

Welcome to the Webinar!

Implementing a Dual Language Program: Learning from the Success of Chula Vista Learning Community Charter School

We will be starting soon.



Implementing a Dual Language Program: Learning from the Success of Chula Vista Learning Community Charter School.

March 20, 2012



About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

Presenters

Dr. Jorge Ramirez
Director

Francisco Lopez
Assistant Director

Christyn Pope
Ambassador of Education



CHULA VISTA ELEMENTARY
SCHOOL DISTRICT

Chula Vista, California

Each child is an individual of great worth

Chula Vista Learning Community Charter



PHOTO BY: MGPORTRAITS

CVLCC Mission

- ◆ **To enhance student achievement by demonstrating the effectiveness of the school's core beliefs and serve as a model for the district, state, nation, and international institutions, through the development of standards based curriculum, dual language acquisition, connections to real life experiences, and strong parent/community participation.**
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CVLCC Vision

- ◆ **Using the philosophy of critical pedagogy and international perspectives, the Chula Vista Learning Community Charter School has designated and implemented a Dual Immersion Program that fosters student accountability, language learning, critical and self-reflection to prepare students for the future.**
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Chula Vista Learning Community Charter

Demographics

2010 - 2011

- enrollment and transfers - 100%
- mobility – 8%
- free or reduced price meals – 57%

English Learners – 50%

Students with Disabilities

Number of Students by Type of Service

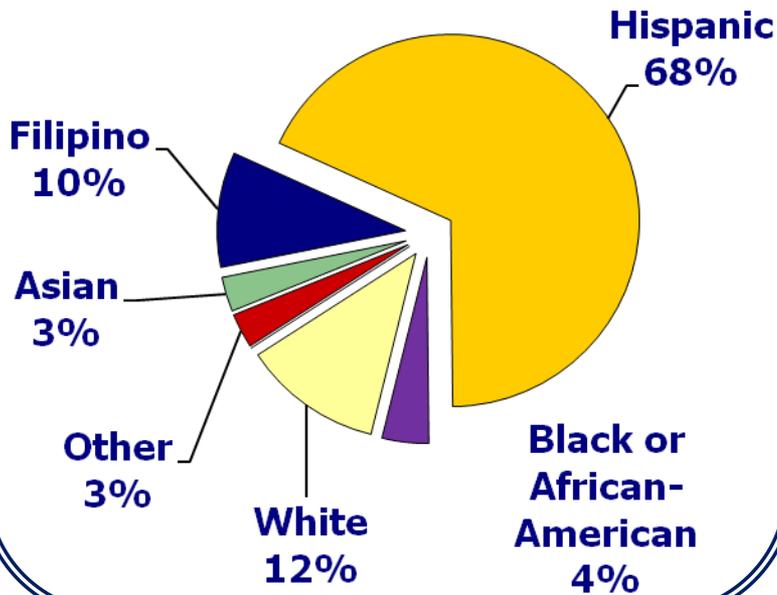
	% Total	SDC MS	SDC MM	RSP	LSH
CVLCC	7.8%	0	19	19	25

Attendance Rate

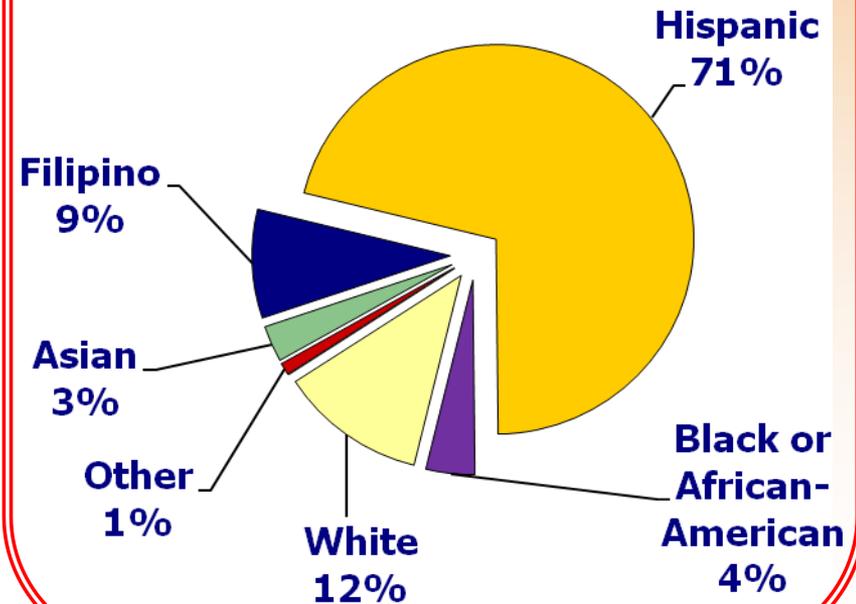
	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
CVLCC	97.78%	97.79%	97.86%

Student Ethnicity 2010-11

District



Charter Schools





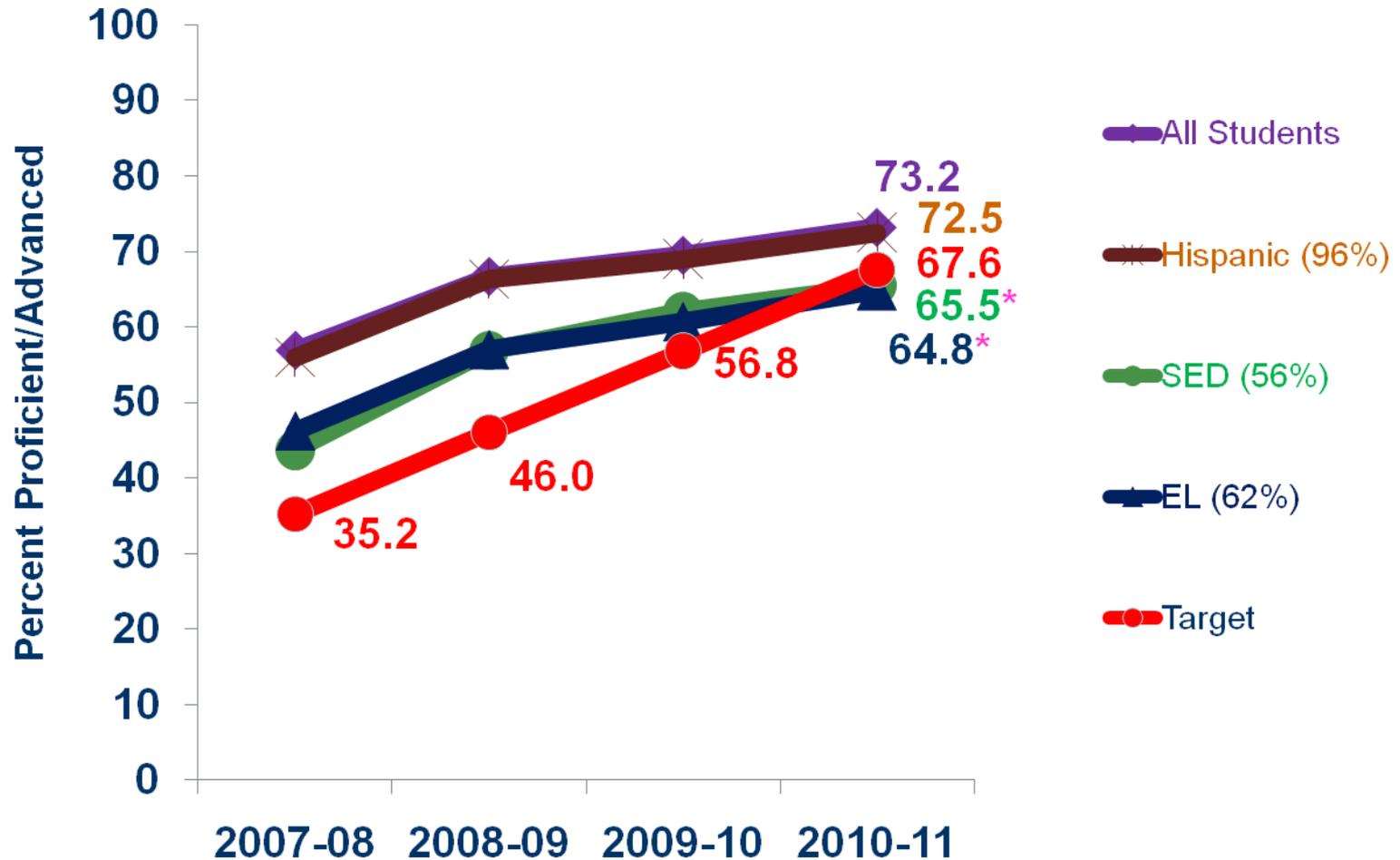
Academic Achievement



Academic Performance Index (API)

CVLCC AYP

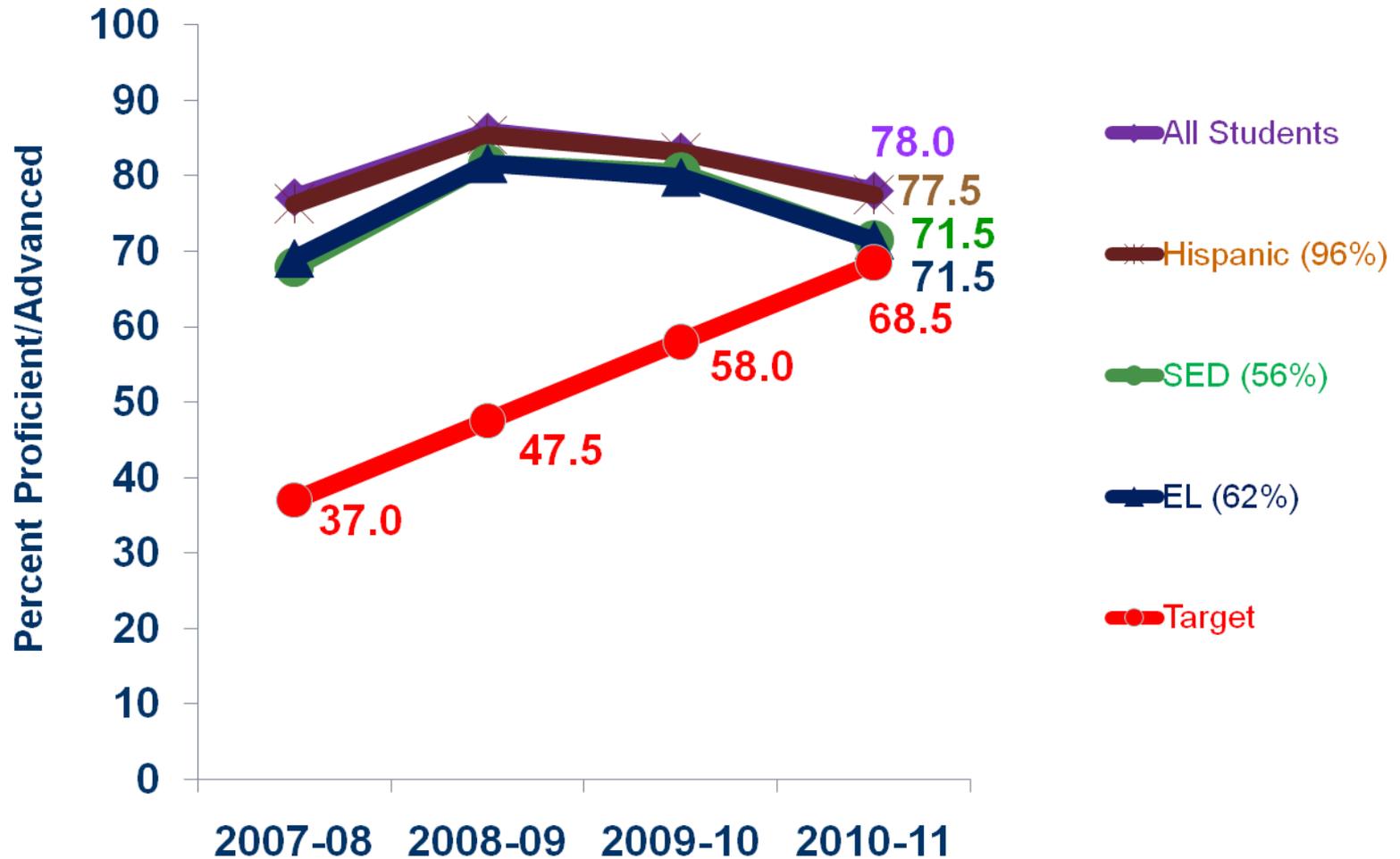
Target Populations – English Language Arts



**Passed by Safe Harbor*

CVLCC AYP

Target Populations – Mathematics



**Passed by Safe Harbor*

Our Students by Grade Level

Grade	Population	Advanced/ Proficient	Basic	BB/FBB
K	93	55	30	8
1	89	43	39	7
2	90	55	21	14
3	90	62	21	7
4	93	53	30	12
5	92	44	35	11
6	91	43	41	7
7	80	50	17	12
8	81	47	24	10

The CVLCC Mindset

- ◆ **Students will capture a passion for learning through active engagement**
 - ◆ **Adults will view students as process oriented thinkers**
 - ◆ **Adults believe all students deserve the highest quality of opportunity without prejudice**
 - ◆ **Students will experience the love of learning and discovery**
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CVLCC Programs

- ◆ **Dual Language (Value the acquisition of other languages to be competitive in world markets)**
 - ◆ **MicroSociety (Children demonstrate confidence, empowerment, self-discipline, ethical responsibility, and resiliency by committing to academic excellence)**
 - ◆ **Global Perspectives (Children involve themselves in the community and establish awareness of global perspectives)**
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CVLCC Conceptual Framework

Reading Comprehension

Writing

GLAD

GATE

GRR

GRR: Gradual Release of
Responsibility

Focus on Reading Comprehension

- ◆ **Comprehension – need to provide metacognition (because, why or how)**
 - ◆ **Word solving – context clues don't always work and word parts do not either (repeat)**
 - ◆ **Text structures – show where it is noticed on the text and how they would use what they noticed**
 - ◆ **Text features – diagrams and graphs are important – teach beginning, end and middle.**
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How do we support students who are performing below grade level (T2/T3)?

- ◆ **Guided Reading**
 - ◆ **Knowing and understanding skills needed for advancement to next level**
 - ◆ **Focus, explicit instruction**
 - ◆ **One size does not fit all mentality**
 - ◆ **Differentiate questions (tiered)**
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CVLCC Curriculum

Consistency of Practice

◆ Units of Study

- English Language Arts
- Spanish Language Arts
- Mathematics
- History Social Science
- Science

◆ Enrichment

- Primary: PE, Library, Mandarin, Service Learning
 - Upper: PE, Mandarin, Service Learning
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Evidence of Student Work

◆ Academic Portfolio/ePortfolio

- Highlight subject areas
- Include assessments
- Include standards
- Include work that is graded

Next Steps

Develop a more comprehensive portfolio that focuses on student outcomes and is consistent throughout all grade levels

Focus on Purpose

- ◆ **Are students accessing grade level standards?**
 - ◆ **Do students know what they are expected to learn, not just what they are expected to do?**
 - ◆ **How is instructional time used?**
 - ◆ **How does the teacher know when a learning goal is met?**
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Focus on Modeling

- ◆ Provides students with examples of the cognitive work they are expected to do
 - ◆ Provides students with academic language
 - ◆ Taps into innate ability to imitate or mimic others

 - ◆ Expert Blind Spot – make assumptions about what students know, therefore, we model less. The more expertise we develop the less adapt we are to model.
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Classroom Environment

- ◆ **Represent a city or university around the world**
 - ◆ **Print Rich**
 - ◆ **Classroom Library**
 - ◆ **Locations for group work (can be made after famous places from City)**
 - ◆ **Core Values**
 - ◆ **Focus Walls**
 - ◆ **High Level Vocabulary**
 - ◆ **Other**
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CVLCC Non-Negotiables

- ◆ **Conceptual Framework**
 - ◆ **Curriculum**
 - ◆ **Lesson Plans**
 - ◆ **Grade book**
 - ◆ **Assessment**
 - ◆ **Parent Communication**
 - Parent Conferences
 - Curriculum Nights
 - ◆ **Student Behavior**
 - ◆ **Teacher Expectations for student success**
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What are Non-Negotiables?

- ◆ **School routines that cannot be changed**
 - ◆ **Establishes a consistent program within the school**
 - ◆ **All grade levels must follow in a timely manner**
 - ◆ **Programmed to meet the needs of students**
 - ◆ **Further strengthens the instructional program**
 - ◆ **Systematic, comprehensible and must be sustained**
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Student Behavior

- ◆ **Goal for all students is academic success**
 - ◆ **Students will be treated with respect**
 - ◆ **Students must be held accountable for behavior expectations outlined in the student handbook**
 - ◆ **Established Discipline Committee supports students toward positive and appropriate behavior**
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Highlights for 2010-11

- **Implementation of new language – Mandarin for K-8**
- **Title I Closing the Achievement Gap Award**
- **California Business for Education Excellence Honor Roll**
- **Participation with the Independent Cohort**
- **First 8th Grade Promotion Class**

Challenges for 2011-12

- **Analyze systematic consistency of CVLCC's Math Program**
 - **Challenge Mindset of current implementation of writing using Common Core Standards**
 - **Reaching API of 900**
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Chula Vista, California

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A banner for Chula Vista Learning Community Charter School. It features a globe icon on the left, a stack of colorful pencils in the center, and a photograph of a school building on the right. The text "Chula Vista Learning Community" and "CHARTER SCHOOL" is on the left. "GO JAGUARS!" is in a speech bubble on the right. "CHULA VISTA ELEMENTARY SCHOOL DISTRICT" is at the bottom right.

Chula Vista Learning Community
CHARTER SCHOOL

GO JAGUARS!

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

THANK YOU!

Comments and Questions...

Questions?



Raise your hand or enter your question in the chat box
on the left side of your screen.

Thank you for participating.

- Learn more about future webinars in the ELL series hosted by the National Charter School Resource Center:
<http://registration.airprojects.org/NCSRCELL/register.aspx>
- This webinar will be archived at the following website:
<http://www.charterschoolcenter.org/webinars/>
- Please share your feedback with us through the evaluation.

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The National Charter School Resource Center is funded by the U.S. Department of Education's Office of Innovation and Improvement and administered by American Institutes for Research, under contract number ED-04-CO-0109/0004.