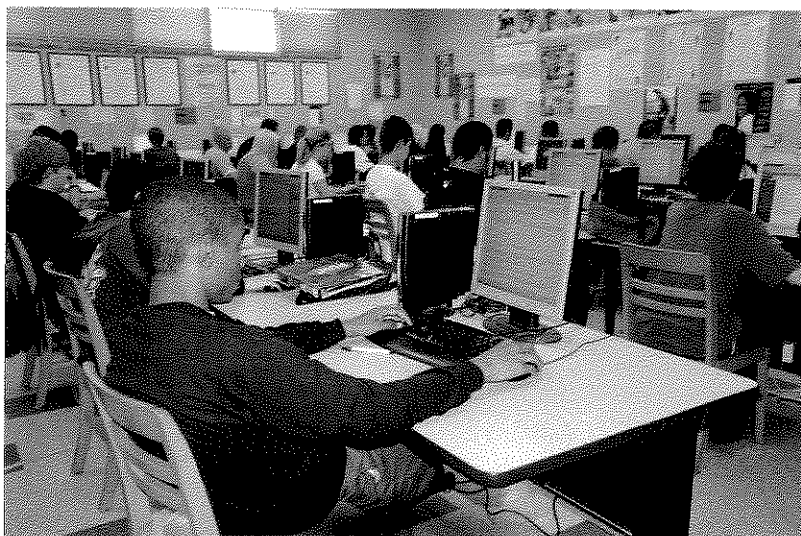


# 4



## Maximizing Resources



## Resources for English Learner Programs and Services

VUSD Staff maximize all available resources to promote the District's goals for English Learners.

Funds are allocated following the funding mandates prescribed by No Child Left Behind, California Education Code, state regulations and district policies. EIA/LEP, Title III and other categorical funds are used to supplement the core educational program and not to supplant general fund monies. The core program is supported by the general fund.

Expenditures are audited annually by the District's business office and by independent auditors. The financial audit includes a review of teacher credential requirements.

The VUSD General Fund provides equitable base facilities, staff, curriculum and assessment for all students. The District maintains a current list of district-adopted English Language Development materials and core texts in language arts, math, science and social science that schools have available for English Learners. K-8 materials are ordered through the VUSD Instructional Materials Catalog Grades K-8. Whenever possible, district adoptions of core texts include materials in students' primary languages. This availability is indicated in the catalog and on the core adoption list.

### VUSD Procedures for Allocation and Use of Categorical Funds

1. The District English Learner Advisory Committee (DELAC) advises the Board of Education regarding programs for English Learners. This advice is used to guide program design and use of resources at the District and site levels.
2. The Board of Education approves the District's Local Education Agency Plan (LEAP) and the Superintendent's goals and objectives each year. These guide district and site staff in planning to meet the needs of all students, including English Learners.
3. The Director of Student Performance and Program Evaluation and Bilingual Education Programs Director allocates categorical funds based on the Consolidated Application and meet with site principals and program specialists to ensure fiscal compliance.
4. English Learner Advisory Committees (ELACs) advise principals, school site councils, and school staff regarding programs for English Learners and the use of site resources. Documentation of ELAC participation in the school planning process is documented in meeting minutes and is approved by the School Site Council.
5. Each principal coordinates development of the school's Single Plan for Student Achievement (SPSA) and the Comprehensive School Safety Plan with the School Site Council, staff and the ELAC. Principals refer to the VUSD Accounting Resource Handbook for additional information, when needed.
6. The School Site Council approves the SPSA, safety plan and any future revisions.
7. The Director of Student Performance and Program Evaluation presents the District's Consolidated Application and all school's SPSA's to the Board of Education for approval. The Director of Child Welfare and Attendance presents the Comprehensive School Safety Plans for approval.
8. The Director of Student Performance and Program Evaluation, the Bilingual Education Programs Director, the Director of Budget and Finance, the Categorical Program Accounting Staff, and the Assistant Superintendent of Educational Services monitor categorical program expenditures throughout the year.
9. District and site staff seek opportunities for other appropriate funds such as U. S. Office of Education's Foreign Language Assistance Program (FLAP), California Department of Education's Specialized Secondary Program (SSP) and others as possibilities for funding school and district initiatives to meet the needs of English Learners.



## **Categorical Funds for English Learner Program**

**Economic Impact Aid/Limited English Proficient (EIA/LEP)** - State funds used to supplement the base program. They are coordinated with other funding sources through the Single Plan for Student Achievement (SPSA). Services provided through EIA/LEP funds are designed to ensure that English Learners develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have developed in other areas of the core curriculum as a result of language barriers. Each site receives an annual allocation of EIA/LEP funds, based on their number of identified English Learners, to provide the supplemental support described in their SPSA. Centralized funds and services are described in each school's budget.

EIA/LEP funds are used for supplemental services such as:

- Intervention teachers
- Paraeducators for primary language support
- Student identification, reclassification and follow-up activities
- Supplemental teaching materials
- Professional development
- Parent involvement and ELAC activities
- Home-School communication
- Parent training
- Translation services
- Language and cultural enrichment
- Other reasonable expenses related to the English Learner Program

**English Language Acquisition Program (ELAP)**- State funds provided to eligible elementary and middle schools for services to identified English Learners at grades 4 – 8.

**Title III – Limited English Proficient Student Program** - Federal funds provided for supplementary programs and services for English Learners. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in

a manner that allows English Learners to meet grade level and graduation requirements. Student performance goals are established in the District's Local Education Agency Plan (LEAP). Programs must provide staff development opportunities to school staff assigned to English Learners. Title III funds may also be used for a variety of instructional support (including bilingual education), curriculum development, parental involvement and other related English Learner program activities.

## **Other Funds to Promote EL Achievement**

**Title I, Part A** – Federal funds provided for supplementary programs and services for identified students (targeted assistance) or school-wide programs (SWP). Title I funds are appropriately used to promote the English and academic achievement of English Learners through instructional support activities, intervention programs, and parent education.

## **Title III – Immigrant Education Program**

Federal funds provided for supplementary programs and services for recent immigrant students. In VUSD these funds are centralized in the Bilingual Education Programs Office and used to provide up to one hour per day of primary language tutoring support for recent immigrant students during their first year in VUSD.

**Migrant Education** – A Federally-funded program that supports migrant education students and their families from pre-school through age 21. In VUSD, many migrant students are also English Learners. Migrant Education is a centralized program coordinated by the VUSD Migrant Teacher Specialist.

## **Additional English Learner Support Programs**

### **Community-Based English Tutoring (CBET)**

State funds help districts provide free or subsidized programs of English language instruction to parents or other adult members of the community who pledge to tutor English Learners. In VUSD, CBET programs are offered through VACE.

**Private School Participation** – Private schools in the VUSD attendance area are invited annually to participate in Title I and Title III programs as required by No Child Left Behind. Schools that choose to participate receive services in proportion to their numbers of students eligible for federal funds, products and district services as documented in an annual Memorandum of Understanding.

**Table 7**  
**VUSD Principals' Guide to School Site Resources Specifically Allocated for English Learner Services**

<b>Funding Source</b>	Economic Impact Aid/English Learner Program (EIA/LEP) State Funds	English Language Acquisition Program (ELAP) State Funds	Title III, Part A: Language Instruction for Limited-English Proficient Students Federal Funds under NCLB
<b>Purpose</b>	EIA/LEP funds are provided each year through the District's Consolidated Application process to develop fluency in English and academic proficiency of English Learners	ELAP funds are provided through a separate annual application process to improve English Learners' English proficiency so they will meet grade level ELD standards and standards in reading, writing, mathematics, science and history/social science	Title III LEP funds are provided through the District Consolidated Application process to help ensure that English Learners attain English proficiency, and meet academic performance standards
<b>Target Students to be Served</b>	English Learners at grades K-12	English Learners at grades 4-8 where schools have highest concentrations.	English Learners at grades K-12
<b>Centralized Services</b>	Yes	No	Yes
<b>Planning/ Approval Process</b>	English Learner Advisory Committee advice documented, School Site Council approval	Recommend ELAC advice, Not included in Single School Plan	Document ELAC consultation, School Site Council approval
<b>Site Carry Over</b>	Yes	Yes	No
<b>Examples of appropriate expenditures supplementing general funds or other funds such as SIP or Title I used school-wide or for core program</b>			
<b>Assessment of student progress</b> ELD, academic areas, primary language assessments Opportunities for staff to review data  <b>Staff development to accomplish EL goals</b> Teachers, paraeducators, administrators, counselors Conference registration, release time  <b>Primary language support</b> Staff, materials, training Translation support		<b>Supplemental instruction for EL students beyond core curriculum</b> Specialized or targeted interventions Extended day, week or school year Materials, staff, equipment, software Transportation to participate in supplemental instruction  <b>Parent involvement</b> Training and advisory committees Staff, supplies, conference registration Childcare support and refreshments for meetings Translation support	
<b>Examples of Inappropriate Expenditures Supplementing General Funds Used for Core Program</b>			
Regular teacher or other regular staff salaries. Any staff, materials, furniture, equipment, supplies intended for all students and not specific to EL goals			

