

## VHS IB Diploma Program Language Policy

### School Language Philosophy

At Vista High School it is understood that:

- The primary means of communication and learning is through written and spoken language.
- Language acquisition prepares students to become productive members of a global society.
- The development of one's primary language is an expression of culture and maintains one's cultural identity.
- All teachers are a part of the language learning process.
- Teachers must identify the language needs of all students and work to serve these needs.
- All qualified students have equal access to the IB courses.

### IB Language Offerings at Vista High School

- English A: Language and Literature Higher Level
- Spanish B Higher and Standard Level
- German B Standard Level
- On a case-by-case basis, Language B ab initio is offered in Spanish, and German.

### Education for English Language Learners

#### **Introduction**

#### **[VUSD Master Plan for English and Multilingual Learners](#)**

Vista High School follows the Vista Unified School District (VUSD) master plan. This plan guides language policy for the school district and was created by members of VUSD and the San Diego County Office of Education.

The VUSD EL Master Plan:

- Guides VUSD to ensure multilingual students and English learners succeed
- Is Informed by the California English Learner Roadmap, policy guidance from the state for counties, districts, schools and classrooms
- Aligns to specified principles and elements from the California English Learner Roadmap designed to guide district and school policies
- Addresses all current components of the federal program monitoring processes required for Title III funding compliance

## Placement

**EL 03.0** Each LEA must properly identify and assess all students who have a home language other than English.

## Identification

### VUSD Roles and Responsibilities for the Home Language Survey and the Initial EL Proficiency Assessment of California

Multilingual Education Department (MED) Administrator(s) (or Superintendent designee)	<ul style="list-style-type: none"><li>❑ Collaborates with the Department of Educational Excellence and Innovation (EE &amp; I) and Coordinator for the implementation of the EL Master Plan</li><li>❑ Provides training and assistance to sites on explanation and purpose of the Home Language Survey (HLS)</li><li>❑ Oversees districtwide process of the HLS</li><li>❑ Ensures that the Initial ELPAC and Initial Alternate ELPAC are administered as legally required</li><li>❑ Resolves challenges in ELPAC testing in collaboration with CDE, district offices and school sites</li><li>❑ Works with Human Resources to hire and supervise tester examiners for 1:1 on ELPAC assessment domains</li></ul>
Coordinator, Educational Excellence & Innovation (EE&I)	<ul style="list-style-type: none"><li>❑ Collaborates with MED, EE &amp; I, and site administration for the implementation of the EL Master Plan</li><li>❑ Collaborates with MED, EE &amp; I on all the above roles and responsibilities</li><li>❑ Oversees the EL and Assessment Center</li><li>❑ Provides training and assistance to sites</li><li>❑ Oversees and collaborates with VUSD ELPAC coordinators and VUSD ELPAC testers</li><li>❑ Meets regularly with VUSD's Department of Special Education and it's Educational Specialists on the implementation of the EL Master Plan and to facilitate state alternate assessment determination within the IEP team and coordinates with testers to administer the Initial Alternate ELPAC</li></ul>
VUSD ELPAC	<ul style="list-style-type: none"><li>❑ Ensures that initial assessments are completed within 30 calendar</li></ul>

Coordinator	<p>days of student enrollment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attends/Provides training for test administration</li> <li><input type="checkbox"/> Administers assessments</li> <li><input type="checkbox"/> Provides timely updates and test results</li> <li><input type="checkbox"/> Generates and mails parent notification letters to families <b>within 30 days</b> of district receiving official results</li> <li><input type="checkbox"/> Reviews and updates all documentation templates annually</li> </ul>
VUSD ELPAC Testers	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedules Initial ELPAC testing appointments</li> <li><input type="checkbox"/> Administers Initial ELPAC</li> </ul>
Site Principal	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures the HLS is completed upon the initial enrollment as required by state and federal law <i>California Education Code, Section 52164.1a</i></li> <li><input type="checkbox"/> Collaborates with MED on the process of the HLS</li> <li><input type="checkbox"/> Assists with site communication for students needing initial ELPAC</li> </ul>
School Staff	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assists with the registration</li> <li><input type="checkbox"/> Assists with the explanation and purpose of the HLS to determine testing needs</li> <li><input type="checkbox"/> Ensures the language fluency in Aeries is marked as TBD, based on the responses to the HLS, to communicate to the EL Assessment Center that a new student has enrolled. May also notify parent/guardian that student may need to be tested at the EL Assessment Center</li> </ul>
Education Specialist	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with Coordinator and VUSD Department of Special Education for the implementation of the EL Master Plan</li> <li><input type="checkbox"/> Facilitates EL alternate assessment determination within IEP teams</li> <li><input type="checkbox"/> Coordinates with testers to administer VCCALPS for ELs who qualify</li> </ul>

## Enrollment Process and Home Language Survey

Families enroll students into Vista Unified School District through the online registration form at [www.vistausd.org](http://www.vistausd.org) and by selecting **Registration** in the Information Center on the homepage, or at the child's neighborhood school. All assessments related to program placement are administered at the EL Assessment Center (ELC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the District's Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home.

Parents will complete the HLS form within the online enrollment registration system. For further explanation regarding the purpose and uses of the HLS, parents should contact the school office or the Multilingual Education Department. Students may be tested to determine their English language proficiency level; however, the HLS answers themselves will not determine a student's English language learner status or immigration status.

Parents or guardians should answer the four HLS questions (shown in Table 1) accurately to ensure that qualified students have access to appropriate instructional programs. Though parents may complete a subsequent HLS as part of the annual re-registration process, or when entering a new school district in California, only the initial HLS will be used to determine whether the Initial ELPAC assessment should be administered. (EC 52164.1(a) (EC sections 313, 60810)

<b>Table 1: Home Language Survey Questions</b>
<b>1.</b> Which language did your child learn when they first began to talk?
<b>2.</b> What language does your child most frequently speak at home?
<b>3.</b> Which language do you (the parents or guardians) most frequently use when speaking with your child?
<b>4.</b> Which language is most often spoken by adults in the home (parents, guardians, grandparents, or any other adults)?

Upon receipt of the student registration form, the school staff will review the HLS results and take the following action:

- If the answers to all four HLS questions are "English," the student is identified as English Only (EO) and will not receive EL services.
- If question number 1, 2, or 3 on the Home Language Survey is answered with any language other than English, the student is assessed for English proficiency with the Initial ELPAC.
- If *only* question number 4 on the Home Language Survey is answered with any language other than English, the school staff must determine whether to continue with assessment of English proficiency or identify the student as English Only (EO) based on parent or guardian interview.

## **English Language Proficiency Assessment**

State regulations require that all students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the Home Language Survey be assessed in English language proficiency skills within 30 calendar days of initial enrollment using the Initial ELPAC. If any of the parents' or guardians' HLS response in question 4 indicates using a primary or native language other than English with their child, then VUSD will determine that the student is eligible for the Initial ELPAC. Subsequently, VUSD Multilingual Education Department will promptly notify the parent or guardian, first by call for an appointment, then by letter, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (5 CCR Section 11518.5[c]).

When a student is identified as a candidate for language assessment, the school staff must mark the category of "Language Fluency" in Aeries as "TBD" in order to notify the VUSD EL Assessment Center in order for the student's status to be uploaded to the Test Operational Management System (TOMS).

The state approved assessment instrument, ELPAC, is currently administered to determine English language proficiency skills. District personnel will assess students who have been identified by the Home Language Survey with the Initial ELPAC or Initial Alternate ELPAC (for students with special needs, as determined by a student's IEP team). The results of the Initial ELPAC or Initial Alternate ELPAC will determine the instructional program/level of support in developing English.

Based on the results of initial ELPAC or Initial Alternate ELPAC, students will be identified with one of the following designations:

- **EL [Novice or Intermediate]:** A student is considered an EL when the student has NOT yet proven fluent in English proficiency. If so, he or she will receive EL services. Once students are identified as ELs, they must be annually assessed with the ELPAC until they meet the eligibility criteria to be Reclassified as Fluent English Proficient (RFEP).
- **Initial Fluent English Proficient (IFEP):** A student is considered **IFEP** when he or she has proven initially fluent on the English proficiency assessment. IFEP students will not participate in any further English language services or testing.

At the secondary level, schools should also interview EL students, complete a school history form, and collect a writing sample to assist with correct placement.

## **Opting Out of EL Instructional Services**

### **Parent Requests for Changes to the Home Language Survey**

If the parent, teacher, or administrator believes an error was committed on the HLS, a request for review must be made at the EL and Assessment Center prior to initial ELPAC being administered. Otherwise, the student will be assessed via the Initial ELPAC.

### **Required Timeline to Notify VUSD families about Results and Placement per the Initial Assessment for Language Proficiency**

After the student completes the Initial ELPAC, parents/guardians can view the results through the AERIES parent portal within one week of assessment being administered and entered the testing services platform.

Within 30 days of enrollment, parents will receive a letter (Appendix 1.1 and 1.2) with information about the student's English Language Proficiency (ELP), instructional program options, and of their right to opt out of an EL instructional program. Parents can also view the ELP information via AERIES.

Parents can opt out of instructional services for their student by completing the *Notification to Opt a Child Out of EL Programs or Particular EL Services* form. Moreover, parents can also change their mind and opt back into the program via *Notification to Opt a Child to Return into EL Program Services*. (Appendix 1.3 and 1.4)

## **Program Placement**

### **VUSD Roles and Responsibilities for EL Program Placement**

Multilingual Education Department (MED) Administrator(s) (or Superintendent designee)	<ul style="list-style-type: none"><li><input type="checkbox"/> Provides description of Language Acquisition Program options available</li><li><input type="checkbox"/> Develops and manages system for collecting parent request for LAPs</li><li><input type="checkbox"/> Provides training for sites and administrators on Language Acquisition Program options</li><li><input type="checkbox"/> Provides assistance and support to sites with regards to program placement</li><li><input type="checkbox"/> Coordinates with IT for correct codes to be added to student profile in Aeries</li></ul>
Site Principal	<ul style="list-style-type: none"><li><input type="checkbox"/> Attends district training on Language Acquisition Program options</li><li><input type="checkbox"/> Provides training and communication to site as is necessary on Language Acquisition Program options</li><li><input type="checkbox"/> Collaborates with MED to ensure correct placement of ELs in support classes</li></ul>

	<input type="checkbox"/> Consults with parents/guardians for input and approval of Language Acquisition Program options
School counselors (Secondary only)	<input type="checkbox"/> Attends any district and/or site training on Language Acquisition program options <input type="checkbox"/> Collaborates with district and site administration on the correct placement of ELs in support classes
Educational Specialist	<input type="checkbox"/> Ensures dually identified students are receiving EL services

## Language Acquisition Program Options and Parent Choice

VUSD must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC Section 305[a][2]). SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3])

VUSD parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language Acquisition Program” refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The LAPs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC sections 306[c], 310[a]; 5 CCR Section 11309[c])

VUSD will notify all parents of the LAPs available to students. The written notice will be included in the Back-to-School Packet, along with other parent and guardian rights and responsibilities, as required by EC sections 48980 and 48981. Parents of pupils enrolling after the beginning of the academic school year shall be provided the notice described above upon enrollment by the school. Description of available programs and procedures shall be included on the district website as well.

(For more information, see EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)

### Parent Request for Language Program Choices

VUSD understands and respects that parents or legal guardians may request a language choice. Per state law, if parents/guardians of 30 students or more per school, or of 20 students or more in any grade, request a Language Acquisition Program designed to provide language instruction, VUSD must offer a program to the extent possible. (EC Section 310[a]). Data will be collected

by each school via a districtwide Google form to monitor parent/guardian interest. During the 2019-2020 school year, presentations on the dual language immersion program were offered at various elementary schools.

After reaching a critical mass of requests, VUSD's Multilingual Education Department will respond by taking actions to demonstrate the timelines and requirements per law (5 CCR Section 11311[h]). Parents/guardians who made the request will receive a letter and an invitation to a community forum about the VUSD's language program options. In the case where VUSD determines it is not possible to implement a Language Acquisition Program requested by parents/guardians, MED will provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])

### Guidance for High School Course Placement

This guidance is based on a six-period high school schedule. In alignment to Principle 2 of the EL Roadmap to provide access to the full curriculum along with ensuring all students are provided a comprehensive program including both dELD and integrated iELD, VUSD recommends that school administrators, counselors, and ELD Site Leads utilize the following courses when developing student schedules. (Period assignment of courses will vary.)

VUSD high school counselors will review transcripts that students bring from other countries outside of the US to build a personal pathway for the student to meet high school graduation requirements. The guidance above is meant to be supportive for the counselor's creation of the student's personalized pathway to graduation.

Either class could  
be used as  
entry point for year  
one



<b>Newly-Arrived Emerging (0-12 months)</b>	<b>Newly-Arrived Emerging (0-24 months)</b>	<b>Entering- Expanding (0-36 months)</b>	<b>Expanding (0-36+ months)</b>	<b>Bridging/ Long-Term English Learners (48+ months)</b>
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	- (Early) Novice EL - Limited L1 Literacy	- Novice/Early intermediate EL - L1 Literacy	- Initial ELPAC Intermediate - Summative ELPAC Overall Score: Level 2	<b>Initial ELPAC Intermediate - Summative ELPAC Overall Score: Level 3</b>	- Summative ELPAC Overall Score: mid Level 2 - Level 4
<b>dELD</b>	<b>Language Acquisition 1 (E701)</b>	<b>Language Acquisition 2 (E711)</b>	<b>Language Acquisition 3 (E721)</b>	<b>Language Acquisition 4 (E731)</b>	<b>Academic Language and Literacy (E335)</b>
<b>English Language Arts (ELA)</b>	Foundations for English Language 1 (E703)	Foundations for English Language 2 (E704)  <b>OR</b> Grade Level ELA	Grade-level ELA <i>per</i> <a href="#"><u>AB2735</u></a>	Grade-level ELA <i>per</i> <a href="#"><u>AB2735</u></a>	Grade-level ELA <i>per</i> <a href="#"><u>AB2735</u></a>
<b>Core &amp; Electives (Math, Science, Social Science, PE, etc.)</b>	Grade-level core & elective classes <i>per</i> <a href="#"><u>AB2735</u></a>	Grade-level core & elective classes <i>per</i> <a href="#"><u>AB2735</u></a>	Grade-level core & elective classes <i>per</i> <a href="#"><u>AB2735</u></a>	Grade-level core & elective classes <i>per</i> <a href="#"><u>AB2735</u></a>	Grade-level core & elective classes <i>per</i> <a href="#"><u>AB2735</u></a>
<b>Primary Language (PL) Course (if possible)</b>	Grade-level Primary Language if possible  Math, Science, History classes by grade level	Grade-level Primary Language if possible  Math, Science, History classes by grade level			
<b>World Language</b>	Spanish for Spanish	Spanish for Spanish	Spanish for Spanish	Spanish for Spanish	Spanish for Spanish Speakers, Spanish (1

<b>Recommendation</b> (For students whose primary language is Spanish)	Speakers, Spanish (1 - 3), AP Spanish Lang. or AP Span. Lit.	Speakers, Spanish (1 - 3), AP Spanish Lang. or AP Span. Lit.	Speakers, Spanish (1 - 3), AP Spanish Lang. or AP Span. Lit.	Speakers, Spanish (1 - 3), AP Spanish Lang. or AP Span. Lit.	- 3), AP Spanish Lang. or AP Span. Lit.
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### **Additional Guidance**

- Placement is open for fluid movement if the student demonstrates competency in consultation with counselor, teachers, and ELD Site Lead.
- If a student demonstrates class outcomes prior to the first 6 weeks of the semester. The student will be placed in the next ELD level.

### **Criteria for 5th Year Senior:**

- ☐ On track to graduate
- ☐ No discipline issues
- ☐ In good academic standing based on effort and motivation
- ☐ A 5th year in high school would allow the student to graduate
- ☐ No older than 19 years old when they graduate
- ☐ The site principal would need to approve the student's 5th-year placement and consult with the **Language Advisory Team (LAT)**, if necessary.

### **E2020 (Credit Recovery) Classes for English Language Development (ELD) Students:**

To determine if an ELD student would benefit from E2020 the ELD Site Lead and school counselor will need to meet to discuss the appropriateness of this placement.

- E2020 should not be used to replace classes a student can take in the current year.
- E2020 should be used to make up classes that were missed due to:
  - Arrival date to the U.S.; or
  - Previous course schedules favored

developing language in ELD.

- No more than 1 period of E2020 during the school day unless the Director of Multilingual Programs/ELD and site administration agree (zero period or 7th period)

### **Primary Language Courses**

If contemplating offering primary language courses, please consider the following:

- Teachers will need the appropriate credential: BCLAD or Bilingual Authorization
- Course design (core class, elective, etc)
- Offering the course to other native or non-native speakers of Spanish as a Spanish enrichment course
- Reaching out the Multilingual Education Department to collaborate on implementation

**Whenever possible, schools should consider offering content courses in the home language (known as primary language classes) spoken by the majority of the emerging ELs at the site and differentiated by grade-level to allow for access to curriculum and support students who may have experienced an interruption in their formal education.**

### **Assessment and Support**

### **Assessments for ELs**

### **VUSD Roles and Responsibilities for the Summative ELPAC**

MED Administrator(s) (or Superintendent designee)	<ul style="list-style-type: none"><li><input type="checkbox"/> Collaborates with Department of Educational Excellence and Innovation (EE &amp; I) and Coordinator for the implementation of the EL Master Plan</li><li><input type="checkbox"/> Ensures that the ELPAC and Alternate ELPAC are administered as legally required</li><li><input type="checkbox"/> Resolves challenges in ELPAC testing in collaboration with CDE, district offices and school sites</li><li><input type="checkbox"/> Hires and supervises tester examiners for 1:1 on ELPAC assessment domains</li></ul>
Coordinator	<ul style="list-style-type: none"><li><input type="checkbox"/> Collaborates with MED, EE &amp; I, and site administrators for the implementation of the EL Master Plan</li><li><input type="checkbox"/> Collaborates with MED, EE &amp; I and provides training for site admin on the assessments for ELs</li></ul>

	<input type="checkbox"/> Works with MED to hire and supervise tester examiners for 1:1 on ELPAC assessment domains <input type="checkbox"/> Oversees and collaborates with the VUSD ELPAC Coordinators <input type="checkbox"/> Provides assistance and support to all sites <input type="checkbox"/> Collaborates with MED to oversee and provide training to the ELD Leads/Coordinators
VUSD ELPAC Coordinator	<input type="checkbox"/> Collaborates with MED, EE & I, and site administration for the implementation of the EL Master Plan <input type="checkbox"/> Completes ELPAC LEA Certification <input type="checkbox"/> Provides district training for test administration <input type="checkbox"/> Creates district schedule for annual Summative ELPAC testing <input type="checkbox"/> Review and updates all documentation templates annually
Principal (Or admin designee)	<input type="checkbox"/> Collaborates with MED and Coordinator for the implementation of the EL Master Plan <input type="checkbox"/> Organizes schedule for ELPAC group testing <input type="checkbox"/> Ensures designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan have been entered in TOMS
School Site ELD Lead Teacher	<input type="checkbox"/> Regularly assist any district and/or site trainings with regards to the implementation of the EL Master Plan <input type="checkbox"/> Aids and support to sites with ELPAC group testing
Classroom Teachers	<input type="checkbox"/> Administer group portion of ELPAC

### Summative and Formative Assessments

EL progress is monitored annually using both districts' adopted *summative* and *formative* assessments. The assessments are used to determine students' English language proficiency in English, academic performance, and growth towards reclassification. Academic progress is monitored using multiple measures during the school year for all students equally. ELs are administered both formative and summative assessments equivalent to those used by English Only (EO) and Initially Fluent English Proficient (I-FEP) students to monitor academic performance.

1. *Summative* assessments are often referred to as *assessments of learning* because they are administered after a lesson sequence is completed, for example chapter or unit of study assessments. These are used to determine overall understanding and mastery of the standards and content taught.

This also includes state mandated assessments such as the California Assessment of Student Performance and Progress (CAASPP), California Alternate Assessment (CAA), and California High School Exit Exam (CAHSEE). State

mandated assessments are given to all students regardless of language and classification. VUSD will also administer the required Summative English language proficiency assessment (ELP), currently ELPAC, to all ELs during the annual summative assessment window of Feb. 1 - May 31. (EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])

2. *Formative* assessments are referred to as *assessments for learning* because the teacher uses them to adjust his/her instruction based on student learning of the skills and content being taught. Teachers monitor growth informally each day during the course of lessons in all subject areas (including ELD) to determine the degree to which students understand the lesson objectives and the grade level content being taught. In the **Elementary** schools, VUSD uses Fastbridge as the district's formative assessment system for teachers as a universal screening and progress monitoring tool. It is a computer-adaptive test (CAT) given two to three times a year. In the **Secondary** schools, VUSD is using Scholastic Reading Inventory (SRI) and it too is a computer-adaptive test (CAT). Like Fastbridge, it serves as a universal screening and a progress monitoring tool.
3. Students with disabilities will be provided with designated supports or accommodations as required by their IEP or 504 plan. If there are no appropriate accommodations in one or more domains, the student will be assessed in the remaining domains for which there are appropriate accommodations. Students with a significant cognitive disability and who have an IEP, may be eligible for being assessed with a locally determined assessment or the state's alternate assessment.

### **Progress Monitoring for Reclassified Students**

Students who have been reclassified as RFEP will receive follow-up monitoring for a minimum of four years after reclassification. Follow-up occurs twice a year beginning the school year after the student was reclassified. This information is gathered in Ellevation which includes assessment results, teacher observation and the interventions that may be provided as part of Response to Intervention as needed (Appendix 3.3, 3.4, 3.5 and 3.6). Reclassified students having difficulty in the core curriculum will have access to the support services and interventions offered at the site to all students who are not meeting academic standards. Those support services are outlined in the School Plan for Student Achievement and will be reviewed with parents at the time of the parent conference or scheduled meeting. If the student's grades fall below grade level or the student is not making adequate progress in any academic class, the site administrator or designee will conduct a task analysis meeting (conferences with classroom teacher(s) and others as needed) to evaluate the student's progress between monitoring rounds to determine if progress is being made with the implementation of strategies/interventions.

For EL and RFEP students whose monitoring demonstrates they not making adequate progress, there may be intervention measures, which may include but are not limited to any of the following:

- Student/teacher/parent conference
- Tutoring
- Reading, writing or mathematics intervention
- Placement in reading, writing or mathematics support class

More interventions are discussed in the MTSS and RTI section below.

The progress of ELs and Reclassified students will be examined annually in comparison with the data of the average native English speaker. A process of evaluating the effectiveness of program elements will be used to examine the impact of programs on student learning.

### **Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI)**

Vista Unified utilizes MTSS, which consists of a comprehensive system used to provide targeted support for ELs. The district's MTSS goal is founded on research-based practices and principles that will help and support students with a proactive approach and early intervention. It is the district's belief that with high quality standards and research-based, culturally, and linguistically relevant instruction, all students can learn.

VUSD's MTSS is a framework that focuses on Common Core State Standards, ELD Standards, differentiated instruction, student-centered learning, individualized student needs, and the alignment of systems necessary for all EL students' success. It encompasses the "whole child",

whether a student is advanced or struggling, using academic, behavioral, and social/emotional services.

VUSD's MTSS includes Response to Instruction and Intervention and contains three tiers that are data driven (see Figure 3.1). The three tiers include Tier 1 which is universal for all students and occurs during core instruction in the general education classroom. Tier 2 is the additional support that is targeted for those EL students that may need enrichment or who are not making adequate progress in the regular classroom. Tier 3 is intensive and is for those students that present a high risk of not meeting grade level standards and who continue to show little progress at the Tier 2 level of Intervention.

The following are examples of Tier I in-class interventions for EL students, including those at risk of becoming LTELs in grades 4&5:

- Front-loading vocabulary can be done in many ways: a mini lesson defining words or students completing independent practice to search for their own definitions. If students are defining vocabulary on their own, they can be offered resources that allow them access to audio to hear how words are pronounced. This can be done through Guided Language Acquisition Design (GLAD) strategies, or on computers or iPads and search for dictionaries or Google. Ensuring students have the right definitions needed to access the content is crucial.
- Sentence frames or sentence starters are critical for EL support. This helps students grasp what is expected of them and offers a simple starting place. It is important to encourage students to depend less on the provided sentence frames when they feel comfortable and competent. It is helpful to create sentence-starter posters for responding to texts and questions.
- Providing valuable feedback to support students at risk of becoming LTELs must be present. This is especially important for students to reflect on their progress and growth as writers. Valuable feedback must focus on concepts, ideas, and content. Opportunities to conference with ELs should be taken. VUSD wants to make sure our ELs not only get the extra support they need, but that they feel supported.

Students at Tier 2 and/or Tier 3 of instruction and intervention may be considered for Triad and SST conversations. The Triad and SST can consist of the parents, general education teacher(s), other grade level teachers, administrators, and specialists who determine collaboratively possible next steps. Triad and SST conversations can include discussions on what other factors may be impeding progress, what interventions have been implemented, for how long and have they been consistent. Interventions should be either developed specifically for ELs or determined appropriate for ELs. Interventions should include foundational skills such as phonological awareness, decoding, in addition to other literacy and language skills, such as listening

comprehension, fluency, reading comprehension. Interventions include small group intervention in class, before or after school tutoring with ELD teachers, supplemental programs such as Read 180 and Imagine Learner, which are being used for ELs at their ELD levels. After school programs such as ASES (After School Education and Safety) prioritize services for ELs. A longer period of time may be required at Tier 2 or Tier 3 levels of instruction and intervention if students have not met adequate progress. Some of the factors that the teams look at for ELs can include, if they are new to the country and their English language proficiency, to name a few.

EL students who do not achieve the desired expectations and level of progress in response to the targeted instruction and interventions at Tier 2 or Tier 3, may be considered for a comprehensive evaluation and possible eligibility for special education services under the Individuals with Disabilities Education and Improvement Act of 2004 (IDEA 2004).

One of the components in the MTSS and progress monitoring of ELs, is to collect and analyze data. Using a collaborative approach through data meetings, the district collects various data in order to inform decisions for each tier of service. One method of collecting data is through the completion of monitoring forms accessible to sites and teachers through an online tool, called Ellevation. The district continually seeks to refine and implement appropriate research-based interventions to improve student learning.

Some of the data that VUSD collects comes from the formative assessments, both formal and informal. These formative assessments help teachers to better understand the students' needs. Currently, as a formal assessment, elementary schools are using Fastbridge, an assessment system for teachers that includes a combination of Computer-Adaptive Tests (CAT) and Curriculum-Based Measures (CBM). Fastbridge contains reading, math, and behavior assessments that screen and monitor students' literacy skills, core math concepts and assists us in understanding the impact social-emotional behavior has on EL students' academic success. Secondary schools use Scholastic Reading Inventory (SRI), a CAT assessment as well, designed to measure how well students read literature and expository texts of varying difficulties. The SRI is the assessment that can be used as a diagnostic tool to place students at the best level so they can attain success.

## **Reclassification and Monitoring**

### **VUSD Roles and Responsibilities for Reclassification**

MED	<input type="checkbox"/> Collaborates with EE & I, Coordinator, and site administration
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Administrator(s)	<p>for the implementation of the EL Master Plan</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with Department of EE &amp; I and Coordinator to provide training with regards to the procedures and criteria for reclassification</li> <li><input type="checkbox"/> Analyzes students' ELPAC scores to determine preliminary eligibility for reclassification</li> <li><input type="checkbox"/> Sends out RFEP monitoring forms to teachers</li> </ul>
Coordinator	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with Department of EE &amp; I, MED, and site administration for the implementation of the EL Master Plan</li> <li><input type="checkbox"/> Collaborates with Department of EE &amp; I, and MED to provide training to site administrators and ELD Site Leads with regards to the procedures and criteria for reclassification</li> <li><input type="checkbox"/> Collaborates with EE &amp; I, MED and ELD Site Leads to determine eligibility for reclassification</li> <li><input type="checkbox"/> Oversees the EL Assessment Center (ELC) and staff at ELC</li> <li><input type="checkbox"/> Provides training on the procedures and criteria to determine eligibility for reclassification</li> <li><input type="checkbox"/> Collaborates with MED on overseeing the training and support of ELD Site Leads</li> <li><input type="checkbox"/> Provides assistance and support to sites</li> </ul>
Principal (or admin designee)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with EE &amp; I, MED and Coordinator for the implementation of the EL Master Plan</li> <li><input type="checkbox"/> Monitors student data for potential reclassification candidates</li> <li><input type="checkbox"/> Contacts parents for consultation, input, and opinion</li> <li><input type="checkbox"/> Completes Reclassification meeting forms on Ellevation</li> <li><input type="checkbox"/> Monitors RFEP students for any students not making adequate progress - conducts task analysis meetings</li> </ul>
ELD Lead Teacher	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with MED, Coordinator, and site administration on the implementation of the EL Master Plan</li> <li><input type="checkbox"/> Assists school admin with communication and completion of Reclassification meetings</li> <li><input type="checkbox"/> Assists teachers with completion of RFEP monitoring forms</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete reclassification recommendation form based on evaluation of student's language proficiency</li> <li><input type="checkbox"/> Complete monitoring forms twice a year (Elementary: homeroom teachers, Secondary: ELA teachers)</li> </ul>

## Reclassification Criteria and Procedures

Vista Unified School District reclassifies students from EL to redesignated fluent English proficient (RFEP) in English using a process and criteria that align with the California state

reclassification requirements. This includes, but is not limited to:

**Criteria #1:** Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development.

**Criteria #2:** Teacher evaluation that includes, but is not limited to, the student's academic performance.

**Criteria #3:** Opportunities for parent opinion, consultation, and involvement during the reclassification process.

**Criteria #4:** Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

The reclassification criteria include *multiple measures* to ensure both proficiency in the English language and participation equal to that of average native speakers of English of the same age. The reclassification criteria validate each student's readiness to exit from specialized EL programs, by demonstrating achievement and mastery of grade-appropriate standards in the following areas:

- ❖ English language proficiency, including reading, writing, speaking, and listening.
- ❖ Academic achievement in reading, writing, and mathematics.

The process of reclassification begins when an EL scores a level 4 on the summative ELPAC and is performing academically as well as native speakers of English in the same grade. When students are reclassified, they no longer receive EL services. The district will monitor the student for academic growth twice a year for four years. The Multilingual Education Department, school administrators, support staff, teachers and parents are all part of the reclassification process.

**VUSD's Current Criteria**

In alignment with the state's requirements, VUSD's Board of Education adopted the following criteria (Dec. 2022):

## RECLASSIFICATION CRITERIA

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Students must meet the following criteria to be considered for reclassification in accordance with *CA Education Code Section 313*. [CDE criteria](#)

## RECLASSIFICATION CRITERIA

Students must meet the following criteria to be considered for reclassification in accordance with *CA Education Code Section 313*. [CDE criteria](#)

State Requirement	VUSD Criteria Summative ELPAC		VUSD Criteria Summative Alternate ELPAC						
Assessment of English Language Proficiency	English Language Proficiency Assessments of CA (ELPAC) Overall score of 4 (Fluent English Proficient)		Summative Alternate ELPAC Overall Level 3 (Fluent English Proficient)						
Teacher Evaluation	Input provided by teacher on English Cognitive-Academic Language Proficiency (CALP) (Document contained in Ellevation)		Input provided by teacher - must use the student's classroom performance information that is based on the student's IEP goals for academic performance and ELD (Document contained in Ellevation)						
Parent Consultation	Parent/Guardian is consulted on student meeting criteria (Documented in Ellevation Meeting Center)		Parent/Guardian is consulted on student meeting criteria (Documented in Ellevation Meeting Center)						
Local Measure	<p>Grades TK - 8: FastBridge assessment(s) scale score at the 20th percentile or above of national norms *</p> <p>OR</p> <p>California Assessment of Student Performance and Progress (CAASPP) - English Language Art (for grades 3 - 8 ): Performance Level 3 or above</p> <p>* Dually identified students: may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP)</p>	<p>Grades 9 - 12: SRI Basic level range Lexile</p> <table><tr><td>9th</td><td>10th</td><td>11-12th</td></tr><tr><td>≥ 880L</td><td>≥ 910L</td><td>≥ 975L</td></tr></table> <p>OR</p> <p>California Assessment of Student Performance and Progress (CAASPP) - English Language Art (for grade 11): Performance Level 3 or above</p>	9th	10th	11-12th	≥ 880L	≥ 910L	≥ 975L	<p>The IEP team will specify in   the student's IEP an assessment of basic skills to meet the guidelines for reclassification per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). The IEP team may select any locally determined assessment that has technical data supporting its validity and reliability to measure basic skills</p>
9th	10th	11-12th							
≥ 880L	≥ 910L	≥ 975L							

*Presented to DELAC 11/4/22 - Board approved 12/13/22*

### Steps to Reclassification

District and school personnel will follow specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all ELs. VUSD uses Ellevation (software platform) to document reclassification procedure

1. Multilingual Education Department reviews ELPAC data to determine which students are

candidates for reclassification based on an overall 4 on ELPAC

2. Teacher recommendation forms are sent to teachers via Ellevation (Appendix 3.1)
3. The Site Administrator/designee makes arrangements to consult with the parents to review the student's progress and the reclassification criteria. Translation services are available upon request, and forms are available in Spanish. During the meeting, the student's progress is discussed as well as the recommendation to reclassify the student to Fluent English Proficient (RFEP). If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the telephone or mail and document this conversation on the Reclassification Meeting Form (in Ellevation).
4. After the reclassification process is complete in Ellevation, the Multilingual Education Department will change the student's status to RFEP in the Student Information System.
5. The reclassified student will be removed from ELD support classes. While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break (i.e., beginning of a semester or a trimester).

**The Reclassification process using prior year's ELPAC scores should be completed prior to the start of the current year Summative ELPAC window on Feb.1 to ensure students are not retested.**

Please refer to Appendix 2.4 for a checklist describing the steps in the reclassification process.

### **Reclassification Provision of ELs with IEPs**

Students that are dually identified as ELs and as students with disabilities, including severe cognitive disabilities, have the same opportunities to be reclassified as students without disabilities. This process will be used when an IEP team determines that a student should be reclassified, but their disability prevents them from reclassifying under the standard criteria. (Full process for reclassification including documentation is contained in the Appendix.)

If a student with disabilities does meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications, and accommodations. The EL Specialist at the school site will be included in the IEP team.

When students in grades 6-12 who have had the benefit of at least six or more years of ELD support do not meet the four criteria of reclassification, it is possible for the IEP team to consider reclassification based on alternate means to examine the impact of his/her disabilities on English language development (see below regarding "Alternative Reclassification of Special Education ELs").

The reclassification procedure through an IEP will include:

1. All team members who support the student
2. Data listed on the Reclassification Procedure page and the Reclassification Worksheet including Summative ELPAC or alternate Summative ELPAC
3. Parent input (included on worksheet for parent input)

4. A staffing (a meeting including to determine if the student's ELD teacher, general education teacher (s), special education teacher (s) and site administrators) to determine if the student's disability is impeding them from reclassifying

The Special Education case manager will initiate and complete the reclassification packet for the student and will request that a Reclassification meeting be open in Ellevation.

### **Alternative Reclassification of Special Education ELs**

Due to the severity and impact of the disabilities of students who participate in the alternate curriculum (i.e., SDC), it is likely that many of these students will need considerably longer periods of time to receive ELD instruction and work toward the criteria for reclassification.

Elementary and secondary students on the alternate curriculum can be reclassified if they meet the criteria identified in the policy for students on the alternate curriculum.

### **Professional Development**

### **VUSD Roles and Responsibilities for Professional Development for EL Programs**

MED Administrator(s) (or Superintendent designee)	<ul style="list-style-type: none"><li><input type="checkbox"/> Meets regularly with administrators and site ELD Leads/Coordinators to get feedback, update, and monitor the implementation of the EL Master Plan</li><li><input type="checkbox"/> Coordinates and implements district professional development for administrators and teachers</li><li><input type="checkbox"/> Meets regularly with site ELD Leads/Coordinators to administer support and possible professional development to sites</li></ul>
Site Principal	<ul style="list-style-type: none"><li><input type="checkbox"/> Meet regularly with district administration to ensure the implementation of EL Master Plan</li><li><input type="checkbox"/> Monitors and evaluates programs for ELs at their site</li><li><input type="checkbox"/> Collaborates to determine the training needs for ELs at their site</li></ul>
ELD Resource Teacher OR ELD Site Lead	<ul style="list-style-type: none"><li><input type="checkbox"/> Meet regularly with site administration to ensure the implementation of EL Master Plan</li><li><input type="checkbox"/> Attend professional development and regular district meetings related to ELD</li><li><input type="checkbox"/> Serve as a resource and support teachers with specific ELD</li></ul>

	strategies and effective ELD pedagogy in alignment with the ELD Standards, EL Roadmap, and the ELA/ELD Framework
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The Multilingual Education Department engages in designing a professional development plan for the administrative team of TK-12 schools, as well as TK-12 teachers of English language learners. This professional development plan is divided into two parts: professional development sessions for administrators and teachers and professional development sessions for the site ELD Leads at each school. This plan provides ongoing professional development with regards to the legal requirements and district procedures related to the understanding and implementation of the Master Plan. VUSD provides professional development (PD) specific to the effective implementation of programs for ELs. (*Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1011–1013)

### **Professional Development Goals and Recommended Topics**

Professional development is ongoing at the district and site levels and is:

- (a) designed to improve the instruction and assessment of ELs
- (b) designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs
- (c) designed to increase awareness and sensitivity to the cultural and linguistic diversities of the student population, as well as services necessary to ensure equal access of all students to the total curriculum
- (d) effective in increasing the student’s English language proficiency or substantially increasing the teacher’s subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation using an ELD observation tool to be developed during the 2020-2021 school year with stakeholder input: and
- (e) 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’s performance in the classroom. (20 U.S.C. Section 6825[c][2] [A–D])

### **Recommended Professional Development Topics**

- English Language Development (ELD) Standards
- Proficiency Level Descriptors (PLDs)
- ELA/ELD Framework
- California EL Roadmap
- VUSD EL Master Plan

- ELPAC Training
- English Language Advisory Committee (ELAC & DELAC) training and support
- Integrated & Designated ELD and lesson design
- Universal Design for Learning
- Equity, Empowerment & Collaboration
- Multi-Tiered Systems of Support
- Curriculum Training
- Effective Instruction & Best Teaching Practices
- Reclassification
- Federal Program Monitoring
- Dual Language Immersion Training
- Newcomer Training
- Monitoring English Language Learners
- Data Analysis

## Communication with Parents

### English Learner Advisory Committee ([ELAC](#))

According to the California *Education Code*, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision-making councils, nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs. The ELAC should help ensure that the site and district's EL program is well-planned, effectively implemented, and ultimately successful in achieving its goals for ELs.

In VUSD, the site principal/assistant principal is responsible for ensuring that a committee is established every school year prior to November 1.

<b>Multilingual Education Department Administrator(s) (or Superintendent designee)</b>	<input type="checkbox"/> Provides assistance and support in the implementation of site ELAC <input type="checkbox"/> Provides yearly training for ELAC members
<b>Principal (or designee)</b>	<input type="checkbox"/> Facilitates site EL Advisory Committee (ELAC) <input type="checkbox"/> Is invited to attend District EL Advisory Committee (DELAC) <input type="checkbox"/> Provides opportunities for parent education and involvement
<b>Parents/Guardians</b>	<input type="checkbox"/> Lead and participate in all ELAC meetings <input type="checkbox"/> Advises Principal on EL program needs

### ELAC Required Tasks

The ELAC is to meet regularly with the site principal or designee and advises the principal and staff on topics related to ELs including the following required, legal areas:

- ☐ Advising the principal and staff in the development of a site plan for ELs and submitting the plan to the School Site Council for consideration of inclusion in the [School Plan for Student Achievement](#).
- ☐ Assisting in the development of the schoolwide needs assessment.
- ☐ Ways to make parents aware of the importance of regular school attendance.

**NOTE:** Orientation and election meetings must be held in addition to regularly scheduled meetings. *In the absence of a quorum, meetings are informational only and do not count toward the required number of meetings. No official actions may take place at such meetings.*

## **Implementation of the Site ELAC**

- The site principal is responsible for establishing the ELAC. The principal or designee and ELAC officers plan the meeting and build the agenda
- The principal or designee ensures appropriate communication/ documentation between the site and the department of EL Services.
- All of VUSD's ELACs are ideally made up of at least three parent members
- Elected officers/members conduct the meetings
- Elections for ELAC are conducted at the school site by October of each year. Parents of ELs constitute at least the same percentage of the committee membership as their children
- Parents on the ELAC are elected by EL parents.
- Maintain an ELAC Verification digital binder that contains evidence of the successful implementation of the federal requirements for establishing and maintaining an ELAC including, but not limited to election procedures, roster, agendas, and minutes (that reflect required tasks being completed) and sign - ins for each meeting
- ELAC follows Roberts' Rules of Order for conducting meetings, and the Brown Act for timely meeting notifications. For example, meeting notification/agenda should be available to the members and the public at least 72 hours before the site ELAC meeting.
- Election procedures, meeting requirements, sample agendas and communication suggestions can be found in the ELAC/DELAC Administrator Handbook provided to the schools by the Multilingual Education Department. Sites should refer to their Bylaws for additional details regarding memberships terms, election procedures, etc.

## **ELAC Roles and Responsibilities**

- The Multilingual Education Department will provide training on the establishment of an ELAC to site administrators/site personnel in August/September.
- During the school year, the ELAC members receive training in the three legal areas listed in the section titled *ELAC Required Tasks* (above).
- The principal assists with planning the ELAC meetings, attends the meetings, and arranges an agenda planning session with the ELAC officers prior to each meeting.
- Meeting dates are determined collaboratively between the school and ELAC committee and publicized in writing in English and other languages in advance.
- The ELAC conducts formal advisory meetings, with agendas and minutes.
- School Site Council and ELAC will be conducted separately thus agendas are separate.
- Childcare and refreshments should be provided.
- Copies of ELAC minutes and its membership information are to be maintained at the site and shared with the Multilingual Education Department as needed/requested
- The ELAC will develop, revise and/or adopt by-laws and elect officers every year (or 2 - as described in site's bylaws)
- During the first meeting of the year, the ELAC elects one representative and one alternate to the District EL Advisory Committee (DELAC).

## Schools with Small EL Populations

At schools with small populations of ELs, the ELAC members may delegate their legal responsibilities to the School Site Council (SSC). This may happen only after forming, training, and electing an ELAC/DELAC representative. In order for ELAC to delegate its authority to SSC, the following questions must all be answered in the affirmative (*EC* Section 52176[b]; 5 *CCR* Section 11308[d]):

- Has ELAC been duly constituted and informed of the option to delegate its authority at a regularly scheduled meeting?
- Is ELAC informed of and trained on their legal responsibilities before a vote to delegate takes place and then *unanimously* voted to delegate its authority to SSC at a regularly scheduled meeting and recorded this decision in the ELAC meeting minutes? Has SSC been informed of all ELAC legal responsibilities at a regularly scheduled SSC meeting?
- Did the SSC vote to accept all ELAC responsibilities at a regularly scheduled SSC meeting and recorded this decision in the SSC meeting minutes?

### Legal References

- California *Education Code*, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308

## DELAC

Since there are 51 or more ELs in VUSD, there is a functioning *District EL Advisory Committee* (DELAC). The purpose of this committee will be to advise the Vista Unified School District (VUSD) on the programs for ELs in matters relating to the development, cooperation, and coordination of resources in the community necessary for the administration of the EL program. The DELAC will be composed of one representative from each EL Advisory Committee in the district. The majority of the members will be parents of EL students who are not district employees. Ideally, DELAC members will serve for two years.

## VUSD Roles and Responsibilities for DELAC

<b>MED Administrator(s) (or Superintendent designee)</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Facilitates the DELAC alongside DELAC President</li><li><input type="checkbox"/> Provides opportunities for parent education and involvement at a district level</li><li><input type="checkbox"/> Assists with the agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.</li><li><input type="checkbox"/> District staff and DELAC board members will plan the yearly meeting schedule in order to meet district and EL parent needs.</li><li><input type="checkbox"/></li></ul>
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<b>MED</b>	<input type="checkbox"/> Provides assistance and support in the implementation of DELAC <input type="checkbox"/> Provides all DELAC members with appropriate training (yearly and in consultation with members), materials, and information needed to carry out their responsibilities and duties. <input type="checkbox"/> Maintain evidence of the establishing of DELAC, including, but not limited to election procedures, roster, agendas and minutes in English and Spanish (that reflect tasks being completed) and sign-ins for each meeting.
<b>DELAC Members</b>	<input type="checkbox"/> Lead and participate in all DELAC meetings <input type="checkbox"/> Advise district on EL program needs <input type="checkbox"/> Act as a liaison between the DELAC and ELAC. Each site's DELAC representative will present information received at the DELAC to their ELAC.

### **DELAC Requirements**

- The DELAC will meet up to ten times per year (more meetings can be added upon request by the DELAC board) and will operate under norms of professional behavior and conduct set by the committee on the first official meeting of each school year.
- All DELAC meetings will follow the agendas set prior to the meeting. The DELAC president will preside at meetings and sign all letters, reports, and other committee communications, with prior approval of the membership.
- In the president's absence, resignation, or inability to perform the duties, the vice president will assume these duties.

### **DELAC Required Tasks:**

The DELAC shall advise the school district governing board on at least the following tasks:

1. Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services, that takes into consideration the SPSAs.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district programs, goals, and objectives for programs and services for ELs.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.

6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the EL parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).
  - a. \*Under the LCFF, districts with at least 50 ELs and whose total enrollment includes at least 15% ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

In addition, the consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (*EC* Section 64000[d])

### **DELAC Implementation**

- The DELAC meets at least 10 times per year.
- The DELAC operates according to guidelines contained in its by-laws.
- The DELAC nominates and selects a President, Vice-President, 2 Secretaries and other officers as noted in its by-laws.
- The DELAC will communicate their monthly recommendations to the Superintendent and governing Board of Education via the Multilingual Education Department director.
- The DELAC President presides at meetings and signs all letters, reports, and other committee communications with prior approval of the membership. In the President's absence, or in the event of resignation or the inability to perform the duties, the Vice-President assumes these duties.
- A Spanish/English interpreter will be available as needed at each meeting.
- DELAC follows Roberts' Rules of Order for conducting meetings, and the Brown Act for timely meeting notifications. For example, meeting notification/agenda should be available to the members and the public at least 72 hours before the DELAC meeting.

### **Parent and Community Involvement**

Vista Unified is committed to building a positive and collaborative partnership with parents to ensure that the learning process is equally supported at home and school. It is the goal of the Vista Unified School District that parents of ELs at all schools will participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive:

### **Translation and Interpretation**

- VUSD ensures that the translation and interpretation services are performed by a highly

qualified staff who have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

- When 15% or more of the students enrolled at the school site 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. Written translation will be provided for any other requested language to the extent practicable.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.
- Site administrators will plan for and provide for primary language through the use of district approved interpreters and translators or other qualified bilingual staff. The district has a number of approved bilingual staff that support district wide interpreting and translating. They are available to interpret or translate documents for all sites based on, competency, availability, and funding.
- A list of qualified bilingual staff is available by contacting Classified Human Relations.
- The district has two district translators/ interpreters to assist with department and parent communication in relation to district-level services. All requests for translations and interpretations must be submitted via a work order process. School sites may assign a staff member and alternate to provide parental support at site-level and/or may employ a bilingual parent liaison. Special Education related interpretation or translation requests must be submitted to the Special Education Translation and Interpretation Services department.

## **Meetings and Activities**

- Parent meetings should be parent friendly: held at convenient meeting times, with childcare and translation services provided.
- Parent training sessions shall be provided on parental rights. Parents should be supported, in a variety of ways, to access these rights. Training on school advocacy may be provided. Such training can include informational sessions on school operations and who to go to for assistance related to problems or concerns.
- The school encourages parent volunteerism by providing opportunities for parents to volunteer and by providing training on how parents can effectively participate in school.
- The district and sites provide ongoing staff development to all school staff on how to work with parents, including communication skills, respect, and sensitivity to their cultural backgrounds, needs, and concerns.
- School sites will review the EL Program with parents at the beginning of each school

year. The following topics will be reviewed: Program Placement, Reclassification, and Monitoring of student language and academic progress.

- Additionally, ELAC and DELAC parent representatives receive on-going training and have opportunities to provide feedback on the Master Plan for EL Instructional Programs.

### **Required Parent Notifications**

The district provides written notification to parents of all EL students concerning the following:

- Initial identification
- Program options for ELs
- Program placement for students
- Progress expectations for each grade level
- Annual ELPAC level and other district assessments
- Reclassification criteria
- Graduation requirements

### **Language Policy Review**

The language policy will be reviewed on a yearly basis by the IB Coordinator, the IB teaching staff, the ELD Coordinator, and administration.