Oficina de la Secretaría de Educación (OSE, por sus siglas en inglés)
online reporting system	sistema de reporte en línea
opt-out	optar no participar
oral language	expresión oral
oral language skills	competencia de expresión oral
oral vocabulary	vocabulario oral
Orange County Department of Education (OCDOE)	Departamento de Educación del Condado de Orange (OCDOE, por sus siglas en inglés)
orthography	ortografía
orthopedic impairment	impedimento ortopédico
other health impairment	otro impedimento de salud
overall	total; global; en general; compuesto
overall performance level	nivel de rendimiento total; nivel de rendimiento global
"overall Smarter Balanced score"	puntuación global en [el examen] *Smarter Balanced*

P

English	Español
pamphlet	folleto
paraprofessional	paraprofesional
Parent Advisory Council (PAC)	Consejo Asesor de Padres de Familia (PAC, por sus siglas en inglés)
Parent Guides to the Smarter Balanced Assessments	Las guías de los exámenes *Smarter Balanced* para padres

Parent Teacher Association (PTA)	Asociación de Padres y Maestros (PTA, por sus siglas en inglés)
*parental choice of childcare	selección de los padres de servicios de cuidado de niños
parental notification	notificación para padres de familia
parents and guardians	padres y tutores
participation criteria	criterio para la participación
Partnership for Assessment of Readiness for College and Careers (PARCC)	Asociación para la Evaluación de la Preparación para Carreras Universitarias y Profesionales (PARCC, por sus siglas en inglés)
performance	rendimiento
performance assessments	evaluaciones de rendimiento
performance level	nivel de rendimiento
performance report	informe de rendimiento
performance standards	normas de rendimiento
performance tasks	ejercicios de rendimiento
personally identifiable information	información personal identificable
persuasive essay	composición persuasiva
Physical Fitness Test (PFT)	Examen de aptitud física (PFT, por sus siglas en inglés)
physical science	ciencia física
pilot test	examen piloto
Placer County Office of Education (PCOE)	Oficina de Educación del Condado de Placer (PCOE, por sus siglas en inglés)
Plumas County Office of Education (PCOE)	Oficina de Educación del Condado de Plumas (PCOE, por sus siglas en inglés)
police officers	agentes de policía
policy	política
population sampling	muestra de la población
postmark	sello postal
postsecondary	post secundario
practice tests	exámenes de práctica
preliminary indicators	indicadores preliminares
Preliminary Scholastic Achievement Test (PSAT)	Prueba de Rendimiento Escolar Preliminar (PSAT, por sus siglas en inglés)
*preschool	escuela preescolar; centro preescolar
*preschool children	niños en edad preescolar
*preschool learning foundations	fundamentos de aprendizaje preescolar
*preschool teacher	maestro/a de preescolar

*Preschool through Third Grade (P-3)	Preescolar hasta tercer grado (P-3, por sus siglas en inglés)
present claims and findings, to	presentar resultados y postulaciones
preview, to	ver previamente
primary language	lengua materna; idioma natal; idioma nativo
procedures	procedimientos
professional development or learning	capacitación; desarrollo profesional
proficiency	aptitud; dominio; competencia
proficiency level	nivel de competencia
proficient	proficiente
proficient performance level	nivel de rendimiento proficiente
Program Cost Account (PCA)	Cuenta de costos del programa (PCA, por sus siglas en inglés)
program of study	un programa de estudios
progress report	informe de progreso
Progressive Aerobic Cardiovascular Endurance Run (PACER)	Carrera progresiva de resistencia cardiovascular aeróbica (PACER, por sus siglas en inglés)
provide, to	proveer; ofrecer
public reporting	informes públicos
public schools	escuelas públicas
pupil learning loss	pérdida de aprendizaje por el alumno
Push-Up Test	Prueba de flexión de brazos

Q

English	Español
qualitative information	información cualitativa
*Quality Counts California (QCC)	La calidad cuenta California (QCC, por sus siglas en inglés)
quality improvement	mejora de calidad
*Quality Rating and Improvement System (QRIS)	Sistema de calificación y mejora de la calidad (QRIS, por sus siglas en inglés)
quantitative information	información cuantitativa

R

English	Español
range of reading and level of text complexity	rango de lectura y nivel de complejidad del texto
rate of transiency	tasa de movilidad estudiantil

raw score	puntuación bruta
read, to	leer
Readiness for College, Careers, & Civic Life	Preparados para la universidad, carreras profesionales, y la participación cívica
reading	lectura
reading readiness skills	aptitudes para la lectura
reading comprehension	comprensión de lectura
ready	preparado/a
reauthorization	reautorización
recently arrived English learner	aprendiz de inglés recién llegado
reclassification	reclasificación
reclassified-fluent English proficient (RFEP)	estudiante reclasificado competente en inglés (RFEP, por sus siglas en inglés)
Regional Occupational Centers and Programs (ROCP)	Centros y Programas Ocupacionales Regionales (ROCP, por sus siglas en inglés)
register, to	matricular; inscribir
register	registro lingüístico
registration fees	cuota de matrícula; cuota de inscripción
registration form	formulario de matrícula; formulario de inscripción
regulations	reglamentos; regulaciones
released test questions	preguntas de exámenes autorizadas para su divulgación
reliable	fiable; confiable†
reliability	fiabilidad; confiabilidad
report card	reporte de calificaciones; boleta de calificaciones
reporting cluster	conjunto que forma parte del reporte
Request for Applications (RFA)	Petición de solicitudes (RFA, por sus siglas en inglés)
Request for Proposals (RFP)	Petición de propuestas (RFP, por sus siglas en inglés)
research-based	basado en la investigación
restructuring	reestructuración
retain, to	retener
retention	retención
Riverside County Office of Education (RCOE)	Oficina de Educación del Condado de Riverside (RCOE, por sus siglas en inglés)
rubric	rúbrica

S

English	Español
Sacramento County Office of Education (SCOE)	Oficina de Educación del Condado de Sacramento (SCOE, por sus siglas en inglés)
Safe Haven	refugio seguro
sample (as in sample report)	muestra; ejemplo
San Benito County Office of Education (SBCOE)	Oficina de Educación del Condado de San Benito (SBCOE, por sus siglas en inglés)
San Bernardino County Superintendent of Schools (SBCSS)	Superintendente de Escuelas del Condado de San Bernardino (SBCSS, por sus siglas en inglés)
San Diego County Office of Education (SDCOE)	Oficina de Educación del Condado de San Diego (SDCOE, por sus siglas en inglés)
San Francisco County Office of Education (SFCOE)	Oficina de Educación del Condado de San Francisco (SFCOE, por sus siglas en inglés)
San Joaquin County Office of Education (SJCOE)	Oficina de Educación del Condado de San Joaquin (SJCOE, por sus siglas en inglés)
San Luis Obispo County Office of Education (SBCOE)	Oficina de Educación del Condado de San Luis Obispo (SLOCOE, por sus siglas en inglés)
San Mateo County Office of Education (SMCOE)	Oficina de Educación del Condado de San Mateo (SMCOE, por sus siglas en inglés)
Santa Barbara County Education Office (SBCEO)	Oficina de Educación del Condado de Santa Barbara (SBCEO, por sus siglas en inglés)
Santa Clara County Office of Education (SCCOE)	Oficina de Educación del Condado de Santa Clara (SCCOE, por sus siglas en inglés)
Santa Cruz County Office of Education (Santa Cruz COE)	Oficina de Educación del Condado de Santa Cruz (Santa Cruz COE), por sus siglas en inglés
scaffolding	apoyo estructurado†; enseñanza estructurada†
scale score	puntuación escalada
schedule	horario
scholarship	beca
scholastic	escolar; académico

Scholastic Achievement Test (SAT)	Prueba de rendimiento escolar (SAT, por sus siglas en inglés)
School Accountability Report Card (SARC)	Reporte escolar de rendición de cuentas (SARC, por sus siglas en inglés)
School Attendance Review Board (SARB)	Consejo de Revisión de Asistencia Escolar (SARB, por sus siglas en inglés)
school-based	escolar
school board	mesa directiva escolar
School Breakfast Program (SBP)	Programa de desayuno escolar (SBP, por sus siglas en inglés)
school calendar	calendario escolar
school choice	opción de escuela
school district	distrito escolar
School Improvement Grant (SIG)	Subvención de mejora escolar (SIG, por sus siglas en inglés)
school nutrition	nutrición escolar
School Nutrition Program (SNP)	Programa de nutrición escolar (SNP, por sus siglas en inglés)
School Plan for Student Achievement (SPSA)	Plan escolar del rendimiento estudiantil (SPSA, por sus siglas en inglés)
*school readiness	preparación para el ingreso a la escuela
school records	registros escolares; expedientes escolares
school reform	reforma educativa; reforma escolar
school site administrator	administrador de la escuela
school site council (SSC)	consejo directivo escolar (SSC, por sus siglas en inglés)
School Support and Improvement (SSI)	Apoyo para el mejoramiento escolar (SSI, por sus siglas en inglés)
schoolwide program	programa escolar; programa a nivel escolar
school within a school	escuela dentro de una escuela
school year	año escolar
science	ciencias
science and engineering practices (SEP)	prácticas de ciencia e ingeniería (SEP, por sus siglas en inglés)
science framework	marco curricular para las ciencias
scientifically based methods	métodos científicos
score	puntaje; puntuación
scoring guide	guía de puntaje
seal	sello
second	segundo

second language acquisition	adquisición del segundo idioma
secondary education	enseñanza secundaria; educación secundaria
Secretary of Education	Secretaria de Educación
Section 504 plan	plan de la Sección 504
Senate Bill (SB)	Proyecto de Ley del Senado (SB, por sus siglas en inglés)
seventh	séptimo
Shasta County Office of Education (SCOE)	Oficina de Educación del Condado de Shasta (SCOE, por sus siglas en inglés)
sheltered English instruction	instrucción estructurada en inglés
Shoulder Stretch Test	Prueba de extensión de hombros
Sierra County Office of Education (SCOE)	Oficina de Educación del Condado de Sierra (SCOE, por sus siglas en inglés)
significant cognitive disabilities	discapacidades cognitivas significativas
Single School District (SSD)	Distrito escolar único (SSD, por sus siglas en inglés)
Siskiyou County Office of Education (SCOE)	Oficina de Educación del Condado de Siskiyou (SCOE, por sus siglas en inglés)
sixth	sexto
skills	habilidades; capacidades; destrezas
Skinfold Measurements Test	Prueba de medición de pliegues cutáneos
Smarter Balanced Assessment	la Evaluación de *Smarter Balanced*
Smarter Balanced Assessment Consortium (Smarter Balanced	Consorcio de los exámenes (conocido en inglés como *Smarter Balanced*)
Smarter Balanced Summative Assessments for English language arts/literacy	Exámenes sumativos *Smarter Balanced* para las artes de lenguaje en inglés y la lectoescritura
Smarter Balanced Summative Assessments for mathematics	Exámenes sumativos *Smarter Balanced* para las matemáticas
social and emotional well-being	bienestar social y emocional
*social and emotional skills	habilidades sociales y emocionales
socioeconomically disadvantaged students	estudiantes desfavorecidos socioeconómicamente
Solano County Office of Education (SCOE)	Oficina de Educación del Condado de Solano (SCOE, por sus siglas en inglés)
Somewhat developed	Algo desarrollado
Sonoma County Office of Education (SCOE)	Oficina de Educación del Condado de Sonoma (SCOE, por sus siglas en inglés)
Spanish language	idioma español; castellano

Spanish Language Assessment Procedures	Procedimientos de evaluación en el idioma español
Spanish Language Development Standards	Normas del desarrollo de español
speaking	expresión oral; producción oral
speaking and listening	comprensión auditiva y expresión oral
special day class (SDC)	clase para estudiantes con discapacidades (SDC, por sus siglas en inglés)
special education	educación especial
Special Education Division (SED)	División para la Educación Especial (SED, por sus siglas en inglés)
special education local planning area (SELPA)	área de planificación local para la educación especial (SELPA, por sus siglas en inglés)
SELPA Content Leads	Líderes de contenido de SELPA
SELPA Systems Improvement Leads (SIL)	Líderes de mejora de sistemas de SELPA (SIL, por sus siglas en inglés)
Specially Designed Academic Instruction in English (SDAIE)	Instrucción académica especialmente diseñada en inglés (SDAIE, por sus siglas en inglés)
specific learning disability (SLD)	discapacidad especifica de aprendizaje (SLD, por sus siglas en inglés)
speech or language impairment	trastorno de habla o lenguaje
spelling	deletrear
staff development	capacitación del personal
standard exceeded	norma superada
standard met	norma lograda
standard nearly met	norma casi lograda
standard not met	norma no lograda
Standardized Account Code Structure (SACS)	Estructura de código de cuenta estandarizada (SACS, por sus siglas en inglés)
standardized testing	pruebas estandarizadas/normalizadas
standards	normas
standards-aligned instruction	enseñanza alineada con las normas
standards-based curriculum	currículo basado en las normas
Stanislaus County Office of Education (SCOE)	Oficina de Educación del Condado de Stanislaus (SCOE, por sus siglas en inglés)
State Accountability Report Card	informe de rendición de cuentas estatal

State Board of Education (SBE)	Mesa Directiva Estatal de la Educación (SBE, por sus siglas en inglés)
state-determined assessment calendar	calendario de pruebas determinado por el estado
State Controller's Office (SCO)	Oficina del Controlador Estatal (SCO, por sus siglas en inglés)
state curriculum framework	marco curricular del estado
State Educational Agency (SEA)	Agencia Educativa Estatal (SEA, por sus siglas en inglés)
state exams	exámenes estatales
state-mandated program	programa estatal obligatorio
State Network of Educators	Red estatal de educadores
State Seal of Biliteracy (SSB)	Sello estatal de alfabetización bilingüe (de California) (SSB, por sus siglas en inglés)
state special school	escuela estatal para la educación especial
State Superintendent of Public Instruction (SSPI)	Superintendente de Instrucción Pública del Estado (SSPI, por sus siglas en inglés)
state-determined assessment calendar	calendario de pruebas determinado por el estado
state-mandated program	programa estatal obligatorio
Statewide Student Identifier (SSID)	Identificador del estudiante a nivel estatal (SSID, por sus siglas en inglés)
status and change	estado y cambio
status level	nivel de aptitud
strand of standards	rama de normas
strengths	puntos fuertes
Structured English Immersion	Inmersión estructurada en inglés
student	estudiante; alumno/a
student achievement	desempeño del estudiante
Student Achievement and Support Division (SASD)	División de Desempeño y Apoyo Estudiantil (SASD, por sus siglas en inglés)
student achievement data	datos de rendimiento estudiantil
student body	alumnado
student outcomes	resultados de los estudiantes
student scores	puntaje de los estudiantes
student score report	informe de puntaje del estudiante
Student Score Report Information web page	página web de información sobre los informes de puntaje de los estudiantes
student subgroups	subgrupos de estudiantes

English	Español
students with disabilities	estudiante con discapacidades
"students' strengths and weaknesses by claim (i.e., area)"	puntos fuertes y débiles del alumno/de la alumna por postulado (es decir, [sección/área/elemento])
subject	materia
substitute teacher	maestro/a suplente
summary writing	redacción de un resumen
summative assessment	evaluación sumativa
supplement not supplant (SnS)	suplementar no suplantar (SnS, por sus siglas en inglés)
supplemental	suplementario/a
Supplemental and Concentration Funds (S and C Funds)	Fondos suplementarios y de concentración (S and C funds, por sus siglas en inglés)
Supplemental Educational Services (SES)	Servicios educativos suplementarios (SES, por sus siglas en inglés)
supplementary materials	materiales suplementarios
support services	servicios auxiliares; servicios de apoyo
support staff	personal auxiliar; personal de apoyo
support staff allotments	asignaciones para el apoyo del personal
suspend, to	suspender
Sutter County Superintendent of Schools (SCSOS)	Superintendente de Escuelas del Condado de Sutter (SCSOS, por sus siglas en inglés)
(Statewide) System of School Support (S4)	Sistema estatal de apoyo escolar (S4, por sus siglas en inglés)
systematic	sistemático
systemic	sistémico

T

English	Español
targeted assistance schools	escuelas que reciben asistencia específica
task	ejercicio
task force	grupo encargado de un proyecto
Teacher and Leader Evaluation and Support Systems Including Student Learning and Observations	Evaluación de los maestros y directores y sistemas de apoyo que incluyen el aprendizaje estudiantil y observaciones
Teacher Qualifications	Calificaciones de los maestros
teacher quality	calidad de maestros
Teaching and Learning Support Branch	Rama de la Enseñanza, Apoyo y Aprendizaje

technical assistance	asistencia técnica
Technical Assistance and Monitoring Office (TAMO)	Oficina de Asistencia Técnica y Monitoreo (TAMO, por sus siglas en inglés)
technical school	escuela técnica
technical support	apoyo técnico
technology-enhanced items	elementos que incluyen tecnología
technology-enhanced tests	pruebas que incluyen tecnología
technology-readiness tool	instrumento para evaluar la disposición a la tecnología
Tehama County Department of Education (TCDE)	Departamento de Educación del Condado de Tehama (TCDE, por sus siglas en inglés)
tenth	décimo
test	examen; prueba; ensayo
test administrator	examinador/a
test administration window	periodo de administración de las pruebas
Test Assessing Secondary Completion (TASC)	Prueba de evaluación de finalización secundaria (TASC, por sus siglas en inglés)
test blueprint	plan del contenido de la prueba
test examiner	examinador de prueba
Test Score Guide web page	página web de la guía de los resultados de los exámenes
textbook	libro de texto
textbook adoption	adopción de libros de texto
textual evidence	evidencia textual de la lectura
third	tercero
Title I	Título I
*toddler	niño pequeño; niña pequeña; infante
trade school	escuela vocacional; escuela industrial
train, to	capacitar
training tests	prueba de entrenamiento
transcript	expediente académico
transforming schools	transformando escuelas
*transitional kindergarten (Universal TK)	transición a kindergarten (Universal TK, por sus siglas en inglés); kindergarten transicional (Universal TK, por sus siglas en inglés)
transitional bilingual program	programa bilingüe de transición

English	Español
traumatic brain injury (TBI)	lesión cerebral traumática (TBI, por sus siglas en inglés)
Trinity County Office of Education (TCOE)	Oficina de Educación del Condado de Trinity (TCOE, por sus siglas en inglés)
truant	estudiante que falta a la escuela sin justificación
trunk extensor strength and flexibility	fuerza y flexibilidad de la musculatura extensora del tronco
Trunk Lift Test	Prueba de extensión del tronco
tuition	costos de matrícula
Tulare County Office of Education (TCOE)	Oficina de Educación del Condado de Tulare (TCOE, por sus siglas en inglés)
Tuolumne County Superintendent of Schools (TCSOS)	Superintendente de Escuelas del Condado de Tuolumne (TCSOS, por sus siglas en inglés)
tutor	tutor/a; instructor/a individual
tutoring	tutoría; instrucción suplementaria
twelfth	doceavo; duodécimo
Twelfth Grade Diploma Program	Programa para obtener diploma del grado 12
twenty-first (21st) century skills	habilidades del siglo vigésimo primero (21º), destrezas del siglo vigésimo primero (21º)
two-way immersion program	programa de doble inmersión

U

English	Español
"Understanding the Student Score Report"	Cómo interpretar reportes de los resultados [de exámenes] de los estudiantes
unexcused absence	ausencia injustificada
unfunded mandate	mandato sin fondos
universal access	acceso universal
*Universal Prekindergarten (UPK)	Educación prekínder universal (UPK, por sus siglas en inglés)
*universal preschool	escuela preescolar universal
universal tools	herramientas universales
university	universidad (sustantivo); universitario/a (adjetivo)
unknown disability	discapacidad desconocida
unlisted resources	recursos no listados

untimed test	examen de duración no determinada; prueba de duración no determinada
update, to	actualizar; ponerse al día
updates	actualizaciones
upper body strength and endurance	fuerza y resistencia muscular del cuerpo superior
US Department of Education (ED)	Departamento de Educación de los Estados Unidos (ED, por sus siglas en inglés)
US Department of Labor (DOL)	Departamento de Trabajo de los Estados Unidos (DOL, por sus siglas en inglés)
use accurate and credible sources, to	utilizar fuentes precisas y fidedignas
use credible sources, to	hacer uso de fuentes fidedignas
use domain-specific vocabulary, to	utilizar vocabulario especifico de la disciplina
use print and digital sources, to	utilizar medios impresos y fuentes digitales

V

English	Español
valid	válido
validity	validez
variations	variaciones
Ventura County Office of Education (VCOE)	Oficina de Educación del Condado de Ventura (VCOE, por sus siglas en inglés)
verbal comprehension	comprensión verbal
verbalize, to	verbalizar; expresar con palabras
vice principal	subdirector/a
visual impairment	impedimento visual; discapacidad visual

W

English	Español
waiver	prescindir del requisito; dispensar el requisito
Walk Test	Prueba de caminata
weaknesses	debilidades
web page	página web; página red
website	red electrónica; sitio electrónico; sitio web
weighted average	promedio proporcionado

well developed	muy desarrollado; bien desarrollado
working days	días laborales
write informative and explanatory essay, to	escribir una composición informativa y explicativa
write, to	escribir
writing	escritura y redacción
writing conventions	normas de la escritura; reglas de la escritura
written language	expresión escrita

Y

English	Español
Yolo County Office of Education (YCOE)	Oficina de Educación del Condado de Yolo (YCOE, por sus siglas en inglés)
Yuba County Office of Education (YCOE)	Oficina de Educación del Condado de Yuba (YCOE, por sus siglas en inglés)

APPENDIX C

ACRONYMS

ACRONYMS

Acronym	Description
BCLAD	Bilingual Cross-cultural Language and Academic Development
CA	California
CAASPP	California Assessment of Student Performance and Progress
CABE	California Association of Bilingual Education
CALPADS	California Longitudinal Pupil Achievement Data System
CCR	California Code of Regulations
CCSS	Common Core State Standards
CDE	California Department of Education
CLAD	Cross-cultural Language and Academic Development
CogAT	Cognitive Abilities Test
COC	Community Outreach Committee
CVUSD	Conejo Valley Unified School District
DELAC	District English Learners Advisory Committee
DLI	Dual Language Immersion
EC	Education Code
EL	English Learner
ELA	English Language Arts
ELA Status	English Language Acquisition
ELAC	English Learner Advisory Committees
ELD	English Language Development
ELP	English Language Proficiency
ELPI	English Learner Progress Indicator
ELPAC	English Language Proficiency Assessment for California
ELR	English Learner Roadmap
EO	English Only
FPM	Federal Program Monitoring
HLS	Home Language Survey
GATE	Gifted and Talented Education
IEP	Individualized Education Program
IFEP	Initially Fluent English Proficient
IPT	Individual Proficiency Test
LAT	Language Appraisal Team
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-Term English Learners
ML	Multilingual Learner
MLMP	Multilingual Learner Master Plan

Acronym	Description
RFEP	Reclassified Fluent English Proficient
SDAIE	Specially Designed Academic Instruction in English
SEI	Structured English Immersion
SEL	Social Emotional Learning
SIS	Student Information System
SPSA	School Plan for Student Achievement
SSS	Student Support Services
TBD	To Be Determined
TK	Transitional Kindergarten
TOSA	Teacher on Special Assignment
U.S.C.	United States Code