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Collaborating with Other Programs

Introduction

Early Childhood Education

Gifted and Talented Education

Migrant Education

Special Education

Ventura Adult and Continuing Education

Ventura Neighborhood for Learning



Introduction

Ventura Unified School District staff work as a team to ensure the best possible services to all students and families. At the district level, the Bilingual Education Programs Department works together with staff from many other departments to share information, coordinate our services, and communicate with families. This section includes brief descriptions of how some of these programs serve English Learners and their families. Through our English Learner Coordinating Council meetings, our Superintendent brings together the lead staff members from these district departments to provide an ongoing forum for successful program articulation.

Programs included in this section:

- Early Childhood Education (ECE)
- Gifted and Talented Education (GATE)
- Migrant Education
- Special Education
- Ventura Adult and Continuing Education (VACE)
- Ventura Neighborhood for Learning (VNfL)



Early Childhood Education Services for English Learners

Goal

The goal of the Early Childhood Education (ECE) programs is to prepare preschool students for success in kindergarten and beyond. Program design and instruction are guided by the Desired Results Accountability System for Early Childhood Education Programs developed by the California Department of Education Child Development Division in collaboration with California State University at Sonoma. Three instructional models are currently available to English Learners in the VUSD Early Childhood Education Programs.

English Learner Identification and Placement for Early Childhood Education

English Learners are identified through the Preschool Language Survey Process starting with the Home Language Survey included in the preschool enrollment form. Students who report Spanish at home are given the Preschool Idea Proficiency Tests in both English and Spanish to determine dominant language. Students who report other home languages are assessed with the Pre-IPT in English and an informal assessment of their home language. This assessment is done prior to the beginning of the school year.

Parents of students with Spanish at home are given the opportunity to choose the language of instruction for language arts (English or Spanish) at almost all sites. Information from the IPT assessments and parent observations is important to the discussion regarding program placement. Also important is whether the parents plan for their child to enroll in a bilingual program when they begin kindergarten. The Spanish language arts preschool program is a good match for students who will enroll in bilingual kindergarten programs. Parents are informed through school site meetings and a district brochure of the program options currently available at the district's K-5 schools and the waiver process for enrollment in the kindergarten bilingual program.

Students who speak languages other than English are placed in the ECE English Language Arts Model with all instruction provided in English.

Instructional Programs for English Learners in Early Childhood Education

<p align="center">Spanish Language Arts Model</p> <p align="center">The class is formed when there are sufficient English Learners whose parents request the Spanish Language Arts Model at a school site.</p>			
Students	Spanish Instruction Focus on Desired Results Measures 12-19	English Instruction	Assessment
All students are English Learners.	Spanish Language Arts is offered for 15-20 minutes per day using Estrellitas curriculum. All other instruction is in Spanish.	No English instruction.	All desired results assessed in Spanish + DR 12-19 in English for ELD Annual pre-IPT (pre and post) in English and Spanish

<p align="center">English Language Arts Model</p> <p align="center">The English Language Arts Model is available at all sites.</p>			
Students	Instruction in Spanish or Other Languages	English Instruction Focus on Desired Results Measures 12-19	Assessment
The students are a mixed group – English Learners, English-only and Fluent English Proficient.	No instruction in languages other than English.	All instruction is in English. English Language Arts is offered daily using the Letter People curriculum.	All desired results assessed in English Annual pre-IPT (pre and post) in English and Spanish

<p align="center">Bilingual Model</p> <p align="center">The Bilingual Model is formed when there are one or more English Learners whose parents request Spanish instruction. Students receive language arts instruction in just one language.</p>			
Students	Spanish Instruction Focus on Desired Results Measures 12-19	English Instruction Focus on Desired Results Measures 12-19	Assessment
Mixed group – English Learners, English-only and Fluent English Proficient	Spanish Language Arts is offered for 15-20 minutes per day using the Estrellitas curriculum. (Parental choice, ELs) Other subjects are taught bilingually using the learning center approach.	English Language Arts is offered daily using the Letter People curriculum. (English Proficiency or parental choice) Other subjects are taught bilingually using the learning center approach.	All desired results assessed in Spanish or English to match language of instruction +DR 12-19 for ELD Annual pre-IPT (pre and post) in English and Spanish



Gifted and Talented Education (GATE) Services for English Learners

Program rationale

Students demonstrating, or showing potential of, advanced academic and/or intellectual ability are serviced by the Gifted and Talented Education program. Gifted learners must be given stimulating educational experiences appropriate to their level of ability if they are to realize their potential. Providing for our gifted students meets both individual and societal needs.

Identification and Placement Criteria

Each student, including English Learners, has an equal opportunity to be identified as gifted and talented in the Ventura Unified School District. An identification committee considers a student's intellectual ability, academic achievement, as well as teacher and parent input to determine qualification for GATE. We also consider the time it takes for a student to demonstrate fluency in a second language. Rapid language acquisition is an indicator of advanced ability and is taken under consideration for GATE identification.

The identification process is ongoing, but formally begins by screening all second grade students in the fall using the MAT test. Students who score at the 90th percentile or above are brought to the attention of the classroom teachers who recommend students for further testing. Group intellectual ability testing is done in the spring using the RAVEN or the OLSAT. A point system is used to determine who qualifies for inclusion in the gifted and talented program based on the score a student receives on the intellectual ability test as well as his or her Mathematics and English-Language Arts STAR scores. Students learning English or Spanish as a second language are evaluated on more generous scoring criteria but must still achieve at the Proficient level. The placement committee also uses Aprenda, Idea Proficiency Test (IPT) and California English Language Development Test (CELDT) scores as well as Standards-based Tests in Spanish (STS) scores if available. Students who do not qualify have the opportunity to go through the screening process again.

Program Design

Once a student is identified as gifted, the designation continues as long as the child is enrolled in Ventura Unified. Participation in the program is voluntary. The core program for our gifted and talented students consists of differentiated learning experiences in the regular classroom that support their continued growth in academic and/or intellectual areas. Most elementary schools also include enrichment opportunities for their GATE students either during the school day or after school. Middle school students are placed in GATE classes for core subjects. Honors and Advanced Placement classes are available at the high school level.

Migrant Education

A child is considered "migrant" if the parent or guardian is a migratory worker in agricultural, dairy, or farm industries, including fishing, and the family has moved during the past three years. Eligibility is for three years in the Migrant Education Program. Eligibility is established through an interview conducted by the migrant education recruiter who makes home visits.

Ventura Unified School District has a Migrant Education Program serving approximately five hundred children. The migrant students in VUSD reporting a home language other than English are evaluated following the district's initial language assessment procedures. Initial assessment within thirty days of enrollment is applicable to new migrant students and a yearly Individual Learning Plan (ILP) is conducted to ensure instructional services are appropriate.

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, post secondary learning, and productive employment.

Migrant Education supports programs designed to strengthen the school community and family experiences. These programs are designed, implemented, and evaluated through the migrant education efforts in collaboration with district, regional, and state offices.

The migrant education program components are:

The Binational Migrant Education Program: an international program between Mexico and the United States that provides direct services to migrant students who travel between the two countries.

The Mini-Corps Program: provides tutoring to migratory students to give them the academic and social support needs to succeed in their coursework and stay in school. The tutors come from a migrant family background and are preparing as full time students to become teachers.

The California PASS program: assists migratory students in grades ninth to twelfth grades to receive credits toward graduation in courses approved by the state to meet graduation requirements. Ventura High School and Pacific Continuation High School have the CyberHigh Pass Program for all students. The PASS Program is available for free to all eligible migrant students.

The Migrant Education Even Start (M.E.E.S) program provides kindergarten readiness opportunity to 3- and 7-year olds. These services include summer extended year services to 3- and 4-year olds and tutoring to 5- to 7-year olds.

The Migrant First Five Program provides home based readiness skills for only 3- to 5-year olds who have never had any school experiences or exposure.

The Migrant Education Program (MEP) for K-12 provides staff that ensures services such as parent and student conferences, debate teams, assessment, and accountability resources and data, home visitations, and interagency resources to families.

The Migrant Summer School/ Extended year program provides enrichment activities to migrant students in areas of computers, arts, dance, music and drama.



Special Education Services for English Learners

English Learners are eligible to receive appropriate special education services. Special care is given to ensure proper initial identification and services.

English Learner Initial Identification

Prior to identification as a special education student, the district's English Learner initial identification procedures are followed. If a student's handicapping condition prevents normal administration of the initial language assessments, language assessment staff consult special education staff for guidance in appropriate test administration and appropriate procedures to follow.

Resources to staff include: *California English Language Development Test (CELDT) Assistance Packet for School Districts/Schools – Section III Test Variations, Accommodations, Modifications, and Alternate Assessments* prepared by the California Department of Education. 2/05

Eligibility for Special Education

As part of the process of assessment for special education eligibility, the student's English language development levels must be considered. If the student has already been identified as an English Learner, assessment procedures take this into account.

If the student's English language proficiency has not been identified, then the assessment procedure will include completing this determination. This may follow regular CELDT and primary language test administration procedures or may require alternative approaches, depending on the child's abilities.

Resources to staff include: *Guidelines for Assessment for Special Education of English Language Learners* prepared by the Ventura County Special Education Local Plan Area (SELPA) 2005

Annual CELDT Assessment

Special Education English Learner students' English language proficiency is annually assessed with the CELDT according to the IEP recommendations. IEP teams annually indicate any needed testing accommodations and modifications on the *English Language Development Assessment Information* page of the IEP which are filed in students' cumulative records. Information regarding students who require accommodations and/or modifications is maintained by the Pupil Services Department and made available to teachers, principals and language assessors on the "VUSD Comprehensive Student Report".

Instructional Programs and Placement Options

The IEP Team working together with parents/guardians determines the language of instruction. Both special education and English Learner needs are considered on an individual basis for program placement. Special education services may be provided to a student placed in any one of the program options available to English Learners: Structured English Immersion, English Language Mainstream or Bilingual Program. Or English Learner program requirements may be met for a student in a special education class. In either case, the student receives instruction to meet both English Language Development and academic goals.

Linguistically Appropriate Goals and Objectives

The Annual IEP Goals address both English Language Development and access to core curriculum. The Ventura County's IEP software is used by all IEP teams to ensure the use of linguistically appropriate goals tied to the student's language proficiency level.

Reclassification Process for English Learners Receiving Special Education Services

Grades 6 – 12 (revised 3/20/08)

Annual Language Assessments July – October

Site language assessors conduct annual language assessments with CELDT or other instruments designated in students' Individualized Education Plans. Score sheets are provided to teachers and to the VUSD Bilingual Education Department.

Reclassification Steps

Step One: Bilingual Education Programs Department compiles rosters of all English Learners receiving special education services for reclassification consideration. Rosters are sorted by school site. Two copies are provided to each school's English Learner Program Liaison, one to be given to the school psychologist.

Step Two: School psychologists schedule a meeting with site special education staff to review the roster of potential candidates for reclassification and identify any English Learners receiving special education services to be considered for reclassification at next IEP meeting.

Step Three: The IEP team holds regularly scheduled meeting. If a student will be considered for reclassification, the team must include district English Learner program personnel (EL program liaison or other qualified EL certificated staff member). Using the SELPA Worksheet for Reclassification of Special Education English Learners (Form 41) the team considers whether the English Learner's English language skills and academic performance are consistent with non-English Learner students having the same disability. Sources of information include: CAHSEE, teacher evaluation, progress towards IEP goals, English language assessments, etc.

Step Four: The IEP team documents parent/guardian and EL program staff participation in the reclassification process on the IEP Attendance/Agreement page and/or through the IEP meeting summary. If parent/guardian does not attend the IEP meeting and the student is recommended for reclassification, then the IEP team includes the VUSD English Learner form letter (Form 18) with the IEP documents mailed home to inform parents of this opportunity.

Step Five: If the IEP team recommends reclassification of the student as Reclassified - Fluent English Proficient (RFEP), the SELPA worksheet is completed and submitted to the VUSD Bilingual Education Programs Director for approval. Reclassifications completed by February 15 each year will be reported in the district's annual language census report to the California Department of Education.

Step Six: If the student meets district requirements for reclassification, the VUSD Bilingual Education Programs Director approves reclassification recommendation, returns records for filling in English Learner cum inserts, and updates student records in Zangle Student Information System.

Once the reclassification is approved, the student is noted by IEP team as "RFEP" on the Student Information and Services page of the IEP and date of reclassification is noted. Reclassified students are monitored for at least two years to ensure that they are meeting expectations as part of the annual IEP process.

Step Seven: If the student is not ready for reclassification as RFEP, the IEP team identifies target areas for instruction and reassessment at a future date. "EL" continues to be noted on the IEP.



Ventura Adult and Continuing Education (VACE) Services for English Learners

The mission of Ventura Adult and continuing Education is to enhance the lives of our students by providing diverse, accessible, lifelong learning opportunities. Students' vocational, educational and personal goals are met by staff who promote self worth in a safe, supportive and innovative learning environment.

VACE offers over three hundred classes each year in these areas:

- Adult Basic Education/Adult Secondary Education
- Adults with Disabilities
- English as a Second Language/Citizenship
- Older Adults
- Parenting, Family and Consumer Awareness
- Vocational (Career Technical) Education

Community Involvement – VACE administrative staff are involved in Workforce Investment Board, Chamber of Commerce. Vocational students do externships in the community. EL civics students are involved in the community in many ways including, Red Cross CPR classes, beach clean-ups, and civic engagement.

Instructional Programs designed for adult English Learners (“ESL students”) at no cost

- **English Literacy Civics (EL Civics)** Year-long topic-based English course designed around the interests of students. The goals are for students to improve their English and become more involved in the community. Guest speakers, field trips (local universities, libraries, medical clinics, museums, government centers, and places of employment) and authentic assessments are integral to the program.
- **Multi-level English as a Second Language Classes** conveniently offered at sites throughout the City of Ventura. The curriculum is based on the “English-as-a-Second-Language Model Standards for Adult Education Programs”. Instruction is offered at all levels from pre-literacy to advanced. The goal is to help students achieve their personal, academic and vocational goals. Babysitting is provided at most sites.
- **Ventura English Language Academy** This intensive English program is offered for 27.5 hours per week for students who are committed to meeting vocational and academic goals. It includes an orientation program, learning English through technology and is closely linked to the VACE Technology Development Center.
- **Distance Learning** opportunities are available for students who need flexible schedules. The curriculum covers many levels of ESL, parent education, General Educational Development (GED) preparation, and U.S. citizenship preparation. Instruction takes place through weekly one-to-one meetings with an instructor and take-home materials (video or DVD with corresponding worksheets).
- **“Talk to Me”** – A series of twenty 30-minute videos designed by VACE to teach English to beginning through intermediate level students. The instructor uses examples from the local community to provide authentic experiences for the learners. Corresponding curriculum includes worksheets, review cards and post-tests. The series is televised for 2 hours each day on cable-access public station in Ventura, CAPS, with a very positive response.

- **Learning English on Computers** – Students in these classes use English language learning software such as Ellis and the Rosetta Stone as well as internet sites to improve their listening, speaking, reading and writing skills.
- **ESL for Seniors** – Classes for senior citizens are offered at the Coastal Adult Day Health Center. These classes offer opportunities for language development and social interaction.
- **Parent Education** - VACE includes programs in English or Spanish for parents. Classes for parents of children 0-5 years old are offered in collaboration with the Ventura Neighborhood for Learning. Parenting programs for school-aged children and teens are offered at various sites throughout the year.

Other learning opportunities specifically designed for English Learners include: GED preparation and exam offered Spanish, Citizenship test preparation classes, introduction to computers for ESL students, Test of English as a Foreign Language (TOEFL) preparation, and parent education offered in English or Spanish

Enrollment

VACE welcomes all adult students (18 years and older). To register, students need to complete an enrollment record which includes their name and birthdate. Staff guide students to placement in appropriate courses.

Schedules are available at the VACE Office, 5200 Valentine Road and at various community sites. VACE phone number is (805) 289-7925. www.vace.com



Ventura Neighborhood for Learning Services for English Learners

The goal of the Ventura Neighborhood for Learning (VNfL) is to provide school readiness services to children ages 0 to 5 years old and their families. Programs offered through the VNfL Family Centers provide early learning opportunities, family support and education, and access to health services.

English Learner Identification

The primary language spoken in the home by the families is identified by the family member during the First Five Intake process. All services are available in English and Spanish. The family member is given the opportunity to choose the class they wish to attend with their child. Depending upon the needs of the parents, some sites offer classes predominantly in Spanish. Other sites offer classes in English, Spanish, and bilingually.

Early Learning Programs for English Learners in the VNfL

Play and Learn

The Play and Learn Program (PAL) provides early learning classes for children and their parents together. The classes are divided by age groups: 1- to 2-year olds and 2- to 3-year olds. The biweekly classes provide a variety of activities to support early language development in the child's primary language. Through parent participation and instructional modeling, parents learn the many ways that they are their child's first teacher and how to encourage and support their child's language development. The importance of reading to the child, telling stories, singing songs, dancing, and talking with children is incorporated into the idea that children learn through play. Children and families participating in PAL also take home literacy backpacks each week. In the backpacks are four different age appropriate books, both in English and Spanish. Parents are encouraged to read the books with their children throughout the week and then return the backpacks and receive a new backpack with different books the following week. Throughout the year, families are exposed to at least 80 different books. The children are excited to get their backpacks and new books each week. This helps to stimulate the child's interest in books and reading with their families.

In addition to exposure to early learning activities, parents who participate in the Play and Learn classes are learning the importance of their role in their child's education. Parents are encouraged and supported to maintain their involvement as their child enters preschool and/or kindergarten.

Latino Family Literacy Project

The 10-week class provides Spanish-speaking parents the opportunity to develop a story book of their child and their family. Basic literacy concepts are discussed and parents learn new ways to understand early literacy activities for their child.