

Maintaining the Focus on Students and Instruction

Student Identification and Parent Notification
Instructional Programs
Student Instructional Placement Options
Parental Exception Waivers
Catch-Up Plans
Reclassification

Student Identification and Parent Notification

VUSD language identification and assessment procedures ensure that students are properly identified and offered appropriate instructional program options.

Initial Identification Procedures for New Students

Step 1

Home Language Survey (HLS)

As each K-12 student enrolls in the Ventura Unified School District (VUSD), a Home Language Survey is completed by the parents/legal guardians. This survey is required of all California public schools and is included in the VUSD Student Registration Form. Home Language Survey forms are available in English, Spanish and 35 other languages from the VUSD Bilingual Education Programs Department. Home Language Surveys remain on file in the students' cumulative folders. The survey is the first step in identifying English Learners (EL) and providing appropriate instructional services. See the "Initial Identification, Parent Notification and Programs Options for English Learners" flow chart (Figure 1) which displays the sequence of events from Home Language Survey to parent notice and EL placement options. In cases where the Home Language Survey indicates English as the only language for a child who appears to have skills in another language, each site's language assessor contacts the parents/guardians to confirm accuracy of the information.

STEP 2

Primary Language Proficiency Assessment

K-12 students who report a language other than English on the Home Language Survey are given a primary language skills assessment by a qualified language assessor as soon as possible upon enrollment, normally within one to three days. Non-English responses to Home Language Survey questions 1, 2 and 3 always require primary language assessments. The fourth question on the Home Language Survey may also indicate the need for primary language assessment depending on the judgment of the language assessor after contacting the home and/or considering other indicators of primary language usage. Primary language proficiency assessments are conducted prior to the California English Language Development Test (CELDT) and always within 90 days of enrollment. Students who report Spanish as a home language on the Home Language Survey are given the Idea Proficiency Test (IPT) in Spanish to assess their oral Spanish skills. Students in grades 2-12 are also given a district-developed assessment of reading and writing skills in Spanish. Students who report a home language other than English or Spanish are given an informal assessment of their primary language oral and literacy skills following district procedures, "Informal Assessment of Primary Language" (Form 1). If the assessments indicate no evidence of primary language skills the students will be classified as "English Only" (EO) and parents will be notified by language assessors using the District form letter (Form 2E & 2S). Each student with a primary language other than English will have a cumulative file insert for English Learner records (Form 4) prepared and filed in his/her cumulative records to store assessment results and other documentation.



STEP 3

English Language Proficiency Assessment

K-12 students with any assessed evidence of language skills in a language other than English are also assessed for English language proficiency with the CELDT as soon as possible and always within 30 calendar days of enrollment. Each school has a designated language assessor who administers and scores the CELDT. Training and support are provided by the VUSD Bilingual Education Programs Department. Schools with infrequent initial assessment needs rely on the district language assessor to conduct CELDT assessments.

Students Receiving Special Education Services

K-12 students receiving special education services participate in the initial assessment process to the extent described in their Individual Educational Plan (IEP). VUSD language assessment staff follow the CELDT administration guidelines for appropriate accommodations or alternate assessments as specified on the student's "English Language Development Assessment Information" form included in all special education English Learners' Individualized Education Plans. Parents are notified of initial assessment results by district letters. (Forms 3E & 3S)

Transfer Students (K-12)

Within VUSD - Initial identification information for students who transfer between VUSD schools is available through the district-wide Zangle Student Information System with hard copies kept in cumulative records.

Within California public schools - Students who arrive from another California public school with records of a Home Language Survey and initial language classification need not go through the VUSD initial identification process. The VUSD CELDT Coordinator will request the CELDT results from the previous district, if needed. Records are accepted from

the previous school and data is entered into the Zangle Student Information System by the Bilingual Education Programs Department. Staff at the student's school prepare a cumulative file insert (Form 4). If records from a previous district are not available within five days, English and primary language assessments are done in VUSD.

Incoming students from other states or countries (including foreign exchange students) - Students entering VUSD who are new to California will need to follow the initial identification procedure for new students.

STEP 4

Language classifications (K-12)

Students with a home language other than English as reported on the Home Language Survey are classified based on primary and English language assessments. These classifications are stored in the VUSD Zangle Student Information System for access by district and school personnel, reported to the California Department of Education in the annual R-30 Language Census Report, reviewed by many district departments to assure that students receive appropriate services, and used to analyze student participation and achievement results.

The classifications are:

- EL – English Learner
- IFEP – Initially Fluent in English
- RFEP – Reclassified Fluent English Proficient
- EO – English Only is the classification for students whose Home Language Survey reports only English, or those who have no assessed evidence of proficiency in another language

STEP 5**Parent Notification (K-12)**

Initial - Within two weeks of the time a student is placed in an English Learner program, the language assessors provide parents/guardians with official notice of the initial assessment results, instructional program information and parental rights in the form of a district letter (Forms 2E & 2S). These letters are also sent to families of new EO, IFEP and RFEP students to notify them of initial assessment results and language classifications. For families of students who speak a language other than Spanish, a home call is made by the staff member who conducted the informal assessment to inform the family of the initial assessment results. The call is documented with the school's copy of the parent notification letter. Official initial CELDT scores are sent to parents/guardians with a district cover letter when they are received from the publisher (Forms 5E & 5S).

Annual - No later than 30 days after the beginning of each school year, the District informs the parents/guardians of English Learners of students' most current available annual assessment results and program information regarding the English Learner program in which their child participates (Forms 6E & 6S). Official annual CELDT scores are sent to parents/guardians with a district cover letter when they are received from the publisher (Forms 7E & 7S).



Key Staff and their Roles in the Initial Identification Procedures:

School Office Manager or other staff member that enrolls new students

- Conduct Home Language Survey included in VUSD registration materials.
- Provide English Learner Program Options to Families of Students with a Language Other than English brochure (Form 11) and obtain signature to document that information has been provided in a language and means understood by the parent/guardian. May obtain translation support, if needed.
- Explain opportunity to apply for a Parental Exception Waiver in a language and means understood by the parent/guardian.
- Enter student's primary language in Student Information System based on Home Language Survey.
- Initiate VUSD English Learner cumulative folder insert English Learner Program – Student Records (Form 4) for each student with a home language other than English.
- Notify school's designated language assessor to conduct initial language assessments.
- Provide school's language assessor with a copy of the student's Home Language Survey.

School Site Language Assessor

- Conduct initial language assessment or obtain previous school records.
- Determine language classification (EL, IFEP, RFEP or EO).
- Notify parents of initial assessment results (Form 2).
- Notify VUSD Bilingual Education Programs Department of results

Principal

- Monitor implementation of initial identification procedures and document on English Learner Master Plan Principals' Checklists (Form 8).

VUSD Bilingual Education Programs Department

- Provide materials and training.
- Enter student language classifications into Zangle Student Information System.
- Monitor implementation of initial identification procedures.
- Inform Board of Education, district personnel and community of language census data.
- Provide rosters to schools with language classification information of all students.
- Interface with district technology department.
- Provide translation support for various languages as needed by school personnel.
- Conduct initial language assessments, as needed, including language classifications, parent and district notifications.

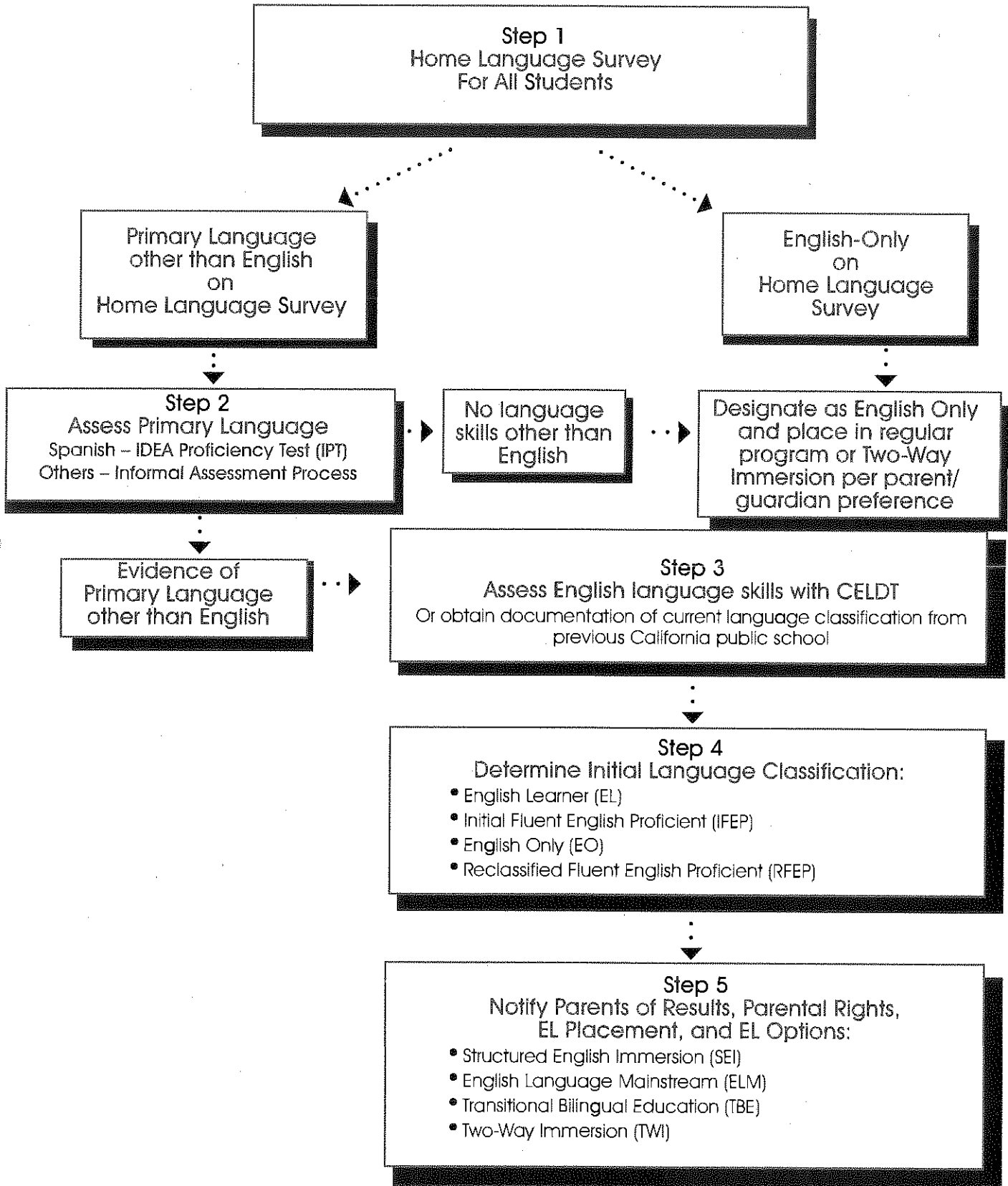
VUSD Classified Human Resources

- Work with VUSD Bilingual Education Programs Department and assist schools by identifying staff or community members who speak students' languages and are available to conduct VUSD Informal Assessment of Primary Language (Form 1).

VUSD Technology Department

- Complete the annual R-30 Language Census Report for all district schools and provide the data to the California Student Information System (CSIS).

Figure 1
Initial Identification, Parent Notification
and Program Options for English Learners





Instructional Programs

EL Instructional Program Design

Annual Expectations

The instructional programs offered in VUSD are designed to promote English Learners' steady progress towards English proficiency and academic success. All programs are guided by the District's *Annual expectations for English Learners* as spelled out in Table 1.

Languages

The district's bilingual programs are designed to match the languages spoken by our English Learners. Because the vast majority of the District's English Learners currently come from homes where Spanish is the primary language, our bilingual programs are currently available in English and Spanish.

Program Model and Key Components

In order to meet the needs of all students and respond to families' preferences for their children's education, the Ventura Unified School District offers four EL Instructional Programs to promote the District's goals for English Learners:

- Structured English Immersion (SEI)
- English Language Mainstream Program (ELM)
- Bilingual Education - Transitional Bilingual Education (TBE)
- Bilingual Education – Two-Way Immersion (TWI).

SEI and ELM programs are taught overwhelmingly in English and are available at all schools. These programs are usually offered within regular program classrooms taught by teachers with English Learner authorizations, especially at the elementary level. SEI and ELM programs represent a continuum of services depending on the students' levels of proficiency in English, from beginning through advanced.

The TBE program option is offered at schools where a sufficient number of parents of eligible English Learners obtain approved waiver requests for their children to participate in a bilingual program. The TWI program is also offered at a growing number of schools, depending on student needs, community interest and staffing capacity.

Each EL instructional program is designed so English Learners will meet the four district goals: English language proficiency, academic success, bilingual skills for future careers, and preparation for community participation. The key components of our programs to meet these goals are described in this section.

The components are:

- English Language Development
- Primary Language Instruction
- Specially Designed Academic Instruction in English
- Primary Language Support
- Bilingual Skills for Future Careers
- Participation in the Community

Table 1

Annual Expectations for English Learners

Annual achievement expectations are spelled out for students' English language acquisition and academic achievement in the VUSD Local Education Agency Plan (LEAP)

Years of enrollment in U.S. Schools	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	
		1 st year	2 nd year	3 rd year	4 th year	5 th year	
			1 st year	2 nd year	3 rd year	4 th year	
				1 st year	2 nd year	3 rd year	
					1 st year	2 nd year	
							1 st year
CELDT Overall Level (Beginning of current year)	Beginning	Early Intermediate	Intermediate (Listening & Speaking)	Intermediate	*Early Advanced	*Advanced	
VUSD English Language Development Benchmarks	Beginning level proficiency	Early Intermediate level proficiency	Intermediate level proficiency	Intermediate level proficiency	N/A	N/A	
CA English Language Arts Standards Test (Previous spring)	Far Below Basic or above	Far Below Basic or above	Below Basic or above	Below Basic or above	Basic or above	Proficient or above	
VUSD ELA Benchmarks All programs	Not required - optional	Not required - optional	Below Basic or above	Basic or above	Basic or above	Proficient or above	
CA Mathematics Standards Test (Previous spring)	Far Below Basic or above	Far Below Basic or above	Below Basic or above	Basic or above	Basic or above	Proficient or above	
VUSD Mathematics Benchmarks (English or Spanish) All programs	Basic or above	Basic or above	Basic or above	Basic or above	Proficient or above	Proficient or above	
CA Standards-based Tests in Spanish/ <i>Aprénda</i> for recent arrival students and those in TBE & TWI (previous spring)	Proficient (Basic for recent arrivals with limited or no prior schooling)	Proficient	Proficient	Proficient (TWI only)	Proficient (TWI only)	Proficient (TWI only)	
VUSD Spanish Language Arts Benchmarks for students in TBE & TWI programs	Proficient	Proficient	Proficient	Proficient (TWI only)	Proficient (TWI only)	Proficient (TWI only)	

*Once an EL demonstrates English proficiency at the Early Advanced level on the CELDT and academic proficiency on the California English Language Arts Standards Test at a scale score of 340 or above, he/she may be ready for reclassification as Fluent English Proficient. See reclassification section for further information.



English Proficiency and Academic Success

English Language Development (ELD)

ELD is a component of all programs for English Learners.

- ELD instruction is based on the California English Language Development standards and provides a pathway to the English Language Arts (ELA) standards.
- ELD is taught by qualified teachers.
- (See Section 2 for Staff Qualifications).
- ELD schedules and groups may be organized within a classroom, across grade levels, or school-wide to promote consistency and focused learning groups
- Students are grouped by ELD proficiency levels for ELD instruction so that no more than two consecutive levels are grouped together.
- Paraeducators may be assigned to assist with ELD instruction under the supervision of a qualified teacher.
- ELD is provided on a daily basis for at least 30 minutes per day for elementary students and for at least one instructional period each day for secondary students.
- English Learners at the more advanced CELDT levels may receive their ELD instruction as part of English Language Arts as long as instruction addresses both ELD and ELA standards.
- Depending on students' English proficiency levels, both the ELD and ELA curriculum adopted by the District are used to promote English Learners' mastery of ELD standards.
- Students' ELD progress is monitored through annual California English Language Development Tests, VUSD ELD Progress Profiles, ADEPT assessments, publishers' assessments, teacher observation and through district-developed benchmark assessments
- It is expected that each English Learner will progress one overall CELDT level each year and reach proficiency in English on the CELDT after no more than 4 years of instruction
- (See Table 1).
- Progress is reported to parents/guardians each year via CELDT score reports and for grades K-5 on the ELD Report Card Addendum. (Forms 39 & 40)
- CELDT levels are also listed for viewing in Zangle Parent Connect and Teacher Connect.

Primary Language Instruction

- Primary language instruction promotes the grade level mastery of content area standards.
- Primary language instruction is provided by qualified bilingual teachers with support from other staff, as appropriate.
- Students' academic progress via primary language instruction is measured by annual Spanish assessments in the California STAR testing program, teacher observation, publishers' tests, and VUSD benchmark assessments.
- Effective primary language instruction includes presentation of lessons, texts or alternative materials, assessments, and student oral and written work all done in and through the student's primary language.
- Primary language instruction is a component of the TBE and TWI bilingual programs for English Learners.
- Where bilingual programs are offered, primary language instruction is provided in Language Arts, Math, Science, Social Studies and other content areas depending on the program model and grade level.
- At the secondary level, classes may be offered in students' primary languages when sufficient students would benefit from this approach.
- Progress is reported to parents on VUSD report cards and progress notices.
- Primary language assessment results are listed for viewing in Zangle Parent Connect and Teacher Connect.

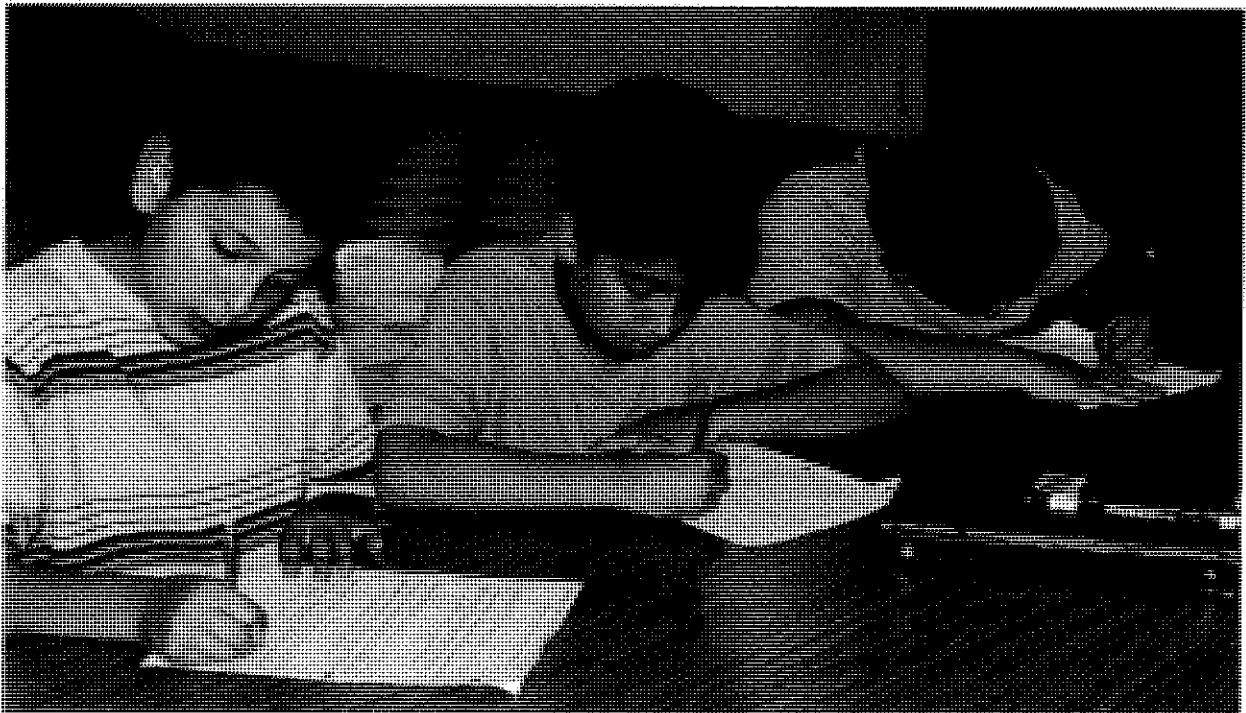
Specially Designed Academic Instruction in English (SDAIE)

- SDAIE is a component of all VUSD programs for English Learners. However, it is most successfully used with students whose English skills are at the upper intermediate level or above as measured by the CELDT.
- SDAIE is a means of maximizing students' comprehension of core curriculum taught in English by the use of special strategies and techniques emphasizing both English language and content objectives. The Guided Language Acquisition Design (GLAD) and Sheltered Instruction Observation Protocol (SIOP) are the designated SDAIE models used in VUSD. Both models focus on both content and language objectives in every lesson.
- SDAIE approaches are used by teachers with CLAD, SB395, or equivalent authorizations.
- English Learners' progress in academic areas is measured annually through the STAR testing program, teacher observation, publishers' tests and VUSD benchmark assessments.
- Progress is reported to parents on VUSD report cards and progress notices.

Primary Language Support

Primary language support includes the use of primary language books, dictionaries, technology and audio-visual resources to increase students' access to the core curriculum taught in English.

- Primary language support may be provided in all programs when English Learners need clarification or explanations in their home language in order to help them comprehend core curriculum taught in English or adjust to a new educational setting.
- Funds for one year of primary language support for recent arrival students are available through central budgets maintained in the VUSD Bilingual Education Programs Office when school staff are unavailable for academic support in recent arrival student's primary language.





Preparing English Learners for the Future

In addition to the above components required to promote students' English proficiency and academic success in English, all EL instructional program options include components to develop bilingual skills and cultural proficiency needed for future careers and to prepare for full participation in the community as described below.

Bilingual Skills for Future Careers

In order to prepare English Learners with bilingual skills needed for future careers, schools honor, recognize and encourage bilingualism throughout the school community. These include:

- Bilingual materials in classrooms and libraries
- Spanish and other foreign language classes
- Bilingual essay contests
- Spanish spelling bees
- School clubs
- Bilingual guest speakers
- Bilingual bulletin boards and marquees
- Bilingual student publications and newsletters for parents
- Bilingual buddies and peer tutors
- Bilingual Internet resources
- Multilingual recognition seal on high school diplomas

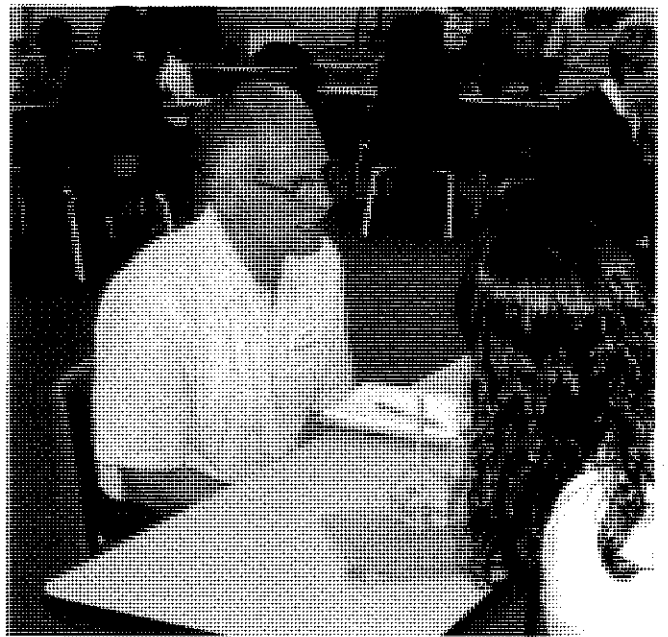
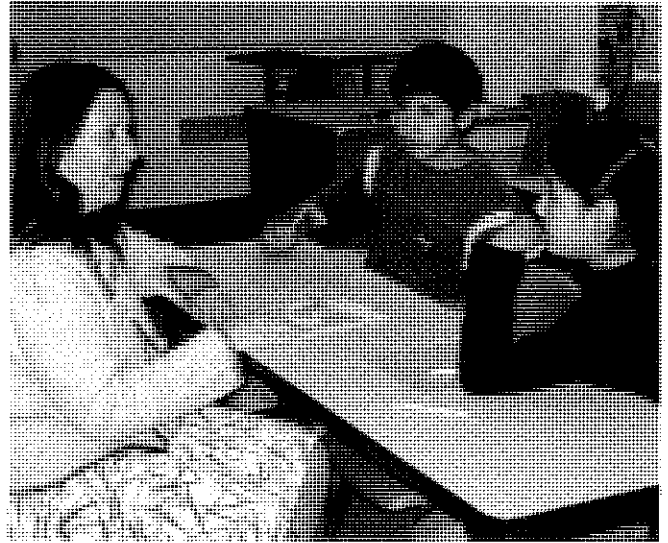
Preparation for future careers is further promoted throughout the content areas, especially in social studies. Schools develop assets and cultural proficiencies by means of guest speakers, field trips, college/university visits, biographies, class projects, career interest inventories, technology resources and simulations.

Participation in the Community

English Learners are involved in activities, events and programs that support community involvement in the classroom, at the school site and in the community.

These include:

- Peer mediation
- Service clubs
- Service projects
- VUSD Cheers for Children
- Student council
- Student presentations to the Board of Education
- School helpers, and
- Fund raising for specific purposes
- Volunteer work in the community



Elementary Programs

Structured English Immersion Program (SEI)

The Structured English Immersion program is the initial placement for English Learners with less than reasonable fluency in English as evidenced by CELDT overall levels of Beginning, Early Intermediate and low Intermediate level. It is the first stage in a continuum of services that leads into the English Language Mainstream program. SEI is a program for teaching students the English skills they need for future access to core curriculum taught in English. Primary language support should be used for pre-teaching and clarification of core curriculum.

Staffing Requirements

- CLAD, BCLAD, BCC, LDS, SB 395 or SB 1969 authorized teachers.
- Bilingual teachers are preferred.
- Primary language support may be provided by bilingual teachers or bilingual paraeducators.

	<p>Structured English Immersion Program</p> <p>English Learners at Beginning, Early Intermediate and low Intermediate levels on the CELDT are served in the SEI program. The SEI placement of ELs with low Intermediate English skills is individually determined by teachers and administrators at each site considering years in program, ELD and academic needs.</p> <p>Students continue in SEI for one year or until demonstrating reasonable fluency in English.</p>	
	<p>Instruction</p>	<p>Monitoring and Assessment</p>
<p>English Acquisition</p>	<p>Daily English Language Development is provided at the students' assessed levels of English proficiency for a minimum of 30 minutes/day targeting ELD standards.</p> <p>English Language Arts instruction is modified and devoted to promoting mastery of ELD standards through the currently adopted English Language Arts, English Language Development and other content area materials</p>	<ul style="list-style-type: none"> • Annual CELDT for all ELs • VUSD ELD benchmarks for Beginning, Early Intermediate and Intermediate students • ADEPT, IPT or other instrument as determined by the school site • Teacher observation • ELD Addendum to the K-5 report card for English Language Development • VUSD ELD Progress Profiles • ELD publishers' assessments
<p>Academic Success</p>	<p>Differentiated instruction in core subjects is essential for SEI students with limited English proficiency. Content may be taught with primary language support and/or through content-based ELD. Grade-level content materials are used in the primary language and/or English, whenever possible.</p>	<ul style="list-style-type: none"> • VUSD Mathematics benchmarks in English or Spanish • VUSD English Language Arts benchmarks are optional for Beginning, Early Intermediate students in SEI. They are required for Intermediate students in SEI. • California Standards Tests • Writing proficiency test – 4th grade • Report card grades for core subjects • Edusoft Reports



Structured English Instruction Program Languages Used for Instruction	
Subject	Grades K-5
Language Arts	Taught in English with emphasis on California English Language Development Standards appropriate to students' proficiency levels using the Focused Approach to Houghton Mifflin, publisher's English Language Learner Handbook and other language development strategies. Primary language support should be provided, as needed, to clarify instruction.
ELD	Taught in English with emphasis on California English Language Development Standards.
Math	Taught in English.
Science	Primary language support should be provided, as needed, to promote understanding of California subject matter standards.
Social Science	
PE	Taught in English.
Others	

Elementary Programs

English Language Mainstream Program (ELM)

The English Language Mainstream Program is designed so that English Learners will continue to develop proficiency in English and master core curriculum taught in English once they demonstrate reasonable fluency in English as evidenced by CELDT overall levels of high Intermediate, Early Advanced, and Advanced. ELM instruction is in English. However, extra support is to be provided as needed, including use of the students' primary language(s).

Staffing Requirements

CLAD, BCLAD, BCC, LDS, SB 395 or SB 1969 authorized teachers

Primary language support provided by bilingual teachers or bilingual paraeducators

English Language Mainstream Program	
English Learners at the upper Intermediate, Early Advanced and Advanced levels and those whose parents/guardians have declined participation in the Structured English Immersion program.	
Students continue in ELM program until reclassification as Fluent English Proficient (RFEP).	
Instruction	Monitoring and Assessment
<p>English Acquisition</p> <p>Daily English Language Development is provided at the students' assessed level of English proficiency for a minimum of 30 minutes/day.</p> <p>English Language Arts instruction is modified and devoted to promoting student mastery of both ELD and ELA standards.</p>	<ul style="list-style-type: none"> • Annual CELDT for all ELs • VUSD ELD benchmarks for Intermediate students • ADEPT, IPT or other instrument as determined by the school site • Teacher observation • ELD Addendum to the report card for English Language Development • Edusoft reports • VUSD ELD Progress profiles
<p>Academic Success</p> <p>Differentiated instruction in core subjects is essential. It is delivered in English using SDAIE strategies such as the Guided Language Acquisition Design (GLAD) and Sheltered Instruction Observation Protocol (SIOP), emphasizing both ELD and content objectives. Academic support may be provided in English or primary language.</p>	<ul style="list-style-type: none"> • VUSD Mathematics benchmarks in English or Spanish • VUSD English Language Arts benchmarks for Intermediate, Early Advanced and Advanced CELDT level students • California Standards Tests • Writing proficiency test – 4th grade • Report card grades for Language Arts and core subjects. • Edusoft reports • SuccessMaker reports



English Language Mainstream Program Language(s) Used for Instruction	
Subject	Grades K-5
Language Arts	Taught in English with emphasis on both the California English Language Development and English Language Arts Standards using the Focused Approach to Houghton Mifflin, publisher's English Language Learner Handbook and other language development strategies.
ELD	Taught in English with emphasis on California English Language Development Standards.
Math	Taught in English using Specially Designed Academic Instruction (SDAIE) approaches to ensure learning of California subject matter standards.
Science	
Social Science	
P.E.	Taught in English.
Others	

Note: Academic support may be provided in English or LI in any content area.





Elementary Programs

Transitional Bilingual Education Program

The VUSD Transitional Bilingual Education Program is an early transition model that develops literacy and content skills in Spanish as a foundation for literacy and academic success in English.

Preference for Program Continuity: VUSD is committed to providing continuity of bilingual instruction for groups of English Learners even where there may be fewer than 20 approved waivers per grade level. For example, it is expected that students enrolled in K-2 programs will be offered a full three years of bilingual instruction. Program continuity may be obtained through team-teaching, combination classes or other approaches.

Staffing Requirements: BCLAD or BCC credential or equivalent authorization at grades K-2 where Spanish is used for instruction. Other grades follow ELM requirements.

Transitional Bilingual Education Program (TBE) - Grades K-2		
English Learners with approved Parental Exception Waivers participate in the TBE program. Proficiency in Spanish is required for successful participation in the TBE program.		
After transition to English Language Arts, English Learners are served in the ELM program until reclassification as Fluent English Proficient (RFEP).		
	Instruction	Monitoring and Assessment
English Acquisition	<p>Daily English Language Development is provided at the students' assessed levels of English proficiency for a minimum of 30 minutes/day.</p> <p>ELD includes emphasis on English language skills not taught in Spanish, such as phonemes and syntax structures.</p> <p>Transition to full English Language Arts curriculum is completed when students finish 2nd grade.</p>	<ul style="list-style-type: none"> • Annual CELDT for all ELs • VUSD ELD benchmarks for Beginning, Early Intermediate and Intermediate students • ADEPT, IPT or other instrument as determined by the school site • Teacher observation • ELD Addendum to the report card for English Language Development • Edusoft reports • VUSD ELD Progress Profiles
Academic Success	<p>Core curriculum and Language Arts are taught in Spanish at grades K, 1st and 2nd.</p> <p>(Core subjects and ELA are taught in English at grades 3-5 using SDAIE approaches. At these grades the students are enrolled in the ELM model.)</p>	<ul style="list-style-type: none"> • VUSD Mathematics benchmarks in Spanish or English • VUSD Spanish Language Arts Benchmarks • California Standards Tests in English • Standards-based Tests in Spanish/Aprenda • Report card grades • Edusoft reports • SuccessMaker reports
Spanish Language	<p>Language Arts is taught in Spanish to TBE students in grades K – 2. Students' skills are developed in listening, speaking, reading and writing.</p>	<ul style="list-style-type: none"> • VUSD Spanish Language Arts Benchmarks • California Standards Test in Spanish/Aprenda • Report card grades • Edusoft reports • SuccessMaker reports

Elementary Programs

Transitional Bilingual Education (TBE) Program						
Early Transition Model – Language(s) Used for Instruction - Grades K-5						
Subject	TBE			ELM		
	K	1	2	3	4	5
Language Arts	<p>Taught in Spanish according to Language Arts standards with emphasis on preparation for transition to English Language Arts</p>		<p>Spanish Language Arts continues throughout the year. Beginning midyear, English Language Arts is introduced for one hour/day during Language Arts time using Houghton Mifflin materials.</p>	<p>Taught in English according to California ELA and ELD standards. Instruction supports transfer of skills from Spanish Language Arts. The Focused Approach to Houghton Mifflin and publisher’s English Learner Handbook are used to support successful transition to ELA.</p> <p>Classroom and school libraries include materials in Spanish and English to promote students’ ongoing bilingual literacy.</p>		
ELD	<p>Taught in English with emphasis on California ELD standards and special attention to English skills needed for successful transition to English Language Arts</p>					
Math	<p>Taught in Spanish to ensure learning of California subject matter standards with attention to key terms in both English and Spanish.</p>			<p>Taught in English using SDAIE approaches with primary language support, when needed, to ensure learning of California subject matter standards.</p>		
Science						
Social Science						
PE.	<p>May be taught in English or Spanish</p>			<p>Taught in English</p>		
Others						



K-12 Programs

Two-Way Immersion Program (TWI)

The Two-Way Immersion Program is an additive bilingual program that offers English Learners and students proficient in English instruction in both Spanish and English, so that all students develop proficiency in two languages while mastering core curriculum. Instruction is in Spanish and English. The most common TWI program models are 90:10 and 50:50. These numbers represent the ratio of Spanish to English instruction when students start in kindergarten. Both models strive for a balance of 50:50 by the time that students leave elementary school. Spanish instruction is maintained at all grade levels to promote full academic bilingualism.

VUSD currently offers the 90:10 model. Schools considering future implementation of a TWI program consult with the District Bilingual Education Programs Coordinator to identify the model that best matches the needs of a specific school community.

90:10 TWI Model

The Two-Way Dual Immersion Program is designed to provide a strong beginning for all students. Classes are composed of a balance of English speakers and English Learners. While learning the same curriculum as mainstream classes (language arts, math, science, social studies, art, etc.) students are taught primarily in Spanish during grades K-4 with a gradual increase in English instructional time until a 50:50 balance is obtained at 5th grade. Middle school and high school students receive instruction in Spanish for at least two periods each day. Below is a chart depicting the amount of instructional time in English and Spanish in the VUSD 90:10 model currently expanding through the secondary level:

Language Use for Instruction in 90:10 TWI Model		
Grade Level & Language Learning Expectations	Spanish	English
K- Listening skill and beginning responses in student's second language	90%	10%
1st- Students begin to express themselves in second language	90%	10%
2nd- Students express themselves in second language	80%	20%
3rd- Students continue with oral language skill development and demonstrate literacy skills in two languages	70%	30%
4th- Students participate in academic instruction in English and Spanish	60%	40%
5th- Students demonstrate oral language literacy skills and academic proficiencies in both English and Spanish	50%	50%
6th – 12th- Students demonstrate oral language literacy skills and academic proficiencies in both English and Spanish	33%	67%

K-12 Programs

	<p>Two Way Immersion Program</p> <p>English Learners with approved Parental Exception Waivers and English proficient students based on parental choice and program availability participate in the TWI program. Enrollment in this program begins only in Kindergarten or first grade. New enrollment beyond second grade requires verification of language skills and individual approval by school principal. Students may continue to participate in the TWI program through high school as the program grows.</p> <p>Staffing Requirements BCLAD or BCC credential or authorization at all grades to provide primary language instruction.</p>	
	<p>Instruction</p>	<p>Monitoring and Assessment</p>
<p>English Acquisition</p>	<p>Daily English Language Development is provided at the students' assessed stages of English proficiency for a minimum of 30 minutes/day.</p> <p>ELD focuses on language skills that do not transfer from Spanish Language Arts such as phonemes, vocabulary and syntax.</p>	<ul style="list-style-type: none"> • Annual CELDT for all ELs • VUSD ELD benchmarks for Beginning, Early Intermediate and Intermediate students • ADEPT, IDEA Proficiency Test (IPT) or other instrument as determined by the school site • Teacher observation • ELD Report Card Addendum (Form 39 and 40). • Edusoft reports • VUSD ELD Progress Profiles (Forms 31-38)
<p>Academic Success</p>	<p>Core curriculum in specific subjects at each grade level and Language Arts are taught in Spanish at grades K-6. (See next page.)</p> <p>The TWI model is organized to phase in English academic instruction over time without dropping Spanish instruction.</p> <p>TWI teachers differentiate instruction using GLAD strategies to ensure student success in language acquisition and academic areas.</p>	<ul style="list-style-type: none"> • VUSD Mathematics Benchmarks in Spanish or English • VUSD English Language Arts Benchmarks beginning of 6th grade • Houghton Mifflin Language Arts chapter tests • California Standards Tests in English • Standards-based Tests in Spanish/Aprenda • Writing proficiency tests • Report card grades • Edusoft reports • SuccessMaker reports
<p>Spanish Language Skills</p>	<p>TWI students are taught Spanish Language Arts at every grade along with all content areas.</p> <p>TWI teachers carefully separate languages for instruction to promote full bilingualism.</p>	<ul style="list-style-type: none"> • Annual IDEA Proficiency Tests (IPT) in Spanish to measure oral proficiency • VUSD Spanish Language Arts Benchmarks • Houghton Mifflin Lectura chapter tests • Standards-based Tests in Spanish/Aprenda • Writing proficiency test in Spanish • Report card grades • Edusoft reports



Secondary Programs

Structured English Immersion Program (SEI)

The Structured English Immersion program is the initial placement for English Learners with less than reasonable fluency in English. SEI is a program for teaching students the English skills they need for future access to core curriculum taught in English. SEI program instruction is predominantly in English. Primary language support is used for pre-teaching and clarification of core curriculum.

Staffing Requirements: CLAD, BCLAD, BCC, LDS, SB 395 or SB 1969 authorized teachers. Bilingual teachers are preferred. Primary language support provided by bilingual teachers or paraeducators.

	<p>Structured English Immersion Program (SEI) English Learners at Beginning, Early Intermediate and low Intermediate levels on the CELDT participate in the SEI program.</p> <p>Students continue in SEI for one year or until demonstrating reasonable fluency in English. Transfer to the English Language Mainstream program may take place during the school year, if appropriate.</p> <p>Placement of Students – The preferred approach is for counselors to schedule only Beginning, Early Intermediate and Low Intermediate English Learners in designated SEI classes to facilitate primary language support and effective differentiation of instruction. Master schedules reflect the designated SEI classes at each secondary school.</p>	
	<p>Instruction</p>	<p>Monitoring and Assessment</p>
<p>English Acquisition</p>	<p>Daily English Language Development is provided at the students' assessed levels of English proficiency for a minimum of one period/day targeting ELD standards.</p> <p>English Language Arts instruction is modified and devoted to promoting student mastery of ELD standards.</p> <p>Both ELD and English Language Arts are taught with specialized ELD curriculum at the secondary level. High Point is used at grades six to eight. Visions and Edge are used at grades nine to twelve.</p>	<ul style="list-style-type: none"> • Annual CELDT for all ELs • VUSD ELD Progress Profiles (Forms 35-38) • High Point Benchmark assessments for grades six to eight • Visions and Edge assessment for grades nine to twelve • Edusoft reports • Report card grades
<p>Academic Success</p>	<p>Differentiated instruction in core subjects is essential for SEI students with limited English proficiency. Content is taught in the student's primary language, in English with primary language support and/or through content-based ELD. Content materials are used in the primary language and/or English.</p>	<ul style="list-style-type: none"> • VUSD Mathematics benchmarks in English or Spanish • California Standards Tests • Writing proficiency test – 7th grade • Report card grades for core subjects. • California High School Exit Exam (CAHSEE) • Edusoft reports • Standards-based Tests in Spanish/Aprenda • Report Card Grades

Secondary Programs

English Language Mainstream Program (ELM)

The English Language Mainstream Program is designed so that English Learners will continue to develop proficiency in English and master core curriculum taught in English. ELM instruction is in English. However, extra support is provided as needed, including use of the student’s primary language.

Staffing Requirements: CLAD, BCLAD, BCC, LDS, SB 395 or SB 1969 authorized teachers. Primary language support is provided by bilingual teachers or paraeducators.

	<p>English Language Mainstream Program (ELM)</p> <p>English Learners at the upper Intermediate, Early Advanced and Advanced levels participate in the ELM program.</p> <p>Placement of Students – The preferred approach is for counselors to place clusters of six to eight English Learners from similar ELD levels in the same ELM instructional periods to facilitate effective differentiation of instruction. Master schedules reflect the designated ELM classes at each secondary school.</p> <p>Students continue in the ELM program until reclassification as Fluent English Proficient (RFEP). Transfer to regular instructional program may take place during the school year, if appropriate.</p>	
	<p>Instruction</p>	<p>Monitoring and Assessment</p>
<p>English Acquisition</p>	<p>Daily English Language Development is provided at the students’ assessed level of English proficiency for a minimum of one period/day.</p> <p>ELD may take place in grade level English Language Arts classes for ELM students when English Language Arts instruction is modified and devoted to promoting student mastery of ELD standards.</p>	<ul style="list-style-type: none"> • Annual CELDT for all ELs • VUSD ELD Progress Profiles (Forms 35-38) • Teacher observation • Edusoft reports • Language Arts benchmark assessments • Report card grades
<p>Academic Success</p>	<p>Differentiated instruction in core subjects is essential. It is delivered in English using SDAIE strategies found in the SIOP model, emphasizing both ELD and content objectives.</p> <p>Academic support may be provided in English or primary language.</p> <p>Advancement Via Individual Determination (AVID) provides academic support for students preparing for college.</p>	<ul style="list-style-type: none"> • Teacher-made and publishers’ assessments for content curriculum. • VUSD Mathematics benchmarks • California Standards Tests • Writing proficiency test – 7th grade only • California High School Exit Exam (CAHSEE) • Report card grades for Language Arts and core subjects. • Edusoft reports



Secondary Programs

Bilingual Education Program

Bilingual education at the secondary level provides opportunities for recent arrival English Learners to access core curriculum and offers students from bilingual programs opportunities to continue to develop academic language skills in two languages. Approved Parental Exception Waivers are required for English Learners to receive primary language instruction at the secondary level as part of the bilingual program. Primary language courses will be offered when there are 20 or more students, including ELs on approved waivers, who request the same course. The Program can be offered in any language based on students' needs. At this time, the description refers to Spanish, consistent with our current student population. Should another language group reach the threshold of 20 or more approved waivers, courses will be provided in that language.

Staffing Requirements: BCLAD or BCC credential or authorization along with content area authorizations for courses taught in Spanish. CLAD or equivalent authorization along with content area authorizations for courses taught in English.

Bilingual Education Program		Bilingual Education Program	
English Learners with approved waivers who would benefit from courses taught in Spanish may receive Spanish instruction in the secondary bilingual education program.			
Students are placed in one or more content courses taught in Spanish. Other content courses are taught through Specially Designed Academic Instruction in English (SDAIE).			
Students may continue to receive content instruction in Spanish as long as annual waivers are approved.			
The secondary level bilingual education program includes daily instruction in ELD.			
		Instruction	Monitoring and Assessment
English Acquisition	Daily English Language Development is provided at the students' assessed level of English proficiency for a minimum of one period/day.		<ul style="list-style-type: none"> • Annual CELDT for all ELs • VUSD ELD Progress Profiles (Forms 35-38) • High Point Benchmark assessments for grades six to eight
	English Language Arts instruction is modified and devoted to promoting student mastery of ELD standards.		<ul style="list-style-type: none"> • Visions assessment for grades nine to twelve • Edusoft reports • Report card grade
Academic Success	Core curriculum is taught in Spanish or through SDAIE.		<ul style="list-style-type: none"> • Teacher-made and publishers' assessments • VUSD Mathematics Benchmarks in Spanish or English
	Classroom and school libraries include resources in Spanish and to support SDAIE instruction.		<ul style="list-style-type: none"> • Standards-based Tests in Spanish/Aprenda • Report card grades • Edusoft reports
	Advancement Via Individual Determination (AVID) provides academic support for students preparing for college.		
Spanish Language Skills	Spanish language skills continue to be taught through specific Spanish Language Arts and content courses.		<ul style="list-style-type: none"> • Annual assessments in Spanish to measure oral proficiency • VUSD Spanish Language Arts Benchmarks • Standards-based Tests in Spanish/Aprenda • Writing proficiency test in Spanish at 7th grade • Report card grades • Student presentations and portfolios

Student Instructional Placement Options

English Learners at grades K-12 are placed in programs that best meet their language and academic needs. All English Learners are placed in Structured English Immersion or English Language Mainstream programs unless a Parental Exception Waiver has been granted for a bilingual program. VUSD Placement Criteria for English Learners (Table 2) and VUSD English Learner Program Services (Figure 2) spell out student placement criteria and the process followed at all VUSD schools.

Table 2 Placement Criteria for K-12 English Learners		
CELDT Proficiency Level and Program Exit Requirements		Program Placement Options for English Learners
Beginning	Less than reasonable fluency	<ul style="list-style-type: none"> • Structured English Immersion • Bilingual Education Program (Transitional or Two-Way Immersion) with approved Parental Exception Waiver • Other Instructional Setting as per Individualized Education Program (IEP)
Early Intermediate		
Intermediate*		
Early Advanced	Reasonable fluency	<ul style="list-style-type: none"> • English Language Mainstream Program • Bilingual Education Program (Transitional or Two-Way Immersion) with approved Parental Exception Waiver • Other Instructional Setting as per Individualized Education Program (IEP)
Advanced		

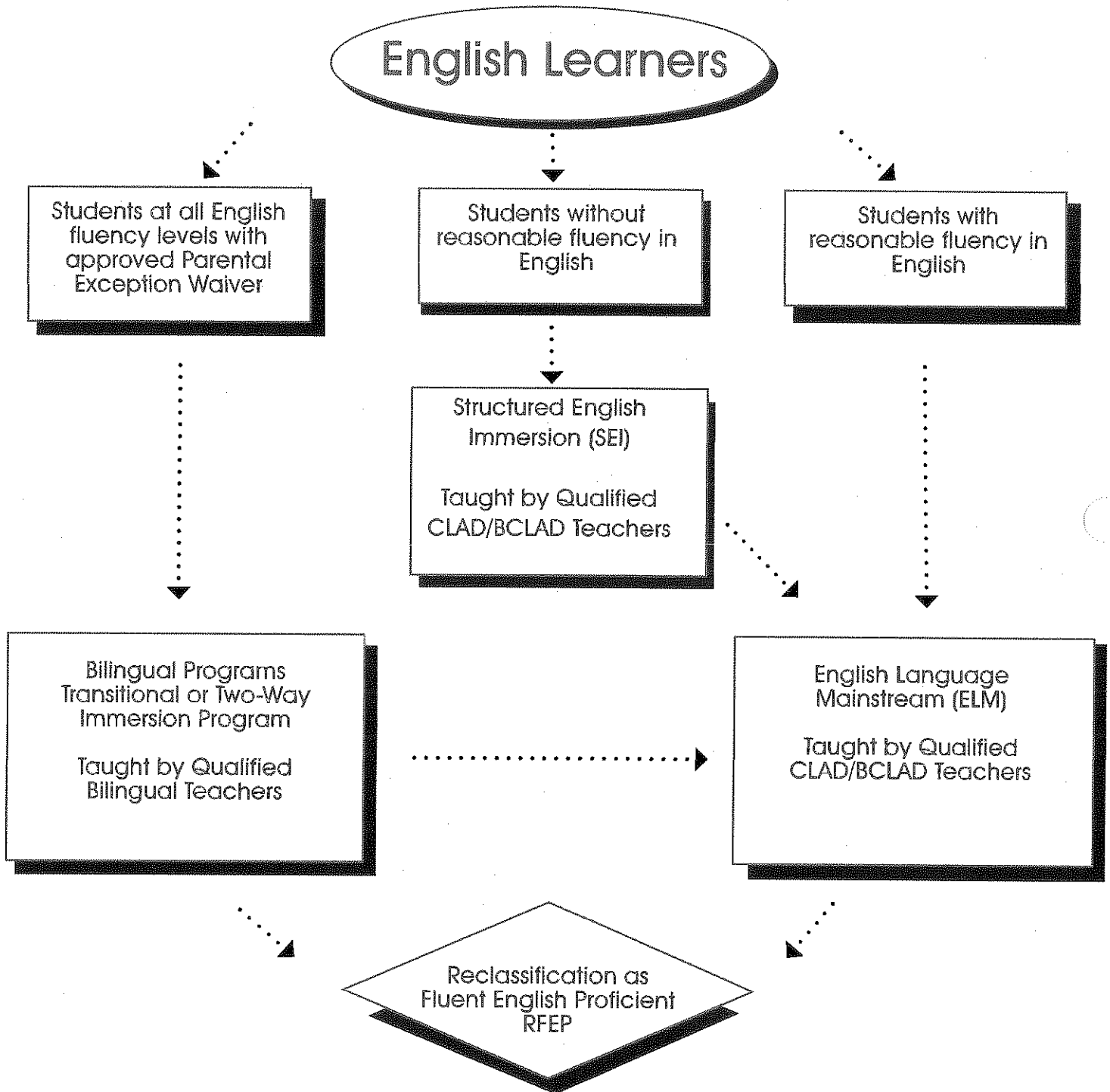
**English Learners at the Intermediate CELDT Proficiency level are placed in instructional programs that best meet their needs for English language acquisition and access to the core curriculum. Staff consider each student individually in deciding between placement in the Structured English Immersion and English Language Mainstream Program, however classrooms may serve some students in SEI and others in ELM at the same time.*

"Reasonable Fluency in English" - VUSD uses CELDT overall proficiency levels and staff judgment to decide whether an English Learner demonstrates "reasonable fluency" in English.

- English Learners whose most recent overall CELDT scores are at the Beginning and Early Intermediate levels are considered to have less than reasonable fluency.
- English Learners with overall CELDT scores at the Early Advanced and Advanced levels are considered to have reasonable fluency in English.
- Staff judgment comes into play when English Learners perform at the Intermediate overall CELDT level. Generally, students at the lower Intermediate level are considered to have less than reasonable fluency. Those students at the higher Intermediate level are considered to have reasonable fluency. This determination is made on an individual student basis at each school site.



Figure 2
VUSD ENGLISH LEARNER PROGRAM SERVICES



K-12 Student Placement Process – Sequence of Events at School Sites

1. As each student enrolls in his/her home school, a Home Language Survey is completed.
2. The parents/guardian of a student with a home language other than English receive a description of VUSD educational opportunities for English Learners (Form 11) from the office manager or enrollment staff using understandable language and means of communication.
3. The parent/guardian's signature is obtained on the Notice of English Learner Educational Program Opportunities (Form 12) to document receipt of this information. School office staff provide one copy of parental notice to the family, and place one copy in the student's green cumulative file insert (Form 4).
4. Each student is initially placed in an appropriate program at his/her home school according to the principal's directions (Structured English Immersion, English Language Mainstream, Bilingual Program or regular instructional program).
5. The Initial Language Assessment is conducted at the home school by the language assessor.
6. Each student's language classification is determined by the school's language assessor. English Learners follow the steps below. English Only and Fluent English Proficient students are enrolled in appropriate programs.
7. Program placement for English Learners receiving special education services is determined by the Individualized Education Program (IEP) team regardless of language proficiency. Provision of primary language instruction or support through an IEP does not require a Parental Exception Waiver.
8. When the parent/guardian of an English Learner submits a Parental Exception Waiver (Form 13) request for placement in a bilingual program, the principal at the home school considers the student's language skills, age and the educational staff's opinions regarding the course of study that would best suit the child's rapid acquisition of basic language skills and overall educational development.
9. When the Parental Exception Waiver is approved by the principal, placement follows requirements for Parental Exception Waivers at the home school.
10. When there are fewer than 20 approved waivers for a grade level, the home school principal contacts another district school where the Bilingual Program is offered, confirms that the student's waiver can be accommodated at the receiving school, offer this opportunity to the family and facilitates transfer, if requested.
 - At grades K-8: An intra-district transfer is approved by the home school and receiving school principals on an annual basis.
 - At grades 9-12: Intra-district transfers must be approved annually by the VUSD Child Welfare and Attendance Department.
11. When a student on an approved Parental Exception Waiver enrolls in a school other than his/her home school of attendance, the initial language assessment results are forwarded to the receiving school.
12. The parent/guardian is notified of the initial language assessment results and official program placement by the actual school of enrollment within 30 days of first enrollment at the home school (Forms 2 and 3).
13. Whenever a Parental Exception Waiver is denied, the parents/guardians may follow the districts' appeals process (Form 14).



VUSD High School – English Learner Program Success Pathways

Subjects	Beginning	Early Intermediate		Early Advanced/ Advanced	5 th Year Senior
English Course	ELD I Block - ELD English I - ELD Reading & Writing I	ELD II Block - ELD English II - ELD Reading & Writing II	ELD III Block - ELD English III - ELD Reading & Writing III	ELD IV Block - ELD English IV - ELD Reading & Writing IV College Prep English: ELM, Mainstream, Honors/AP, Academy <u>Plus</u> Additional course meeting UC/CSU or VUSD graduation requirements	Contracts based on attendance, behavior, and grades in senior year. Available to students who could complete graduation requirements in 5 th year.
History/ Social Science or Science Course	Any of the available CP Science or History/Social Science courses Science clusters: Health, Biology, Chemistry, Earth Science, Engineering, Environmental Science, Physics, Physiology or Academy course History/Social Science clusters: American History, Economics, Geography, History, Psychology, Sociology taught in L1, SEI, ELM, Mainstream, Honors/AP, Academy				Continued after first quarter for students making progress. Treated as intervention.
Elective or Spanish Course	Elective or Spanish for Native Speakers, AP Spanish, or other advanced Spanish course	Elective or Spanish for Native Speakers, AP Spanish, or other advanced Spanish course	Elective or Spanish for Native Speakers, AP Spanish, or other advanced Spanish course	Elective or Spanish for Native Speakers, AP Spanish, or other advanced Spanish course	Documented on AB 1802 sheets in the fall.
PE or Fine/ Applied Art Course	Physical Education Fine Art Applied Art	Physical Education Fine Art Applied Art	Physical Education Fine Art Applied Art	Physical Education Fine Art Applied Art	
Math Course	Any of the available CP math courses: Algebra 1B, Algebra 1, Geometry, Algebra 2, Calculus, Trigonometry Taught in L1, SDAIE, Mainstream, Honors/AP, Academy				
	Interventions and/or additional courses				
Summer School	Students may need additional English or other courses for UC/CSU eligibility or graduation requirements.				

ELD – English Language Development

CP – College Preparation

AP – Advanced Placement

UC/CSU – University of California/California State University

L1 – Primary language instruction or support in student's home language

SEI - Structured English Immersion (SDAIE Methodology with Primary Language Support)

ELM – English Language Mainstream (SDAIE Methodology)

In order to graduate from VUSD, students must meet the district graduation requirements and pass the California High School Exit Exam (CAHSEE).

Students pursuing a Career Technical Education pathway or UC/CSU entrance must meet specific course sequence requirements.

Foreign Transcript Evaluation for Immigrant High School Students

Students enrolling in VUSD high schools provide staff with transcripts of previous high school courses to ensure proper credit for previous work and appropriate placement in the new school. High school staff are prepared to evaluate transcripts from most English speaking countries and Mexico. We provide the services of a private company to translate and evaluate the transcripts of immigrant students from other foreign countries who enroll in VUSD high schools.

In order for Ventura Unified School District to have foreign transcripts translated and evaluated by a private company, these are our requirements:

- Student is an immigrant student under 19 years of age who attended secondary school outside the United States just prior to enrolling in VUSD.
- Student enrolls in a VUSD high school.
- Student provides original official documents from their last high school. The student must give the envelope to either their counselor or the records person at their school.
- The documents must have the student's full name, date of birth, classes and grades for each class and school year(s) clearly marked.
- It is strongly recommended that the student obtain a school calendar and hours completed for each class.
- After students meet these requirements, the Ventura Unified School District, Records office will contact the student and/or parent concerning the status of the evaluation.
- The student and/or parent may contact the VUSD Records office with any questions or concerns at (805) 641-5000 ext. 1145 or 1146.



Guidelines for Grade Placement of Recent Arrival Students during <u>First Three Quarters</u> of the School Year		
Student Age	Coursework Credit Status from Home Country	
	With Credits and/or Check-out Grades	Without Credits or Check-Out Grades
6 to 15	<u>Resident School Placement:</u> Age-appropriate placement	<u>Resident School Placement:</u> Age-appropriate placement
16	<u>Resident School Placement:</u> Age-appropriate placement	<u>Resident School Placement:</u> Two possibilities - 9 th grade – will require permission to continue at high school after age 18. (Will need contract for 5 th year senior with progress review at first quarter) 10 th grade – will require summer school, will take CAHSEE. Will need contract for 5 th year senior with progress review at first quarter. <u>Alternate Placement Option</u> Enroll at resident school, then concurrent enrollment in Ventura Adult and Continuing Education (VACE)
17	<u>Resident School Placement:</u> Age-appropriate placement	<u>Resident School Placement:</u> Two possibilities - 10 th grade – will require summer school, will take CAHSEE, will require permission to continue at high school after age 18. (Will need contract for 5 th year senior with progress review at first quarter) 11 th grade – will require summer school, will take CAHSEE. Will need contract for 5 th year senior with progress review at first quarter. <u>Alternate Placement Options:</u> Enroll at resident school, then concurrent enrollment in VACE or transfer full-time to VACE.
18	<u>Resident School Placement:</u> Age-appropriate placement	<u>Resident School Placement:</u> Not applicable <u>Alternate Placement Option:</u> Full time enrollment in VACE

VUSD Guidelines for End-of-Year Grade Placement of Recent Arrival Students during <u>Last Quarter</u> of the School Year		
<p>Notes:</p> <ul style="list-style-type: none"> • Per (EC 48231) Students between the ages of 12-18 who enter a school attendance area from another state <u>within ten days of the end of the school year</u> shall be exempted for the remainder of the term. • These guidelines apply only to the end-of-school year. For subsequent year placement, follow age-appropriate placement • Other options may be considered through Child Welfare and Attendance Department on a case-by-case basis. 		
Student Age	Coursework Credit Status from Home Country	
	With Credits or Check-out Grades	Without Credits or Check-Out Grades
6 - 13	Resident school age-appropriate placement	Resident school age-appropriate placement
14	Resident school age-appropriate placement	Resident school age appropriate placement 14 year-old students who arrive after beginning of fourth quarter without check-out grades <u>may be</u> assigned to eighth grade at middle school.
15	Resident school age-appropriate placement	Resident school age appropriate placement
16	Resident school age-appropriate placement VACE	Enroll at resident school, then concurrent enrollment at VACE or transfer to full-time enrollment in VACE
17	VACE	Enroll at resident school, then concurrent enrollment at VACE or transfer to full-time enrollment in VACE
18	Full time enrollment in VACE	Full time enrollment in VACE



Parental Exception Waivers

Review of Legal Requirements

Parental exception waivers are required annually for all English Learners participating in alternative bilingual education programs where instruction is provided in English for less than 50% of the school day.

- Instruction for English Learners should be provided overwhelmingly in English unless this requirement is waived by parent request.
- When a school has 20 or more approved Parental Exception Waiver requests for bilingual education programs at a single grade, the program will be provided at that school site.
- It is required by the State of California that every school district have a waiver procedure and an Alternative Program description including programs not taught exclusively in English.
- The waiver requirement and process is not required for English-Only or Fluent English Proficient students, nor is it required for special education English Learners whose Individual Educational Plans call for primary language instruction or primary language support.
- However, for English-only and Fluent English Proficient students participating in the Two Way Immersion Program, an annual enrollment form is signed by parents/guardians to confirm preference for the TWI program.
- Parental Exception Waivers are not required in order for students to receive primary language support within Structured English Immersion or English Language Mainstream programs, as long as instruction is provided overwhelmingly in English.
- Parents must be provided with written notification in appropriate language of the student's placement, all educational opportunities available, and the opportunity to apply for a waiver.
- VUSD staff (including site administrators, counselors, office managers, registrars, bilingual support staff, classroom teachers, and others) at all school sites are provided training and materials to carry out their roles with regards to the Parental Exception Waiver process.
- Parents are advised of their right to select a Bilingual Program for their child at all grade levels.
- The VUSD District English Learner Advisory Committee annually reviews and comments on the District's written notification concerning initial placement and Parental Exception Waivers.

Parental Exception Waiver Procedures

- *Parental Exception Waivers* (Form 13) may be submitted at the time of first enrollment when parents/guardians receive a complete description of English Learner educational opportunities and indicate their program preference. Annual Parental Exception Waivers for the upcoming school year must be submitted by the beginning of the school year. They may be submitted as early as the prior spring at parent teacher conferences.
- Staff (e.g. teachers, counselors, administrators) at school sites may initiate and/or recommend a Bilingual Program to a parent based on their informed opinion that a bilingual course of study would be better suited for the child's overall educational development. Even if the school staff so recommend, the parent retains the right to refuse to submit a Parental Exception Waiver.
- Parental Exception Waivers must be submitted in person by parents or legal guardians.

Timelines

Each waiver is approved/denied by the school principal in writing within 20 instructional days using the *Parental Exception Waiver (Form 13)*. Each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement. Waiver requests are not denied on the basis of current program availability or the number of requests expected to be submitted/approved at a school site. The initial waiver (usually in kindergarten) may not be acted upon until after the initial 30 calendar days of enrollment, during which time instruction is provided overwhelmingly in English.

If approved, student placement in a bilingual program follows these timelines:

- A - Student possesses good English language skills – immediate placement
- B - Student is 10 years or older – immediate placement
- C - Student is less than 10 years old. The student has “special needs” (physical, emotional, psychological, or educational needs) – placement in 30 days unless student has already been placed for 30 days in an English language classroom.

If denied, parents/guardians receive written notice of denial because the principal and school staff have determined that a bilingual program would not be better suited for the child’s overall educational development.

Reasons for this denial could be:

- A - Assessments indicate very limited or no Spanish skills (for example, IDEA Proficiency Test level A)
- B - Assessments indicate that incoming student is not an English Learner
- C – Other specific reason

At the time of denial, parents/guardians are advised of their right to appeal to the local school board (see below) or the courts. Parents/guardians are also advised of the opportunity to transfer their student to another school that offers a bilingual program when fewer than 20 waivers have been granted at a given grade level and the program is not currently provided at the home school site.

Documentation

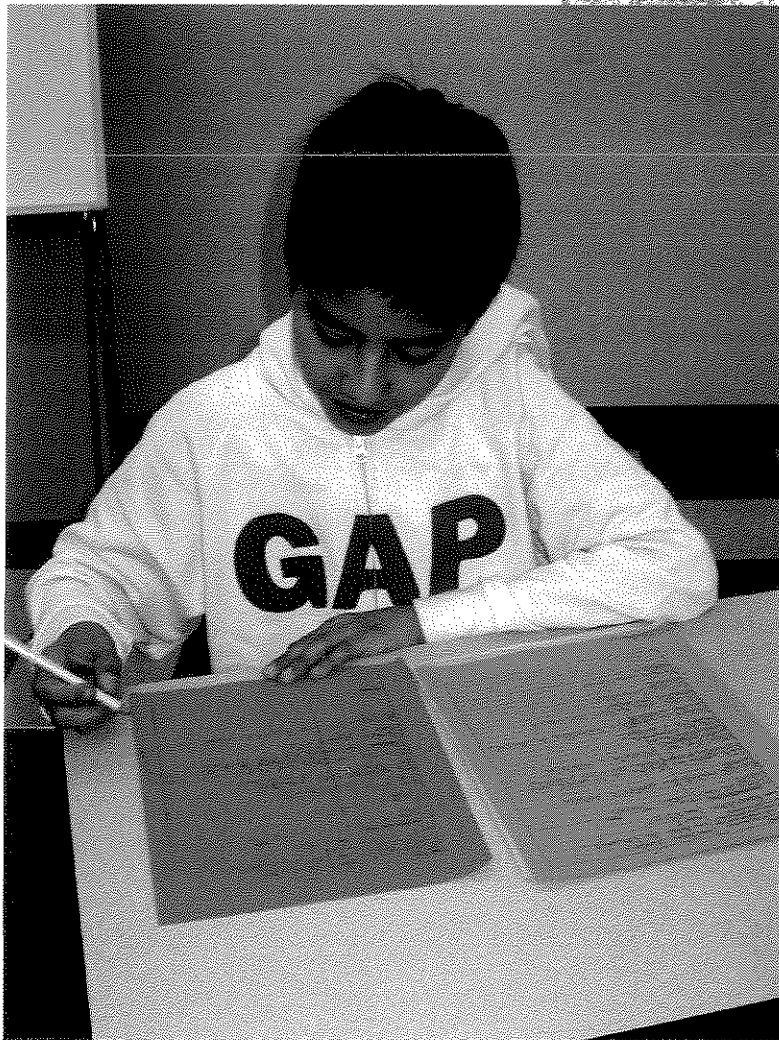
Principals at each school site maintain copies of all completed Parental Exception Waiver requests (approved and denied) in students’ cumulative file inserts (Form 4). Copies of all completed waivers are provided to the parents/guardians as soon as possible, but no later than 10 working days after response to waiver request. Approved and denied waiver requests are reported annually to the California Department of Education in the R-30 Language Census Report.

Appeal procedure for any denial of a Parental Exception Waiver

Step 1 – Parents/guardians meet and confer with school principal to discuss reasons for denial and any evidence that an alternate course of study would be better suited to the child’s rapid acquisition of basic English language skills or overall educational development. They complete a Parental Exception Waiver Appeal Form (Form 14). Parents/guardians can expect a response to the appeal at school site level within 10 instructional days.

If parents/guardians are not satisfied with response at school site level, then

Step 2 – Parents/guardians submit the written complaint (Form 14) to the District’s Uniform Complaint Officer and follow VUSD Uniform Complaint Procedures (Board Policy 1312.3(a)).



Catch-Up Plans

All English Learners are expected to progress in English and academic areas and be reclassified as fluent English proficient in five to seven years as summarized in VUSD Annual Expectations for English Learners (Table 1). However, when annual expectations are not met, the District's catch-up plan for English Learners is implemented on a student-by-student basis by staff at each school. To ensure that English Learners stay on track in their acquisition of English and academic progress, district staff follow procedures to monitor progress and offer interventions when needed.

At the elementary level, teachers review students' progress in ELD, English Language Arts and Mathematics according to VUSD Annual Expectations for English Learners (Table 1). District interim benchmark tests and standardized test scores provide the basis for the assessment of student progress each trimester. Students who are not on track are provided intervention support that matches their needs and parents/guardians are informed of the support plan through conferences or other communication. Intervention plans are documented on the VUSD "At Risk of Not Meeting Grade Level Standards" form for grades K and 1 and "At Risk of Retention" form for grades 2-5. Both forms are available from the District's Curriculum and Instruction Department. Elementary interventions vary by school and may include:

- Differentiated instruction within the classroom
- Reading Safety Net (K-2)
- Before and/or after school tutoring
- Computer-based programs such as SuccessMaker
- Summer School
- Homework club

At the secondary level, counselors and English Learner program site coordinators review students' progress in ELD, English Language Arts and Mathematics according to VUSD Annual Expectations for English Learners at the beginning of each school year. The District Bilingual Education Programs Office provides schools with individual student reports to initiate and document catch-up services (Form 9). District interim benchmark tests, standardized test scores, and grades provide the basis for the assessment of student progress each semester. Students who are not on track are provided intervention support that matches their needs and parents/guardians are informed of the support plan through conferences or other communication (Form 10). Secondary interventions vary by school and may include:

- Differentiated instruction within the classroom
- Tutoring
- Summer School
- Reading intervention class
- Math intervention class
- AVID



Reclassification

Overview

The reclassification process identifies English Learners who are ready to participate in regular instruction without further EL program assistance. English Learners are designated as Reclassified Fluent English Proficient (RFEP) when they demonstrate the English language and academic skills necessary to receive instruction and succeed in English-only instruction at a level equivalent to students of the same age or grade whose primary language is English. VUSD expects that English Learners will develop the English language and academic skills to exit from English Learner program services after five to seven years of appropriate instruction. Reclassified students are reported annually to the California Department of Education in the R-30 Language Census Report.

Reclassification criteria:

1. Performance in Basic Skills
2. English Proficiency
3. Teacher Evaluation of Academic Performance
4. Parent Opinion and Consultation

Reclassification Process

The VUSD Bilingual Education Programs Office provides each English Learner Program Liaison with a roster of potential reclassification candidates based on English proficiency (CELDT levels) and performance in basic skills (CST and CAHSEE results). EL Program Liaisons work with site principals to involve teachers, consult with parents, obtain information and make recommendations for reclassification. This is done annually, prior to March 1st.

Reclassification Monitoring and Follow-Up

Monitoring of RFEP students occurs through a review of current grades, performance on California Standards Tests and California High School Exit Exam (as appropriate). At the beginning of each school year, the VUSD Bilingual Education Programs Office provides EL Program Liaisons with Reclassification Follow-Up Review (Form 19) for students reclassified as RFEP in the past two years. Staff review evidence of students' current academic performance. To ensure that all RFEP students succeed academically, staff recommend and implement modifications for students not demonstrating academic progress. These modifications may include:

- Individual student advisement and counseling
- Access to tutoring support in class, during advisement period, before or after school
- Participation in benchmark, strategic or intensive interventions provided by the school
- More frequent home-school communication regarding student progress
- School sponsored homework help
- Supplemental instructional materials to support success in core curriculum, and/or
- Study skills support.

Completed Reclassification Follow-Up Review Record Sheets are filed in the cumulative file insert for English Learners (Form 4).

District Forms for Reclassification and Follow-Up:

- *Reclassification Checklist* (Form 15)
- *Reclassification Checklist for English Learner Receiving Special Education Services* (Form 16)
- *Teacher Evaluation of Academic Performance* (Form 17)
- *Parent Opinion and Consultation Opportunity* (Form 18)
- *Reclassification Follow-Up Review* (Form 19)

Figure 3
Decision Guide: Reclassifying a Student from EL to RFEP

