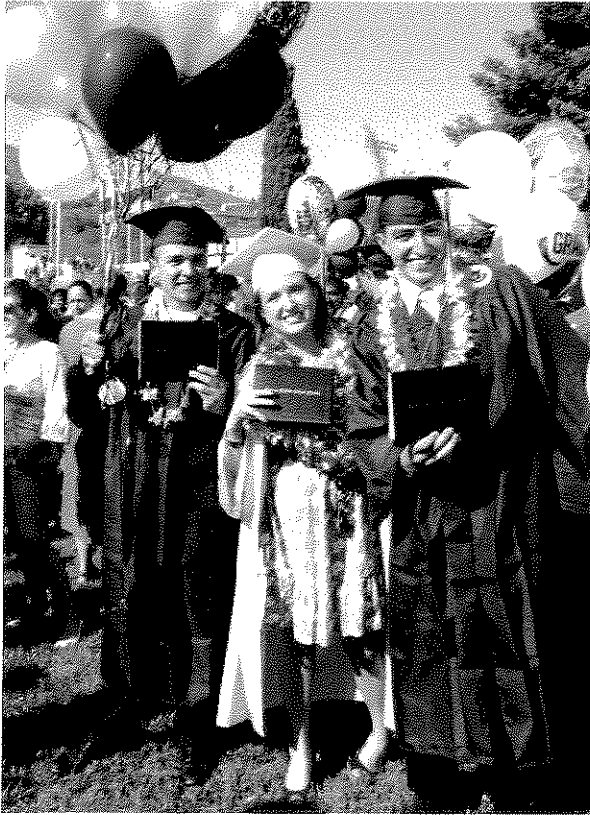
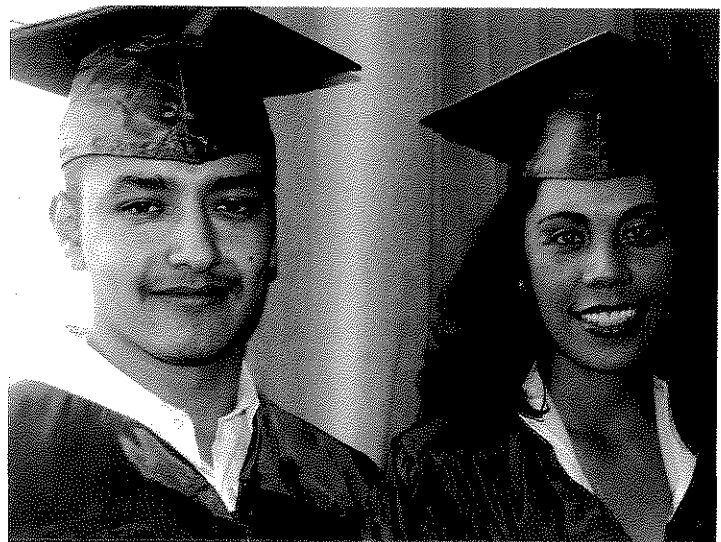


# 5



## Achieving Our Goals





## Program Evaluation

### Our Commitment to Program Effectiveness

The Ventura Unified School District is committed to providing effective instructional programs for English Learners. In order to maintain consistent implementation of our programs and promote the best outcomes for our students, VUSD conducts an annual evaluation of all programs and services for ELs. Through the process we identify ways to improve our programs and correct any deficits.

This chapter details the program goals, evaluation questions, assessments and procedures to be used for the evaluation of each goal. The VUSD Bilingual Programs Director will monitor and report all evaluation activities to the Assistant Superintendent of Educational Services Division.

### Goal 1 - All ELs will master the English language

#### Evaluation Questions

1.1 - Have all schools met Annual Measurable Achievement Objective #1 for English Learners?

1.2 - Have all schools met Annual Measurable Achievement Objective #2 for English Learners?

1.3 - Are 90% or more of ELs reaching the Early Advanced overall level on the CELDT in 4 years or less?

1.4 - In grades 6 - 12, are 80% or more of English Learners receiving a grade of "C" or better in ELD classes and ELD delivered within mainstream English/literature classes?

1.5 - Are 90% or more of all English Learners and RFEPs who have been in VUSD for 6 years or more reclassified as RFEP?

1.6 - What percent of adult ESL students earned benchmark "significant gains" on their standardized tests (CASAS)?

#### Procedures and Assessments

1.A - K-12 English Learners' progress in mastering English is measured each year with the California English Language Development Test (CELDT).

1.B - English Learners are expected to gain one overall language proficiency level annually and reach proficiency according to Annual Measurable Achievement Objectives 1 and 2 (AMAO 1 and 2) as established by the California Department of Education.

1.C - District staff analyze CELDT results for each school and grade level utilizing the Longitudinal Assessment Reporting System (LARS) and present this information to school staff along with CELDT reports provided by the publisher and AMAO reports from the California Department of Education.

1.D - District staff use pivot tables to analyze and report on English Learners' progress in acquiring English according to number of years of participation in VUSD English Learner programs.

1.E - There are annual expectations and Catch-up procedures to ensure that English Learners are making progress towards the mastery of English.



## Goal 2 - All ELs will achieve academic success

### Evaluation Questions –

- 2.1 - Are 50% or more of ELs and RFEPs, enrolled five (5) years or more, at or above the proficient level on CST in English/Language Arts?
- 2.2 - Are 50% or more of ELs and RFEPs, enrolled five (5) years or more, at or above the proficient level on CST in Mathematics?
- 2.3 - Are ELs and RFEPs in high school making expected progress toward graduation?
- 2.4 - Are ELs and RFEPs proportionally represented among those students who pass the CAHSEE at the 10th grade census administration of the exam?
- 2.5 - Are ELs and RFEPs proportionally represented among those students who have met all UC/CSU "a-g" requirements when they graduate from high school?
- 2.6 - Are ELs and RFEPs proportionally represented among those students who take and pass college entrance exams?
- 2.7 - Are ELs and RFEPs proportionally represented among those students who are admitted to two and four-year colleges and universities?
- 2.8 - Are ELs and RFEPs proportionally represented among those students who are identified for participation in GATE and Advanced Placement classes?
- 2.9 - Are ELs and RFEPs successful in entering technical, public service and other careers after leaving high school?
- 2.10 - Are ELs and RFEPs not overrepresented in recommendations for suspension, expulsion, or other discipline?
- 2.11 - Are ELs and RFEPs proportionally represented in retentions in grades K-5?
- 2.12 - Are ELs and RFEPs proportionally represented as dropouts?
- 2.13 - Are ELs proportionally represented as requiring special education services?
- 2.B - Students are expected to progress through the proficiency levels in language arts and math so that they reach the "proficient" level after no more than 5 years of instruction.
- 2.C - CST English language arts and mathematics scores of all ELs are analyzed each fall by school staff.
- 2.D - The Bilingual Education Programs Department analyzes scores for ELs and former ELs based on their years of enrollment in VUSD, and provides this data to the school sites.
- 2.E - Beginning in 2007, high school principals will report to the Bilingual Education Programs Department on the progress of all ELs and RFEPs toward traditional four-year graduation goals. This will include the number and percentage of all students who accumulate sufficient credits to advance to the next grade, broken down by EL, RFEP, and EO, including students who are making expected progress in an alternative (five-year) high school plan.
- 2.F - Data on students who attempt and pass sections of the California High School Exit Exam (CAHSEE) will be analyzed by language status and years in VUSD. The Student Performance and Program Evaluation Office maintains a longitudinal database on all attempts and scores obtained on the CAHSEE.
- 2.G - Beginning in 2007, high schools will maintain data on ELs' attempts at college entrance exams and enrollments in colleges or universities and will be summarized and reported each fall.
- 2.H - The Student Performance and Program Evaluation Office maintains data by language status on participation in GATE, Advanced Placement and Honors, classes and it is summarized at the end of each school year.
- 2.I - Data on dropouts, suspensions, disciplinary referrals, and retentions will be maintained by language status, and will be summarized by the school sites each fall for the prior school year.
- 2.J - Reclassification Checklists (Forms 15 & 16) provided by the Bilingual Education Programs Department will be completed annually by the English Learner Program Liaisons to recommend students for reclassification as Fluent English

### Procedures and Assessments

2.A - Students' progress in academic areas is measured annually on the California Standards Tests and throughout the year by means of benchmark tests and other multiple measures.



Proficient on the annual Language Census Report to the California Department of Education.

2.K - District staff will analyze reclassification for all ELs and RFEPs to report on the numbers and percentages of ELs who reach RFEP status in six years or less.

2.L - There are annual expectations and Catch-Up procedures to ensure that English Learners are making progress towards the mastery of academic subjects.

### Goal 3 - English Learners will develop their bilingual skills for future careers

#### Evaluation Questions

3.1 - To what extent are all students (ELs, IFEPs, RFEPs and EOs), who participate in bilingual programs scoring > 50th percentile in reading and mathematics on annual measures of academics in Spanish?

3.2 - To what extent are all high school students (ELs, IFEPs, RFEPs and EOs), who have participated in bilingual programs, enrolled in and passing AP or other advanced Spanish classes with a grade of C or better?

3.4 - To what extent do high school English Learners and RFEP students enrolled in advanced or AP Spanish classes report awareness of and interest in future career options that will allow them to make use of their bilingual skills?

#### Procedures and Assessments

3.A - Annual summaries of Two Way Immersion students' oral Spanish proficiency as measured by the Idea Proficiency Test (IPT) and Student Oral Language Observation Matrix (SOLOM) will be completed by the site staff and reported to the Bilingual Education Programs Department.

3.B - Student progress as measured by the California Standards-based Tests in Spanish (STS), *Aprenda* and other measures of academic proficiency in Spanish will be summarized and reported by the Bilingual Education Programs Department.

3.C - English Learner, EO, IFEP and RFEP enrollment in Spanish classes at middle schools and in advanced Spanish classes at the high schools will be summarized annually by school sites and reported to the Bilingual Education Programs Department.

3.D - Beginning in 2007 – 08, each school will summarize by grade level opportunities provided to students to promote awareness of and preparation for bilingual career opportunities. These summaries will be sent to the Bilingual Education Programs Department at the end of each school year.



## Goal 4 - English Learners will be prepared to fully participate in our community.

### Evaluation Questions

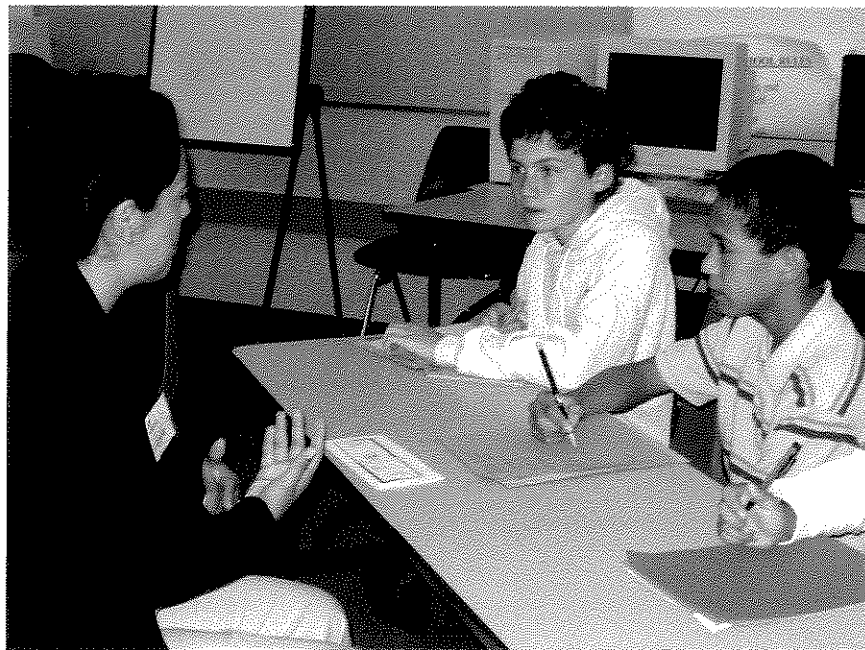
4.1 - To what extent do English Learners and RFEP students at the middle school report awareness of or participation in a community based activity such as a field trip to a local museum or cultural event, participation in after-school recreational activities, participation in a school club, participation in a school or district fund-raising drive, tutoring or assisting other students?

4.2 - To what extent do English Learners and RFEP students demonstrate multicultural proficiencies that prepare them to interact effectively with students from various backgrounds?

### Procedures and Assessments

4.A - Beginning in 2007 – 08, each school will summarize by grade level opportunities provided to students to participate in community related activities, including opportunities to develop personal assets and cultural proficiency. These summaries will be sent to the Bilingual Education Programs Department at the end of each school year.

4.B - Beginning in 2007-08, each school will provide a narrative report of students' increased multicultural competencies. These reports will provide evidence that students have knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.



**Goal 5 - EL programs will be developed and fully implemented as described in the VUSD Master Plan for English Learners.**

**Evaluation Questions:**

- 5.1. Are EL programs being implemented in ways that are likely to lead to optimal student outcomes in the four goal areas?
- 5.2. Are EL programs (including all appropriate Special Education services) fully and consistently implemented to meet or exceed requirements of state and federal law?
- 5.3. To what extent is the VUSD Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of students and staff?

**Procedures and Assessments**

District and site staff will periodically monitor implementation of programs. The primary goal of the monitoring is to ensure that every school in the District has a compliant and effective program for ELs. This monitoring will consist of three major aspects:

**5.A - Document reviews:** All schools conduct annual monitoring by means of review of key files and documents. The District EL Program Liaisons coordinate and assist principals, teachers and other staff with these reviews.

**5.B - English Learner Master Plan Principals' Checklist (Form 8):** Three times a year, each principal will submit information regarding key aspects of the EL Master Plan (Form 8).

**5.C - In-depth reviews:** These district-facilitated self-reviews are conducted on a four-year rotating cycle.

- They are scheduled between October and January (see Table 8 for the cycle of review of schools).
- In the fourth year, focus schools from years 1, 2 and 3 are reviewed, based on needs identified in prior reviews. The reviews include a documentation check, teacher and parent interviews, and visits to selected classrooms.
- District teams, consisting of District Bilingual Programs Director, Bilingual/ELD Teacher Specialist, EL Program Liaisons, the principal, and a selected administrator and/or EL project teacher from another school, conduct the reviews.
- Within 30 days, schools will respond with an action plan for resolutions of any non-compliant items.
- After these schools have had time to resolve any non-compliant items, the in-depth reviews will result in status reports to the principals, Superintendent, ELACs, DELAC, and Board of Education.
- The compiled reviews will provide the foundation for the District's required Categorical Programs Monitoring Review (CPM) self-review report to the California Department of Education every four years.



## 5.2 Accountability

Table 8	
Cycle of Compliance Monitoring Reviews	
Year 1	
Buena High School Buena Vista High School Pacific High School El Camino High School Ventura High School Ventura Islands High School Foothill Technology High School	Anacapa Middle School Balboa Middle School Cabrillo Middle School De Anza Middle School Adult Education Preschool Programs
Year 2	
Blanche Reynolds Citrus Glen Elmhurst E. P. Foster Montalvo	Saticoy Sheridan Way Sunset Will Rogers
Year 3	
Juanamaria Junipero Serra Lincoln Loma Vista	Mound Pierpont Poinsettia Portola
Year 4 Focus Schools	
Annual Consolidated Programs Monitoring Review by California Department of Education	
Review and Revision of EL Master Plan Focus schools to be determined	



<b>Figure 4</b>	
<b>English Learner Program Accountability Structure</b>	
<b>Implementation Goal</b>	<b>English Learner Goals</b>
Implement an effective program for English Learners at all levels	<ol style="list-style-type: none"> <li>1. Proficiency in English</li> <li>2. Success in Academic Areas</li> <li>3. Preparation for a Career in two languages</li> <li>4. Participation in Community Work</li> </ol>
<b>Resources</b>	
<b>Leadership</b>	<b>Tools</b>
<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Associate and Assistant Superintendents</li> <li>• Directors</li> <li>• Site Principals</li> <li>• Bilingual Programs Director</li> <li>• Bilingual/ELD Teacher Specialist</li> <li>• EL Program Liaisons and Coordinators</li> <li>• DELAC</li> <li>• School Site Councils</li> </ul>	<ul style="list-style-type: none"> <li>• R-30 Annual Census Report</li> <li>• Pivot Tables for Data Analysis (CELDT, CST, CAHSEE, GATE)</li> <li>• LARS Summaries of CELDT Data</li> <li>• Comprehensive Student Rosters</li> <li>• Language Census Rosters</li> <li>• ELD Progress Profiles (K-12)</li> <li>• LEAP Annual Expectation Expectations</li> <li>• ELD Report Card Addendum (K-5)</li> <li>• CELDT Reports</li> <li>• ELAC Principals Review Process</li> <li>• Compliance Readiness Reviews (one third of all sites each year)</li> <li>• Benchmarks for ELD, ELA, SLA and Math at some levels</li> <li>• Edusoft Reports</li> <li>• Zangle Student Information System</li> <li>• SIOP Observation Protocol</li> <li>• ELD standards and textbooks</li> <li>• EL Master Plan</li> <li>• Catch-Up Plan/Intervention Plans</li> <li>• Principals' Implementation Checklist</li> </ul>
<b>English Learner Focus Groups</b>	
<ul style="list-style-type: none"> <li>• EL Master Plan Core Team</li> <li>• EL Program Liaisons from each site</li> <li>• High School EL Coordinators</li> <li>• Bilingual Programs Principals Group</li> <li>• District EL Coordinating Council</li> <li>• Participation in Ventura County Office of Education Bilingual Directors' Network</li> </ul>	
<b>Professional Development</b>	<b>Support Staff</b>
<ul style="list-style-type: none"> <li>• District support for CLAD/BCLAD and equivalent authorizations</li> <li>• ADEPT Training</li> <li>• Focused Approach/Frontloading Training</li> <li>• Systematic ELD Training</li> <li>• Sheltered Instruction Observation Protocol (SIOP)</li> <li>• Orientation for new teachers to alternative program schools</li> <li>• Grade level support</li> <li>• Bilingual/ELD Teacher Specialist</li> <li>• Language Arts and Math SIOP Specialists</li> <li>• Training offered by Ventura County Office of Education</li> <li>• State and National conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Bilingual/ELD Teacher Specialist</li> <li>• SIOP Trained District Specialists</li> <li>• Curriculum Specialists</li> <li>• District Translators</li> <li>• District Language Assessor</li> <li>• District Bilingual Education Programs Director</li> <li>• Bilingual Preschool Programs</li> <li>• Adult Education Programs</li> </ul>
<b>Annual Reporting Process</b>	
Annual EL Program Evaluation reported to English Learner Coordinating Council, District Leadership Team, Board of Education, District English Learner Advisory Committee, English Learner Program Liaisons	



## English Learner Master Plan Implementation and Monitoring Responsibilities

In the Ventura Unified School District we hold ourselves accountable to provide the best educational opportunities for all students. In order to accomplish this for English Learners it is necessary that students, parents, and educators understand and carry out key roles and responsibilities. Through this English Learner Master Plan, the District is adopting an accountability structure with goals for implementation and student outcomes, and we will employ various resources and tools to accomplish our goals.

### School Board

- Establishes policies that promote the success of English Learners

### Superintendent

- Informs the Board of Education regarding best educational practices for English Learners, implementation of the District's English Learner Master Plan, and progress in achieving District goals for English Learners
- Communicates with the public regarding best educational practices for English Learners, implementation of the District's English Learner Master Plan, and progress in achieving District goals for English Learners
- Chairs the VUSD English Learner Coordinating Council

### VUSD English Learner Coordinating Council

The English Learner Coordinating Council is the principal vehicle for District coordination of English Learner issues. It meets monthly for an hour-long meeting and is chaired by the Superintendent. This Council ensures that the District adheres to the standards and procedures in the English Learner Master Plan and that all offices and departments in the District coordinate their efforts related to programs and services for English Learners.

### Assistant Superintendent of Educational Services

- Monitors implementation of the District's Master Plan for English Learners
- Evaluates progress in achieving District goals for English Learners

### Assistant Superintendent of Business Services

- Ensures that District resources are appropriately allocated and used to implement the District's English Learner Master Plan

### Assistant Superintendent of Human Resources

- Monitors appropriate credentials and qualifications of all personnel
- Monitors progress of staff on plans to obtain authorizations
- Responsible for assignment of EL staff
- Leads staff recruitment efforts & selection procedures

### Director of Student Performance and Program Evaluation

- Monitors Single Plans for Student Achievement regarding English Learner program services
- Conducts annual assessments of English Learner progress for school, district, state and federal accountability purposes

### Directors of Elementary and Secondary Curriculum

- Monitor and evaluate progress of EL students in core programs
- Reports findings to Assistant Superintendent, Superintendent and Board of Education

### Principals

- Plan implement, evaluate and modify instructional programs to promote Districts' four goals for English Learners
- Review teaching authorizations and appropriately assign teachers for EL instruction
- Ensure appropriate English Learner program placement
- Organize the English Learner Advisory Committee (ELAC) and utilize the ELAC advice in developing the school's Single Plan for Student Achievement
- Responsible for site implementation of the English Learner Master Plan

### Classroom Teachers

- Implement specific EL programs as described in this plan and provide instruction that follows state frameworks and meets district standards
- Monitor EL student progress and communicate with parents
- Provide support services for students not meeting standards and benchmarks who may be at "risk of retention"
- Advocate for GATE identification for students with qualifying characteristics
- Participate in reclassification recommendations, when appropriate
- Participate in school planning to meet the needs of English Learners

### School Site Councils

- Incorporate the advice of the ELAC in school site English Learner program planning as reflected in the Single Plan for Student Achievement
- Monitor the achievement of ELs and revise the school plan as needed to promote student success

### ELACs

- Conduct an annual site needs assessment of the English Learner program and share this information with the School Site Council for consideration in developing the Single Plan for Student Achievement
- Advise the SSC on the use of English Learner program resources

### DELAC

- Conduct an annual district-wide needs assessment of the English Learner program and advise the Board of Education regarding the needs assessment process and programs to be provided for English Learners
- Review and recommend District goals for English Learner programs

### District Bilingual Education Programs Department Staff

- Support and monitor EL program compliance and full implementation of EL Master Plan
- Allocate state and federal resources to school sites to implement EL program and monitor appropriate use
- Coordinate EL program with other District programs and departments
- Collect and share EL demographic and performance data through the Zangle Student Information System, the R-30 Language Census Survey and other reports
- Conduct annual evaluation of EL program
- Provide staff development to ensure implementation of EL Master plan
- Coordinate CELDT assessments for all English Learners
- Convene the DELAC and provide guidance for ELACs
- Support the selection of instructional materials used for EL student.

### Bilingual Paraeducators

- Provide instructional support in English or the student's primary language; this support is provided in the classroom, in small groups and/or individual settings; always under the supervision of a certificated staff member.
- Assist with student testing
- Facilitate communication with parents

