Master Plan for English Learners

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Revised April, 2019
Victor Valley Union High School District
Board Agenda Item
February 14, 2018

Approval: Master Plan for English Learners

Provided for Board approval is the District Master Plan for English Learners. Victor Valley Union High School District is committed to the belief that English Learners, like all students, can achieve their full potential and should strive towards achieving success in their community. The Plan outlines program goals for academic success, English proficiency, and self-worth of our ESL (English as a Second Language) student population, along with a parent involvement component.

Financial Implications
Financial costs and funding information has been provided within the Plan's description.

Staff Recommendation
It is recommended that the Board approve the Plan as submitted.
English Learner Programs and Services Staff
Laurren Francaisse, Assistant Superintendent
Maura L. Balmaceda, Coordinator, EL Programs and Services
Abigail Cuarezma, Technician, CELDT

DELAC (District English Learner Advisory Committee)
President: Selene Castro
Vice-President: Leticia Romo
Secretary: Magdalena Martinez
Parliamentarian: TBD
ELAC Parent Representatives: Veronica Franco, AHS; Lilia Pina, Hook; Emma Fuentes, LLA; Monica Rivas, VHS; Soledad Ramirez, SHS

EL Site Coordinators
Adelanto High School: Janice Betian
Cobalt Institute of Math & Science: Sandy Barrientos
Hook Junior High School: Lucrecia De La Torre
Lakeview Middle School: Ana Ogea
Silverado High School: Bonifacio Solis
Victor Valley High School: Otilia Vargascorona
University Preparatory School: Tlaloc Garcia
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Victor Valley Union High School District is committed to its belief that all students can learn and will have access to a positive and challenging learning environment. Research-based, standards-aligned lessons, clear goals, dedicated staff, high expectations, frequent monitoring, effective professional development, parent/community involvement, and purposeful communication are essential to insure that all students, regardless of their linguistic and cultural heritage, have equal access and full participation in all district programs. The district is committed to its belief that quality programs and long-term stability of leadership, highly qualified teachers, and classified staff are essential to the long-term success of students.
English Learner Master Plan

Master Plan for English Learners Development Cycle

The English Learner Program personnel and parents meet throughout the year. The EL program members consist of the Assistant Superintendent of Student Learning, the Coordinator or EL Programs and Services, ELD Teachers, DELAC (District English Learner Committee) and ELAC (English Learner Advisory Committee) officers.

First Semester
The English Learner Program staff and parent officers review components of the Master Plan for English Learners. The EL Program members work with their respective district and school leadership teams, including DAC (District Advisory Committee), DELAC, School Site Council, and ELAC committees to:

- Review pertinent sections of the Master Plan for English Learners
- Review EL Action Plan components within the Single Plan for Student Achievement
- Provide feedback to the English Learners Program for improvement action steps

Second Semester

+ Conduct district EL needs assessment and analyze student data
  - Monitor implementation of current Master Plan for English Learners
+ Revise Master Plan for English Learners as necessary
  - Request Board approval of the Master Plan for English Learners

Program Objectives
Victor Valley Union High School District is committed to the belief that English Learners, like all students, can achieve their full potential and should strive towards achieving success in their community; economically, socially, and culturally.

Mission Statement
It is the mission of the Victor Valley Union High School District that all English Learners meet state standards for academic achievement (20 USC 1703 (f), 6892; 5 CCR 11302 (b); acquire full proficiency in English as rapidly and effectively as possible (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a]); and provide parents the opportunity to be active participants in assisting their children to achieve academically and promote self-worth.
Program Goals

Academic Success

* Equal access to core curriculum
* High expectations and yearly progress towards achieving and maintaining proficiency in core academic areas
* Content-based instruction provided by highly qualified teachers that is specifically designed to enable English Learners to achieve academic success in the core curriculum

English Proficiency

* Each English Learner receives an intensive, systemic program of instruction in English Language Development in order to develop proficiency in English as rapidly and effectively as possible.
* English Learners receive daily English Language Development that is specifically identified within the curriculum of the school district, and is supported by high-quality instructional materials, instructional time, and professional development for teachers (California Reading/Language Arts Framework, 2006).
* To insure rapid progress, the English Learners' English acquisition is carefully monitored yearly through the California English Language Development Test (CELDT) and site review of academic achievement.
* English Language Development Standards are used to supplement the English-Language Arts Content Standards to insure English Learners develop proficiency in both the English language and the concepts and skills contained in the English-Language Arts Content Standards.

Self-Worth

* Curriculum and instruction is culturally and linguistically responsive to students
* Cultural diversity is honored and celebrated throughout the district
* All students are given full access to core curriculum in a positive and challenging learning environment
* Students are given opportunities to demonstrate competency and are challenged to high expectations

Parent Involvement

♦ Parents of English Learners are provided opportunities to be active participants in their child's education.
♦ Parent committee meetings are held at the Site and District level (ELAC and DELAC meetings) for the purpose of formulating and responding to parents' recommendations.
♦ Site ELAC committees advise School Site Councils on the development of the Single Plan for Student Achievement, the school's program for English Learners, and on the development of the District Master Plan for English Learners.
♦ When fifteen percent of the student population at a school site speaks a single primary language other than English, communication and records are sent to the parent or guardian in the primary language as well as in English.
♦ Parent training is offered throughout the year to assist parents in developing English acquisition skills, literacy, parenting skills, and to help enhance school involvement.
District Profile

English Learners come from diverse language and cultural backgrounds. Their proficiency in English ranges in levels from Beginning to Advanced. Many are able to communicate socially, yet experience difficulty in academic settings. They have the dual task of learning content material while acquiring English.

Regardless of their proficiency in English, these students bring a wealth of prior knowledge to school. They bring a rich diversity to our classroom through their life experiences as seen through the eyes of their culture and interpreted through their first language.

<table>
<thead>
<tr>
<th>School</th>
<th>English Only (1)</th>
<th>1-FEP (2)</th>
<th>EL (3)</th>
<th>R-FEP</th>
<th>TOTAL</th>
<th>Percentage EL Students</th>
</tr>
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<tbody>
<tr>
<td>Cobalt Institute of Math &amp; Science</td>
<td>506</td>
<td>85</td>
<td>57</td>
<td>282</td>
<td>930</td>
<td>6.13%</td>
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<td>Hook Junior High</td>
<td>519</td>
<td>32</td>
<td>117</td>
<td>120</td>
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<td>120</td>
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<td>337</td>
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<td>14</td>
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<td>190</td>
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<td>205</td>
<td>517</td>
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<td>TOTALS</td>
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<td>612</td>
<td>916</td>
<td>2172</td>
<td>9532</td>
<td>9.61%</td>
</tr>
</tbody>
</table>

Based on information from Aeries - Active students as of June 2, 2017.
Involvement

*EL 1 – Outreach to Parents

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs. Victor Valley Union High School District has a responsibility to inform parents of English Learners of the following:

- Description of Structured English Immersion (SEI), English Language Development (ELD), or Specially Designed Academic Instruction in English (SDAIE) services for English Learners.
- Annual Notification of English Learners' growth (CELDT)
- Results of official state CELDT scores. These results are to be provided within 30 days of their return to the district.
- Intent to initiate reclassification procedures (from EL to Re-designated Fluent English Proficient (RFEPI)).
- Notification of failure of a program to make progress on the Annual Measurable Achievement Objectives (AMAO) described in Section 3122 of Title III. This notice is to be provided no later than 30 days after notification of such failure occurs.
- District notices, reports, statements or records in a single primary language as well as English, to parents/guardians when 15 percent or more of the student population at a school site speak a primary language other than English.
- Annual needs assessment to the parents/guardians of EL students to assist in responding to parent recommendations. The assessment tool will be designed and disseminated through DELAC and ELAC officers to conduct at each site. As determined through parent responses on the annual needs assessment, recommendations and needs will be addressed through meetings of the District English Learner Parent Committee. Information regarding the meetings will be disseminated to sites for distribution to families of EL students.

Parents may at any time request a program placement change to the English Language Mainstream program, which is intended for students who have received a language level of 4-5 after initial assessment.

I. EL 1. The LEA shall implement outreach to parents of English learners includes the following:

a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20USC7012(e)(2)).

b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency
2. Achieve at high levels in core academic subjects
3. Meet challenging state academic standards expected of all students (20USC7012(e)(21))

c) A LEA or consortium that has failed to make progress on the annual measurable achievement objectives (AMAO) shall inform parents/guardians of English learners of such failure no later than 30 days after such failure occurs. (20USC6312(g)(1)(b)(2), 7012(b))

I. EL 2. A school site with 21 or more English learners has a functioning English Learner advisory Committee (ELAC) that meets the following requirements:

a) Parent members are designated by parents or guardians of English learners. (5CCR11308(b))

b) Parents of English learners constitute at least the same percentage of the Committee membership as the children represent of the student body. (EC 52176(p1))

c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC 52176(p1))

(d) The ELAC advises the school/ site/ council (SSC) on the development of the Single Plan for Student Achievement (SPSA). (EC 64-6001 [a])

e) The ELAC advises the principal and staff on the school’s program for English learners. (EC 52176(c))

f) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in proportional representation when there are 31 or more English learner parent advisory committees in the district. (5CCR11308(b))

(EC53147,52176(a), 62002.5, 2ou s.c. 63 1217/41, 1012.J)
*EL 2- ELAC Committees

Educational Services, with the assistance of EL Programs and Services, shall:

- Develop and monitor the establishment of the District English Learner Advisory Committees
- Develop the ELAC Handbook containing sample flyers, agendas, and training materials
- Monitor ELACs at each site by collecting agendas, minutes, and sign-in sheets regularly

School Responsibility

The school site administration and staff will:

- Ensure the organization of an ELAC composed of the parents of English Learners when the number of EL students exceeds 21. Other members may include staff and parents of reclassified students and/or English-only students.
- Hold elections to seat ELAC officers
- Establish a regular meeting schedule to ensure that there are ELAC meetings during each school year.
- Provide support for attendance at ELAC meetings by providing translation, interpretation, and child-care services as necessary or appropriate.
- Ensure that all members have received adequate training in the rights and responsibilities of the ELAC
- Ensure that all legally required functions of the ELAC are completed each school year. These include:
  1. Conduct an annual needs assessment with the assistance of the ELAC to determine the needs of English Learners
  2. Develop the School Plan reflecting the needs of English Learners
  3. Establish training and specific efforts for parental awareness of the importance of regular school attendance
  4. Elect a representative to the District English Learner Advisory Committee (DELAC)
  5. Ensure completion and submission of ELAC agendas, minutes, and sign-in sheets to the Compensatory Education Department (English Learners Program)

*EL 3- DELAC Committee

Goals of the District English Learner Advisory Committee

- To assist the District in evaluating the educational needs of programs participants as they are identified through the annual school-by-school needs assessment.
- To make suggestions to the District regarding the development and implementation of the instructional programs
affecting English Learners.

- To assist the District in the development of District EL programs, goals and objectives.
• Make recommendations regarding the effectiveness of the EL instructional programs.
• To assist the District in identifying the specific training needs of all members participating in the DELAC in order to help them fulfill their legal advisory responsibilities as members-at-large, district representatives, community officers, etc.
• To give input regarding the planning, development, implementation and budgetary considerations of the EL instructional programs within the District.
• To examine and review the District's Consolidated Application, and upon review of all District assurances, to authorize the president of the committee to sign the District's Consolidated Application as required.
• To serve as a forum through which parents can present ideas, ask questions, or express concerns regarding the EL instructional program.
• To encourage school attendance and stress the importance of parent involvement through regular attendance at ELAC meetings by the DELAC President, and the ELD Teacher on Assignment.

Composition of the District English Learner Advisory Committee

• The majority of the committee must consist of parents or guardians of English Learners that are not employed by the District.
• Each committee should elect a President, a Vice-president, Secretary and a Parliamentarian who will serve a two-year term.
• The committee will include school personnel and interested members of the community.

District Office Responsibility

Educational Services, with the assistance of EL Services, shall:

• Organize a DELAC composed of the parents of English Learners representing all schools enrolling more than 21 English Learners, staff and parents of reclassified students and/or English-only students
• Develop and update By-Laws of operation for the DELAC and ELACs
• Provide training for the DELAC members concerning the rights and responsibilities of the committee
• Provide agendas and other documents supporting the function of the committee in the major languages represented by the membership
• Continuously inform the Assistant Superintendent of Student Learning and Principals of the actions and deliberations of the DELAC through the dissemination of agendas and minutes of all meetings
• Facilitate the ongoing reports from the DELAC to the Board of Education
• Ensure that legal requirements of the DELAC are met in a timely manner
• Establish a timetable for development of the English Learner Master Plan
• Advise the district in the development of the English Learner Master Plan, taking into consideration the schools’ Single Plan for Student Achievement
• Advise the district in the development of English Learners’ goals, objectives, and services
• Review and comment on the District’s Reclassification process
• Review and comment on required written notifications to be sent to parent/guardian
• Conduct an annual district-wide needs assessment
The school site administration and staff will:

- Ensure that a representative is selected from the ELAC to attend DELAC meetings
- Disseminate information received from the DELAC to the ELAC and/or school staff and parents, as appropriate
- Facilitate a report to the ELAC by the DELAC representative of the actions and deliberations of the DELAC
- Facilitate the replacement of DELAC representatives, as necessary

**Parent Education**

The goal of all parent education is to strengthen the home/school connection, which ultimately improves the achievement success rate of students (Education Code (EC) Section 316.5[a][1]) and to stress that English proficiency is critical to academic success (EC Section 316.5[a][2]).

Parents sign compacts and pledge to provide personal support to English Learners in grades 7 through 12. To monitor the success of the programs, data from the following areas are monitored:

+ Student attendance
+ Student progress on standardized testing
+ Student progress on the California English Language Development Test (CELDT)

Victor Valley Union High School District encourages not only the active participation of all English Learner parents, but also may provide parent education in the following areas:

- Rationale for services for English Learners
- Second language acquisition
- School curriculum and State Standards
- Parent rights and responsibilities
- Parenting skills
- Health and auxiliary services
- Homework support
- Volunteering in the school and classrooms
- Improving a student’s study skills
- Student discipline
- Gang Awareness

Funded through LCAP, parents attend workshops and conferences to assist in promoting parent involvement and to disseminate current and relevant topics to ELAC and DELAC committees.

Educational opportunities and relevant school or district information is translated and disseminated to parents through school newsletters, notices, flyers, mailings and through personal interpretation.

The school site and/or district will provide an interpreter at School Site Council meetings whenever possible through the services of the EL Site Coordinator, District Interpreter or ELD Teacher on Assignment.
II. Governance & Administration

*EL 4 - Identification and Assessment
The Home Language Survey (HLS) is filled out during registration by parents of all new students. This document is used to determine the primary language and is placed in the cumulative record file for each student in the district. If the parent indicates a language other than English on question 1, 2 OR 3, the student is referred to EL Services for an English language assessment (CELDT/CA English Language Development Test). The EL Services Office contacts the student’s previous school for CELDT test results. If no CELDT results are available or the previous school does not respond in a timely manner, the CELDT is administered.

If a student is enrolling for the first time in a U.S. school or if previous CELDT results are unavailable, the CELDT is administered within 30 days.

District Responsibility for Home Language Surveys
Educational Services, with assistance of the Central Enrollment Center will:

- Ensure appropriate placement of data in Aeries.
- Develop and update as needed the Home Language Survey and make it available in several languages.
- Monitor the implementation of the Home Language Survey through documentation and data review.
- Provide training for registrars regarding the registration process for all students and English Learners.
- Enter Home Language Survey information into the database with all other appropriate information.

5.2 Within 30 calendar days of initial enrollment, each student whose home language is Other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher’s instructions. (EC 52164.[b]; 5 CCR 11307[a], 11511

5.3 Parents/guardians of English learners are notified of their child’s initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child’s English language proficiency assessment results. (EC 52164.[c], 5 CCR 11511.5) For school districts receiving Title III funds, within days after the beginning of the school year, or during the school year, within two weeks of child being placed in program, parents/guardians of English learners are notified of:
(a) Child’s Initial English Language proficiency level
(b) How much level was assessed
(c) Child’s Language designation
(d) Descriptions of program options, educational strategies, and educational materials to be used in different options
(e) Program placement
(f) Exit criteria
(g) For English learners with a disability (With an Individualized Education Program [IEP]), how such program will meet the objectives of the IEP.
(h) The expected rate of graduation from secondary school if funds under this part are used for English proficient students.
(20 USC 6312, 7012)

5.4 For school districts receiving Title III funds, parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of:
(a) Child’s English proficiency level
(b) How much level was assessed
(c) Child’s Language designation
(d) Descriptions of program options and educational materials to be used in different options
(e) Program placement
(f) Exit criteria
(g) English learners with a disability (on IEPs), how such program will meet the English language proficiency objective of the IEP.
(Q) The expected rate of graduation from secondary school if funds under this part are used for children with disabilities.
(20 USC 6312, 7012)

5.5 The district properly identifies, assesses, and reports all students, who have a primary language other than English. (20 USC 6312[b]; 5 CCR 52164, 5 CCR 11307, 11511.5)

5.6 Each English learner with disabilities is assessed for English language proficiency using accommodations, modifications or alternate assessments for the CELDT if specified in the pupil’s IEP. (5 CCR 11516)

5.7 Parents/guardians of, English learners are notified annually of the child’s English language proficiency assessment results within 30 calendar days after receipt of results of testing from the test of 52164.[d]; 5 CCR 11511.5)
Victor Valley Union High School District
Identification and Program Placement Flowchart

REGISTRATION
All Parents/Guardians
Complete the Home Language Survey (HLS) upon registration

HLS indicates language other than English

Assessment of English Proficiency
CELDT
California English Language Development Test

CELDT criteria not passed or previously identified EL

Classification
ENGLISH LEARNER (EL)

Classification
ENGLISH ONLY (EO)

Classification
INITIAL FLUENT ENGLISH PROFICIENT (1-FEP)

Parent Notification
Placement based on: CELDT level
Years in US schools
Special Education needs
Parent Choice

EL Program Placement
SEI Program
or
ELM Program
California English Language Development Test (CELDT)

The CELDT is administered by district trained and authorized examiners. Initial CELDT results are determined locally and recorded as preliminary scores for student placement into Aeries. Tests are sent for official scoring quarterly. Student records are updated in Aeries upon receipt of the official scores.

District Responsibility

Educational Services, with the assistance of EL Services, shall:

- Continue to receive training from the California Department of Education and CELDT publishers to retain a Trainer of Trainers for the CELDT test within the District.

- Provide training for CELDT testers to assure that administration and scoring of CELDT is conducted in accordance to publisher's instructions.

- Test students whose home language is other than English, as determined by questions one through three on the HLS, within 30 calendar days of initial enrollment (See section EL-4).

- Assess each English Learner annually for English Language Development proficiency using the CELDT. The annual assessment window is July 1 through October 31.

- Hand score annual CELDT tests of students in ELD 1 and 2 for transmittal to the publisher for official scoring whenever possible.

- Enter CELDT preliminary and official results into Aeries

- Place copies of official CELDT results in the student's cumulative file. Notify parents/guardians of English Learners and fluent English-proficient students via mail of their child's initial English-language proficiency assessment results and program placement.

- Annually notify parents/guardians of English Learners of their child's English-language proficiency assessment results within 30 calendar days following receipt of testing results from the test contractor.

- Produce and distribute to schools printouts of CELDT results to ensure that all entitled students are receiving appropriate services and/or being monitored.

II-EL 6. A LEA operating categorical programs, including Title III, Implements and Monitors the approved LEA plan. 6.1 To help English learners meet challenging achievement academic standards, each LEA plan shall include:

(a) A description of high-quality student academic assessments that the LEA and schools use

1. To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents and students on the progress being made meeting the state student academic achievement standards

ii. To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that English learners meet the state student academic achievement standards

6.2 Minimum required components of the plan:

(a) Description of programs and to be implemented

(b) Description of how funds will be used to meet at all annual measurable

(c) Description of how school sites will be held accountable for:

i. Meeting the annual measurable achievement objectives

ii. Making adequate yearly progress for English learners

iii. Measuring English proficiency of English learners

(d) Description of how school sites will promote parental and community participation in programs

(e) Description of how English learners will be counted out to ensure that English learners are served

(f) Assurances that the EL program is based on scientifically-based research enabling English learners to meet challenging state academic content and student proficiency standards

II-EL 7. For all programs funded through the consolidated Application including programs for English learners, EIAJ, and Title III and operated at the school, the use annually develops, revises, updates, and approves the SPISA including proposed expenditures. The SPISA consolidates all plans required by these programs and contains:

(a) Analysis of academic performance data to determine the student needs of School goals to meet the identified academic needs of students

(b) Activities to reach school goals that improve the academic performance of students

(c) Expenditures of funds allocated to the school through the Consolidated Application

(d) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the use of particular needs of English learners, low-achieving students and those at risk of not meeting state academic content standards

II-EL 8. When 15% percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (EC 48986; 5 CCR 11316)

II-EL 9. For all categorical programs the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of $500 or more per unit, that is purchased with state or federal funds including EIA-J-EP and Title III. The record describes the acquisition by:

(h) Type

(c) Model

(d) Serial number

(e) Funding source

(f) Acquisition date

(2) Cost

(g) Location

(h) Current Condition

(i) Transfer, replacement, or disposition

(3) Acquisition date

(4) Description of obsolete or unusable equipment

(5) Cost

(6) Location

(7) Current Condition

(8) Transfer, replacement, or disposition

(9) Acquisition date

(10) Description of obsolete or unusable equipment

(11) Cost

(12) Location

(13) Current Condition

(14) Transfer, replacement, or disposition

(15) Acquisition date

(16) Description of obsolete or unusable equipment

(17) Cost

(18) Location

(19) Current Condition

(20) Transfer, replacement, or disposition

(21) Acquisition date

(22) Description of obsolete or unusable equipment
Funding

EL 5 – Adequate funding (General Funds, EIA & Title III)

General fund resources are available to provide each English Learner all appropriate learning opportunities and to ensure full access to core curriculum. These funds are not contingent upon receipt of state or federal categorical aid funds. They are used to provide qualified staff and to purchase core curriculum materials for ELD. In addition, content materials used for SDAIE purposes are purchased to aid in English Learner instruction. Primary language, multicultural, and culturally relevant books may be purchased with district and site resources.

EL funds, including general funds allocated to EL programs (0000-4760) are used only to supplement, and not supplant the district’s general funds.

District Responsibility

Educational Services, with the assistance of EL Services, shall:

- Ensure that sufficient general program funds are appropriated to support the base program for English Learners.
- Assist the development of each site’s SPSA to ensure funding for specific support of EL academic achievement.
- Communicate the amount allocated, encumbered and spent at each site for EL programs through regularly updated reports to DELAC.
- Provide EL expenditure guidelines to sites.
- Allocate and monitor supplemental funds to schools and to departments to fund:
  1. Appropriate instructional materials to ensure EL students meet district content and performance standards
  2. High quality, sustained, and researched based EL professional development
  3. Curriculum development including EL access to core
  4. Program monitoring
  5. Technical support for schools
  6. EL Parent involvement

School Responsibility

The school site administration and staff will:

- Ensure that the SPSA reflects specific ways to increase services and improve academic outcomes of English learner students.
- Ensure that General Fund resources at each school provide appropriate programs for all English Learners including certificated teachers, adopted core curriculum and required assessments.
- Consult with the site’s ELAC to ensure that EL funds are used appropriately for:
  1. Staff development services and supplemental materials
  2. Primary language support extended learning opportunities
  3. Parent participation and involvement
Standards, Assessment and Accountability

*EL 6 - Reclassification

District Responsibility

English Learners shall be reclassified as Fluent English Proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same grade whose primary language is English. This proficiency shall be assessed by means of the following criteria:

**Criteria For Reclassification**

In order for a student classified as English Learner (EL) to be reclassified as Fluent English Proficient (RFEP), all of the following criteria must be met.

1. **English Proficiency Test:** An overall proficiency level of Early Advanced or higher and score at intermediate or higher in Listening, Speaking, Reading and Writing (or the equivalent state requirement for the ELPAC or other successor to CELDT)

2. **Teacher Evaluation:** Grade of C or better in Language Arts, or an overall grade point average of 2.0, or a data-driven explanation of specific reasons the low grade is not related to English proficiency (Language Proficiency Evaluation Form)

3. **Basic Skills Assessment:** When available, a minimum score equivalent to “basic” on SBAC ELA (interim or annual), or a score of 350 or higher on CAHSEE ELA for grades 10 and up; Until SBAC ELA scores are available, performance in basic skills will be assessed based on the most recent of the following student data:
   - Grades 7-8: a score of 3 or higher on the district writing assessment or a score equivalent to basic or higher on an interim SBAC ELA assessment
   - Grade 9: a score equivalent to basic or higher on a district approved ELA benchmark assessment
   - Grade 10: a score equivalent to basic or higher on a district approved ELA benchmark assessment or a score of 350 or higher in CAHSEE ELA
   - Grades 11-12: a score equivalent to basic or higher on an interim SBAC ELA assessment or a score of 350 or higher in CAHSEE ELA

4. **Parent/Guardian Consultation:** Parents/guardians are notified at the beginning of the re-classification process and are encouraged throughout the process to participate in the evaluation of their student's achievement towards reclassification.
Guidelines for Alternative Reclassification (Special Education)

English Learners in the Special Education Program use the Alternate Reclassification Guidelines:

- RSP - Resource Specialist Program
+ SDC - Special Day Class
+ SED - Severely Emotionally Disturbed

The Re-designation Standards are:

A. Academic GPA:
   GPA of 2.0 or better in Core Classes

B. CELDT results:
   Overall: Level of 4 or 5
   *No score below Intermediate on sub-tests

C. Calif. Standards Test in English
   At or above the Basic Level on the
   STAR CST test: 300+
   or
   Calif. Modified Assessment
   At or above the Basic Level
   CMA test: 300+

SH - Severely Handicapped

The Re-designation Standards are:

A. Academic GPA:
   Pass

B. Alternate Language Proficiency Instrument
   ALPI results:
   FEP (Fluent English Proficient)

C. Calif. Alternate Performance Assessment
   + CAPA test: 300+

District Monitoring of Reclassified Student Progress

The District monitors each pupil’s performance for two years after reclassification in accordance with California regulations and the federal No Child Left Behind Act (NCLB) to ensure correct designation, placement and additional academic support (if needed).

Student progress is monitored through the collection of current assessment of basic skills (CAASP ELA results), interim assessment results and the students' academic performance (grade point average).

The District maintains in the pupil's permanent record and Aeries documentation of the following:

- The student's language and academic performance assessments
- Notification letter to parents regarding reclassification and decision regarding reclassification

The EL Programs and Services office monitors the academic progress of its English Learners who have achieved English proficiency on the CELDT. This information is available through Annual Measurable Achievement Objectives (AMAO) reports on the California Department of Education website (Data Quest). The EL Programs and Services office provides counselors with the names of their English proficient students along with a copy of reclassification criteria. The EL staff monitors the progress of all English Learners who have been reclassified for two years. Specific interventions are recommended as needed.
Sites may access data on English Learners from individual student cum folders, through the EL Programs and Services office, or in Aeries. Aeries is maintained by the district and provides:

+ Annual CELDT results Overall, Listening, Speaking, Reading and Writing
+ Annual CAASP ELA results
+ Grade level
+ US entry date
+ Initial California school enrollment date
+ Initial Home language survey
+ District enrollment date
+ Place of birth
+ Gender
+ Primary language
+ Special Education placement
+ Reclassification date
+ Current grades and GPA
+ Aeries Based Interface (ABI) provides:
  1. Current report card grades
  2. A variety of lists, test results, and reports for individual students, classrooms, and school site
pursued a rigorous program to recruit teachers who are certified to provide instruction to English Learners. It now requires that teachers who are hired already possess the necessary certification. The district provides staff development training programs for teachers to obtain EL authorization certificates through Bilingual Teacher Training Program (BTTP) classes offered by San Bernardino County Superintendent of Schools and hosted by Victor Valley Union High School District. As a result of this program, the District has 98 percent of its teachers qualified to help EL students meet core curriculum standards. The district is committed to continue its training program to ensure that all teachers are appropriately certified to provide instruction to English learners.

**District Responsibility**

Educational Services, with the assistance of the EL Services office, shall:

+ Provide training for departments and schools on English learner staffing issues
+ Work with schools to ensure appropriate assignments of teachers for English Learners
+ Recruit qualified EL certified teachers through position postings
  * Assure that teachers hold proper California Teacher Credentialing (CTC) authorizations
  * Provide opportunities for teachers who do not hold appropriate certification to enroll in training
+ Inform schools of current credential status of all certificated staff

**School Responsibility**

School site administration and staff will:

+ Appropriately place CLAD and other EL certified teachers of English Learners
+ Enroll teachers in appropriate training if they are not currently certified and have English Learners in their class

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**EL7 – Adequate and Qualified Staff**

Victor Valley Union High School District has

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V-EL 15. Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English Learner authorization.

15.1 A LEA with a documented shortage of teachers authorized to provide such instruction has written, adopted, and implemented policies and procedures to remedy the shortage.

(20 USC 6319[b][1]; 6826[c]; EC 44253 1. 44253.2, 44253.10; Castaneda v. Pickard (5th Ct. 1981) 648 F.2d 989, 1009-1011)

V-EL 16. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

a) Designed to improve the instruction and assessment of English learners

b) Designed to enhance a teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners

c) Based on research demonstrating the effectiveness of the professional development in increasing the pupils' English proficiency or the teacher's subject matter teaching knowledge and skills

6826[c][2][B]

d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher performance in the classroom

(20 USC 6826[c][2][D])

*EL 8 - Professional Development

English Language Learners staff development opportunities are included within the Victor Valley Union High School District Professional Development Plan. Teachers, paraprofessionals, administrators, and other school personnel are provided professional development that is high-quality, researched-based, and sustained through coaching. The District utilizes district or site personnel, county in-services, as well as state, university, and community resources.

**District Responsibility**

Educational Services, with the assistance of EL Programs and Services, shall:

- Design a comprehensive and articulated training plan that responds to student language development, program evaluation, and California State Department regulations
- Provide district and school administrators on-going training in compliance requirements (FPM), and in appropriate methodologies including how to evaluate teachers of English Learners in SDAIE and ELD techniques
- Provide targeted professional development, based on school needs as addressed in the school’s Single Plan for Student Achievement, to teachers, paraprofessionals, and others providing services for English learners

**School Responsibility**

School site administration and staff will:

- Identify areas of need for professional development using student assessment data and needs assessments
- Establish professional development goals designed to enhance teachers' ability to understand and use curricula, assessment strategies, and instructional strategies for English Learners in the school Single Plan for Student Achievement
- Provide feedback and reflective questioning to teachers on student progress, engagement, and use of effective instructional strategies through an on-going walkthrough and observation process
  + Inform school staff of all training opportunities
  + Monitor attendance at professional development sessions
- Facilitate the sharing of knowledge from teachers who received training to those who did not
Opportunity and Equal Educational Access

• EL § Placement of Students

Participants have equitable access to all programs provided by the LEA (Local Educational Agency), as required by law.

Criteria for Program Implementation

Each site has designated Structured English Immersion (SEI) and mainstream/ELD classrooms to support its EL-population. All SEA and Mainstream/ELD classes are taught by teachers with proper certification.

• SEI classrooms use State adopted ELD materials and deliver ELD standards-based lessons.
• Mainstream/ELD classrooms differentiate instruction using State ELD standards and textbook resources provided by the publisher for English Learners. SDAIE strategies are evident throughout all stages of lesson development in content instruction.

Program Implementation

The EL Programs and Services office maintains an updated EL list available to all sites. The list identifies English Learners by proficiency level and U.S. Schools Entry Date so that schools can determine appropriate RESOURCE for their English Learner population. The list includes CELDT results; overall and sub scores in Reading, Listening, Speaking and Writing.

• English Learners at Beginning, Early Intermediate and Intermediate levels in U.S. schools for less than five consecutive years are assigned English Language Development, ELD 1, 2, or 3. Designated ELD is taught through state adopted ELD texts and resource books.
• English Learners at Early Advanced and Advanced levels and Long-term English Learners are assigned to SDAIE English and core content classes that are taught by teachers with appropriate state certifications.

VI-EL 17. All pupils are placed in English language classes unless a parental exception waiver has been granted for an alternative program.
17.1 Based on LEA criteria of reasonable fluency, English learners are placed in structured English Immersion (SEI) or in English language mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program at any time during the school year if the parent or guardian so requests (5CCR 11301.)
17.2 The LEA has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC 305, 306, 310, and 311)

VI-EL 18. Parents and guardians of ELs are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.
18.1 LEA procedures for granting parental exception waivers include the following:
(a) Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English Immersion program, English language mainstream program, alternative programs, and all educational opportunities available to the pupil. The descriptions of the programs shall include the educational materials to be used in the different options. (5CCR 11309[b][2][C] 310)
(b) Parents and guardians are informed the pupil must be placed in not less than 30 calendar days in an English language classroom the first year of enrollment in a California school. (5CCR 11309[b][2], EC 31-3)
(c) Parents and guardians will be informed of any recommendation made by the principal and school staff for an alternate program and will be notified of their right to reject such recommendation.c RCRC 11309[C] 311
(d) Parental exception waivers are acted on within instructional days of submission to the principal. However, waiver is not considered valid until 10 days after the expiration of the 30-day English language classroom placement with 20 instructional days of submission of the waiver, whichever is later. (5CCR 11309[c])

18.2 Parental exception waivers were granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (5CCR 11309[b][4])

18.3 If a waiver is denied, parents and guardians are informed in writing of the reason(s) for denial and advised that they may appeal the decision to the local board of education; if such an appeal is authorized by the local board of education, or in the court. (5CCR 11309[d])
18.4 Each school in which 20 or more pupils of given grade level receive waiver shall be required to offer such class; otherwise they must allow the pupils to transfer to a public school in which such class is offered. (EC 310)
18.5 The IEP team determines placement of each special education student regardless of language proficiency. (34 CFR 300.302[b][4])

14
English Learner Master Plan

VI Opportunity & Equal Educational Access

English Learner Program Placement

The Junior High School and High School EL Component Charts (Appendix H & I) are designed as a guide for English Learner Program Placement of students along with the Placement Guidelines (Appendix G).

English Language Mainstream (ELM)

The majority of VVUHSD EL Students are placed in ELM. Students assessed at a CELDT language level 4-5 and/or who are not in the Special Education program and have been in U.S. schools for over six consecutive years are placed in an English Language Mainstream (ELM) program. In the ELM program, students receive their necessary designated ELD in the English Language Arts classroom as well as the Academic English support course. They receive integrated ELD in their other academic courses. Classrooms are staffed by highly qualified teachers with EL authorization as required by California Teacher Credentialing specially trained in meeting the specific needs of English Learners.

Parents of English learners who do not meet the criteria for ELM placement may request that their student be placed in the ELM program at any time.

Structured English Immersion (SEI)

Structured English Immersion (SEI) is the program designed for English Learners who have been in U.S. schools up to five consecutive years and are at Beginning through Intermediate English proficiency level as determined by CELDT. These English Learners receive a double block of designated ELD and instruction in a setting where classroom instruction is in English with primary language support by a bilingual teacher or aide when possible. The curriculum is presented using instructional strategies designed for students who are new to English.

District Responsibility

Educational Services, with the assistance of EL Programs and Services, shall:

- Define the district's implementation plan for EL instructional program
- With the ELD Teachers, select curriculum and develop and maintain courses
- Develop and complete the evaluation of English Learner programs
- Monitor and report progress on reaching established goals as determined by AMAO data
- Gather student data for incoming elementary EL students
- Provide program enrollment projections for hiring and scheduling considerations
- Advise and approve appropriate instructional materials for English Learners
- Identify and support successful school site, intervention and classroom practices

School Responsibility

The school site administration and staff will:

- Place students according to the above criteria in an ELM or SEI program with EL certified teachers
- Place Long-term English learners in an Academic English support course (Academic English is not offered at the two Choice Schools)
- Plan the secondary school master schedule to support the classes needed by the English Learners in ELM or SEI
- Support ELM and SEI programs with appropriate general and categorical funds
- Monitor instruction to ensure appropriate strategies for English Learners are being used
<table>
<thead>
<tr>
<th>ELD Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary</strong></td>
</tr>
</tbody>
</table>
| **ELD 1** | SEI Classroom/ ELD 1  
Grades 7-8: **Expressions** & New to **English** - Glencoe  
Grades 9-12: Visions, Basic - National Geographic Learning  
Edge, Level A - National Geographic Learning |
| **ELD2** | SEI Classroom/ ELD 2  
Grades 7-8: **Expressions** - Glencoe  
Grades 9-12: Visions, Book A - National Geographic Learning  
Edge, Level B - National Geographic Learning |
| **ELD3** | SEI Classroom/ ELD 3  
Grades 7-8: **Expressions** - Glencoe  
Grades 9-12: Visions, Book B & C - National Geographic Learning  
Edge, Level C - National Geographic Learning |
| **ELA** | **ELM Classroom Text:** My Perspectives - Pearson EL Components  
**Components accompanying text** |
| **Support Course** | **Academic English Text:** English 3D - Scholastic |
*EL 10- Parental Notification Letters

Within 30 calendar days of their initial enrollment students who are identified as having a primary language other than English shall be assessed for English proficiency and their parents shall be notified of their child’s placement in an English Language classroom using the Parent Notification of Assessment results and Program Option Form.

**District Responsibility**

Educational Services, with the assistance of EL Programs and Services, shall:

- Revise the Notification of Language Assessment & Program Placement letter to parents as needed. Notification includes full written descriptions of the District's Structured English Immersion (SEI) program, English Language Mainstream Program, English Language Development, and SDAIE Instructional Strategies. Spoken descriptions will be provided upon request.
- Monitor administration of the parent notification process.

**School Responsibility**

The school site administration and staff shall:

- Meet with parents/guardians to inform them of all programs and educational opportunities offered to students and explain the instructional materials utilized within the programs.
Teaching and Learning

• EL 11 - Instructional Programs

ELD Instruction

The teaching of English Language Development (ELD) to English Learners is imperative for their scholastic success. It is important to identify curricular goals and effective teaching methods in order for students to acquire the English language and academic skills in the most effective and efficient manner. ELD encompasses listening, speaking, reading, and writing. ELD focuses on vocabulary development and grammatical structures to support communication. ELD instruction may take place during language arts instruction. Effective ELD instruction is characterized by high levels of comprehensible input; low-anxiety situations; use of manipulatives; content appropriate to the student's developmental level; a primary focus on meaning and lessons that reflect the student's needs, interests and life experiences. Utilizing the California ELD Standards and Framework as "pathways" to the English Language Arts Standards, teachers use differentiated lessons to address student needs.

English Language Development is a necessary instructional component for English learners. The district will provide quality instruction that will allow students to progress in acquiring English proficiency in a timely fashion. Instruction that is standards-based and centers around the reclassification criteria, will allow students to achieve academic success. Regular assessments serve to support instructional decisions.

The ELD standards establish clear performance expectations for English Language Learners, describing the pathway to fluency in English and leading to success with the English-Language Arts Content Standards. Students who reach the 'Advanced' proficiency level of these ELD standards are ready to address the ELA standards at their appropriate grade level.

English Language Development programs are designed to help students progressively increase language skills within two contexts: social and academic. Students must learn to communicate effectively, employing listening and speaking skills as they participate in conversation. In addition, they must have the capacity to use all of the domains of language (reading, writing, speaking and listening) within academic content areas such as Language Arts, History-Social Science, Mathematics, and Science. The ELD standards identify the pathway to success in all these areas.

The Board encourages staff to exchange information with other districts and county offices of education about programs, options, and strategies for English Language Learners that have proven successful.

ELD instruction should be viewed as developmental in nature, using a building block approach to learning. Teachers follow a pace appropriate to the age and academic achievement level of their students. In classrooms where there are a variety of languages and academic proficiency levels, groupings by proficiency levels provide students the opportunity to work at their appropriate developmental level.
ENGLISH LANGUAGE DEVELOPMENT (ELD) I, II, III, & Academic English

Course Descriptions

ELD I
This is a one year language instructional course. It is designed to introduce basic vocabulary and communication skills to non-English speaking students (students with a primary language other than English at the beginning language proficiency level - CELDT I). Emphasis is placed on listening and oral language. Students begin at the comprehension stage of language acquisition and progress to the early production stage in oral production. ELD I requires a two period block for students to develop the necessary listening and speaking skills to begin basic communication in English.

**Recommendations**

<table>
<thead>
<tr>
<th>Junior High/Middle Schools:</th>
<th>High Schools:</th>
</tr>
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<tbody>
<tr>
<td>1. ELD support - Reading, Language! Creative Writing, etc.</td>
<td>1. Spanish for Spanish Speakers</td>
</tr>
<tr>
<td>2. Rosetta Stone Language Program</td>
<td>2. ELD support/Intervention</td>
</tr>
</tbody>
</table>

**Curriculum**

| 2. Supplementary materials | 2. National Geographic Learning *Visions - Introductory & Basic |
| 3. Supplementary materials |

ELD II
This is a one year language instructional course. It is designed to continue to expand the vocabulary and refine the listening skills learned in ELD I through reading, speaking, listening and writing activities. Students have scored an Overall CELDT 2 - Early Intermediate score on the English language proficiency test and/or have passed ELD I. Students transition from early production to speech emergence in oral language, beginning to gain some mastery of basic communicative skills in English. Basic reading and writing skills are introduced by beginning to develop an understanding of English grammatical structure as well as writing conventions (spelling, etc.). ELD II requires a two period block for students to transition from beginning to early intermediate language proficiency levels.

**Recommendations**

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<td>2. ELD support/Intervention</td>
</tr>
</tbody>
</table>

**Curriculum**

| 2. Supplementary materials | 2 National Geographic Learning *Visions - Level A |
| 3. Supplementary materials |
**ELD III**

This is a one year transitional language instructional course. Students have scored at Overall CELDT 3 - Intermediate level on the English language proficiency test but are not yet ready for grade level English Language Arts. This course is more advanced where students refine skills learned in ELD II and begin to develop academic vocabulary and concepts, continuing to improve their English proficiency through the areas of grammar, literature, spelling, written and oral presentations. There is an introduction of the skills needed to pass the state reading and writing academic achievement tests. Students will develop literacy skills that will prepare them to read literature assigned to their English-speaking peers. ELD III is a one or two period class, depending on the transition instructional program the school site has in place.

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<tr>
<td>Creative Writing, etc.</td>
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<tr>
<td>2. Supplementary materials</td>
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<tr>
<td><strong>Curriculum</strong></td>
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<tr>
<td>*Expressions</td>
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<tr>
<td>2. Scholastic Education Publishers</td>
</tr>
<tr>
<td>*English 3D Issues</td>
</tr>
<tr>
<td>*English 3D Language &amp; Writing Portfolio</td>
</tr>
<tr>
<td>3. Supplementary materials</td>
</tr>
</tbody>
</table>

| **High Schools:** |
| 1. Academic English course |
| 2. Spanish for Spanish Speakers |
| 3. ELD support/Intervention |

**Academic English**

This is a one year academic language elective course. It is designed to target the Long Term EL (5 years+ in the language instructional program) & RFEP population that have not reached Proficient on the CAASP. This course offers explicit and informed language instruction that re-engages and equips students with communicative competence involving verbal and written academic English. Students will gain higher language proficiency through research-based principles and practices that maximize students’ verbal and written engagement. Daily lessons include structured academic interaction routines for vocabulary, academic discussion and writing with high-interest engaging topics that help students develop confidence for expression of speech, both written and spoken. Students will acquire the language and academic skills necessary to succeed in standards-based coursework because they will be equipped with literacy skills to compete with native English speakers.

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<td><strong>Curriculum</strong></td>
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<td>1. Scholastic Education Publishers</td>
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<tr>
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</tr>
<tr>
<td>2. Supplementary materials</td>
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</tbody>
</table>

| **High Schools:** |
| 1. Spanish for Spanish Speakers |
| 2. ELD support/Intervention - Academic English course |

| **Curriculum** |
| 1. Scholastic Education Publishers |
| *English 3D Issues |
| *English 3D Language & Writing Portfolio |
| 2. Supplementary materials |
Instructional Materials:

- District adopted Language Arts text
- Glencoe, Expression & New to English, grades 7-8 (ELD)
- National Geographic Learning, Visions, grades 9-12 (ELD 1, 2, 3)
- National Geographic Learning, Edge, grades 9-12 (ELD 1, 2, 3)

**District Responsibility**

Educational Services, with the assistance of EL Programs and Services, shall:

- Conduct staff development for teachers of English Learners
- Develop and coordinate the district plan for administration of the annual CELDT test
- Facilitate ELD textbook/resource adoption as defined by the California Department of Education adoption cycle
- Provide district approved ELD materials
- Prepare data for district and site analysis

**School Responsibility**

School site administration and staff will:

- Appropriately place authorized ELD teachers and students to ensure program quality
- Provide effective instruction guided by district approved curriculum
- Conduct ongoing observations of classroom instruction to ensure program quality
- Make appropriate individual and programmatic changes as needed
In order to determine if students are making adequate yearly progress toward grade level proficiency standards in English, a catch-up plan will be implemented. Catch-up plan benchmarks will be used to determine which students are in need of academic assistance in meeting grade level standards and will outline appropriate interventions to help them meet achievement goals.

### VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

**Performance Expectations in ELD and Academic Subject Areas**

**Grades 7-12 Catch Up Plan (BOX p.22)**

<table>
<thead>
<tr>
<th>ELD/CEDT Level</th>
<th>Structured English Immersion</th>
<th>English Language Mainstream</th>
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<tbody>
<tr>
<td></td>
<td>Beginning</td>
<td>Easy Intermediate</td>
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<td></td>
<td></td>
<td>Advanced</td>
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<td></td>
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<td>Reclassification</td>
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<td>CELDT Scale Scores</td>
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<td>Grade 7</td>
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<td>Grades</td>
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<td>Grade 10</td>
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In order for English Learners to gain access to the core curriculum, they are placed in classes which use SDAIE strategies. Especially Designed Academic Instruction in English (SDAIE) is composed of strategies used to teach grade-level, content-area materials in English to students with limited English proficiency. It is most appropriate for students who have reached an Intermediate level of proficiency in English (speaking, listening, reading and writing) and who possess basic literacy skills in their primary language. District professional development provides many choices to further teachers’ instructional strategies and to promote cultural awareness. These include Marzano strategies,
Understanding the Framework of Poverty, and Thinking Maps. They are offered to all teachers at all levels.

The goal of SDAIE is to make grade level content accessible to all students. Content instruction is prescribed by state frameworks and standards, district grade level expectancies, and core curriculum guides. Grade level content is taught by specially trained EL authorized teachers or teachers-in-training. SDAIE is the bridge between ELD content instruction and the mainstream classroom. SDAIE classrooms provide English Learners the opportunity to learn grade-level curriculum while simultaneously expanding English Language skills.
Instruction
Teachers provide access to grade level Common Core State Standards to all English learners. Primary language may be used for clarification by teachers, aides, and/or peers, for grade-level content instruction in English.

Fundamental knowledge of students’ proficiency levels is utilized in scaffolding lessons and using SDAIE strategies. Visuals such as maps, charts, graphs, thinking maps and graphic organizers are used in SDAIE lessons. SDAIE respects diverse student learning styles and encourages cultural sensitivity. Students work individually, in pairs and in collaborative learning settings.

Interventions
A unique facet of Victor Valley Union High School District is its capacity to tailor instruction to meet students’ needs and abilities through both simultaneous and sequential approaches. The district is responsible for assisting sites with the resources to provide appropriate intervention programs for English Learners. The following interventions address all learners’ needs:

• Peer and cross-age tutoring
• Site Computer tutorial labs
• Site after-school homework programs
• ELD Resource classes
• Summer School (Extended Year)
• Rosetta Stone

District Responsibility
Educational Services, with the assistance of EL Programs and Services, shall:

• Assist and support development and selection of appropriate core instructional materials that ensure universal access
• Facilitate the development and annual revision of district approved and revised standards-based pacing plans for grade levels and content-area courses.
• Provide standards-based district approved curriculum materials and resources
• Provide staff development related to district-defined areas of need and appropriate instructional strategies and techniques for English Learners.
• Prepare data for district and site analysis

School Responsibility
The school administration staff will:

• Place English Learners in ELM/SEI classrooms according to the district's defined program criteria
• Provide district-defined curriculum using SDAIE techniques for every class with English Learners
• In agreement with NCLB, hire and place appropriately authorized certificated teachers
• Schedule ELD courses for students in SEI program, regardless of small class size
• Support programs with appropriate general and categorical funds
• Monitor instruction to ensure that appropriate strategies for EL students are used
• Make appropriate individual and programming changes as needed
• Facilitate individual intervention
Appendices

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   English and Spanish Versions provided

Glossary of Terms .............................................................................................................. 38
Dear Parent(s) or Guardian(s): When your child enrolled in our schools, a language other than English was noted on your student's Home Language Survey. The law requires us to test your student's English proficiency. The results of this test are used to decide the best program placement for your student. We are required to inform you of these test results, our program recommendation and all the placement options available for your student. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. (20 United States Code 7012; California Education Code sections 52164.1 [b]; and Title 5 of California Code of Regulations sections 11307[a] and 11511.)

## Language Assessment Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>English Language Proficiency Assessments for CA (ELPAC) Or CA English Language Development Test (CELDT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>«Listening»</td>
</tr>
<tr>
<td>Speaking</td>
<td>«Speaking»</td>
</tr>
<tr>
<td>Reading</td>
<td>«Reading»</td>
</tr>
<tr>
<td>Writing</td>
<td>«Writing»</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>«Overall»</td>
</tr>
</tbody>
</table>

*A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual reports from the contractor.*

Based on results of the California English Language Development Test (CELDT), your student has been identified as an:

D English learner (EL) with **less than reasonable fluency in English** who will be placed in the Structured English Immersion Program.

D Initial Fluent English proficient (1-FEP) student who will be placed in the district's general program.

Check if applicable:

D Individualized Education Program (IEP) on file:

### Program Placement Options for English Learners

The chart below shows all program placement options.

<table>
<thead>
<tr>
<th>English Language Proficiency Levels</th>
<th>Program Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced (S)</td>
<td>Initial Fluent English Proficient</td>
</tr>
<tr>
<td>Early Advanced (4)</td>
<td>Reasonable Fluency</td>
</tr>
<tr>
<td>Intermediate (3)</td>
<td>Less than reasonable fluency</td>
</tr>
<tr>
<td>Early Intermediate (2)</td>
<td>Structured English Immersion</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>Other Instructional Setting based on IEP</td>
</tr>
<tr>
<td></td>
<td>English Language Mainstream</td>
</tr>
<tr>
<td></td>
<td>--------------------------------------------------------</td>
</tr>
</tbody>
</table>
14 de Septiembre del 2014

Estimados padres o tutores: La encuesta del idioma del hogar que se complete cuando su estudiante se inscribió en nuestra escuela indica que en su hogar se habla otro idioma además del inglés. La ley nos pide que evaluemos el dominio que el estudiante tiene del idioma Inglés. Utilizamos los resultados de esta evaluación para decidir el mejor programa para su estudiante. Tenemos la obligación de informarle los resultados de la evaluación, el programa que recomendamos y todas las opciones de colocación disponibles para su estudiante. Además, proporcionamos la información que nuestro distrito utiliza para decidir cuando un estudiante está preparado para salir del programa de estudiantes Aprendiz de Inglés. (20 United States Code 7012; California Education Code sections 52164.1[b]; and Title 5 of California Code of Regulations sections 11307(a) and 11511.)

Resultados de la Evaluación de la Lengua

<table>
<thead>
<tr>
<th>Area</th>
<th>Nivel de Rendimiento de la Prueba para Medir el Desarrollo del Inglés en California CELDT*</th>
<th>Prueba del Dominio de la Lengua Materna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprensión Auditiva</td>
<td>«Listening»</td>
<td>N/A</td>
</tr>
<tr>
<td>Expresión Oral</td>
<td>«Speaking»</td>
<td></td>
</tr>
<tr>
<td>Lectura</td>
<td>«Reading»</td>
<td></td>
</tr>
<tr>
<td>Expresión Escrita</td>
<td>«Writing»</td>
<td></td>
</tr>
<tr>
<td>Promedio Total</td>
<td>«Overall»</td>
<td></td>
</tr>
</tbody>
</table>

*Para determinar estos resultados se utilizó una guía desarrollada por el examinador contratado. Los padres recibirán los resultados oficiales en un plazo de 30 días después de que el examinador contratado haya enviado los informes individuales de los estudiantes al distrito.

Basado en los resultados de la Prueba para medir el Desarrollo del Inglés en California (CELDT), su estudiante fue identificado como:

D Aprendiz de Inglés (EL) con fluidez en Inglés menos que razonable y será asignado/a al programa de inmersión Estructurada en Inglés.
D Inicialmente designado como estudiante que domina el inglés (1-FEP) y será asignado/a al Programa regular del Distrito.
Marque si corresponde:
D Programa de Educación Individualizado (IEP) archivado:

Opciones para la Colocación en el Programa para estudiantes Aprendices de Inglés

La tabla siguiente muestra todas las opciones disponibles para la colocación de estudiantes aprendices de Inglés.

<table>
<thead>
<tr>
<th>Nivel de Dominio del Idioma Inglés</th>
<th>Selección de programa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avanzado (Advanced - 5)</td>
<td>Programa Regular de Inglés</td>
</tr>
<tr>
<td>Pre-avanzado (Early Advanced - 4)</td>
<td>Programa de Inmersión Estructurada de Inglés</td>
</tr>
<tr>
<td>Intermedio (Intermediate - 3)</td>
<td></td>
</tr>
<tr>
<td>Pre-intermedio (Early Intermediate - 2)</td>
<td></td>
</tr>
<tr>
<td>Principiante (Beginning - 1)</td>
<td>Otros servicios de Instrucción basados en el IEP</td>
</tr>
</tbody>
</table>
October 10, 2014

«Parentguardian»
«Mailing_Address»
«City», CA «Zip_code»

RE: «First Name» «Last Name» Student ID#: «ID» Date of Birth: «Birthdate» Grade: «Grade» School: «School»

Dear Parent(s) or Guardian(s):

Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 United States Code 7012 and 6312[g][l][A]; California Education Code Section 48985; and Title 5 of the California Code of Regulations Section 11309[a][b][l]).

**Language Assessment Results**

Your student's current English proficiency level according to the most recent California English Language Development Test results is:

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>English Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>«Listening»</td>
</tr>
<tr>
<td>Speaking</td>
<td>«Speaking»</td>
</tr>
<tr>
<td>Reading</td>
<td>«Reading»</td>
</tr>
<tr>
<td>Writing</td>
<td>«Writing»</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>«Overall»</td>
</tr>
</tbody>
</table>

Based on these results, your child has been identified as an:

- **D** English learner (EL) with *less than reasonable fluency in English* and assigned to the Structured English Immersion Program.
- **D** English learner (EL) with *reasonable fluency in English* and assigned to the English Language Mainstream Program.

Check is applicable:

- **D** Individualized Education Program (IEP) on file:

**Program Placement Options for English Learners**

The chart below shows all program placement options.

<table>
<thead>
<tr>
<th>English Proficiency Level</th>
<th>Program Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>English Language Mainstream</td>
</tr>
<tr>
<td>Early Advanced</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>Structured English Immersion</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>Other Instructional Setting based on IEP</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Less than reasonable fluency*
Estimados padres o tutores: Todos los años estamos obligados por ley a notificarles el nivel de dominio de inglés de su estudiante. Además debemos comunicarles la colocación de su estudiante en el programa recomendado por la escuela e informarles acerca de los programas disponibles. En esta carta también se explica cómo se decide cuando un estudiante se encuentra preparado para salir del programa de estudiantes Aprendices de inglés. (20 United States Code 7012 y 6312[g][l][A]; California Education Code Section 48985; y Título 5 de California Code of Regulations, Sección 11309[a][b][l].)

Resultados de la Evaluación del Idioma
De acuerdo con los resultados de la Prueba para Medir el Desarrollo del inglés en California (CELDT), el nivel de dominio del idioma inglés de su estudiante es:

<table>
<thead>
<tr>
<th>Area de Habilidad</th>
<th>Nivel de Competencia en Inglés (CELDT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprensión Auditiva</td>
<td>«Listening»</td>
</tr>
<tr>
<td>Expresión Oral</td>
<td>«Speaking»</td>
</tr>
<tr>
<td>Lectura</td>
<td>«Reading»</td>
</tr>
<tr>
<td>Escritura</td>
<td>«Writing»</td>
</tr>
<tr>
<td>Promedio Total</td>
<td>«Overall»</td>
</tr>
</tbody>
</table>

Basados en estos resultados, se identificó a su estudiante como:

**D** English Learner (EL) o estudiante Aprendiz de Inglés con una fluidez en Inglés menos que razonable y fue asignado al Programa de Inmersión Estructurada de inglés.

**D** English Learner (EL) o estudiante Aprendiz de Inglés con una fluidez en Inglés razonable y fue asignado al Programa Regular de inglés.

Marque si corresponde:

**D** Programa de Educación Individualizado (IEP) archivado:

Opciones de Colocación en el Programa para estudiantes Aprendices de Inglés
La tabla a continuación muestra todas las opciones de colocación disponibles.

<table>
<thead>
<tr>
<th>Niveles de dominio avanzado</th>
<th>Selección de programa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avanzado(Advanced)</td>
<td>Fluidez razonable</td>
</tr>
<tr>
<td>Pre-avanzado (Early Advanced)</td>
<td>Clases de Inglés regulares</td>
</tr>
<tr>
<td>Intermedio (Intermediate)</td>
<td>Inmersión Estructurada en Inglés</td>
</tr>
<tr>
<td>Pre-Intermedio (Early Intermediate)</td>
<td></td>
</tr>
<tr>
<td>Principiante (Beginning)</td>
<td>Otro programa de enseñanza basado en el IEP</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28
Victor Valley Union High School District
ANNUAL PARENT NOTIFICATION LETTER
Federal Title III and State Requirements

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- **Structured English Immersion (SEI):** Students who score at *less than reasonable fluency* are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

- **English Language Mainstream (ELM):** Students who score at *reasonable fluency* in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

>>- Note: At any time during the school year, you may have your child moved into the English Mainstream Program.

**Reclassification (Exit) Criteria**
The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. Our district's reclassification criteria are listed below:

<table>
<thead>
<tr>
<th>Required Criteria</th>
<th>LEA Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(California Education Code 313 (d))</td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency Assessment</td>
<td>Overall: Level 4 or 5</td>
</tr>
<tr>
<td>(CELDT)</td>
<td></td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>To be determined</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Parent Notification Letter</td>
</tr>
<tr>
<td>Teacher Evaluation of Academic Performance</td>
<td>GPA of 2.0 or better or teacher recommendation</td>
</tr>
</tbody>
</table>

**Graduation Rate**
We expect all students to graduate from VVUHSD. The current rate is 71.87%.

Please call your student's school if you would like to schedule a parent conference to discuss your child's options for program placement. For further assistance, call the English Learner's Office at (760) 955-3201 Ext. 10422 or 10305.
Victor Valley Union High School District  
CARTA DE NOTIFICACION ANUAL PARA LOS PADRES  
Requisitos Estatales y del Título III Federal

Descripción de los objetivos y de las opciones de colocación en el programa para los estudiantes de inglés como segunda lengua

Todos los programas incluyen el Desarrollo del Inglés como Segunda Lengua (conocido en Ingles como ELD) y estrategias de enseñanza diferenciadas para el nivel de dominio del inglés de cada estudiante. Dichas estrategias se utilizan para ayudar a los estudiantes a dominar la expresión oral, lectura y escritura en Inglés, así como también a obtener éxito académico en todas las materias requeridas.

- **Inmersión Estructurada en Inglés (Conocida en Ingles como SEI):** Los estudiantes que obtienen como resultado una **fluidez menos que razonable** son colocados en el programa SEI y se les enseña mayormente en Inglés, pero **pueden recibir asistencia en la lengua materna**. Maestros autorizados les ensenan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La instrucción es basada en los estándares de contenido del grado escolar y de ELD.

- **Clases de Inglés Regulares (Conocido en Ingles como ELM):** Los **estudiantes que obtienen como resultado una fluidez razonable in Inglés son colocados en el programa ELM.** Maestros autorizados les ensenan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La instrucción es basada en los estándares de contenido del grado escolar y de ELD. Estos estudiantes continúan recibiendo la instrucción adicional necesaria para ser reclasificados como estudiantes con dominio fluido de Inglés.

**Nota:** *En cualquier tiempo durante el año escolar, el estudiante puede ser colocado en el Programa de Inglés regular.*

**Criterios de Reclasificación (Egreso)**

El objetivo del programa para estudiantes de Inglés como segunda lengua es que las estudiantes dominen completamente el Inglés y que dominen las estándares estatales para obtener éxito académico tan rápido como sea posible. A continuación encontrará el criterio de reclasificación del distrito:

<table>
<thead>
<tr>
<th>Criterio Requerido</th>
<th>Criterio del LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prueba del Desarrollo de Inglés en California</strong> (CELDT)</td>
<td>Promedio Total: Nivel de 4 o 5</td>
</tr>
<tr>
<td><strong>Exámenes de Estándares de California</strong> (CST, SBAC, SAT, PSAT, District Benchmarks)</td>
<td>Necesita determinarse</td>
</tr>
<tr>
<td><strong>Consultas y opinión de los padres</strong></td>
<td>Notificación a los Padres</td>
</tr>
<tr>
<td><strong>Evaluación del maestro del Logro Académico</strong></td>
<td>GPA de 2.0 o mayor o carta del maestro (a)</td>
</tr>
</tbody>
</table>

**Tasa de Graduación Escolar**

Nuestra expectativa es que todos los estudiantes del Distrito Escolar VVUHSD logren graduarse con su diploma de High School. **El promedio actual de graduación es el 71.87%**

Par favor llame a la escuela de su hijo/a si quiere programar una conferencia de padres para hablar acerca de las programas disponibles para su estudiante. Para asistencia adicional llame a la Oficina del Programa para Aprendices de Inglés al 760-955-3201, Extensiones 10422 o 10305.
April 14, 2015

Dear Parent or Guardian of «First_Name» «Last_Name»:

Congratulations! «First_Name» «Last_Name» has met all of the criteria for Reclassification from English Learner to Fluent English Proficient (R-FEP).

Federal and State laws require all the school districts in the State of California to administer the California English Language Development Test (CELDT) to students who speak another language other than English until the student reclassifies as Fluent English Proficient. Once your student is reclassified as Fluent English Proficient (R-FEP), he/she will no longer be classified as English Learner (EL) and will no longer take the annual CELDT test. Your student's academic performance will continue to be monitored for two years.

«First_Name» has met the following criteria to reclassify as Fluent English Proficient:

- Early Advanced or Advanced overall level on the CELDT
- Demonstration of basic skills on a district approved English language arts assessment
- Overall GPA of 2.0 or higher, a C or better in English language arts, or teacher recommendation.

VVUHSD encourages your input in the reclassification process. Your opinion on the development of your student's English language is an essential part of the process. If you DO NOT agree that «First_Name» should be reclassified as Fluent English Proficient, please fill out the section at the bottom of this letter and return it in the attached envelope, or call (760) 955-3201 Ext. 10422 to make an appointment with the district EL Coordinator.

There will be a Reclassification Ceremony on April 30, 2015, to celebrate your student's linguistic and academic achievement. «First_Name» will receive a certificate at the ceremony. The invitations will be mailed soon. Please plan to attend.

If you have any further questions, you may contact me at (760) 955-3201 Ext. 10422 or come to the EL Programs and Services at the District Office in building 4A to make an appointment.

Sincerely,

Heather Durant
Coordinator of EL Programs and Services

Please sign and return this form only if you DO NOT approve of changing «First_Name» «Last_Name»'s language fluency status from English Learner to Fluent English Proficient.

I DO NOT agree with the Reclassification of my student as Fluent English Proficient (RFEP).

Parent/Guardian (Please print) ___________________________ Signature ___________________________ Date ___________________________

«School»
School Name
HOMELANGUAGE SURVEY

Name of Student: _______________________________  _______________________________  _______________________________
 Last Name  First Name  Middle Name

Age of Student: __________  Grade: __________  School: ________________________________

California Education Code contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk?

2. Which language does your child most frequently speak at home?

3. Which language do you (the parents or guardians) most frequently use when speaking with your child?

4. Which language is most often spoken by adults in the home?
   (parents, guardians, grandparents, or any other adults)

5. Is our child fluent in the English language (speaking, reading, and writing)?

6. Has your child been enrolled in an English language development program?

7. If your child was in an English Development program, was he/she reclassified?

8. Date first entered United States ________________________________

9. Date first entered US school ________________________________

10. Date first entered CA school ________________________________

Please sign and date this form in the spaces provided below.
Signature of Parent or Guardian

Date
ENCUESTA DEL IDIOMA DEL HOGAR

Nombre del Estudiante: ___________________________ Primer Nombre ___________________________ Segundo Nombre ___________________________

Apellido

Edad del Estudiante: _________________ Grado: _________________ Escuela: _________________

El Código de Educación del California contiene requisitos legales que guían a las escuelas para determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan ofrecer los programas y servicios educativos adecuados.

Como padre o tutor, su cooperación es necesaria para cumplir con este requisito legal. Responda a cada una de las preguntas siguientes de la forma más precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda todas las preguntas.

1. ¿Qué idioma aprendió su hijo cuando empezó a hablar?
2. ¿Qué idioma habla su hijo en casa con más frecuencia?
3. ¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?
4. ¿Qué idioma se habla con más frecuencia entre los adultos en el hogar? (padres, tutores, abuelos o cualquier otro adulto)
5. ¿Es su hijo/a proficiente en el idioma inglés (oral, lectura, escritura)?

   YES                  NO                  No Recuerdo

6. ¿Ha estado su hijo/a inscrito en el programa para Aprendices de inglés?

   YES                  NO                  No Recuerdo

7. ¿Si su hijo/a estuvo inscrito en el programa para Aprendices de inglés, ha sido reclasificado?:

   YES                  NO                  No Recuerdo

8. Fecha en que primero entró a los Estados Unidos de América

9. Fecha de su primer inscripción en escuelas de los Estados Unidos de América

10. Fecha de su primer inscripción en escuelas del estado de California

Favor de firmar y fechar este formulario en el espacio proveído a continuación.

______________________________  ________________________________
Firma del Padre /Madre o Tutor  Fecha
## Reclassification Follow-Up

**Name:** ________________________________

**Permanent ID:** ________________________

**Grade:** __________  **RFEP date:** ________________

**Current School:** ___  **School Year:** ___

### Assessment Data

- **CAASP IBA ELA:**
- **CAASP ELA:**
- **CAHSEE ELA:**
- **CAASP IBA Math:**
- **CAASP Math:**
- **CAHSEE Math:**

### Academic Performance

#### Overall GPA **Fall 2014:**
- D Met grade level standards
- or
- D D or F in English Language Arts
- D D or F in Mathematics
- D D or F in History/Social Studies
- D D or F in Science

#### Overall GPA **Fall 2013:**
- D Met grade level standards
- or
- D D or F in English Language Arts
- D D or F in Mathematics
- D D or F in History/Social Studies
- D D or F in Science

#### Overall GPA **Spring 2015:**
- D Met grade level standards
- or
- D D or F in English Language Arts
- D D or F in Mathematics
- D D or F in History/Social Studies
- D D or F in Science

#### Overall GPA **Spring 2014:**
- D Met grade level standards
- or
- D D or F in English Language Arts
- D D or F in Mathematics
- D D or F in History/Social Studies
- D D or F in Science

### Follow-up Recommendations*

- D ELA Intervention
- D Math Intervention
- D Tutoring
- D Counseling Referral
- D Parent/teacher/student conference
- D SST Referral

**Principal/Designee**

Print name  ____________________________

Signature  ____________________________  Date  ________________

**EL Coordinator/Counselor**

Print name  ____________________________

Signature  ____________________________  Date  ________________
# English Learner Monitoring

**Name:** ____________  
**Permanent ID:** ____________

**Grade:** ___  
**US School Entry:** ___  
**Current School:** ___  
**School Year:** ___  
**Long-term? Y/N**

## Assessment Data (include score and date)

<table>
<thead>
<tr>
<th>ELA Benchmark</th>
<th>Math Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASP ELA:</td>
<td>CAASP Math:</td>
</tr>
<tr>
<td>CAHSEE ELA:</td>
<td>CAHSEE Math:</td>
</tr>
</tbody>
</table>

## Academic Performance

**Overall GPA Fall 2014:**  
- D Met grade level standards  
- or  
- D D or F in English Language Arts  
- D D or F in Mathematics  
- D D or Fin History/Social Studies  
- D D or F in Science

**Overall GPA Spring 2015:**  
- D Met grade level standards  
- or  
- D D or F in English Language Arts  
- D D or F in Mathematics  
- D D or F in History/Social Studies  
- D D or F in Science

## Follow-up Recommendations*

- D Designated ELD  
- D Integrated ELD  
- D Primary language support  
- D Tutoring  
- D ELA/ELD Intervention  
- D Math Intervention  
- D Parent/teacher/student conference  
- D SST Referral

**Principal/Designee**  
Print name:  
Signature:  
Date: 

**EL Coordinator/Counselor**  
Print name:  
Signature:  
Date: 

---

*Assessment Data (include score and date)
Description of Program Placement Options and Goals for English Learners

In order to meet the educational needs of English Learners, all programs must include English Language Development (ELD) and differentiated instructional strategies.

Structured English Immersion (SEI): Students who score at less than reasonable fluency are placed in a SEI program and are taught overwhelmingly in English, but may be supported in the students’ primary language, if applicable. English Learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards.

English Language Mainstream (ELM): Students who score at reasonable fluency in English are placed in an ELM program in a classroom with native speakers of English. English Learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students continue to receive additional and appropriate instruction in order to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).

California state law gives parents the right to request that their child be placed in an alternative program. To place your child in an alternative program, you must personally visit the school to apply for a parental exception waiver at your child's school each year, and he/she must know English and academically performs at least at the 5th grade level. At any time during the school year, you may have your child moved into the English Mainstream Program.

***Parents/Guardians have the right to request a parental exception waiver/or an alternative program. A school visitation is required to request a waiver!

Reclassification <Exit> Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement so they can meet the district’s exit/reclassification criteria. The district's reclassification criteria are indicated below:

<table>
<thead>
<tr>
<th>Required Criteria (Education Code 313)</th>
<th>LEA Criteria [District inserts their board approved reclassification criteria]</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT</td>
<td>Overall: Level 4 or 5</td>
</tr>
<tr>
<td>CAASP</td>
<td>English Language Arts: Equivalent of Basic or better</td>
</tr>
<tr>
<td>Teacher Evaluation of Academic Performance</td>
<td>Academic GPA of 2.0 or better OR C or better in English Language Arts</td>
</tr>
<tr>
<td>Parental Consultation</td>
<td>Parent Notification Letter/Conference call</td>
</tr>
</tbody>
</table>
Descripción de las Opciones del Programa de Colocación y Metas para los Aprendices de Ingles

Para cumplir con las necesidades educativas de los Aprendices de inglés, todos los programas incluirán Desarrollo del Idioma Ingles (ELD) y estrategias de instrucción diferenciadas.

Programa de Inmersión Estructurada de Ingles (SEI): Estudiantes con resultados de fluidez menores de razonable son colocados en un programa de SEI y son ensenados de mayormente en Ingles, pero pueden recibir apoyo en el idioma materno, si es aplicable. Aprendices de Ingles reciben instrucción en ELD y otras materias principales por medio de estrategias efectivas de enseñanzas por maestros entrenados y autorizados usando libros de texto adoptados por el distrito y materiales suplementarios de instrucción. La instrucción es basada en los estándares de ELD y el contenido de nivel del grado.

Programa Regular de Ingles (ELM): Estudiantes con resultados de fluidez razonable en Ingles son colocados en un programa ELM en una clase con hablantes nativos de inglés. Aprendices de Ingles reciben instrucción en ELD y otras materias principales por medio de estrategias efectivas de enseñanzas por maestros entrenados y autorizados usando libros de texto adoptados por el distrito y materiales suplementarios de instrucción. La instrucción es basada en los estándares de ELD y el contenido del nivel de grado. Estudiantes continúan recibiendo instrucción adicional apropiada para obtener progreso académico y cumplir con los requisitos para ser reclasificados como Competente en el Idioma Ingles (FEP).

La ley estatal de California les da a los padres el derecho de pedir que su hijo/sea colocado/a en un programa alternativo. Para inscribir a su hijo/a en un programa alternativo, es necesario de visitar la escuela personalmente para aplicar por una Renuncia Paternal de Participación en la escuela de su hijo/a cada año, y él/ella deberá saber el inglés y tener un rendimiento académico de por lo menos al nivel del 5º grado. En cualquier tiempo en el año escolar, usted puede solicitar que su hijo pase al Programa Regular de inglés.

***Padres/Guardianes tienen el derecho de solicitar la Renuncia Paternal de Participación para un programa alternativo. Para solicitar una Renuncia Paternal de Participación es necesario visitar la escuela!

Criterio (Egreso) de Reclasificación
Las metas de los programas de Aprendices de inglés son que estudiantes lleguen a ser totalmente competentes en inglés lo más rápido y eficazmente posible y llegar a dominar los estándares estatales para el rendimiento académico y así poder cumplir con el criterio de egreso/reclasificación del distrito. El criterio de reclasificación del distrito es lo siguiente:

<table>
<thead>
<tr>
<th>Criterio Requerido (Código de Educación 313)</th>
<th>Criterio del LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT</td>
<td>Total: Nivel 4 o 5</td>
</tr>
<tr>
<td>CAASAP</td>
<td>Lengua &amp; Literatura en inglés: Básico o mejor</td>
</tr>
<tr>
<td>Evaluación del Maestro del Logro Académico</td>
<td>GPA Académico de 2.0 o mejor o C o mejor en la clase de inglés</td>
</tr>
<tr>
<td>Consultacion de Padres</td>
<td>Notificación para los Padres/Llamada Telefónica</td>
</tr>
<tr>
<td>CAHSEE (Examen de Egreso de la Secundaria de California)</td>
<td>Ingles: Paso 350 +</td>
</tr>
</tbody>
</table>
### Appendix I. Student Placement Guidelines, Grades 7-12

**Glossary of Terms**

<table>
<thead>
<tr>
<th>ACS</th>
<th>Alternate Course of Study</th>
<th>Curso de Estudio Alternativo</th>
</tr>
</thead>
<tbody>
<tr>
<td>API</td>
<td>Academic Performance Index</td>
<td>Indice de Desempeño Académico</td>
</tr>
<tr>
<td>AYP</td>
<td>Adequate Yearly Progress</td>
<td>Progreso Académico Anual Adecuado</td>
</tr>
<tr>
<td>BCLAD</td>
<td>Bilingual cross-Cultural Language Academic Development</td>
<td>Desarrollo Académico del lenguaje Bilingüe intercultural</td>
</tr>
<tr>
<td>CAASP</td>
<td>California Assessment of Student Performance and Progress</td>
<td>Prueba del Estado de California para la evaluación de habilidades básicas</td>
</tr>
<tr>
<td>CABE</td>
<td>California Association of Bilingual Educators</td>
<td>Asociación de Educadores Bilingües de California</td>
</tr>
<tr>
<td>CALP</td>
<td>Cognitive Academia Language Proficiency</td>
<td>Capacidad Cognoscible del Lenguaje Académico</td>
</tr>
<tr>
<td>CASAS</td>
<td>Comprehensive Adult Student Assessment Systems</td>
<td>Sistema de Evaluación Comprimida para Estudiante Adulto</td>
</tr>
<tr>
<td>CBET</td>
<td>Community Based English Tutoring</td>
<td>Clases de Inglés para Adultos en la Comunidad</td>
</tr>
<tr>
<td>CPM</td>
<td>Categorical Program Monitoring</td>
<td>Revisión de Programas por Categoría</td>
</tr>
<tr>
<td>CEIDT</td>
<td>California English Language Development Test</td>
<td>Pruebas del Estado de California para la evaluación del idioma de inglés</td>
</tr>
<tr>
<td>CLAD</td>
<td>Cross-Cultural Language Academia Development</td>
<td>Desarrollo Académico del Lenguaje Inter-Cultural</td>
</tr>
<tr>
<td>DELAC</td>
<td>District English Language Advisory Committee</td>
<td>Comité Consejero Escolar del Distrito para Padres de Aprendices de Inglés</td>
</tr>
<tr>
<td>EC</td>
<td>Education Code</td>
<td>Código de Educación de California</td>
</tr>
<tr>
<td>EIA</td>
<td>Economic Impact Aid</td>
<td>Subsidio de Impacto Económico</td>
</tr>
<tr>
<td>EL</td>
<td>English Learner</td>
<td>Aprendiz de Inglés</td>
</tr>
<tr>
<td>ELAC</td>
<td>English Learner Advisory Committee</td>
<td>Comité Consejero Escolar para Padres de Aprendices de Inglés</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development</td>
<td>Desarrollo del Lenguaje de Inglés</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learner</td>
<td>Aprendices del Lenguaje de Inglés</td>
</tr>
<tr>
<td>ELM</td>
<td>English Language Mainstream</td>
<td>Programas de Estudio en Inglés</td>
</tr>
<tr>
<td>FEP</td>
<td>Fluent English Proficient</td>
<td>Habil en el Inglés</td>
</tr>
<tr>
<td>FES</td>
<td>Fluent English Speaker</td>
<td>Habil en el Inglés Oral</td>
</tr>
<tr>
<td>GLAD</td>
<td>Guided Language Acquisition Design</td>
<td>Diseño de Guía Para la Adquisición del Lenguaje Encuesta</td>
</tr>
<tr>
<td>HLS</td>
<td>Home Language Survey</td>
<td>&lt;leí Idioma En el Hogar</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individuals w/Disabilities Education Act</td>
<td>Individuos con Acto de Desabilidad en Educación</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Plan</td>
<td>Programa de Educación Individualizada</td>
</tr>
<tr>
<td>IPT</td>
<td>IDEA Proficiency Test</td>
<td>Prueba de Habilidad IDEA</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
<td>Limitado en el Inglés</td>
</tr>
<tr>
<td>NABE</td>
<td>National Association of Bilingual Educators</td>
<td>Asociación Nacional de Educadores Bilingües</td>
</tr>
<tr>
<td>SABE</td>
<td>Spanish Assessment of Basic Education</td>
<td>Evaluación de el Educación Basico en Español</td>
</tr>
<tr>
<td>SDAIE</td>
<td>Specially Designed Academia Instruction in English</td>
<td>Instrucción Académica en Inglés Especialmente</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
<td>Full Form in Spanish</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>SEI</td>
<td>Structured English Immersion</td>
<td>Inmersión Estructurada al Idioma Inglés</td>
</tr>
<tr>
<td>SIP</td>
<td>School Improvement Plan</td>
<td>Proceso de Mejoramiento del Plan de Estudios</td>
</tr>
<tr>
<td>SST</td>
<td>Student Study Team</td>
<td>Comité de Evaluación Pedagógica</td>
</tr>
<tr>
<td>SSC</td>
<td>School Site Council</td>
<td>Comité Consejo Escolar</td>
</tr>
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</table>