



BILINGUAL EDUCATION PROGRAMS

A WORLD OF OPPORTUNITIES

VENTURA UNIFIED SCHOOL DISTRICT

VUSD
English Learner Master Plan
Working Draft
for Board Review



**Ventura Unified School District
English Learner Master Plan**

“A World of Opportunities”

Board Approval (to be requested) – September 11, 2007

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The English Learner Master Plan for the Ventura Unified School District weaves together the contributions of many dedicated and talented staff members, community representatives, parents, and resource people. Thank you to each and every person who took the time to participate in this endeavor by brainstorming, reading, researching, sharing, describing, discussing, drafting, reviewing, revising, editing, encouraging, and believing.

This plan will surely help us to realize the dream
we share for the English Learners in Ventura,
students who graduate from our schools
prepared to participate in a world of opportunities.

Trudy Arriaga, VUSD Superintendent

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Acknowledgements
Superintendent's Message
Introduction

1 Maintaining the Focus on Students and Instruction

- Student Identification and Parent Notification
- Instructional Programs for English Learners
- Student Instructional Placement Options
- Parental Exception Waivers
- Catch-up Plans
- Reclassification and Follow-Up Processes

2 Staffing for Success

- Staff Qualifications
- Professional Development

3 Involving Families

- Outreach to Parents
- English Learner Advisory Committees
- District English Learner Advisory Committee

4 Maximizing Resources

- Resources for English Learner Programs and Services

5 Achieving our Goals

- Program Evaluation
- Accountability

6 Achieving Our Goals

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

7 Appendix

- Glossary of Terms
- List of Forms
- Tables and Figures
- Legal References
- Resources



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VENTURA UNIFIED SCHOOL DISTRICT

Message from the Superintendent

The Vision of the Ventura Unified School District is for all students to receive an exemplary and balanced education fostering a life-long passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children. This master plan will guide our work towards the realization of this vision for the English Learners enrolled in our district.

VUSD has a history of providing excellent programs for English Learners. We want to ensure that these programs continue to thrive and evolve to reflect the most effective practices while always adhering to board policy and maintaining legal compliance.

In order to sustain effective programs and prepare students for a world of future opportunities, staff, parents, and community members have worked closely together in the development of this master plan. Paraeducators, teachers, counselors and administrators generously shared their diverse perspectives during the Master Plan Core Team meetings throughout the year.

The English Learner Master Plan is based on the four district goals for English Learners originally developed by members of our District English Learner Advisory Committee:

- 1. Proficiency in English**
- 2. Success in Academic Areas**
- 3. Preparation for a Career in two languages**
- 4. Participation in Community Work**

The plan clearly spells out the procedures and routines that promote the success of our English Learners in accomplishing these goals. It demonstrates an ongoing collaborative effort among all district departments to effectively serve our English Learners. It has been a pleasure to participate in our English Learner Coordinating Council with district leaders to ensure ongoing attention to the full implementation of this plan.

Many thanks to our VUSD Coordinator of Bilingual Education Programs, Dr. Jennifer Robles for her vision and leadership in the development of this plan. It is also with gratitude and appreciation that we thank the teachers, administrators, support staff and community members for their efforts and commitment. I am proud to work with such a dedicated educational community. We also greatly appreciate the support and guidance of Dr. Norm Gold and the personnel of the California Department of Education.

Sincerely,

Trudy Tuttle Arriaga, Ed.D.
Superintendent

Introduction

Welcome to the Ventura Unified School District's *English Learner Master Plan*. This document was developed during the 2006-07 school year as a guide for the full implementation of educational services for English Learners from pre-school to adult levels. The emphasis is on best practices and legal compliance at grades kindergarten through twelve. Staff, parents and community members worked closely together on this *EL Master Plan*. We believe it will ensure that our schools develop English Learners' optimal levels of language, academic and cultural proficiency to prepare them for a world of opportunities.

English Learners represent about fifteen percent of the district's total student enrollment. Approximately 2,600 English Learners are enrolled in the K-12 program with growing participation in preschool and adult education programs. These students speak many languages at home with Spanish by far the most frequently reported.

The District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees play important roles in guiding the district's work. Several years ago, the DELAC identified four key goals for all English Learners. They provide the basis for English Learner programs and services in VUSD. These district goals for English Learners are:

1. Proficiency in English
2. Success in Academic Areas
3. Preparation for a Career, in two languages
4. Participation in Community Work

We based this plan on State and Federal law and local school board policies.¹ These laws and policies serve to safeguard student needs. The *EL Master Plan* is consistent with district's Local Educational Agency (LEA) Plan required by NCLB, and with site Single Plans for Student Achievement. The *EL Master Plan* is also based on research that documents best practices for school and district programs for English Learners.²

The plan begins with guidance regarding identification and instructional programs for English Learners, and criteria and procedures for their reclassification to Fluent English Proficient status. Next, the plan covers staffing and professional development for successful programs for English learners, ways to involve families, and maximize the effective use of resources. The fifth section emphasizes our focus on achievement. The sixth section provides descriptions of important linkages with early childhood education, gifted and talented education, special education, adult education, and migrant education. Completing the plan are a list of relevant state and federal laws, a glossary, a list of forms, legal references and resources.

Thank you for taking the time to fully implement this plan.

The *English Learner Master Plan* and a complete on-line forms repository are available on-line at: www.ventura-EL-Master-Plan.org. [Insert actual URL later]



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 CELDT Results (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.

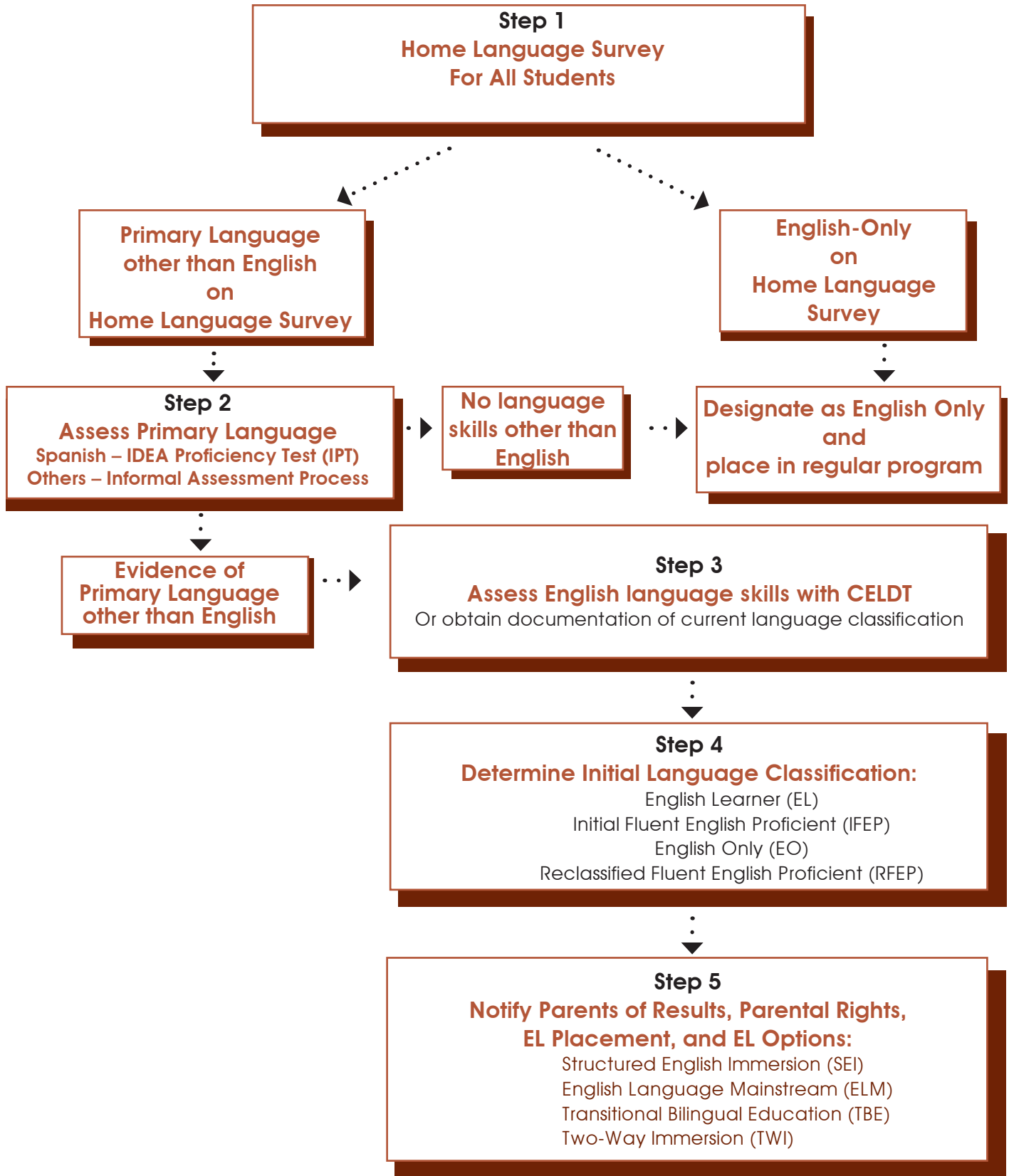
VUSD Classified Human Resources

- 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

- Completes the annual R-30 Language Census Report for all district schools and provides 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





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

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
- Classroom meetings
- 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





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.

Structured English Immersion Program - Language(s) used for Instruction	
<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>	
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 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 • <u>VUSD ELD Progress Profiles</u> • <u>ELD publishers' assessments</u>
<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





Sheltered English Instruction Program	
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. Primary language support should be provided, as needed, to promote understanding of California subject matter standards.
Science	
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. ELM instruction is in English. However, extra support is to be provided as needed, including use of the student’s 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		
<p>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.</p> <p>Students continue in ELM program until reclassification as Fluent English Proficient (RFEP).</p>		
	Instruction	Monitoring and Assessment
English Acquisition	<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
Academic Success	<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 L1 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		
<p>English Learners with approved Parental Exception Waivers participate in the TBE program. Proficiency in Spanish is required for successful participation in the TBE program.</p> <p>After transition to English Language Arts, English Learners are served in the ELM program until reclassification as Fluent English Proficient (RFEP).</p>		
Instruction	Monitoring and Assessment	
English Acquisition	<p>Daily English Language Development is provided at the students' assessed level 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
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 • California Standards Test 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						
P.E.	<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

Two Way Immersion Program	
<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 Requirement BCLAD or BCC credential or authorization at all grades to provide primary language instruction.</p>	
Instruction	Monitoring and Assessment
<p>English Acquisition</p> <p>Daily English Language Development is provided at the students' assessed stage 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 • <i>ELD Report Card Addendum</i> (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 at 6th grade • Houghton Mifflin Language Arts chapter tests • California Standards Tests in English • California Standards-based Tests in Spanish/<i>Apranda</i> • 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 <i>Lectura</i> chapter tests • California Spanish Standards Tests/<i>Apranda</i> • 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.

Structured English Immersion Program (SEI)							
<p>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>							
	<table border="1"> <thead> <tr> <th>Instruction</th> <th>Monitoring and Assessment</th> </tr> </thead> <tbody> <tr> <td> <p>Daily English Language Development is provided at the students' assessed levelsof 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. <i>High Point</i> is used at grades six to eight. <i>Visions</i> is used at grades nine to twelve.</p> </td> <td> <ul style="list-style-type: none"> • Annual CELDT for all ELs • <i>VUSD ELD Progress Profiles</i> (Forms 35-38) • <i>High Point</i> Benchmark assessments for grades six to eight • <i>Visions</i> assessment for grades nine to twelve • Edusoft reports • Report card grades </td> </tr> <tr> <td> <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 Englishwith primary language support and/or through content-based ELD. Content materials are used in the primary language and/or English.</p> </td> <td> <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 • California Standards-based Tests in Spanish/<i>Apranda</i> • Report Card Grades </td> </tr> </tbody> </table>	Instruction	Monitoring and Assessment	<p>Daily English Language Development is provided at the students' assessed levelsof 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. <i>High Point</i> is used at grades six to eight. <i>Visions</i> is used at grades nine to twelve.</p>	<ul style="list-style-type: none"> • Annual CELDT for all ELs • <i>VUSD ELD Progress Profiles</i> (Forms 35-38) • <i>High Point</i> Benchmark assessments for grades six to eight • <i>Visions</i> assessment for grades nine to twelve • Edusoft reports • Report card grades 	<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 Englishwith 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 • California Standards-based Tests in Spanish/<i>Apranda</i> • Report Card Grades
Instruction	Monitoring and Assessment						
<p>Daily English Language Development is provided at the students' assessed levelsof 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. <i>High Point</i> is used at grades six to eight. <i>Visions</i> is used at grades nine to twelve.</p>	<ul style="list-style-type: none"> • Annual CELDT for all ELs • <i>VUSD ELD Progress Profiles</i> (Forms 35-38) • <i>High Point</i> Benchmark assessments for grades six to eight • <i>Visions</i> assessment for grades nine to twelve • Edusoft reports • Report card grades 						
<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 Englishwith 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 • California Standards-based Tests in Spanish/<i>Apranda</i> • Report Card Grades 						
English Acquisition							
Academic Success							

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 provided by bilingual teachers or paraeducators.

English Language Mainstream Program (ELM)		
<p>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 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>		
Instruction	Monitoring and Assessment	
English Acquisition	<p>Daily English Language Development is provided at the students’ assessed level of English proficiency for a minimum of 1 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 • <i>VUSD ELD Progress Profiles</i> (Forms 35-38) • Teacher observation • Edusoft reports • Language Arts benchmark assessments • Report card grades
Academic Success	<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 elementary bilingual programs opportunities to continue to develop academic language skills in to 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	
<p>English Learners with approved waivers who would benefit from courses taught in Spanish may receive Spanish instruction in the secondary bilingual education program.</p> <p>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.</p> <p>The secondary level bilingual education program includes daily instruction in ELD.</p>	
Instruction	Monitoring and Assessment
English Acquisition	<p>Daily English Language Development is provided at the students' assessed level of English proficiency for a minimum of one period/day</p> <p>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 • <i>VUSD ELD Progress Profiles</i> (Forms 35-38) • <i>High Point</i> Benchmark assessments for grades six to eight • <i>Visions</i> assessment for grades nine to twelve • Edusoft reports • Report card grade
Academic Success	<p>Core curriculum is taught in Spanish or through SDAIE.</p> <p>Classroom and school libraries include resources in Spanish and to support SDAIE instruction.</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 • VUSD Mathematics Benchmarks in Spanish or English • California Standards Test in Spanish • Report card grades/<i>Apr enda</i> • Edusoft reports
Spanish Language Skills	<p>Spanish language skills continue to be taught through specific Spanish Language Arts and content courses.</p> <ul style="list-style-type: none"> • Annual assessments in Spanish to measure oral proficiency • VUSD Spanish Language Arts Benchmarks • California Standards-based Tests in Spanish/<i>Apr enda</i> • Writing proficiency test in Spanish at 7th grade • Report card grades • Student presentations and portfolios





High School Flow-Chart for English Language Development and Core Content Courses

CELDT Overall Level Note: Consideration is also given to students' literacy in their home language as well as CELDT reading scores for placement	English Language Development Courses		Core Content Courses and class composition		Recent Arrivals
Beginning	(2 class periods) ELD English I ELD Reading I Curriculum - Visions	and	Sheltered English Immersion (SEI) with Primary Language Support Only EL students at Beginning and Early Intermediate levels	and	One period of Recent Arrivals class for English Learners in U.S. schools for one year or less.
Early Intermediate	(2 class periods) ELD English 2 ELD Reading 2 Curriculum - Visions	and	Sheltered English Immersion (SEI) with Primary Language Support Only EL students at Beginning and Early Intermediate levels		
Intermediate	(2 class periods) ELD Reading 3 Grade level English class Curriculum for ELD Reading - Visions	and	English Language Mainstream (ELM) taught using SDAIE strategies EL students at Intermediate levels may be combined with more advanced English Learners and English speaking students		
Early Advanced & Advanced	(1 class period) Grade level English class taught using SDAIE strategies, as needed Curriculum - <i>Holt Language Arts</i>	and	English Language Mainstream (ELM) taught using SDAIE strategies, as needed EL students at Early Advanced and Advanced levels combined with English speaking students		

VUSD High School - English Language Learner Program Success Pathways

	Beginning	Early Intermediate	Intermediate	Early Advanced/ Advanced	5 th Year Senior
1	ELD English 1	ELD English 2	ELD Reading 3 or English (9-12) ELM	English ELM (9-12)	Contracts based on attendance, behavior and grades in senior year. Available to students who could complete graduation requirements in 5th year. Continued after first quarter for students making progress. Treated as intervention. Documented on AB1802 sheet in the fall.
2	ELD Reading 1	ELD Reading 2	Science ELM or L1	Science ELM or L1	
3	Elective or Recent Arrivals Class (Depending on support, students can take social science this first year based on their grade level)	Health ELM or L1 / Geography ELM or L1 World History ELM or L1 US History ELM or L1 Agricultural Biology (SEI, ELM or L1) Earth Science ELM or L1 Economics ELM or L1 / American Democracy ELM or L1 (based on grade level: 9th, 10th, 11th, 12th)			
4	Elective or Spanish for Native Speakers, Advanced Placement Spanish, or other advanced Spanish	Elective or Spanish for Native Speakers, Advanced Placement Spanish, or other advanced Spanish	Elective or Spanish for Native Speakers, Advanced Placement Spanish, or other advanced Spanish	Elective or Spanish for Native Speakers, Advanced Placement Spanish, or other advanced Spanish	
5	Physical Education Fine Art Applied Art	Physical Education Fine Art Applied Art	Physical Education Fine Art Applied Art	Physical Education Fine Art Applied Art	
6	Algebra 1A, Algebra 1B, Algebra 1, or Geometry taught as an SEI class or through students' home language		Algebra 1A, Algebra 1B, Algebra 1, Algebra 2, Geometry, Calculus, Trigonometry taught as ELM class or through student's home language		
Extended Day	Interventions				
Summer School	English class (10 credits) needed to complete graduation requirements.				

Graduation Requirements:

- | | |
|---|---|
| English.....40 credits | ELD = English Language Development |
| Social Science.....35 credits | ELM = English Language Mainstream course for high Intermediate, Early Advanced and Advanced English Learners |
| Geography-5 | SEI = Structured English Immersion course for Beginning, Early Intermediate and low Intermediate English Learners |
| World History-10 | L1 = Primary language instruction or support in student's home language |
| US History-10 | |
| Economics- 5 | |
| American Government-5 | |
| • Mathematics.....30 credits | |
| ○ 10 credits of Algebra 1 or equivalent | |
| • Science.....20 credits | |
| • Fine Arts.....10 credits | |
| • Applied Arts..... 10 credits | |
| • Physical Education.....20 credits | |
| • Health.....5 credits | |
| • Electives..... 60 credits | |
| Total Credits.....230 | |

Students must also pass the California High School Exit Exam (CAHSEE)





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.

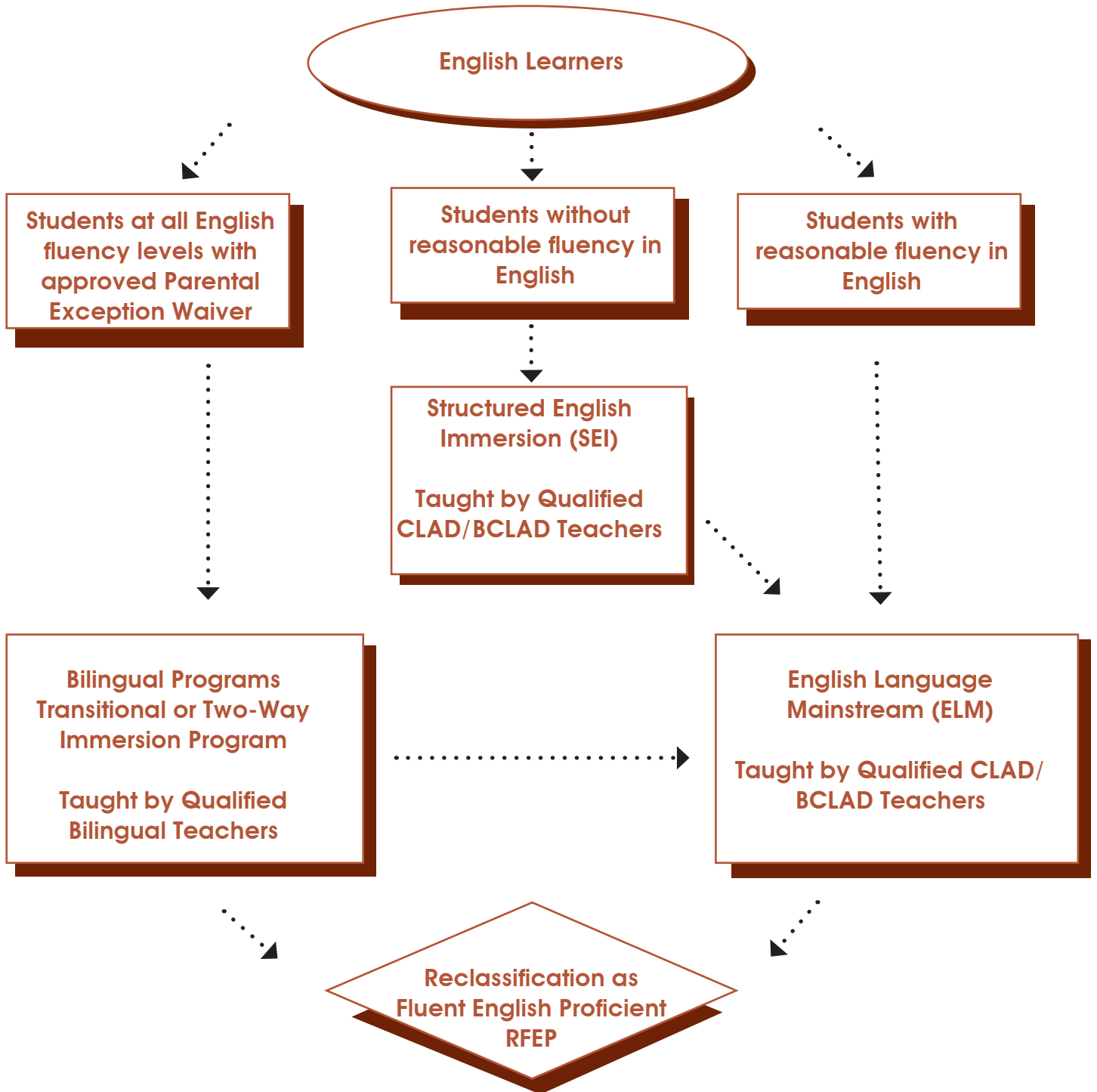
Table 2 Placement Criteria for K-12 English Learners		
CELDT Proficiency Level and Program Exit Requirements		Program Placement Options for English Learners
Beginning	Less than reasonable fluency	<ul style="list-style-type: none"> Structured English Immersion Bilingual Education Program (Transitional 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 receives 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).

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. Please be sure we receive originals. 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 First Three Quarters 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 Last Quarter of the School Year

Notes:

- Per (EC 48231) Students between the ages of 12-18 who enter a school attendance area from another state within ten days of the end of the school year 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

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 El Camino	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 El Camino	Resident school age appropriate placement El Camino
16	Resident school age-appropriate placement El Camino and/or VACE	Enroll at resident school, then concurrent enrollment at VACE or transfer to full-time enrollment in VACE
17	El Camino and/or 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 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:

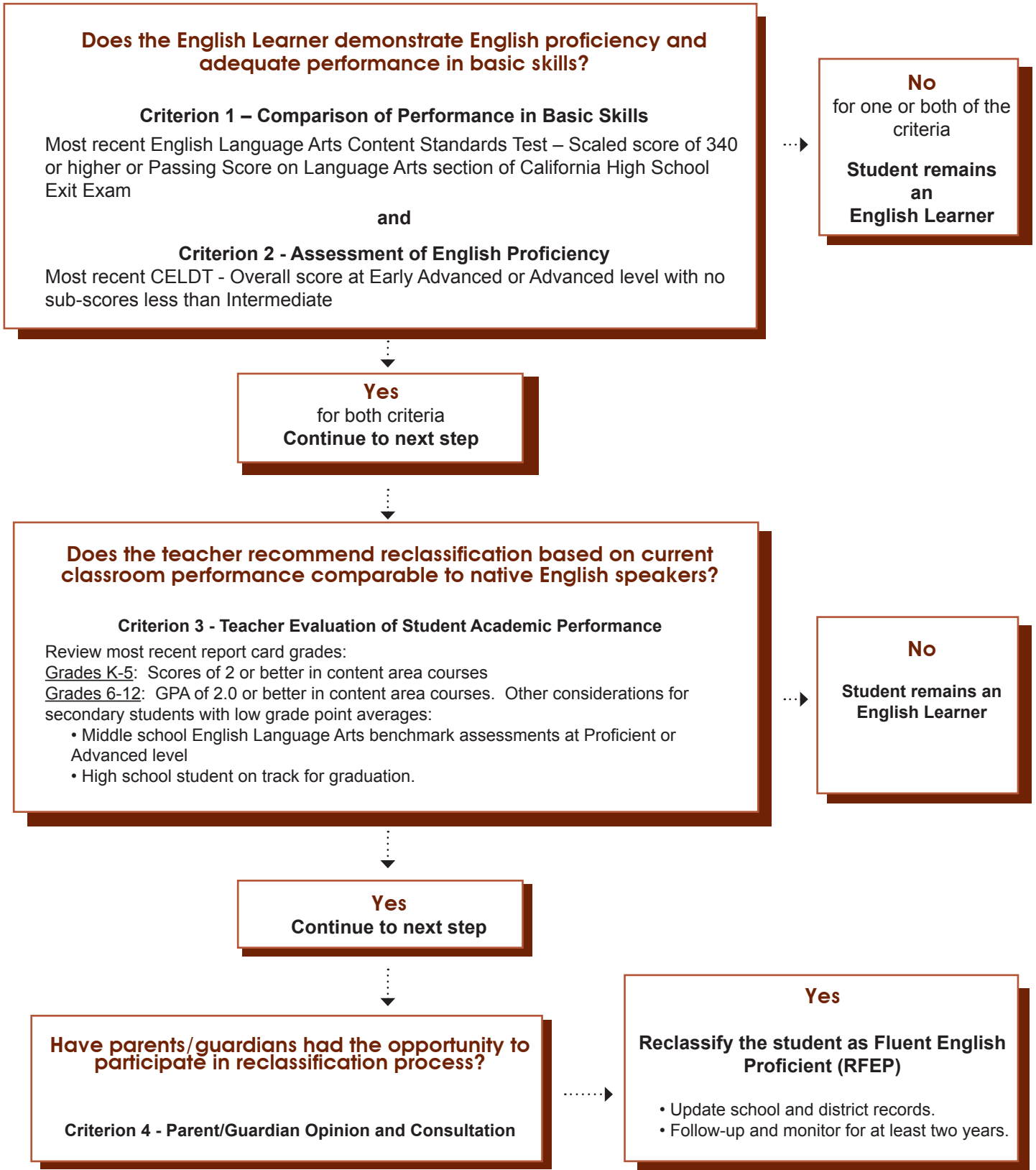
- Individual student advisement and counseling
- Access to tutoring support in class, during advisement period, before or after school
- Participation in benchmark, strategic or intensive interventions provided by the school
- More frequent home-school communication regarding student progress
- School 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 5
Decision Guide: Reclassifying a Student from EL to RFEP





Staffing for Success

Staff Qualifications
Professional Development

Staff Qualifications

The Ventura Unified School District recognizes that well-qualified staff are the key to success for our students. In order to provide the best educational opportunities for English Learners, the District ensures that all teaching personnel, including special education teachers, who teach English Learners hold appropriate certifications. District and site staff work together to provide current information on teachers' qualifications, offer appropriate professional development, and use effective recruitment, hiring and assignment practices.

Teacher Qualifications – VUSD follows the requirements for English Learner instruction set forth by the California Commission on Teacher Credentialing (CTC). These requirements cover three types of instruction:

- ELD – English Language Development
- SDAIE – Specially designed academic instruction in English
- Primary Language Instruction for language development and content instruction taught in the student's first language.

VUSD Certificated Human Resources Department follows an annual cycle to audit and report teachers' qualifications for service to English Learners. Under the California Education Code, as established in response to the Williams Case, whenever 20% of the students in a class are identified as English Learners, the teacher must hold an appropriate authorization for English Learner instruction. The EL Program Credentials Audit follows this sequence:

- **Ongoing** – Teachers in training for authorizations for EL instruction inform the Certificated Human Resources Department of their annual progress. This information is stored in the District's Student Information System (SIS).
- **Early Fall** – Each principal receives a roster of teachers assigned to provide instruction to English Learners without evidence of appropriate teaching authorization or active training status. Principals confirm and correct this information with staff members and report back to HR Department.

- **Fall** – Each teacher without evidence of appropriate teaching authorization for ELs or active training status is informed of options to apply for an emergency credential and pursue CLAD/CTEL authorization or enroll in training for Certificate of Completion of Staff Development (AB2913), if eligible. Each teacher's status is monitored by the Certificated Human Resources Department. These teachers are advised by the principals consequences of failing to obtain any needed EL authorization.
- **Spring** – Each principal receives a roster of teachers' qualifications for teaching English Learner students. This information is used at the school site to appropriately assign staff. The same information is available to principals throughout the year on the California Teaching Commission and Ventura County Office of Education websites.

It is the principal's duty to take appropriate steps to ensure that English Learners receive instruction from appropriately credentialed staff. These steps include:

- Strategic assignment of English Learners
- Reassignment of staff within a school to adequately meet the needs of English Learners
- Team teaching within or across grade levels
- Designation of specific English Learner authorization required on open assignments. Depending on services to be provided, some assignments are designated as requiring bilingual authorizations.

Recruitment – The Certificated Human Resources Department publishes an annual schedule of recruitment efforts. This recruitment pamphlet allows district staff from the district office and school sites to actively participate in recruitment efforts. These efforts include VUSD career fairs and visitation days, recruitment trips to universities, participation in the California Association for Bilingual Education Career Faire, and staff presentations to students in university credential programs. Specific emphasis is placed on recruiting qualified teachers with English Learner authorizations.



Transfers – The VUSD transfer policy for teaching personnel allows for principals to consider and select transfer teachers based on identified student and program needs.

In-Training Status – In order for a teacher to be considered actively in training towards an appropriate EL authorization, there must be evidence from the past 12-month period of:

- Participation in training for an SB395 certificate, or
- Possession of an emergency credential and satisfactory evidence of work towards a CLAD or CTEL authorization through university coursework (minimum 6 units/year) or test preparation courses (two tests taken/year).

Requirements for teachers on interim assignment – Teachers who are assigned to teach English Learners but lack the appropriate teaching authorizations are considered to be on “interim assignment.”

- Principals may recommend that temporary teachers on interim assignment not be rehired for the following year if they have not actively participated in training to obtain appropriate EL authorization.
- Probationary or permanent teachers on interim assignment may not be assigned on an interim basis for the following year. If they do not pursue training to obtain appropriate EL authorization, their assignment options at the school or district level may be limited.

Annual Reports – The VUSD Bilingual Education Programs Department reports teacher qualifications for English Learner instruction in the annual Language Census Report (R-30) to the California Department of Education each spring. This provides school-by-school and district summaries of teachers who provide ELD, SDAIE and Primary Language Instruction, including authorized and in-training staff. The Certificated Human Resources Department conducts annual Williams English Learner audits and completes appropriate reports.

Professional Development

Ventura Unified School District provides training for all staff who work with English Learners, including administrators, paraeducators, counselors, site teachers, district specialists, district office personnel, and site office personnel to ensure full implementation of the EL Master Plan and preparation to meet the District's goals for English Learners.

The Bilingual Education Programs Department works together with staff development planners from other district departments, Ventura Adult and Continuing Education (VACE) and school sites to provide coordinated and research-based training promoting the California Standards for the Teaching Profession. Staff also participate in professional development opportunities offered by the California Department of Education, Ventura County Office of Education, the California Literacy Project, California Association for Bilingual Education, and California Association for Teachers of English to Speakers of Other Languages.

Annual professional development surveys are conducted by the VUSD Categorical Programs and Bilingual Education Programs Departments each year to plan staff development throughout the District. The District-sponsored professional development opportunities are posted on the VUSD Professional Development Calendar.

Beginning in 2007, the VUSD Bilingual Education Programs Department will provide annual English Learner Program awareness sessions to staff listed below to ensure maximum coordination of district efforts:

- Adult Education English Learner Advisory Committee
- Beginning Teacher Support and Assessment Staff
- Campus Supervisors
- Career Technical Education Advisory Committee
- Child Nutrition Staff
- Classified Directors
- Classified Management Association
- Early Childhood Education Site Leaders
- First Five – Ventura Neighborhoods for Learning
- Migrant Education Staff
- Reading Intervention Teachers
- Reading Safety Net Teachers
- School Attendance Review Board
- VUSD Transportation Department
- Ventura Classified Employees Association
- Ventura Unified Education Association
- VUSD Technology Committee
- VUSD Technology Department
- VUSD Technology Liaisons



Table 4
Professional Development Annual Planning Matrix

Target Audience	Focus of Professional Development		
	English Learner Master Plan Implementation	Instructional Strategies, Curriculum and Student Assessment	Multicultural Skills and Developmental Assets
District Administrators	Student Placement Options Instructional Programs,	Program Evaluation	x
District Specialists • Bilingual/ELD • GATE • Language Arts • Math • Special Education • Teacher Technology Training	Instructional Programs	Primary Language, ELD, Sheltered Instruction, Program Evaluation	x
Early Childhood Education Teachers	Language Assessment Procedures, Student Identification, Orientation to Programs	Primary Language and ELD	x
Human Resource Staff including BTSA and PAR Specialists	Student Placement and Staffing Instructional Programs,	Program Evaluation	x
K-12 Counselors	Student Identification and Placement,	Program Design at each school site	x
K-12 Principals	Student Identification and Placement, Staffing, Professional Development, Parental Exception Waivers, Resources, Outreach to Parents & ELAC Instructional Programs,	Program Evaluation	x
K-12 Teachers Including Special Education	Initial Identification, Student Placement Options, Reclassification and Monitoring Instructional Programs,	Program Evaluation	x
Language Assessors	Initial Identification and Annual Assessment	CELDT and Primary Language Assessment	x
Office Managers	Outreach to Parents, Orientation to Programs, Initial Identification, Placement Parental Exception Waivers	CELDT and Primary Language Assessment	x
Paraeducators Including Special Education	Language Assessment Outreach to Parents Instructional Programs,	Primary Language, ELD, Sheltered Instruction	x
Special Education Staff	Specifics related to students receiving special education services	Linguistically Appropriate Goals and Objectives for ELD and Access to Core Curriculum	x
VACE English as a Second Language Teachers and Administrators	Orientation to Programs, Staffing	ELD, Research Foundations, Best Practices	x

Table 3

VUSD English Learner Programs Professional Development Foundations

Goal 1: English Language Development

- Focused Approach to Houghton Mifflin (K-5)
- Alisal District English Proficiency Test (ADEPT) (K-5)
- Systematic English Language Development (K-5)
- Preparation to implement all district-adopted ELD materials

Goal 2: Academic Success

- Sheltered Instruction Observation Protocol (SIOP) (3 – 12)
- Guided Language Acquisition Design (GLAD) (K-12)
- Advancement Via Individual Determination (5-12)
- Preparation to implement all district-adopted content area materials

Goal 3: Bilingual Skills for Future Careers

- Spanish classes for staff members offered through VACE and Ventura College
- Advanced Spanish coursework for teachers, including support for Masters Degree programs in Spanish
- Book clubs
- Spanish literature lending libraries
- Guest speakers
- Conversation groups (*Tertulias*)

Goal 4: Skills to Prepare for Participation in the Community

- Developmental Assets
- Anti-Racist Education (Resources found in Enid Lee’s Anthology – “Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development”)
- Teacher Expectations and Student Achievement (TESA)
- Global Learning Networks
- Multi-Cultural Proficiencies

Goal 5: Faithful Implementation of Programs Described in the EL Master Plan

- Annual VUSD Master Plan training
- New teacher-/New-administrator professional development specific to English Learners



Involving Families

Outreach to Families

English Learner Advisory Committees

District English Learner Advisory Committee



In VUSD, parent, staff, student and community involvement build the foundation for successful education programs. This involvement is not limited to classroom volunteers, but extends to all six of J.L. Epstein's "Keys to Successful School, Family and Community Partnerships":

1. Parenting
2. Communicating
3. Volunteering
4. Learning at Home
5. Decision Making
6. Collaborating with the Community

1 - Parenting - VUSD informs the parents as to how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students. This is accomplished through:

- District-wide distribution of informational brochures - Upon enrollment, families of potential English Learners receive the *Educational Opportunities for English Learners* brochure (Form 11)
- Ventura Adult and Continuing Education (VACE) classes - These include English as a Second Language, General Educational Development test preparation in English and Spanish, and parenting classes, all posted on the VACE website <http://www.vace.com> and available district-wide with on-going enrollment at no cost to VUSD adults
- District and site-sponsored Parent Expectations Support Achievement (PESA) training in both English and Spanish for parent leaders to conduct PESA groups at school sites
- Family Literacy Programs such as Learn Everyone Together (LET) and Latino Family Literacy Project
- Parenting suggestions included in school newsletters
- College nights at high schools
- Zangle Parent Connect
- Parent centers at some schools, such as Montalvo, Sheridan Way and De Anza
- Summer "Transition to Kindergarten" program for new kindergarten students who have never attended school
- PIQE - Parent Institute for Quality Education

2 - Communicating— VUSD uses many approaches to communicate effectively with all parents/guardians. Specifically, when 15% or more of the student population at a school site speak a single primary language other than English (as reported on the Language Census Report of English Learner and Fluent English Proficient students), all notices, statements and records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s). Staff are informed of this policy through professional development regarding implementation of the EL Master Plan, annual presentations at principals' meetings, and VUSD English Learner Coordinating Council and through an annual survey of "School Procedures For Communication With Parents/Guardians" compiled by Bilingual Education Programs Office.

• **District translation support** - The Bilingual Education Programs Department offers translation and interpretation services for district-wide and school-wide communication. District staff proficient in Spanish are available on request to support schools with site translation and interpretation. The Classified Human Resources Department maintains a list of staff available to assist with various languages, as needed. The District translator provides TALK Translation headphone sets to schools for check-out and use, on request. Schools may provide their own interpreters to use the equipment or make arrangements for district interpreter support at a specific event.

• **Site translation support**- Each school with 15% or more students who speak a single language other than English describes procedures for communicating with parents/guardians in an annual survey conducted by the VUSD Bilingual Education Programs Department. This survey lists qualified staff, availability of translation support, procedures for providing progress reports and all notices, and procedures for notifying families of these services. Schools commonly use newsletters, Parent Connect, parent conferences, fliers, and community bulletin boards to maintain home/school communication.



- **Connect Ed** - This telephone system gives the District and school sites the capacity to communicate with each family in its preferred language for notification regarding school/district events or student safety issues. Use of this system is authorized by the superintendent and principals.

- **Parent Connect** - Teachers use this on-line system to post course assignments, student grades, classroom activities, attendance reports, and other current information for parents and students to access from any computer by using their own password.

- **Annual NCLB Notice** - The District annually notifies parents of English Learners of student progress towards meeting NCLB Title III annual measurable achievement objectives. If the District does not make progress towards meeting those objectives, parents/guardians are informed of such failure not later than 30 days after such failure occurs. A letter is sent from the Bilingual Educational Programs Department to parents of all English Learners. A copy is kept in the Bilingual Education Programs Office and filed in students' cumulative records for documentation of parent notice.

3 - Volunteering – Parents and community members are welcomed as classroom and school volunteers throughout VUSD. There are many opportunities to volunteer on District and school committees such as the School Site Council, the English Learner Advisory Committee, and the Superintendent's Parent Advisory Council. The District offers annual training for school committee members to prepare them for successful participation. Many schools employ Home School Liaisons to facilitate parent communication and encourage volunteer activities.

4 - Learning at Home – VUSD schools offer family resource centers, and literacy and math nights to demonstrate how learning can take place both at school and home. Elementary schools also promote family literacy through the Learn Everyone Together (LET) program of take-home bilingual books and the Latino Family Literacy Project. Early Childhood

Education programs and VACE provide many opportunities to help families support learning at home. Introductory technology classes are offered to parents at the VUSD Education Services Center.

5 - Decision Making

- Each year all English Learner Advisory Committees (ELACs) conduct site needs assessments to evaluate EL program effectiveness and obtain the recommendations of parents of English Learners regarding the site programs that are offered. This information is summarized by the site principals and presented to the School Site Council for consideration in the development of the single school plan. The summaries are also presented to the District English Learner Advisory Committee for review and discussion. A final summary of all EL parent recommendations is presented to the Board of Education each spring as the annual DELAC Advisory Report. The DELAC Advisory Report is also shared with all site principals to complete the cycle of program review and school plan recommendations.

- The VUSD Parent Involvement Survey is conducted each spring in English and Spanish to obtain feedback regarding district effectiveness in providing information to parents and considering their input into program decisions and services. The survey also identifies the parents' preferred means of home-school communication and topics for future parent education. This information is shared with the Board of Education, all principals, program directors and specialists. A copy of the survey and annual results are available from the Director of Student Performance and Program Evaluation.

6 - Collaborating with the Community

–VUSD and school sites have many positive connections with community organizations and individuals to better serve our students. These include Ventura Education Partnership (VEP), our local colleges and universities, service organizations, Chamber of Commerce, Ventura County Office of Education, Parent Teacher Association and Organization, Ventura Police Department and others.

English Learner Advisory Committees (ELAC)

Requirements

Each school with 21 or more English Learners as reported on the previous spring R-30 Language Census establishes a functioning English Learner Advisory Committee. The purpose of the ELAC is to advise the principal school site council and staff on topics relating to English Learners. These topics include:

- a) The development of a detailed Single School Plan, submitted to the governing board, which addresses the needs of English Learners;
- b) The development of the school's needs assessment;
- c) Administration of the school's language census (R-30 Report);
- d) Efforts to make parents aware of the importance of regular school attendance.

Formation of the ELAC

The ELAC is formed at the beginning of each school year through an election in which all parents/guardians of English Learners have an opportunity to vote and in which they elect the parent members of the committee. Membership may include parents of English Learners and other members (school staff, parents, secondary students, community members). The ELAC composition must include sufficient parents of English Learners to reflect the percentage of English Learners at the school. General information on the District's English Learner Advisory Committees is made available to parents in a bilingual VUSD brochure, *English Learner Advisory Committees* (Form 20).

Training

ELAC members receive training and materials planned in full consultation with committee members appropriate to assist them in carrying out their legal responsibilities. Each year principals elicit ELAC members' recommendations for training topics, materials and opportunities. Site English Learner program resources are used to support ELAC training.

Meetings

Meetings are held at least six times each year at times convenient to the members. The District Bilingual Programs Office provides principals with an ELAC/DELAC Planning Guide (included in this section, Tables 5 and 6) that specifies the agenda items for each ELAC meeting, consistent with the DELAC meetings and designed to address all legal requirements. The school principal or designee coordinates and conducts the ELAC meetings. Translation is provided, if needed, so that meetings are conducted in the language(s) that members understand. Agendas and minutes are documented in English and Spanish using *ELAC Agenda Template* (Forms 21-26) and *ELAC Minutes Template* (Form 27). Copies of agendas and minutes are provided to the VUSD Bilingual Education Programs Department after each meeting for compliance monitoring.

DELAC Representative

Each ELAC elects at least one representative to the VUSD District English Learner Advisory Committee for a two-year commitment.



District English Learner Advisory Committee (DELAC)

Requirements

With an enrollment of more than 51 English Learners, VUSD has the need for a District English Learner Advisory Committee (DELAC). This committee is coordinated and supported by the District Bilingual Education Programs Coordinator with assistance from the Administrative Secretary and District Translator. The VUSD DELAC works together with the District staff and the Board of Education to improve programs for English Learners and to promote the following VUSD Goals for English Learners:

1. Proficiency in English
2. Success in Academic Areas
3. Preparation for a Career, in both English and the Home Language
4. Participation in the Community

Formation of DELAC

At the beginning of each school year, each school with an ELAC provides the Bilingual Program Coordinator with names and contact information for their site representatives to the DELAC.

Designated DELAC Representatives

Each year DELAC volunteers are designated by the committee to work with the Bilingual Program Coordinator to plan and conduct the DELAC meetings. These volunteers are called the "Designated DELAC Representatives" and meet with the VUSD Bilingual Education Programs Coordinator to plan each DELAC meeting.

Purpose and Requirements

The DELAC meets a minimum of six times throughout the year for the main purpose of advising the VUSD Board of Education on the instructional programs for English Learners. The requirements of the DELAC are to advise the governing board annually on:

- a) Development/revision of the District English Learner Master Plan that takes into consideration the Local Education Achievement Plan (LEAP), and the site Single Plans for Student Achievement.
- b) Conducting a district-wide needs assessment on a school-by-school basis.

c) Establishment of district program, goals, objectives for EL programs/services.

d) Development of plan to ensure compliance with applicable teacher and instructional aide requirements.

e) Administration of annual language census.

f) Review/comment on district reclassification procedures.

g) Review/comment on written parent notification of initial school enrollment.

h) Any waiver request submitted to state or federal agencies affecting EL programs/services

Meeting documentation is maintained in the VUSD Bilingual Education Programs Department. Minutes are provided to site principals and superintendent after each meeting. Agenda and minutes templates provide consistency in planning and documentation (Forms 28 & 29).

Training for DELAC members to complete their responsibilities takes place throughout the year at the DELAC meetings. Each year the District Bilingual Education Programs Coordinator elicits DELAC members' recommendations for training topics, materials and opportunities. District staff assist with training topics as appropriate. District EL program funds are used to support DELAC training.

Annual Report to the VUSD Board of Education – The DELAC makes an annual report to the VUSD Board of Education summarizing the District-wide needs assessment process and progress towards the VUSD goals for English Learners. The report is televised and videotaped for use throughout the year as the training tool.

Table 5

ELAC/DELAC Planning Guide

This is a recommended sequence of agenda items for ELAC and DELAC meetings. All meetings must be planned with full consultation of committee members appropriate to assist them in carrying out their legal advisory responsibilities.

<p>ELAC Meeting Topics Meeting dates are coordinated with the DELAC schedule. An ELAC meeting is held prior to each DELAC meeting.</p>	<p>DELAC Meeting Date and Topics</p>
<p>#1 by October 31 Formation of School’s ELAC Elect DELAC representative(s) Training Topics: The Role of ELAC School Programs for English Learner Students VUSD Adult Education Opportunities</p>	<p>November Training Topics: Role of DELAC/ELAC District Goals for English Learner Programs Needs Assessment: English Language Development and Academic Achievement Introduction to English Learner Master Plan</p>
<p>#2 by December 31 Training Topics: Single School Plan Review English Learner achievement data Advice to Principal and staff on efforts to make parents aware of the importance of regular school attendance.</p>	<p>January Training Topics: CELDT – Understanding Annual Language Census Student Results and Parent Notices English Learner Master Plan – Instructional Program and Objectives for English Learners</p>
<p>#3 by January 30 Advice to Principal, school site council and staff on: School Programs for English Learner Students Language Census Procedures</p>	<p>February Begin District –wide Needs Assessment English Learner Master Plan – Input/ Advice</p>
<p>#4 by February 28 Training Topic School Resources for English Learner Program Begin Site Needs Assessment</p>	<p>March Training Topics: Review and Comment on District Reclassification Procedures Develop Plan to Ensure Compliance with Teacher and Instructional Aide Requirements Discuss Site Needs Assessments</p>
<p>#5 by March 31 Summarize Site Needs Assessment for Advice to School Site Council, Principal, Staff and DELAC</p>	<p>April Review and Comment on Written Parent Notification of Initial School Enrollment Summarize Site Needs Assessments English Learner Master Plan Update</p>
<p>#6 by June 15 Year end appreciation of ELAC members and celebration of EL student success (Reclassified students)</p>	<p>May Preparation for Advisory Report to Board of Education Year-end Appreciation Pot-luck Dinner with DELAC members</p>
	<p>May DELAC Advisory Report to VUSD Board of Education</p>



Table 6

Guía de planificación para DELAC y ELAC

La presente es una secuencia de temas para las agendas de reuniones del ELAC y DELAC. Todas las reuniones deberán planificarse con la consulta completa de los integrantes del comité, para ayudarlos tal como sea apropiado, para realizar sus responsabilidades legales de asesoría.

<p>Temas para las reuniones del ELAC <i>Las fechas son coordinadas con las juntas del DELAC. Una junta del ELAC se lleva a cabo antes de cada junta del DELAC.</i></p>	<p>Fecha y temas de las reuniones del DELAC</p>
<p>#1 Antes del 31 de octubre <i>Formación del ELAC de la escuela Elección del representante o representantes del DELAC Temas de capacitación: El papel del ELAC Programas escolares de los estudiantes Aprendices del Inglés VUSD Educación para Adultos - Oportunidades</i></p>	<p>Noviembre <i>Temas de capacitación: Papel del DELAC/ELAC Metas del distrito para los programa de los Aprendices del Inglés Evaluación de las necesidades: Desarrollo del lenguaje inglés y rendimiento académico Introducción al Plan Maestro para los Aprendices del Inglés</i></p>
<p>#2 Antes del 31 de diciembre <i>Temas de capacitación: Plan Escolar Único Revisión de los datos de rendimiento de los Aprendices del Inglés Asesoría al director y personal sobre el esfuerzo para hacer concientes a los padres de la importancia de la buena asistencia a clases</i></p>	<p>Enero <i>Temas de capacitación: CELDT – Entendimiento de los resultados del estudiante y avisos de los padres Censo anual del lenguaje Plan Maestro para los Aprendices del inglés – Programa de instrucción y objetivos para los Aprendices del Inglés</i></p>
<p>#3 Antes del 30 de enero <i>Asesoría al director, Tema de capacitación y personal en: Programas escolares para los estudiantes Aprendices del Inglés Procedimientos para el Censo del lenguaje</i></p>	<p>Febrero <i>Empezar la Evaluación de las necesidades para todo el distrito Plan Maestro para los Aprendices del inglés – Opiniones/asesoría</i></p>
<p>#4 Antes del 28 de febrero <i>Recursos escolares para el programa de Aprendices del Inglés Empezar la Evaluación de las necesidades del plantel escolar</i></p>	<p>Marzo <i>Temas de capacitación: Revisión y comentario del procedimiento distrital para la reclasificación Desarrollar un plan para garantizar cumplimiento de los requisitos de maestros y asistentes de instrucción Examinar las Evaluaciones de las necesidades del plantel escolar</i></p>
<p>#5 Antes del 31 de marzo <i>Resumir la Evaluación de las necesidades del plantel para asesorar al Concejo del Plantel Escolar</i></p>	<p>Abril <i>Revisar y comentar las notificaciones escritas para los padres cuando se inscriben inicialmente Resumir las Evaluaciones de las necesidades del plantel escolar Actualización del Plan Maestro para los Aprendices del Inglés</i></p>
<p>#6 Antes del 15 de junio <i>Agradecimiento y celebración de fin de año por los éxitos de los estudiantes EL y para los integrantes del ELAC</i></p>	<p>Mayo <i>Preparación para el Informe de Asesoría a la Mesa Directiva Cena compartida de agradecimiento para los integrantes del DELAC Informe de asesoría del DELAC a la Mesa directiva de VUSD</i></p>



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 Bilingual Education Programs Coordinator 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 approval 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 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 Evaluation, the Bilingual Education Programs Coordinator, 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

Funding Source	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
Purpose	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
Target Students to be Served	English Learners at grades K-12	English Learners at grades 4-8 where schools have highest concentrations.	English Learners at grades K-12
Centralized Services	Yes	No	Yes
Planning/ Approval Process	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
Site Carry Over	Yes	Yes	No
Examples of appropriate expenditures supplementing general funds or other funds such as SIP or Title I used school-wide or for core program			
Assessment of student progress ELD, academic areas, primary language assessments Opportunities for staff to review data Staff development to accomplish EL goals Teachers, paraeducators, administrators, counselors Conference registration, release time Primary language support Staff, materials, training Translation support		Supplemental instruction for EL students beyond core curriculum Specialized or targeted interventions Extended day, week or school year Materials, staff, equipment, software Transportation to participate in supplemental instruction Parent involvement Training and advisory committees Staff, supplies, conference registration Childcare support and refreshments for meetings Translation support	
Examples of Inappropriate Expenditures – Supplanting General Funds Used for Core Program			
Regular teacher or other regular staff salaries. Any staff, materials, furniture, equipment, supplies intended for all students and not specific to EL goals			



Achieving Our Goals

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 Coordinator 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.



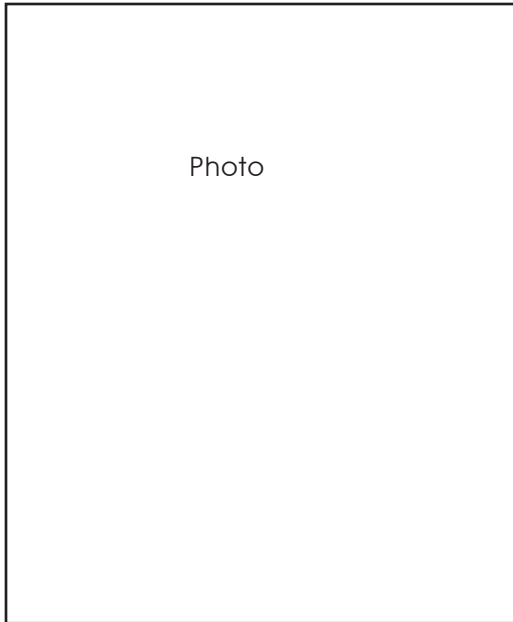
Goal 2 - All ELs will achieve academic success

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?

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.
- 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 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), *Apranda* 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 Coordinator, 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

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



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 Classified Human Resources

- Screens applicants for support positions for necessary skills
- Conducts pre-employment testing to ensure support staff have required language skills
- Ensures that instructional support staff meet the requirements of ND=CLB as fully qualified paraprofessionals
- Responsible for placement of support staff
- Coordinates the evaluation process for support staff

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' fair 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

- Conducts an annual district-wide needs assessment of the English Learner program and advises the Board of Education regarding the needs assessment process and programs to be provided for English Learners
- Reviews and recommends District goals for English Learner programs

District Bilingual Education Programs Department Staff

- Supports and monitors EL program compliance and full implementation of EL Master Plan
- Allocates state and federal resources to school sites to implement EL program and monitors appropriate use
- Coordinates EL program with other District programs and departments
- Collects and shares EL demographic and performance data through the Zangle Student Information System, the R-30 Language Census Survey and other reports
- Conducts annual evaluation of EL program
- Provides staff development to ensure implementation of EL Master plan
- Coordinates CELDT assessments for all English Learners
- Convenes the DELAC and provides guidance for ELACs
- Supports 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.



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

Spanish Language Arts Model		
The class is formed when there are sufficient English Learners whose parents request the Spanish Language Arts Model at a school site.		
Students	Spanish Instruction Focus on Desired Results Measures 12-19	English Instruction
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. Specific English Language Development curriculum is not currently identified. Recommendations will be made in the 2007-08 school year.

English Language Arts Model		
The English Language Arts Model is available at all sites.		
Students	Instruction in Spanish or Other Languages	English Instruction Focus on Desired Results Measures 12-19
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. Specific English Language Development curriculum is not currently identified. Recommendations will be made in the 2007-08 school year.

Bilingual Model		
The Bilingual Model is formed when there are one or more English Learners whose parents request Spanish instruction.		
Students	Spanish Instruction Focus on Desired Results Measures 12-19	English Instruction Focus on Desired Results Measures 12-19
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. Other subjects are taught bilingually using the learning center approach. .	English Language Arts is offered daily using the Letter People curriculum. Other subjects are taught bilingually using the learning center approach. No specific English Language Development curriculum. Recommendations will be made in the 2007-08 school year.



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 finest minds allows both individual and societal needs to be met.

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 whose 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 5-7 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

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.

November – January

Teachers recommend English Learners who appear ready for reclassification as Fluent English Proficient (FEP) and complete two forms: "SELPA Worksheet for Reclassification of Special Education English Learners" and "VUSD English Learner Special Education Student Checklist for Reclassification as RFEP" including parent notice of opportunity to participate in reclassification decision. Completed forms are turned in to the VUSD Bilingual Education Programs Department by January 21.

By February 1

VUSD Bilingual Education Programs Department approves reclassification recommendations, updates student records in Zangle Student Information System and notifies special education teachers of new language classifications.

Beginning in February

During Annual Reviews, special education teachers follow the "SELPA Guidelines for Reclassification of English Learner Special Education Students" to complete all necessary IEP forms.

April 1

Reclassified students are reported to the California Department of Education in the District's annual R-30 Language Census Survey.

Reclassification Follow-Up Review

For two years after reclassification, RFEP students are monitored to ensure that they are meeting expectations. This review is included in the annual IEP process.



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 the Workforce Investment Board and 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 – 2 year olds and 2 – 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.





Appendix

Glossary of Terms

List of Forms

List of Tables and Figures

Legal References

Resources