Val Verde Unified School District
Division of Education Services
Equity Via Multilingual Innovation Program TK-12

2024-2025

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Equity Via Multilingual Innovation Program Master Plan

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Val Verde Equity Via Multilingual Innovation Program Introduction

Vision

Val Verde's Equity Via Multilingual Innovation Program's vision is to ensure that Multilingual students (EL) attain high levels of English proficiency and achieve academic success, while preserving an authentic appreciation for their own heritage languages and cultures.

Mission

Val Verde's Equity Via Multilingual Innovation Program's mission is to foster our Multilingual students (EL)' linguistic and academic achievement through high-quality education, to prepare them for college & career success in this 21st century global society, and to cultivate in our students a sense of pride in their heritage languages and cultures.

Val Verde Unified School District serves a diverse population in Riverside County. District enrollment of Multilingual students (EL) has increased from 850 in 1993 to over 3,500 in 2018. In accordance with the state and federal guidelines, the district has implemented programs in order to meet the needs of the Multilingual student (EL) population, including both immigrant and heritage language students. The Language Acquisition Master Plan addresses the needs of all children of diverse language backgrounds. All students are expected to achieve academic success through varied methods of instruction, qualified teaching staff, and high expectations. This plan will address the components necessary to ensure that all Multilingual students (EL) are provided the opportunity to be successful: identification of Multilingual students (EL), program design and evaluation, curriculum, staffing, instructional materials, and parent involvement.

The purpose of this plan is to provide a framework of instruction for Multilingual students (EL) and to acquaint their teachers, administrators, and parents with federal, state, and district policies as well as programs, resources and staff/parent development opportunities. VVUSD personnel at the district and school level: teachers, counselors, instructional assistants, and administrators, are expected to follow the procedures specified in the Multilingual student (EL) Master Plan. With this in mind, the following goals have been established:

- Develop English proficiency as efficiently and effectively as possible
- Provide Multilingual students (EL) with a smooth transition into the core, standards-based curriculum and ensure academic success by continuing to develop academic English
- Provide equal access to the core, standards-based curriculum
- Develop a positive self-concept among Multilingual students (EL)
- Establish standards-based instruction and evaluation procedures by aligning district programs with the California English Language Development standards and benchmarks
- Provide staff and parents with a comprehensive overview of instructional practices and program options for Multilingual students (EL)
- Achieve standardization of instructional programs for Multilingual students (EL) district-wide
- Provide staff and parents with standards-based professional development opportunities
- Provide district personnel and parents with an accessible and usable master plan

- Develop awareness of student biculturalism, bilingualism, and bi-literacy through the Dual Language Immersion Program (parent choice)

To better serve our Equity Via Multilingual Innovation Program, our district has organized the following components in order to meet the needs of our Multilingual students (EL):

- ❖ Equity Via Multilingual Innovation Program with an administrator
- ❖ Multilingual student (EL) Language Assessment Center (LAC) Team
- ❖ Multilingual student (EL)/Bilingual & Reclassification Facilitators at each school site
- ❖ Interpreter-Translators at district and site levels
- ❖ Procedures and documents to organize and control our Equity Via Multilingual Innovation Program
- ❖ Multilingual student (EL) Green Folder which contains: ELPAC assessments, reclassification/monitoring documentation

Val Verde Unified School District remains strong in its belief that all appropriate learning opportunities for each Multilingual student (EL) enrolled in grade TK-12 must reflect the highest possible expectation for academic achievement.

The development of the Val Verde Multilingual student (EL) Master Plan is based on instructional principles supported by research as well as implementation of current state and federal guidelines. The student's' primary language will be utilized to support and reinforce the acquisition of oral, reading, writing, and listening skills in English that lead to academic success. Consistent application of a well-designed, sequential, and exemplary English Language Development program will lead Multilingual students (EL) to linguistic competence in their second language.

Specifically, the Val Verde Unified School District holds the following beliefs:

- High expectations and aspirations apply to every student in the district
- All students are entitled to equal access to the core, standards-based curriculum
- The goals of the Equity Via Multilingual Innovation Program are:
  - English proficiency
  - Academic achievement
  - Positive self-concept
  - Equal access to the core
  - Bilingualism and bi-literacy (per parent choice through the DLI program)
- Effective English Language Development (ELD) programs are guided by the same principles that direct all effective language arts programs. An exemplary ELD program is meaning-centered and communicative-based, which places an emphasis on language development in English appropriate to the evolving linguistic competence of the learner
- Primary language support assists in building literacy, academic vocabulary, and cognitive skills for academic success in the core, standards-based curriculum
- Specially Designed Academic Instruction in English (SDAIE) methodologies are used to provide equal access to the core, standards-based curriculum and these classes are aligned with the California Common Core State Standards in each discipline

- Awareness, understanding, and appreciation of cultural diversity are the cornerstones of a positive self-concept
- Building the capacity of professional staff is integral to a Equity Via Multilingual Innovation Program. This can be accomplished through various methods including college coursework, in-service training, and workshops and conferences
- Successful implementation of any program requires careful planning, appropriate training, and consistent monitoring
- Parent and community involvement is a critical component in the educational process which helps overcome barriers and support the students' academic success.

Dimension I –Involvement

EL 01 – English Learner Advisory Committee (ELAC)

Multilingual Student (EL) Advisory Committee (ELAC)

State law requires that each public school, grades TK-12, with 21 or more Multilingual students (EL) form an Multilingual student (EL) Advisory Committee (ELAC) that meets the following requirements:

A. Parent members are elected by parents or guardians of Multilingual students (EL).
B. Parents of Multilingual students (EL) constitute at least the same percentage of the committee membership as their children represent of the student body.
C. The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
D. The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA)
E. The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

(California *Education Code* [*EC*] sections 52176, 62002.5; Title 5, *California Code of Regulations* [5 *CCR*] Section 11308)

A 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 paragraph "b", above. (*EC* Section 52176[b]; 5 *CCR* Section 11308[d])

Each ELAC has the opportunity to elect at least one member to the District Multilingual student (EL) Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA). (5 *CCR* Section 11308[b])

EL Roadmap Policy Principle #3: System Conditions that Support Effectiveness

C. School climates and campuses are affirming, inclusive and safe

D. Schools value and build strong family and school partnerships

Legal Requirements – Parent Advisory Committees

Schools with 21 or more Multilingual students (EL) are required to establish a functioning Multilingual student (EL) Advisory Committee (ELAC) on programs and services for Multilingual students (EL). The ELAC meets the following requirements:

Formation:
The school sends out written invitations (in English and Spanish) to all parents and often makes telephone calls to the parents of Multilingual students (EL) inviting them to the ELAC meeting. Typically, on the first ELAC meeting of the school year, there is an election in which all parents/guardians of Multilingual students (EL) have an opportunity to vote and elect the parent members of the committee. The school principal is responsible for establishing the ELAC. In addition, the school site principal works collectively with the ELAC president to create the agenda.

Elections:
Legal requirements for **ELAC** elections include:
a. Parent/guardian members of Multilingual students (EL) elect parent members of the school committee or subcommittee.
b. The parents/guardians are provided the opportunity to vote for committee members.
c. Each school's ELAC shall have the opportunity to elect at least one member to the District Multilingual student (EL) Advisory Committee (DELAC).

Composition Requirements:
Parents of Multilingual students (EL) constitute at least the same percentage of the committee membership as their children represent of the student body. The principal and staff work diligently to ensure that parents of Multilingual students (EL) attend ELAC meetings.

Major Function:
The purpose of the ELAC is to **advise** the principal and school staff on programs and services offered for Multilingual students (EL) and also to inform the School Site Council about the development of the *Single School Plan for Student Achievement;* ELAC also assists the school on other tasks listed below.

Tasks:
The committee advises and assists the school as follows:

- The ELAC **advises** the school principal and staff on:
    a. The school's program for Multilingual students (EL).
- The ELAC **advises** the School Site Council (SSC) on:
    b. The development of the Single School Plan for Student Achievement.
- The ELAC **assists** in the following:
    c. The school's needs assessment
    d. The school's annual language census (Language Census).
    e. Efforts to make parents aware of the importance of regular school attendance.

Training:
The District and Site Administrator shall provide training for all ELAC members:

a. **Appropriate training and materials** to assist each member to carry out his or her legally-required advisory responsibilities.

School Site Council:
The ELAC advises the School Site Council (SSC) on the development of the *Single School Plan for Student Achievement*. This activity is documented in the minutes of the School Site Council meeting at which this involvement occurred.

DELAC:
ELAC Parents/guardians elect one or two members to the District Multilingual student (EL) Advisory Committee (DELAC) or have participated in a proportionate regional representation scheme when there are 31 or more parent advisory committees in the district.

Monitoring:
The Administrator for the Equity Via Multilingual Innovation Program, Bilingual Facilitator, and principal continually review the implementation of the ELAC to ensure that all requirements are met.

Documentation:
All site ELAC documentation of ELAC sign-in sheets, agendas, and minutes are kept at the site. A copy of all documentation is sent to the Administrator for the Equity Via Multilingual Innovation Program for review and to be filed at the district level.

EL 02 – District English Learner Advisory Committee (DELAC)

District Multilingual Student (EL) Advisory Committee (DELAC)
Each LEA with 51 or more Multilingual students (EL) must form a DELAC unless the district designates for this purpose a subcommittee of an existing district-wide advisory committee (EC sections 52176[a], 62002.5; 5 CCR Section 11308.

EL Roadmap Policy Principle #3: System Conditions that Support Effectiveness

C. School climates and campuses are affirming, inclusive and safe

D. Schools value and build strong family and school partnerships

Major Function:
The purpose of the DELAC, or subcommittee on Multilingual student (EL) education, is to become trained in and advise the Board of Education (e.g. in person, by letters and/or reports) on programs and services for Multilingual students (EL) listed below. Annually, our DELAC members are trained on these topics and subsequently advise our Board of Education on at least the following tasks:
The DELAC shall advise the school district governing board on all of the following tasks:

a. Development of a district master plan, including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
b. Conducting of a district-wide needs assessment on a school-by-school basis.
c. Establishment of district program, goals, and objectives for the program and services for Multilingual students (EL).
d. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
e. Review of and comment on the school district's reclassification procedures.
f. Review of and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)
g. **DELAC - Legal Requirements:** Under the local control funding formula, districts with at least 50 Multilingual students (EL) and whose total enrollment includes at least 15 percent of Multilingual students (EL) must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LACAP. If the DELAC acts as the ELAC under EC 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).

Training and Materials: Each district must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 CCR Section 11308[d])

The consolidated application must also include the certifications by appropriate district advisory committees that the application was developed with review and advice of those committees. (EC Section 64001[c]).

Composition Requirements:
Parents or guardians of Multilingual students (EL) not employed by the district must constitute a majority membership (51% or more) of the committee.

Elections:
Each school Multilingual student (EL) Advisory Committee (ELAC) must have the opportunity to elect at least one member to the DELAC.

Dimension II – Governance and Administration

EL 03 – English Learner Identification and Assessment

The district has properly identified, assessed, and reported all students who have a primary language other than English. (EC sections 313, 60810)

At or before the time of a student's initial California enrollment, the district shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English. (*5 CCR* Section 11518.5[a])

If a parent or guardian HLS response indicates a primary or native language other than English, and the district determines the student is eligible for initial assessment, the district shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (*5 CCR* Section 11518.5[c]).

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. The California Education Code Section mandates the testing of all students identified initially on information that parents fill out on the Home Language Survey as other than English. In order to gather this information, all parents/legal guardians are required to complete, sign and date a Home Language Survey. If the responses to the questions on the HLS are all "English," the student does not require assessment for language proficiency. However, all students whose HLS indicates a language other than English on questions 1, 2, or 3 or if it is believed through observation that the student speaks another language in addition to English, the student must be assessed in English language skills on the English Language Proficiency Assessment for California (ELPAC). The HLS remains on file for each of the district's students (including Migrant and Special Education).

3.3 The district shall administer the Initial ELPAC Assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment. (*EC* Section 313; *5 CCR* Section 11518.5[d]).

EL Roadmap Policy Principle #3: System Conditions that Support Effectiveness

A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.

C. A system of culturally and linguistically valid and reliable assessment support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

Initial ELPAC (I-ELPAC) testing will be accomplished at the VVUSD Language Assessment Center (LAC) by trained testers when the parent comes to the LAC with student(s). The ELPAC assessment is conducted by trained Assessment Technicians at our centralized Language Assessment Center. The Assessment Center will call the student's previous district to determine prior placement, testing dates, and scores. If ELPAC scores are less than one year old, the student may be placed according to the previous program placement and ELPAC scores. After entering the scores in the VVUSD student information database system, the Language Assessment Center will forward scores to the school as part of the Green EL master folder in order for the student to be placed in the appropriate classroom based on language support needs. Initial and Summative ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify Multilingual students (EL) who need to develop their skills in listening, speaking, reading, and writing in English. The I-ELPAC yield test scores in 3 levels: 1= Novice, 2= Intermediate, and 3= I-FEP (Initial- Fluent English Proficient).

Notification of Results of Initial Assessment
Parents whose children speak a language other than English must be notified within 30 calendar days of the completion and results of their child's initial assessments. In VVUSD, results of initial assessments are shared with the parent(s) in a conference with a bilingual LAC staff member at the LAC immediately after the testing. The purpose of the conference is to explain the English proficiency and primary language assessment results, Equity Via Multilingual Innovation Programs, student recommended placement, and exit criteria. This information is also provided in written form by means of the Multilingual student (EL) Parent Guide. Parents are asked to sign and date all documents and then given copies of the documents. Assessment results are entered for each student in the Student Information System by the LAC personnel. In addition, the results are provided to the child's school and teacher(s). A copy of the *Home Language Survey* and a copy of the *School/Parent Notification* are placed in the students' Green EL Folder. The LAC staff sends folders to the respective sites, where the EL Green Folder becomes a part of the student's cumulative record file. Bilingual Facilitator, Reclassification Facilitator, and/or other district and site personnel maintain the student's Green EL folder.

Student Placement
Using this assessment information and program placement recommendations, the principal and/or designated trained staff place the student in the most appropriate instructional setting. The principal, teacher, or Bilingual Facilitator can clarify any questions or review any concerns the parent(s)/legal guardian may have regarding testing results or program placement recommendations.

Initial Notification of Program Placement
Parents/guardians of Multilingual students (EL) are notified no later than 30 days after the beginning of the school year (or, during the school year, within two weeks of the child being placed in the program) of their child's initial English language and primary-language proficiency assessment results, their child's language designation, English proficiency level, program placement, Equity Via Multilingual Innovation Programs, exit criteria, and for Multilingual students (EL) on IEPs, and how the current program will meet objectives of IEP. All of this information is communicated by our Language Assessment Center staff in both oral

and written form. Documents are translated into Spanish for Spanish-speaking parents of Multilingual students (EL).

3.4 The district must annually assess the English language proficiency (ELP) and academic progress of each EL. The district administers the ELPAC summative assessment during the annual summative assessment window. (*EC* sections 313, 60810; 5 *CCR* sections 11306, 11518.15[a])

Summative ELPAC – Annual Assessment for Multilingual students (EL)
A state-approved assessment instrument, the English Language Proficiency Assessment for California (ELPAC), is currently administered to determine English language proficiency skills. The ELPAC is a criterion-referenced test based on the ELD Standards which assesses students' English language proficiency in listening, speaking, reading, and writing. This test yields scores in 4 levels: **1 = Beginning to Develop, 2 = Somewhat Developed, 3 = Moderately Developed, and 4 = Well Developed**. The child receives a proficiency level on each part of the test taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types used include raw score, scale score and proficiency level. A preliminary unofficial score is calculated at the Language Assessment Center for the purposes of placement and program options.

These preliminary results and program options are communicated to the school site and the parent via the Parent/School Notification. Additionally, parents are provided with an overview of the Equity Via Multilingual Innovation Program, information on Equity Via Multilingual Innovation Programs, ELPAC, and reclassification procedures. The tests are also forwarded for official scoring by the test publisher. Official test results are recorded in the student information system. In addition, these official results override the informal scoring in those cases where the scores differ. ELPAC results and Parent/School Notification are stored at the Language Assessment Center and in the Green EL folder inside the student's cumulative folder. The results are used to monitor student progress and program evaluation.

The Administrator of the Language Assessment Center and Assessment Technicians attend a yearly training to remain current on test administration procedures. The assessment is conducted by abiding by all of the publisher's instructions.

Annual Official ELPAC Result Notification
Parents/guardians of Multilingual students (EL) are notified annually of their child's English Language proficiency assessment results within thirty calendar days following receipt of official results of testing from the test contractor. The district notifies parents of official tests results within thirty calendar days from receipt of test scores from the publisher. Additionally, the district notifies parents of placement options by means of the Parent Notification.

Title I Annual Placement Notification
VVUSD sends out the Annual Placement Notification to parents/guardians of Multilingual students (EL), no later than 30 days after the completion of the test, of their student's language designation, English proficiency level, program placement, Equity Via Multilingual Innovation Programs, exit criteria, Multilingual student (EL) graduation rate, and for Multilingual students (EL) on IEPs, how the current program will meet objectives of IEP.

Transfer of Students
When students transfer between schools in the district, all relevant data regarding the student's Multilingual student (EL) assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school or are already available in the student information database. The new school site does not redo the English language identification process. Students newly entering the district will have the relevant assessment and placement information entered into the student information

database within ten (10) days of enrollment by the LAC personnel. When the site receives the student cumulative record from the former school district/school, the record will be reviewed by site personnel to check for any relevant data pertaining to Multilingual student (EL) status and/or services provided in the former district. Site personnel will forward pertinent Multilingual student (EL) data to the LAC. Such information may impact initial assessment data and placement of the student; in that case, adjustments in the database and program will be made accordingly.

When administering an initial or summative ELPAC assessment to a pupil with a disability, the district shall provide designated supports or accommodations, in accordance with the pupil's Individualized Education Plan (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 *CCR* Section 11518.25)

When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a Section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP. (5 *CCR* Section 11518.30).

Home Language Survey – Sample Registration Form

HOME LANGUAGE SURVEY

Name of Student: _____
(Last Name) (First Name) (Middle Name)

Date of Birth: _____ Grade Level: _____ Student ID _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. 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 these requirements. Please respond to each of the four 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. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

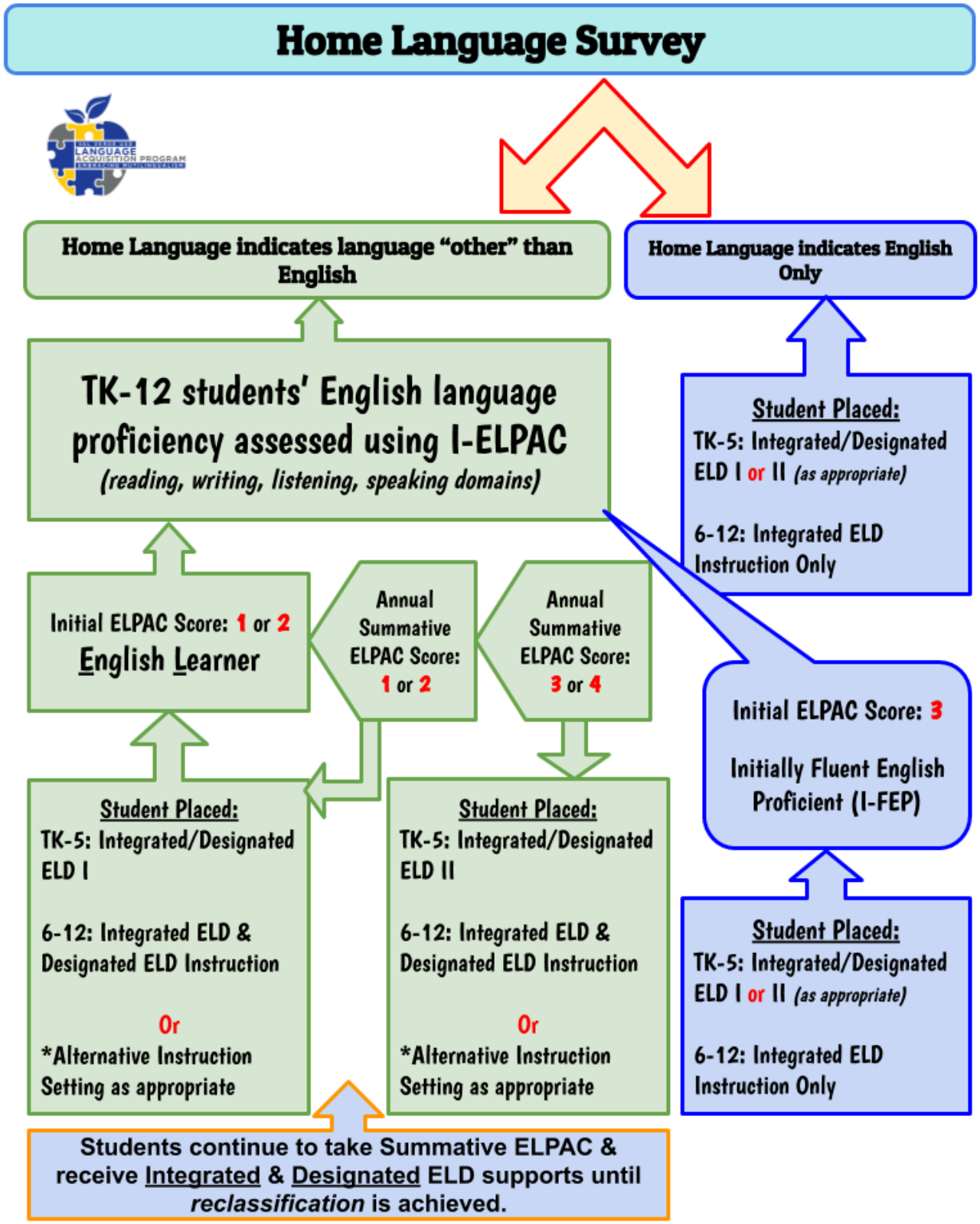
1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below. Thank you for your cooperation.

_____ _____
Signature of Parent or Guardian Date

Form HLS, Revised August 2017
California Department of Education

Identification, Assessment, & Program Placement Flow Chart



Initial Parent Notification Letter:

To be sent out to parents within 2 weeks of student identification

Val Verde Unified School District (VVUSD)
INITIAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

Date: 8/11/2021

Dear Parent(s) or Guardian(s) of: [redacted]
DOB: [redacted]

Grade: [redacted]
Primary Language: [redacted]

When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment Initial ELPAC Performance Level
Oral (Listening/Speaking)	*Beginning to develop*
Written (Reading/Writing)	*Beginning to develop*
Overall Performance Level	***Novice English Learner***

Based on results of the English language proficiency assessment, your child has been identified as **a Novice English Learner** according to the most recent English Language Proficiency Assessments for California (ELPAC) results. English language proficiency level is based on results available as of 8/11/2021.

Check if applicable:

☐ **Individualized Education Program (IEP) on file**
Your child's Individualized Education Program (IEP) is on file and available upon request. (See the contact information listed below.) IEPs must include linguistically appropriate goals. (20 U.S.C Section 6312[e][3][A][vii])

Val Verde Unified School District Language Acquisition Programs

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to Multilingual (English learners) based on the state-adopted academic content standards, including English Language Development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

At a minimum, Val Verde Unified School District must provide Multilingual (English learners) 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])

Revised 2/10/2021
California Department of Education

Annual Title I Parent Notification Letter:

To be sent out to parents within 30 calendar days of beginning of school year

Val Verde Unified School District (VVUSD)
Annual PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

Dear parent(s) or Guardian(s) of:

Date:

Student Name:		Grade:	School:
Student ID #:	Date of Birth:		Primary Language:

Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A][ii][vi])

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall		Choose an item.
Oral Language		Choose an item.
Written Language		Choose an item.

Domain	Performance Level
Listening	Choose an item.
Speaking	Choose an item.
Reading	Choose an item.
Writing	Choose an item.

Your child's English proficiency level is OVERALL, according to the most recent English Language Proficiency Assessments for California (ELPAC) results. English proficiency level is based on results available as of DATE.

☐ Your child is at-risk of becoming a long-term English Learner (at-risk LTEL). At-risk LTELs are English learners who have been in the English Learner Program for four to five years and have not met the reclassification criteria to exit the program. Please refer to the reclassification criteria that accompanies this notice.

☐ Your child is a long-term English Learner (LTEL). Long-term English learners are English learners who have been in the English learner program for six or more years and have not met the reclassification criteria to exit the program. Please refer to the reclassification exit criteria that accompanies this notice.

The Val Verde Unified School District (VVUSD) meets the strengths and needs of our long-term English learners and English learners at risk of becoming long-term English learners by designing and implementing instruction for students to meet the state's content and language standards for their respective grade levels in an effective amount of time. VVUSD's Language Acquisition Program assists English learners in achieving high levels of English proficiency and mastery in the core academic subjects and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Every English learner, including students who are identified as at risk of becoming long-term English learners and long-term English learners, receives Integrated and Designated English Language Development (ELD) instruction and supports, to develop proficiency in English (listening, speaking, reading and writing) as effectively as possible. ELD lessons are differentiated to be appropriate for students' varying identified levels of language proficiency. VVUSD utilizes a two-prong approach to assist English learners in recouping academic and/or linguistic deficits. At all grade-levels, the district monitors the progress of English learners as a preventative measure and on-going student support through the Multiple Tiered Systems of Support (MTSS)/Response to Intervention (RtI) process; however, if such deficits in language proficiency are discovered, as per the following listed district criteria, appropriate actions to overcome such deficits are taken before they become irreparable: 1) Students who need to recoup academic and language skills deficits, 2) students who do not qualify (DNQ) for reclassification, as well as 3) students who have not made expected progress through ELPAC levels are targeted for assistance in their area(s) of need through a Catch-Up Plan (CUPs). CUPs are completed electronically using the student information database indicating interventions, goals, and results of interventions. In addition, English learners identified as at risk of becoming long-term English learners and long-term

Notification to Opt a Student Out of VVUSD Equity Via Multilingual Innovation Program

Val Verde Unified School District
Division of Education Services
English Learner Support Services Program TK-12

Notification to Opt a Student Out of the VVUSD EL Program

Dear Parent,

We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your child _____. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

_____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.

_____ I am familiar with the EL programs and services the school has available for my child.

_____ I have had the opportunity to discuss the available EL programs and services with the school.

_____ I understand that the school believes its recommendation is the most academically beneficial for my child.

_____ I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.

_____ All of this information has been presented in a language I fully understand.

I, _____, with a full understanding of the above information, wish to

- ☐ Decline all of the EL programs and EL services offered to my child.
- ☐ Decline some of the EL programs and/or particular EL services offered to my child.

I wish to decline (List program/service(s)

_____
_____
_____

_____ _____ _____
Parent Signature Child's name Date

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction to attain English proficiency while mastering grade level standards (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Notification to Opt a Student Back into VVUSD Equity Via Multilingual Innovation Program

Val Verde Unified School District
Division of Education Services
Language Acquisition Department TK-12

Notification to Opt a Student Back into the VVUSD EL Program

Dear Parent,

On_____, you notified us of your desire to decline the English Learner (EL) program or particular EL services proposed for your child_____.

We understand that you have revisited your previous decision and would now like to accept the EL program or particular EL services proposed for your child. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level academic content. We believe these services will be a tremendous benefit to your child.

Please indicate below the EL program or particular EL services you would like your child to participate in. We will keep this form on file indicating that you have revisited your previous decision and do indeed want EL services for your child.

I,_____, with a full understanding of the above information, wish to

- Opt my child back into *all* of the EL programs and EL services offered to my child.
- Opt my child back into the EL programs and/or particular EL services offered to my child.

I wish to accept (List program/service(s)

_____

_____

_____

_____ _____ _____

Parent Signature Child's name Date

EL 04 – Implementation, Monitoring, & Revision of Title III Plans

Val Verde annually updates, implements, and monitors the Title III for the use of funds

Val Verde utilizes Title III funds to implement effective approaches and methodologies for teaching Multilingual students (EL) and immigrant children/youth. The use of Title III funds includes, but is not limited to:

- Increase Val Verde's Multilingual student (EL) Progress Indicator (at district and site level) by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing Multilingual student (EL) Progress and student academic achievement
- Val Verde provides effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
    - *Designed to improve the instruction and assessment of Multilingual students (EL)*
    - *Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs*
    - *Effective in increasing Multilingual students (EL)' progress or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teacher*
    - *Of sufficient intensity and duration (not to include activities such as one-day or short-term workshops & conferences) to have a positive and lasting impact on the teachers' performance in the classroom*
        - *This does not apply to an activity that is ONE component of a long-term, comprehensive professional development plan established by Val Verde's staff based on an assessment of the needs of the teachers, supervisors, students, or anyone employed by Val Verde as appropriate (20 U.S.C. Section 6825[c][2][A-D]).*
    - Val Verde provides and implements other effective activities and strategies that enhance or supplement language instruction educational programs for Multilingual students (EL), which:
        - Include parent, family, and community engagement activities
        - Include strategies that serve to coordinate and align related programs (20 U.S.C. Section 6825 *[c][2][A-B])*.

Val Verde uses funds by undertaking one or more of the following activities:

- *Upgrading effective EL instructional strategies*
- *Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures*
- *Providing to Multilingual students (EL):*
    - *Tutorials and academic or career and technical education*

- *Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators (20 U.S.C. Section 6825[d][3])*.

- *Developing and implementing effective preschool, elementary, or secondary school language instruction programs coordinated with other relevant programs and services.*
- *Improving the English language proficiency and academic achievement of Multilingual students (EL)*
- *Providing community participation programs, family literacy services, parent and family outreach, and training activities to ELs and their families to:*
  - *Improve the English language skills of Multilingual students (EL)*
  - *Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children.*
- *Improving the instruction of ELs, which includes ELs with a disability by providing*
  - *the acquisition or development of educational technology or instructional materials*
  - *Access to, and participation in, electronic networks for materials, training and communication*
  - *Incorporation of resources into curricula and programs*
  - *Offering early college high school or dual or concurrent enrollment programs to help Multilingual students (EL) achieve success in post-secondary education.*
  - *Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children; (20 U.S.C. Section 6825[d][6][A–B])*

- Improving the instruction of ELs, which may include ELs with a disability, by providing:

  - The acquisition or development of educational technology or instructional materials,

  - Access to, and participation in, electronic networks for materials, training, and communication, and

  - Incorporation of resources into curricula and programs; and (20 U.S.C. Section 6825[d][7][A–C])

  - Offering early college high school or dual or concurrent enrollment programs to help ELs achieve success in post-secondary education. (20 U.S.C. Section 6825[d][8])

  - Carrying out other activities that are consistent with the purposes of this section. (20 U.S.C. Section 6825[d][9])

- With Title III Immigrant funds, Val Verde provides enhanced instructional opportunities for immigrant children and youth, which may include:
  - Family literacy, parent and family outreach, and training activities for parents and families;
  - Recruitment of and support for personnel, including teachers and paraprofessionals, who have been trained, or are being trained, to provide services to immigrant children and youth;
  - Provision of tutorials, mentoring, and academic or career counseling;
  - Identification, development, and acquisition of curricular materials, educational software, and technologies;
  - Basic instructional services directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services;
  - Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; and
  - Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children. (20 U.S.C. Section 6825[e][1][A–G])

EL Roadmap Policy Principle #3: System Conditions that Support Effectiveness

B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.

D. ELs are provided access to the full curriculum along with the provision of EL supports and services.

F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.

Monitoring through ELPAC data is used as an annual Multilingual student (EL) Progress Indicator in language proficiency. Multilingual students' (EL) scale scores Oral and Written Language including the listening, speaking, reading and writing domains are printed on all data reports to sites and individual teachers. Teachers and staff may access longitudinal and

comparison of ELPAC scores through Aeries Student Database, the California Dashboard, and

Monitoring Tools
In addition to our local district monitoring tools, VVUSD uses two other data resources to evaluate Multilingual student (EL) Progress Indicator and student progress through the ELD Standards.

Multilingual student (EL) Catch-Up Plan
Assisting Students in Recouping Academic and Language Proficiency Deficits
Val Verde Unified School District supports a two-prong approach to assist students in recouping academic deficits. The district and schools monitor progress of Multilingual students (EL) to prevent any academic (any content area) deficits from developing through the RTI process; however, if such deficits in language proficiency are discovered as well, appropriate actions to overcome them are taken before they become irreparable. Students who need to recoup academic and language skills deficits, students who do not qualify (DNQ) for reclassification, as well as students who have not made expected progress through ELPAC levels are targeted for assistance in their area(s) of need. In addition to the RTI monitoring and interventions, Catch-Up Plans (CUPs) are generated electronically based on specific language deficit criteria. CUPs are completed online using the student information database indicating interventions, goals, and results of interventions. At the elementary level, teachers meet with parents during Parent-Teacher conferences to explain the area(s) of student concern and goal(s). At the secondary level, teachers meet with parents to explain area(s) of student concern and goal(s). Teachers utilize the Catch-Up Plan for these students and document academic interventions as well as Bilingual Intervention Goals (BIG) for the student. Schools provide appropriate and additional educational services which include some of the following:

- Placement in a supplemental program (Small Group Assistance provided by bilingual instructional aides)
- Cross-age or peer tutoring
- Cooperative learning techniques
- Individual or small group assistance/instruction by a teacher
- Extended day (before or after school) tutoring programs *
- High School Saturday school *
- Remedial summer intervention programs *
- Summer Multilingual student (EL) Academy *
- Referral to the Language Assessment Team (LAT)

*** If funding is available**

CUP – Aeries.net Online Sample Form

Vista Verde Middle School

10/9/2015

2015-2016 **Interventions Report by Student: 8/12/2014 - 10/9/2015** Page 1

Stu ID: Sex: **F** Grade: **7**

Description	Date	Disposition	Category	Level	Grd	Start Date	End Date	Days	Start Time	End Time	Hours
20 - CP - Reclassified	10/31/2014	LCP03 - CP - Academic Deficit			6	10/31/2014	12/19/2014	50			0.00

Provider	Placement	Reason	Referred by	School of Incident	Display to Parent	Tag
			Schoenfelder, L	Vista Verde Middle School	Yes	X

ELA grade is a D

GOALS

Description	Date	Target Date	Status	Comments
LAG - Improve Language Arts Grade	10/31/2014	12/19/2014		Need to improve ELA grade to a 70% or higher

PROGRESS COMMENTS

Description	Date	Comments
ELA - C or better in ELA	12/19/2014	CUP complete

MEETINGS

Description	Date	Next Meeting	Attendees
LA - Language Assessment Team CUP informational meeting Parent notification: Letter sent with student 4/13/2015; phone call, email, text message sent 4/21/2015 via BlackBoard	04/22/2015		Johnson, N (counselor); Schoenfelder, L (Bilingual Facilitator); parent not in attendance
LA - Language Assessment Team CUP -Tier 1 Interventions- WPRs, 2 mtgs. with Bil. Facilitator, Parent Letters home updating progress	10/31/2014	12/19/2014	Parent , S and Schoenfelder, L

PRACTICES

Description	Start Date	End Date	Comments
CM - Coaching/Monitoring	10/31/2014	12/19/2014	Tier 1 Interventions- WPRs, 2 mtgs. with Bil. Facilitator, Parent Letters home updating progress

Sample of Multilingual student (EL) Monitoring Green Folder Record Sheet

Val Verde Unified School District
English Learners Program
Carla de la Torre, Coordinator
English Learner Green Folder

The English Learner Master Folder is part of the student's permanent record and is to be kept as part of the Cumulative File maintained by the school site office.

✓ Please check off each item when completed. Student's Initial Enter Date: _____/_____/_____

1. *DESIGNATION*
   - ☐ Home Language Survey DATE: __/__/__
   - ☐ Initial CELDT Student Score Sheet
   - ☐ Student Background Information
   - ☐ School Notification Form

5. *RECLASSIFICATION/REDESIGNATION RECORD (forms as needed)*
   - ☐ Reclassification date _____
   - ☐ Reclassification Follow-Up Procedure
   - ☐ Exit Date from E.L. Program _____
   - ☐ Parental Notification of Student Reclassification
   - ☐ Did Not Qualify (DNQ) for Reclassification date _____

2. *PROGRAM PLACEMENT OPTION* DATE:___/___/___
   - ☐ Parent Placement Information
   - ☐ Parental Request to Withdraw Student from E.L. Program Participation
   - ☐ Parental Waiver Request for Alternative Instructional Program

3. *ONGOING ASSESSMENT*

Initial CELDT Assessment – Date:_____
English Language Development Progress

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Fluency													
Date													

Fluency: (English Proficiency Levels) 1 Beginning; 2 Early Intermediate; 3 Intermediate; 4 Early Advanced; 5 Advanced

*CELDT Score Labels are inside.

4. *PRIMARY LANGUAGE ASSESSMENTT DATE:*___/___/___

Skill Area	Raw Score	Scale Score	Proficiency Level
Listening			
Speaking			
Reading			
Writing			
NAME OF TEST:			**Overall Proficiency**

EL 05 – EL Program Inclusion in Development of the SPSA

Annually, Val Verde schools review student performance data from a variety of state and local assessments, then work in collaboration with their Site Councils and ELACs to develop their SPSA. SPSAs are approved by the site's SSC in December or January, and by the Governing Board in January of each school year. For further information on SPSA, please contact your child's school or Val Verde district office.

Val Verde's Equity Via Multilingual Innovation Program is included in the development of site SPSAs and includes the following actions:

- The administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine Multilingual student (EL) and program needs.
- The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards.

Val Verde's approved SPSAs contain:

- Goals to improve student outcomes, identified through the needs assessment which address the academic and language proficiency needs of ELs.
- Evidence-based strategies, actions, or services to reach the district's and site's goals.
- Proposed expenditures based on the projected resource allocation from the district, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of Val Verde's LCAP and site budgeting.

Val Verde's local governing board reviews and approves the SPSA annually and any time there are material changes to the plan.

EL Roadmap Policy Principle #3: System Conditions that Support Effectiveness

A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.

B. The school system invests adequate resources to support the conditions required to address EL needs.

D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.

EL 06 – Title III Inventory

Val Verde Unified School District maintains an inventory record of each piece of equipment that costs more than $500 purchased for all categorical programs. Record of such equipment includes type, model, serial number, funding source, acquisition date, cost, location, title holder and current condition. Additionally, should transfer, replacement, and/or disposition of the item becomes obsolete or unusable, Val Verde conducts a physical inventory check. Record of purchases and/transfer is kept for a minimum of two years.

Val Verde has not made any purchases of over $500 within the past five years.

EL Roadmap Policy Principle #3: System Conditions that Support Effectiveness

B. The school system invests adequate resources to support the conditions required to address EL needs.

Dimension III – Funding

EL 07 – Supplement, Not Supplant, with Title III

Val Verde utilizes general fund resources to provide services and programs for Multilingual students (EL), including ELD and access to the standard instructional program. the provision of such services and programs are not contingent on the receipt of state and federal supplementary funds.

Val Verde Unified School District uses Title III only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for Multilingual students (EL) and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

Val Verde properly assesses charges for direct and/or indirect costs of Title III Limited English Proficient (LEP) and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee.

Val Verde ensures that Title III funds meet the following requirements:

- Val Verde utilizes no less than 98% of the Title III apportionments on direct services to Multilingual students (EL) and does not use more than 2% of Title III funds for the administration of the Equity Via Multilingual Innovation Program for a fiscal year.

EL Roadmap Policy Principle #3: System Conditions that Support Effectiveness

A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.

B. The school system invests adequate resources to support the conditions required to address EL needs.

D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.

ELD Materials and Instructional Time

Multilingual students (EL) in Grades TK-12 access state-approved, standards-based ELD materials for their ELD instruction. These supplementary instructional materials are used to support student learning and achievement towards grade level proficiency in reading, writing, listening and speaking. Materials have been verified by the California Department of

Education as being substantially correlated to identified state standards. A full selection of ELD materials is used at each of our schools. In accordance with district guidelines, daily Designated ELD instructional time has been allocated for each Multilingual student (EL): 30 minutes of Designated ELD for TK/Kindergarten through fifth grade, and a minimum of one period Designated ELD for all Multilingual students (EL) in grades 6th through 12th.

Val Verde Unified School District ELD Instructional Resources
Grades TK – 5

Wonders (McGraw-Hill) **Core Adoption**

Wonders Works (McGraw-Hill) Intensive Intervention Grades 3-5 **Core Adoption**

Grades 6 – 8

Collections ELA/ELD (Houghton Mifflin Harcourt) **Core Adoption**

Collections ELD (Houghton Mifflin Harcourt) for EL Newcomer's Handbook

AVID Excel (AVID) Long-Term Multilingual students (EL) **Supplemental**

Grades 9 - 12

English 3D *(Houghton Mifflin Harcourt*) **Core Adoption**

Flex Projects *(McGraw-Hill)* **Supplemental**

EL 08 – Time and Effort Requirements (Title I & Title III)

8.0 All Val Verde employees paid in part from Title III and in part from a second funding source, or any employee paid from multiple cost objectives, provides support for the distribution of their salary or wages among specific activities or cost objectives.

8.1 Val Verde employees funded solely under Title III complete a semiannual certification of such employment. Additionally, stipends directly affecting Multilingual students (EL) are officially recorded, approved by cabinet and board, and updated on a yearly basis.

EL Roadmap Policy Principle #2: Intellectual Quality of Instruction and Meaningful Access

B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.

D. ELs are provided access to the full curriculum along with the provision of EL supports and services.

F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.

G. English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.

Sample of Time Accounting & Services Provided by Title III Funded Staff

Val Verde Unified School District
Title III Time Accounting
Mid-Year Report 20___-20___

Name:	**Employee Number:**	**Site:**
Assignment:		

Funding Source	July	Aug.	Sept.	Oct.	Nov.	Dec.	Activities
Title III	0%	0%	0%	0%	0%	100%	• Build professional development to augment teacher, administrator and support personnel training in relation to English learner instruction. • Deliver district and site professional development to augment teacher, administrator and support personnel training in relation to English learner instruction. • Provide coaching and plan collaboratively with site teachers to strengthen EL aligned instruction. • Provide EL focused data analysis professional development where teachers, administrators, and support personnel use multiple data points to analyze, reflect, collaborate and plan instruction to increase EL learning outcomes. • Provide parents and community with additional EL specific instructional strategies that can be used both in the classroom and in the home.

Calculate percent of time for each funding source and describe activities.

Employee Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Dimension IV – Standards, Assessments, and Accountability

EL 09 – Evaluation of English Language Acquisition Program Effectiveness

Val Verde has implemented a process and criteria to determine the effectiveness of programs for Multilingual students (EL), including:

- A way to demonstrate that the programs for Multilingual students (EL) produce within a reasonable period of time:
  - Multilingual students (EL) are attaining English language proficiency comparable to that of average native speakers of English within the Val Verde Unified School District
  - Multilingual students (EL)' academic results indicate that Multilingual students (EL) are achieving and sustaining parity of academic achievement with students who entered Val Verde Unified School district already proficient in English.
- The effectiveness of programs and activities in assisting Multilingual students (EL) to attain proficiency and to meet academic achievement and content standards.
- Necessary improvements to programs and activities for which Title III funds have been used for Multilingual students (EL) and immigrant students.
- Whether to eliminate specific Multilingual student (EL) activities proven to be ineffective.

An ongoing mechanism to use the procedures described above to improve district-wide and school site Equity Via Multilingual Innovation Program implementation, and to modify the program, as needed, to ensure that each Multilingual student (EL) achieves full proficiency in English and academic achievement at grade level as effectively and efficiently as possible.

EL Roadmap Policy Principle #3: System Conditions that Support Effectiveness

A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.

B. The school system invests adequate resources to support the conditions required to address EL needs.

C. A system of culturally and linguistically valid and reliable assessment support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

Site Level Equity Via Multilingual Innovation Program Evaluation
Principals are responsible for monitoring, evaluating, and revising the program for Multilingual students (EL) at their school based on the goals set in their SPSA. The site Bilingual Facilitator and Reclassification Facilitator provide staff guidance and in-service which includes ELPAC proficiency levels, program placement, documentation for Federal Program Monitoring (FPM), ELD standards, Integrated ELD via SDAIE strategies, assessment of ELs, reclassification, intervention strategies and other pertinent program needs. Teachers use on-going in class assessments, ELD Benchmarks (ELPAC Levels), ELD Standards and parent conferences to evaluate the effectiveness of their classroom program. Teachers have access to data to inform instruction and to monitor how effectively and efficiently Multilingual students (EL) are:

- Acquiring English and and achieving academic proficiency
- Meeting grade level state standards

If, after reviewing and analyzing various data, the principal, Bilingual Facilitator, Reclassification Facilitator, staff and parents conclude that Multilingual students (EL) at their site are not achieving at expected levels as indicated in the SPSA, the Language Assessment Team (LAT) needs to meet to develop goals, objectives and activities which will remedy the situation. Fiscal resources may be required to accomplish these goals. This information must be disseminated to the various stakeholders on campus (ELAC, SSC, and Staff). Specific plans for Multilingual students (EL) should be discussed with ELAC and the SSC. The SSC will then utilize current EL data and feedback from all stakeholders to readdress and, if necessary, revise the SPSA goals. Following SSC approval, the plan will be submitted to the Director of Research for review and then submitted to the School Board for final approval.

Val Verde Unified School District has established high expectations for all students, including Multilingual students (EL). We hold all students accountable for achieving high academic and linguistic standards. We also recognize that Multilingual students (EL) face a challenge that is more difficult than that faced by their native English speaking peers. Our Multilingual students (EL) must develop full proficiency in English as they work to achieve grade-level Common Core State Standards. In order to ensure this, the district has established a process and criteria to determine the effectiveness of the Equity Via Multilingual Innovation Program.

This multifaceted process includes: Multilingual student (EL) Progress Indicator (progress in ELPAC), California Assessment of Student Performance and Progress (CAASPP), and local Benchmark assessment data.

On the district level, Multilingual student (EL) data is collected annually to determine:

- The percentage of students who are meeting proficiency in ELPAC per state standard (ELPAC level 4)
- The percentage of students making adequate yearly progress on the California Assessment of Student Performance and Progress (CAASPP) in Language Arts and Mathematics
- The percentage of ELs and reclassified students meeting grade level standards in English/Language Arts
- The number of Multilingual students (EL) graduating from high school
- The number of Multilingual students (EL) who are suspended

- The "Chronic Absenteeism" status of Multilingual students (EL)
- The percentage of Multilingual students (EL) (grades 9 – 12) who enroll and complete eligible classes for California State University and University of California (A-G Pathway).

Education Services staff will gather and compile annual assessment data to measure the effectiveness of the Equity Via Multilingual Innovation Program. This information will be given to the Assistant Superintendent, Education Services, which will then provide the mechanism to alter and modify the program if needed.

Methods for Collecting Data
All of the information for the district reports can be collected from three existing databases: California Dashboard, AERIES and CALPADS. The school district's leadership teams oversee these databases and the dissemination of data.

To determine the percentage of Multilingual students (EL) who are meeting grade-level standards, the district takes into account the following factors:

- ELPAC
- Teacher Recommendation
- District Writing Assessment Scores
- California Assessment of Student Performance and Progress results
- Report Card Grades
- District Benchmark Assessments

EL 10 – Reclassification

Val Verde Unified School District has adopted a reclassification process to enable students initially identified as Multilingual students (EL) to exit specialized program services and participate without further language assistance as Fluent English Proficient students. Multilingual students (EL) shall be reclassified as Reclassified Fluent-English Proficient (R-FEP) when they have acquired the English language skills necessary to receive instruction and achieve academic progress in English only instructional setting at a level equivalent to students of the same age or grade whose primary language is English. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program.

Val Verde reclassifies a Multilingual student (EL) to proficient in English by using a process and criteria that include, but are not limited to:

1. Assessment of English Language Proficiency (ELPAC).(EC Section 313[f][1]; 5 CCR Section 11303[a]).

2. Teacher evaluation that includes, but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. (EC Section 313[f][2]; 5 CCR Section 11303[b]).

3. Opportunity for parent opinion and consultation, and involvement during the reclassification process. (EC Section 313[f][3]; 5 CCR Section 11303[c]).

4. Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC Section 313[f][4]; 5 CCR sections 11302, 11303[d].

Val Verde maintains the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

(a) Language and academic performance assessments;
(b) Participants in the reclassification process; and
(c) Any decisions regarding reclassification. (5 CCR Section 11305)

EL Roadmap Policy Principle #4: Alignment and Articulation Within and Across Systems

A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.

C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

Reclassification Procedures

Reclassifications are initiated throughout the year. The Language Assessment Center provides each site Facilitator with a list of Multilingual students (EL) who are candidates for reclassification (FEP-C) as determined by an overall ELPAC proficiency level.
At grade TK-12 levels, the appropriate site Reclassification Facilitator initiates the reclassification process. The LAC collects reclassifications criteria, then places it on forms, and forwards the reclassification forms to the site Reclassification Facilitator. The Reclassification Facilitator forwards the information to the core teachers for their input. If the student meets the criteria, the Reclassification Facilitator schedules a meeting with the Language Assessment Team (LAT). A notice must be sent home in the parent's primary language informing the parent of the meeting time and date at least two weeks in advance. An effort must be made to include parental input in the reclassification process.

The Language Assessment Team (LAT) is comprised of members selected from the following:

- Parent (when possible)
- Classroom and/or ELD Teacher
- Counselor
- School Site Bilingual Facilitator as needed
- School Site Reclassification Facilitator
- Principal or Principal's Designee
- Interpreter (when required)
- Student (when appropriate)
- Other school staff (e.g., Special Education Teacher)

When the Language Assessment Team meets, the student's progress is discussed and concerns are noted on the reclassification form. If the LAT approves reclassification, the student is then designated as FEP-R/M. The team makes a recommendation for classroom placement for the next term or school year, as well as time frame for progress monitoring. All participating members of the LAT must sign the reclassification form, as well as the site principal, and then the form is sent to the VVUSD Language Assessment Center office for review and inputted into the student information database. After data input, the form is placed in the Multilingual student (EL) Green Master Folder in the student's cumulative file. For grades 7-12, the counselor takes the necessary steps to remove the Multilingual student (EL) from their Designated ELD block. A letter is sent home in the parent's home language explaining if the student reclassified or not.

The Reclassification Criteria (see below) are aligned to and/or exceed state legal requirements and validate each student's readiness to exit from specialized Equity Via Multilingual Innovation Programs by demonstrating achievement and mastery of grade-appropriate standards in the following areas:

Reclassification Criteria Grades TK – 2

CATEGORY	CRITERIA
ELA District Local Basic Skills Assessment	Score of **PROFICIENT** or better ❏ Kinder= Letter/Sounds/H.F. Words VAST Assessments) ❏ 1st & 2nd = Acadiance Basic Reading Skills Assessment
OR	
Current ELA Basic Skills Test	Score of **PROFICIENT** or better
OR	
LAT Evaluation -Basic Skills Status	LAT & site team to determine English language proficiency through teacher provided evidence (ex. Acadience, Site Assessments, etc.) ~Must submit **TWO** Most Recent Consecutive Assessments~ Score of **PROFICIENT** or better
AND THE FOLLOWING CRITERIA:	
ELPAC Overall	Overall Score of 4
Student Writing Sample	Rubric score of **3** (out of 4 points) / **B** grade (or higher)
ELD/Reading/Language Arts Grade	**B** or better
Teacher Recommendation	Teacher writes a letter of recommendation
Parent Notification/Consultation	Parents are notified 2 weeks in advance/encouraged to attend the LAT meeting to discuss reclassification.

NOTE 1: Level 4 Overall is equal to the following Scaled Scores for ELPAC TESTED Grade levels—Grade K = 1474, Grade 1 = 1507, Grade 2 = 1532

Reclassification Criteria Grades TK – 2
Modified Criteria for Students who Take the Alternate ELPAC

CATEGORY	CRITERIA
Modified Version of ELA District Local Basic Skills Assessment	Score of **PROFICIENT** or better ❏ Kinder= Letter/Sounds/H.F. Words VAST Assessments) ❏ 1st & 2nd = Acadiance Basic Reading Skills Assessment
OR	
Modified Version of Current ELA Basic Skills Test	Score of **PROFICIENT** or better
OR	
LAT Evaluation -Basic Skills Status	LAT & site team to determine English language proficiency through teacher provided evidence (ex. Acadience, Site Assessments, etc.) ~Must submit **TWO** Most Recent Consecutive Assessments~ Score of **PROFICIENT** or better
AND THE FOLLOWING CRITERIA:	
ALTERNATE ELPAC Overall	Overall Score of 3
Student Writing Sample	Rubric score of **3** (out of 4 points) / **B** grade (or higher)
ELD/Reading/Language Arts Grade	**B** or better
Teacher Recommendation	Teacher writes a letter of recommendation
Parent Notification/Consultation	Parents are notified 2 weeks in advance/encouraged to attend the LAT meeting to discuss reclassification.

Reclassification Criteria Grades 3 – 12

CATEGORY	CRITERIA
CAASPP-ELA	Grades 3-12 = Score of **NEARLY MET** (Mid. Level **2** or higher)
OR	
District Local Basic Skills Assessment	Score of **BASIC** or better ❏ 3-5th Grade: Grade-Level IO Assessment ❏ 6-8th Grade: Grade-Level IO Assessment ❏ 9-12th Grade: Grade-Level IO Assessment
OR	
Current ELA Basic Skills Test	Score of **BASIC** or better
OR	
LAT Evaluation -Basic Skills Status	LAT & site team to determine English language proficiency through teacher provided evidence (ex. iReady, Site Assessments, etc.) ~Must submit **TWO** Most Recent Consecutive Assessments~ Score of **BASIC** or better
AND THE FOLLOWING CRITERIA:	
ELPAC Overall	Overall score of Level 4
Student Writing Sample	Rubric score of **2** (out of 4 points) / **C** grade (or higher)
ELD/Reading/Language Arts Grade	**C** or better
Teacher Recommendation	Teacher writes a letter of recommendation
Parent Notification/Consultation	Parents are notified 2 weeks in advance/encouraged to attend the LAT meeting to discuss reclassification.

NOTE 1: Level 4 Overall is equal to the following Scaled Scores for ELPAC TESTED Grade levels—**Grade 3** = 1535 **Grade 4** = 1549 **Grade 5** = 1560, **Grades 6**= 1567, **Grades 7** = 1576, **Grades 8**= 1590, **Grades 9 & 10** = 1606, **Grades 11 & 12** = 1615.

Reclassification Criteria Grades 3 – 12
Modified Criteria for Students who Take the Alternate ELPAC

CATEGORY	CRITERIA
CAA-ELA	Grades 3-12 = Score of **NEARLY MET** (Mid. Level **2** or higher)
OR	
Modified Version of District Local Basic Skills Assessment	Score of **BASIC** or better ❑ 3-5th Grade: Grade-Level IO Assessment ❑ 6-8th Grade: Grade-Level IO Assessment ❑ 9-12th Grade: Grade-Level IO Assessment
OR	
Modified Version of Current ELA Basic Skills Test	Score of **BASIC** or better
OR	
LAT Evaluation -Basic Skills Status	LAT & site team to determine English language proficiency through teacher provided evidence (ex. iReady, Site Assessments, etc.) ~Must submit **TWO** Most Recent Consecutive Assessments~ Score of **BASIC** or better
AND THE FOLLOWING CRITERIA:	
ALTERNATE ELPAC Overall	Overall score of Level 3
Student Writing Sample	Rubric score of **2** (out of 4 points) / **C** grade (or higher)
ELD/Reading/Language Arts Grade	**C** or better
Teacher Recommendation	Teacher writes a letter of recommendation
Parent Notification/Consultation	Parents are notified 2 weeks in advance/encouraged to attend the LAT meeting to discuss reclassification.

Did Not Qualify for Reclassification

For students who Did Not Qualify for reclassification, the DNQ box is checked at the top of the reclassification form. *No attached documentation is required for DNQs.* The form must be signed by the student's teacher, Bilingual Facilitator, and Reclassification Facilitator. The Catch-up Plan for DNQ for Reclassification should be completed online, interventions noted and put into action, printed, and attached to the DNQ-Reclassification form. The original DNQ Reclassification form and Catch-Up Plan are sent to the Language Assessment Center to update student's record. The LAC Team then sends the forms back to the site and will be placed in the student's EL Green Master File.

Four-Year Monitoring Follow-up Procedures for Reclassified Students

Students who are reclassified to FEP-R/M must be monitored for a period of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304)

Monitoring takes place immediately upon a student being reclassified. The Bilingual Facilitator or Reclassification Facilitator at each school site is responsible for monitoring reclassified students. Reclassification Facilitators review student academic achievement data on the Follow-Up Monitoring provided by the LAC and determine if the student is maintaining satisfactory progress. The Reclassification Facilitator will return forms to LAC along with Catch-Up Plans when applicable. Once LAC has inputted the information into the database, forms will be sent back to sites and are to be placed in the green Multilingual student (EL) Green Master File in the student's cumulative file.
Follow-up procedures include the following:

- Examination of student grades at each grading period for four years following reclassification
- Review progress of CAASPP ELA – score & level
- Review progress of District Benchmark Assessments
- Teacher input on student progress in core academic areas

If a student's progress is not acceptable, interventions shall be noted in a Catch-Up Plan. Interventions may include but are not limited to:

- Student/teacher/parent conference
- Specialized academic assessment
- Specialized reading, writing or math instruction
- Additional English Language Development instruction
- Placement in reading, writing or math support class
- After school academic support programs
- In-class interventions (i.e. small group or one-on-one)
- Summer School (*when funding available*)

If a student's performance is satisfactory for the full four years, the student is recommended for exit from Multilingual student (EL) Services. Exit from EL services is marked on the last monitoring form. Signatures from the site Bilingual Facilitator, Reclassification Facilitator, and site Administrator are needed on the form. The form is then to be sent to LAC to be inputted into the database. Once inputted, it shall be returned to the site and shall be placed in the

Green Multilingual student (EL) folder in the student's cumulative file. The student is then designated FEP-X and no longer requires monitoring.

Reclassification (Exit) Criteria

The goal of the Equity Via Multilingual Innovation Program is for students to become fully proficient in English and to master the Common Core State Standards for academic achievement as effectively and efficiently as possible. This district's Reclassification Exit Criteria are listed below:

Category	LEA Criteria
Successful LAC and Site Monitoring Period	4-Year Monitoring Period
Comparison of Performance in Basic Skills: Local Benchmark Assessment - ELA	**PROFICIENT** or better (Grades TK-2)
Comparison of Performance in Basic Skills: Local Benchmark Assessment - ELA	**BASIC** or better (Grades 3-12)
Reading/Language Arts Grade	**B** or better (Grades TK – 2)
Reading/Language Arts Grade	**C** or better (Grades 3-12)
Parental Opinion and Consultation	Sign form provided by LAC
Teacher Approval	Sign form provided by LAC
Bilingual And Reclassification Approval	Sign form provided by LAC

Sample Reclassification Form

Val Verde Unified School District
English Learner Program
Reclassification Form
K-5th Grade
Fall 2019

Student's Name	Birthdate	Student ID
School	**Grade**	**Teacher**

English Language Proficiency Assessment for California (ELPAC) Test Date:		
Oral	**Written**	**Overall**

ELA Basic Skills		
Test	**Test Date**	**Results**

Current Grades			Writing Sample
Language Arts	**Reading**	**ELD**	**Score**
[Grade Mark]	[Grade Mark]	[Grade Mark]	

Parent Notification Date	Reclassification/LAT Meeting Date	IEP Amendment Date for Special Ed. Student (Must be on or after reclassification date)

Language Assessment Team Signatures	
Parent/Guardian:	Reclassifier:
Administrator:	Bilingual Facilitator:
Special Ed. Case Carrier (for SpEd students):	Teacher:

Comments/Concerns:

Sample Parent Notice for LAT/Reclassification Meeting

VAL VERDE UNIFIED SCHOOL DISTRICT

Date: _____

Dear Family of: _____

The Language Assessment Team of _____ will be holding a meeting for your student because he/she has met the California requirements to be classified as a Fluent English Proficient (FEP) student. Your student will be eligible for English Language Mainstream (ELM) assignment and no longer be required to take English Language Development. Your student's progress will be monitored for four years to ensure that academic progress continues. The meeting will take place on____/____/____ *at* ____:____*in room* _____.

I _____ understand that I can participate in the decision making process.
(please print name)

Please check one of the boxes below and return to the school office.

- ❑ *I will attend the Language Assessment Team Meeting on* ____/____/____ *at* ____:____ *in*_____.
- ❑ *I will not be able to attend the meeting, but I am available by teleconference at:*_____.
- ❑ *I request a different time/date. Please call me at*:_____.

If you have any questions, please call _____, at the following phone number: (951) ____-_____.

Parent/Guardian Signature: _____

***For official school use only:**

_____agrees/does not agree, per telephone conversation with _____on ____/____/____ at the time of ____:____, to the findings of the Language Assessment Team.

Sample Reclassified Student Monitoring Form

Val Verde Unified School District
English Learner Program
1st Year Reclassification Follow-Up Monitoring Form
3rd – 5th Grade

Year 1A	**This form will be voided if submitted**

Student's Name	**Birthdate**	**Student ID No.**
School	**Grade**	**Teacher**

Reclassification Date:

Grades:

Course Title	Grade
Language Arts	
Reading	

Overall progress:

☐ Acceptable
☐ Not Acceptable*

**Attach Catch-up Plan to address student's needs & interventions.*

Year 1A Monitoring Date: __/__/__

Comments: _____

_____

_____

Language Assessment Team Signatures
Reclassifier:
Bilingual Facilitator:
Administrator:

Dimension V – Staffing and Professional Development

EL 11 – Teacher EL Authorization

Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations. (20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013).

In order to provide the highest quality program for Multilingual students (EL), Val Verde Unified School District is committed to having an adequate number of appropriately credentialed teachers assigned to Multilingual student (EL) classrooms. These teachers must hold appropriate authorizations approved by the Commission on Teacher Credentialing (CTC).

Teachers that are assigned to the **Structured English Immersion (SEI)/English Language Development I (ELD I)** classrooms must have a BCLAD certification or be in training for it, or have a CLAD certification and may be assigned a bilingual instructional aide.

Teachers that are assigned to the **Structured English Immersion (SEI)/English Language Development II (ELD II) classroom** must have a CLAD certification or be in training to achieve it.

Newcomer Program	Structured English Immersion (SEI)/English Language Development I (ELD I)	Structured English Immersion (SEI)/English Language Development II (ELD II)	English Only
BCLAD or In Training or CLAD with a Bilingual Instructional Aide (if available)	BCLAD or In Training or CLAD with a Bilingual Instructional Aide (if available)	CLAD or In Training	No special authorization required

EL Roadmap Principle #2: Intellectual Quality of Instruction and Meaningful Access

A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).

B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.

C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking – with the same high expectations for ELs as for all.

Paraprofessional Staffing

Due to the passage of the Elementary and Secondary Education Act (ESEA), paraprofessionals working in a program supported with Title I funds who assist in classroom instruction must meet one of the following requirements:

- Obtain an associates or higher degree, **or**
- Complete two years of higher education study, **or****
- Pass a formal state or local academic assessment that demonstrates knowledge of, and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.

Note: We would like to encourage all paraprofessionals working as a classroom instructional aide, regardless whether the aide's position is funded through Title I or other funding sources, to take the four-part exam **IF** they have not met option one or two above. Human Resources administration has scheduled testing dates for "*paraprofessionals*" desiring option three.

In order to provide Multilingual students (EL) with support in their primary language, Val Verde Unified School District utilizes Bilingual Instructional Aides in the classroom. The role of the instructional aide is to aid the teacher in implementing an effective Equity Via Multilingual Innovation Program through:

- Helping students to develop language skills through one-on-one and small group work
- Assisting the teacher by reinforcing lessons in the primary language
- Assisting the teacher in the development and preparation of instructional materials
- Increasing home-school communication
- Acting as a community role model

The school site must provide adequate time for the teacher and aide to plan together. However, the teacher is responsible for the instruction and supervision of his/her students *at all times*.

Qualifications and Competencies

A Bilingual Instructional Aide must have the following qualifications:

- AA degree or passed a proficiency exam
- Possess a high school diploma
- Understand the culture(s) represented in the classroom
- Be fluent in English and the primary language of the students being served

In addition, he/she must demonstrate the following competencies:

- Knowledge of vocabulary necessary for most academic and social topics
- Ability to translate and interpret between English and the student's primary language
- Use and react appropriately to basic non-verbal communications within the target culture
- Be able to communicate effectively with parents and community members

Training Component

All Bilingual Instructional Aides will participate in on-going training throughout the course of the school year in order to improve the support and reinforcement needed for academic success of the Multilingual student (EL). The training of instructional aides will be based on the following:

- Language and literacy instructional support and development
- Integrated ELD via SDAIE methodologies
- Assessment procedures
- Classroom management
- Translation/interpretation supports (only for students during instruction)

The district uses Bilingual Instructional Aides to support classroom instruction in the following manner:

- Help with vocabulary development
- Help with sight words, grammar, language arts, writing, vocabulary, etc.
- Work with small groups, such as guided reading or any other subject
- Help with math vocabulary and math literacy
- Monitor students
- Help with homework, especially when it requires the help of an adult
- Preview/review approach
- Read content area material in Spanish
- Explain/clarify concepts in Spanish
- One-to-one testing
- Listen to students read on a one to one basis
- Translate/interpret lesson objectives
- Translate parent letters
- Interpret during parent conferences, open house, etc.
- Explain/teach reading strategies to parents, especially higher order thinking skills
- Explain procedures to parents and students such as homework policies, location of facilities, etc.
- Make phone calls to Spanish speaking parents as necessary

***Bilingual Clerks ***If funding is available
Under general supervision, to provide a broad range of liaison duties between the school and community; assist parents in understanding school procedures in and out of ELAC, programs, and goals; and assist the school in maintaining contact and communication with the parents it serves; to do related work as may be required.

Examples of duties:

- Perform a variety of related clerical and typing duties such as answering phones, filing student information in cumulative records, maintaining ELAC documentation, and translating for meetings [Response to Intervention (RTI) meetings], teacher conferences, IEP for Special Education)
- Contact parents at their homes, in person or by phone, obtaining information about students which will help teachers in providing information to the parents about the school and its policies and programs
- Inform parents of child's progress and problems
- Promote a positive relationship between home, school, and community

- Make referrals to community agencies for needs relating to welfare, housing, family counseling, and employment
- Assist the school nurse in conducting home visits, health screening programs, immunization follow-ups
- Process and verify information required for various federal, state, and district surveys and reports
- Encourage parental school involvement
- Promote attendance and participation in workshops, meetings, and advisory committees
- Assist in verification of attendance records
- Assist parents with applications for services
- Maintain records

EL 12 – Professional Development Specific to English learners

Believing that ongoing staff development at all levels is critical to the academic success of Multilingual students (EL), Val Verde Unified School District provides a full range of meaningful staff development opportunities at all levels.

Val Verde USD provides sufficient professional development specific to the effective implementation of programs for Multilingual students (EL) to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel that is:

- Designed to improve the instruction and assessment of ELs;
- 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;
- 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; and
- 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])

EL Roadmap Policy Principle #3: System Conditions that Support Effectiveness

A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.

B. The school system invests adequate resources to support the conditions required to address EL needs.

D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.

Staff development for teachers shall include the following:

- Training in ELD instructional strategies and Integrated ELD via SDAIE methodologies
- Opportunities to attend workshops where teachers will experience critical thinking, meaning-centered activities
- Multi-phased staff development sessions which include theory, modeling, and opportunities for feedback
- Capacity-building opportunities beyond workshops, which may include classroom observations, peer-coaching, and site-specified initiatives

Staff development for administrators shall include the following:

- Theory and philosophy of educating Multilingual students (EL)
- Supervision and evaluation of Multilingual students (EL) personnel (training to recognize effective ELD instruction, Integrated ELD via SDAIE instruction, and primary language lessons)
- State and federal requirements for Equity Via Multilingual Innovation Programs
- Implementation of Equity Via Multilingual Innovation Programs
- Meaningful ways in which parents of Multilingual students (EL) can be involved in the education of their children

Staff development for Bilingual Instructional Aides shall include:

- Literacy training
- Classroom management
- Effective instructional strategies
- Teamwork
- Parent communication

Staff development for Counselors shall include:

- Theory and philosophy of educating Multilingual students (EL)
- State and federal requirements for Equity Via Multilingual Innovation Programs
- Appropriate placement and multiple pathways for Multilingual students (EL) to achieve A-G, college and career preparedness

Training opportunities for parents shall include:

- Ways in which parents of Multilingual students (EL) can be involved in their children's education and encourage academic success
- The rights and responsibilities of parents and students
- Effective participation in site and district committees
- The importance of regular school attendance
- Information on the school's Multilingual student (EL) data based on Ca. Dashboard, CALPADS, DataQuest
- Information on the Multilingual student (EL) section of the school's plan including opportunities for parents to request information and/or training on specific parental needs

District support for implementation:

- Coordinate the identification and allocation of Bilingual Instructional Aides
- Recruit, hire, and assign appropriate certified CLAD and BCLAD certificated personnel to Multilingual student (EL) classrooms
- Address the needs of Gifted and Talented Education (GATE) and Special Education Multilingual students (EL) by hiring personnel holding the appropriate authorizations for these classes and provide additional training to meet the needs of Multilingual students (EL)
- Strengthen the articulation and coordination between the Multilingual student (EL) services department and Human Resources
- Centralize interpretation/translation services of district publications

- Provide continuous review and monitoring of Multilingual student (EL) assessment practices
    - Identify improved measures of primary language ability for the purposes of initial assessment in languages other than Spanish
    - Investigate and identify a variety of formative assessments in reading and writing in English and Spanish (for Dual Immersion students)
    - Monitor adherence to existing criteria for reclassification
- Work jointly with the Language Assessment Center to oversee assessment, clarify recommendations for placement, and act as a direct link between parents and school counselors, administrators and teachers
- Continuously explore ways to increase identification of GATE students among Multilingual students (EL)
- Work jointly with Special Education to monitor the referral and placement of Multilingual students (EL) and assist Special Education personnel in ensuring that all Multilingual students (EL) have access to appropriate services within the Special Education setting
- Ask sites to designate a Multilingual student (EL) Facilitator and Reclassifier to meet regularly under the leadership of the District Education Services Equity Via Multilingual Innovation Program.

The Role of School Leadership

- Actively support and encourage staff participation in training opportunities for teachers of Multilingual students (EL)
- Promote tenets of programs that ensure academic success of all Multilingual students (EL)
- Promote status and recognition of staff members working with Multilingual students (EL)
- Monitor site implementation of Equity Via Multilingual Innovation Programs
- Provide on-going information on current practices as well as changes in state and federal laws and/or guidelines regarding Equity Via Multilingual Innovation Programs
- Notify parents of their rights and responsibilities and encourage parent and community involvement through site committees and parent education
- Training parents in carrying out their legal responsibilities in Multilingual student (EL) Advisory Committee (ELAC), selection of a District Multilingual student (EL) Advisory Committee (DELAC) representative, and School Site Council (SSC)
- Include members of ELAC on the SSC
- Notify parents/guardians of ELPAC scores and placement

Staff Development

Val Verde Unified School District strives to provide all Multilingual students (EL) with the highest quality education available. The primary resource for this education is qualified teachers. A concentrated effort has been made to train current teachers and to recruit appropriately credentialed teachers. The foci of staff development are: 1) emphasis on high expectations for all Multilingual students (EL); and 2) ensure that each student is afforded equal access to a comprehensive, structured, and systematic curriculum aligned with the California English Language Development and Content-area Standards.

District Staff Development

- In-class modeling of appropriate Designated ELD and Integrated ELD via SDAIE methodologies by qualified instructional leaders.
- District personnel will offer school-site staff development in a variety of areas as deemed appropriate and necessary by school and district staff.

Conferences and Workshops

- California Association of Bilingual Education (CABE) Annual Conference offers over 400 individual workshops in all areas of Multilingual student (EL) education.
- Guided Language Acquisition Design (GLAD) programs provide training for TK-12 teachers in the areas of language acquisition and development.
- Other available trainings recommended by school or district staff.
- Bilingual Facilitators and Reclassification Facilitators can ask to go to professional development they see as necessary.

College and University Classes Areas of Concentration

There are several areas of instruction that Val Verde Unified School District has identified as essential to a well-planned staff development program for teachers of Multilingual students (EL):

- Primary Language Literacy Development
- Second Language Literacy Development
- Second Language Acquisition such as methodology of Integrated ELD via Specially Designed Academic Instruction in English (SDAIE)
- Culture and cultural awareness
- Standards-Based Instruction
- Appropriate Assessments for Multilingual students (EL)
- Federal and State requirements for Equity Via Multilingual Innovation Programs

Bilingual and Reclassification Facilitators:

The principal at each site selects a Bilingual Facilitator and a Reclassification Facilitator to support the diverse needs of the Multilingual student (EL) population. The Bilingual Facilitator is the central person at the school site that supports and promotes effective Multilingual student (EL) instructional practices through the demonstration of lessons, collaborative on-going peer coaching, and site professional development on Integrated ELD via SDAIE methodology, ELD Standards and EL assessment. The Bilingual Facilitator follows the Multilingual student (EL) timeline to complete tasks on a timely manner. The Facilitator and Reclassification Facilitator work together to ensure that services are given to Multilingual students (EL) appropriately. Each position has its own stipend but one person can hold both positions and receive both stipends.

Supplement A:
Role of the Bilingual & Reclassification Facilitators

Bilingual Facilitator Responsibilities	Reclassification Facilitator Responsibilities
❖ Attend monthly Bilingual Facilitator meetings hosted by VVUSD's Equity Via Multilingual Innovation Program ❖ Advise principal and teachers about Multilingual student (EL) placement and groupings ❖ Assist site leadership in proper placement and ELD gradebook of Multilingual students (EL) based on monthly ❖ Compile documents for Federal Program Monitoring (EL daily schedule, lesson plans, class records, intervention records, LAT meeting documents, ELAC meeting documents, student samples as necessary) ❖ Assist site leadership with EL data collection & analysis ❖ Assist site leadership with determining the efficacy of programs for Multilingual students (EL) at the school site ❖ Suggest interventions for Multilingual students (EL) with unsatisfactory State Standard Tests progress (ELA/Math CAASPP & ELPAC) ❖ Provide staff training on EL topics ❖ Review EL instructional resources for new and returning teachers ❖ Model effective Multilingual student (EL) instructional practices ❖ Provide training on the VVUSD EL Master Plan ❖ Coordinate ELPAC testing at site ❖ Monitor and upload ELAC meeting requirements and documentation (meeting invites, agendas, sign-in sheets and minutes) ❖ Monitor completion of Multilingual student (EL) paperwork in CUM record filing ❖ Collaborate with site Reclassifier to provide staff training on completing Catch Up Plans and interventions ❖ Support the reclassification process/collection of data/completion of forms ❖ Support monitoring of reclassified students ❖ Attend Language Assessment Team meetings as needed to support the reclassification process	❖ Attend Bilingual Facilitator & Reclassifier meetings hosted by VVUSD's Equity Via Multilingual Innovation Program ❖ Facilitate the reclassification process/ collection of data/ completion of forms ❖ Assist teachers with the coordination of Catch-Up Plan parent meetings ❖ Monitor Catch-up Plans of Multilingual students (EL) ❖ Monitor progress of reclassified students ❖ Coordinate and attend Language Assessment Team (teachers, parents, and students) meetings to discuss student reclassifications/Catch-Up Plans/Monitoring and to discuss overall EL progress ❖ Provide staff training on completing Catch- Up Plans and interventions ❖ Collaborate with site Bilingual Facilitator to compile documents for Federal Program Monitoring (Reclassification paperwork, monitoring paperwork, class records of student progress, LAT meeting paperwork) ❖ Collaborate with site Bilingual Facilitator to determine the efficacy of programs for Multilingual students (EL) at the school site ❖ Suggest interventions for Multilingual students (EL) who have been reclassified but are not meeting monitoring academic criteria ❖ Collaborate with site Bilingual Facilitator to provide staff training on EL topics ❖ Collaborate with site Bilingual Facilitator to review EL instructional resources for new and returning teachers

Dimension VI – Opportunity and Equal Educational Access

EL 13 – Language Program Options and Parent Choice

Options for Instructional Programs

School districts and county offices of education 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])

Parents or legal guardians of students enrolled in the school may choose a Equity Via Multilingual Innovation Program that best suits their child. "Equity Via Multilingual Innovation 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 Equity Via Multilingual Innovation Programs 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])

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a Equity Via Multilingual Innovation Program designed to provide language instruction must be required to offer a program to the extent possible. (EC Section 310[a])

When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a Equity Via Multilingual Innovation Program, Val Verde USD shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA.

In the case where Val Verde USD determines it is not possible to implement a Equity Via Multilingual Innovation Program requested by parents, the Val Verde USD shall 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])

Upon initial enrollment, our Language Assessment Center makes recommendations for Equity Via Multilingual Innovation Program placement based on ELPAC results. The LAC works closely with the parents/guardians to explain Val Verde's Language Acquisition options. Using this assessment information and program placement recommendations, the site principal and staff place the Multilingual student (EL) in the most appropriate instructional setting. Written descriptions of Val Verde's Equity Via Multilingual Innovation Programs are offered for parent review upon student registration. The site principal or designee will meet

with the parent(s)/legal guardians to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations. The program placement options are:

I. **Structured English Immersion (SEI)/English Language Development I (ELD I):** A Equity Via Multilingual Innovation Program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English at ELPAC Levels: (1)"Beginning to Develop" thru (2) Somewhat Developed." At minimum, students are offered Designated and Integrated ELD; as well as access to grade level academic subject matter content.

II. **Structured English Immersion (SEI)/English Language Development II (ELD II):** A Equity Via Multilingual Innovation Program for English learners in which all classroom instruction is provided in English, but with curriculum and instruction designed to help students attain high levels of English proficiency as per ELPAC Levels: (3)"Moderately Developed" thru (4)"Well Developed." Students are offered Designated and Integrated ELD instruction in tandem with grade level content instruction to achieve high levels of English proficiency while mastering grade level standards.

III. **Dual Language Immersion Program:** Also referred to as Two-Way Immersion – this is a Equity Via Multilingual Innovation Program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with goals of high academic achievement first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten and continues to sixth grade and beyond.

EL Roadmap Principle #4: Alignment and Articulation Within and Across Systems

A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.

C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

Program Definitions:

I. Structured English Immersion (SEI)/English Language Development I (ELD I):
Integrated/Designated ELD I is described as an English language acquisition class setting for students in which Multilingual students (EL) whose ELPAC overall level is "Beginning to Develop" level (1) or "Somewhat Developed" level (2). Students are taught subjects "overwhelmingly," but not exclusively, in English. Teachers and aides may use the student's primary language in content instruction to motivate, clarify, direct, support, and explain. The goal of the Integrated/Designated ELD I class setting is for Multilingual students (EL) to develop proficiency in English as effectively and efficiently as possible. Any academic delays can be remedied through a number of interventions. In this class setting, students

receive daily Designated English Language Development (ELD) instruction. In addition, access to core content is accomplished through Integrated ELD via Specially Designed Academic Instruction in English (SDAIE) techniques and substantial language support, to enable Multilingual students (EL) to gain access to grade level subject matter in mathematics, social studies, science, and other academic subjects as required.

II. Structured English Immersion (SEI)/English Language Development II (ELD II):

Integrated/Designated ELD II is described as an English language acquisition class setting for students in which Multilingual students (EL) whose ELPAC overall level is "Moderately Developed" level (3) or "Well Developed" level (4). Teachers of ELs are responsible for providing ELD instruction that continues the students' English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. In this class setting, students receive daily Designated English Language Development (ELD) instruction. In addition, access to core content is accomplished through Integrated ELD via Specially Designed Academic Instruction in English (SDAIE) techniques and substantial language support, to enable Multilingual students (EL) to gain access to grade level subject matter in mathematics, social studies, science, and other academic subjects as required. Multilingual students (EL) in this class setting require careful monitoring and attention to their progress towards reclassification.

III. Secondary Setting: Structured English Immersion (SEI) Integrated ELD Content Support:

Access to core content is accomplished through Integrated ELD via Specially Designed Academic Instruction in English (SDAIE) techniques and substantial language support, to enable Multilingual students (EL) to gain access to grade level subject matter in mathematics, social studies, science, and other academic subjects as required. The program is designed to continue the development of English, while providing content instruction in English. Multilingual students (EL) in this class setting require careful monitoring and attention to their progress towards reclassification.

IV. Secondary Setting: Structured English Immersion (SEI) Designated ELD:

Multilingual student (EL) students at the secondary level must have a minimum of one period of Designated ELD. Designated ELD classes at the secondary level are designed to meet the various linguistic needs of Multilingual (EL) students. Multilingual students (EL) who are identified as Newcomers and fall within the "Beginning to Develop" to "Somewhat Developed" levels, as per ELPAC, are placed into an appropriate Newcomer section of Designated ELD; Multilingual students (EL) who fall within the "Moderately Developed" through the "Well Developed" levels as per ELPAC, are placed into an appropriate Designated ELD section with differentiation and Long-Term Multilingual student (EL) (L-TEL) supports as appropriate.

Integrated/Designated ELD Program Requirements:

- Parents must be informed of the placement of their children in an Integrated/Designated classroom setting and must be notified of the opportunity to opt their child out of the Equity Via Multilingual Innovation Program or services as

specified by the parents. Parents may request an alternative Equity Via Multilingual Innovation Program (when available).

- At any time, parents have the right to submit a request for their child to opt back into the Equity Via Multilingual Innovation Program and/or its services.
- All Multilingual students (EL) receive at least 30 minutes of daily Designated English Language Development (ELD) in grades (TK-5) and a minimum of one Designated ELD block in grades 6th -12th. ELD instruction is based on the district-adopted program and state standards. Instruction must include listening, speaking, reading, and writing.
- Core instruction in all subjects is taught overwhelmingly in English with primary language (L1) support as needed and extensive Integrated ELD via SDAIE (Specially Designed Academic Instruction in English) strategies to assist Multilingual (EL) students in accessing the core content areas.
- All students participate in activities that promote multicultural competency and positive self-esteem.
- **Staffing:**
    - All teachers must be appropriately certificated (e.g., BCLAD, CLAD, CTEL).
    - It is preferred that teachers in Integrated/Designated ELD I and Newcomer class settings hold a BCLAD or equivalent. However, non-BCLAD teachers can be paired with a Bilingual Instructional Aide who, under the teacher's direction, provides primary language support as needed in the content areas.

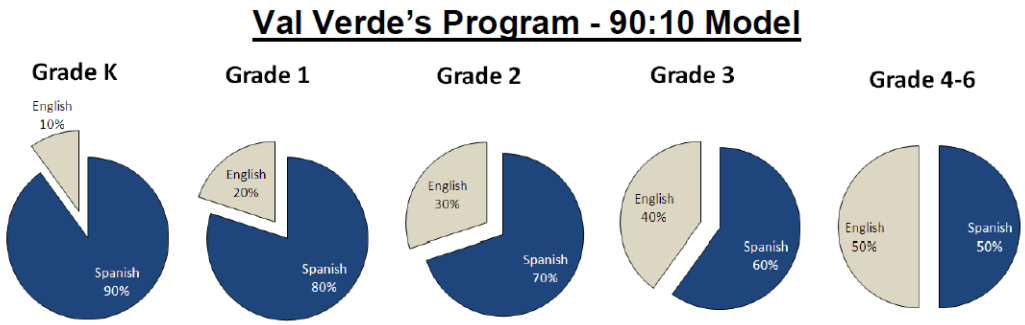
IV. Dual Language Immersion Program (DLI):

A Equity Via Multilingual Innovation Program that provides language learning and academic instruction for native speakers of English and Multilingual students (EL), with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

Parents/Guardians may choose a Equity Via Multilingual Innovation Program that best suits their child. Val Verde USD solicits input and consults with parents, administrators, teachers, and support personnel on the establishment of Dual Language Immersion programs at the desired site/grade level. As part of the parent and community engagement process, parents may provide input regarding Equity Via Multilingual Innovation Programs during the development of the Local Control and Accountability Plan (LCAP). Val Verde USD parents are invited to attend a wide array of LCAP community meetings across the district to provide feedback and share input both in person and via a hard copy or online survey. In addition, specialized LCAP community meetings are held for parents of Multilingual student (EL) students during District Multilingual student (EL) Advisory Committee (DELAC) meetings. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a Equity Via Multilingual Innovation Program that is designed to provide language instruction shall be required to offer such a program to the extent possible (EC Section 310[a]). ***Dual Immersion Program Parent Request form below**

Val Verde Unified School District has adopted the 90:10 Dual Language Immersion program model (see below for program progression through the elementary years), which develops bilingualism and biliteracy in English and Spanish. The Dual Language Immersion program is based on **parent choice** of both Multilingual students (EL) and English Only students who desire bilingualism and biliteracy in their children's education. Additionally, it is an additive

program offered to ***all*** students who qualify by commencing their Dual Language career in their kindergarten year.



Staffing: All teachers must be appropriately certificated and possess a BCLAD.

Dual Immersion (DLI) Program Parent Request Form

Val Verde Unified School District
Division of Education Services
English Learner Support Services Program TK-12

Dual Language Immersion (DLI) Program Parent Request Form

A language acquisition program that provides language learning and academic instruction for native speakers of English and English learners, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

Parents/Guardians may choose a language acquisition program that best suits their child. Val Verde USD solicits input and consults with parents, administrators, teachers, and support personnel on the establishment of Dual Language Immersion programs at the desired site/grade level.

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (EC Section 310[a]).

Parents/Legal Guardians of 30+ pupils at a **site** request DLI Program	**OR**	Parents/Legal Guardians of 20+ pupils at a **grade-level** request DLI Program

- Site where Dual Immersion Program is desired: _____
- Lead parent collecting signatures: _____

Lead parent, please initial below:

- _____ I understand that there are many factors to consider when implementing a Dual Immersion program at any site/grade-level.
- _____ I understand that Val Verde Unified School District will research and offer the language program we are requesting to the extent possible (EC Section 310[a]).
- On _____ I have notified _____
  (Date) (Name of site administration)
  of our desire to implement a Dual Immersion Program at the above site name.
- I submitted the required amount of signatures for consideration to implement a Dual Immersion Program at the above site name on _____ (date).

For Site Office Use Only:
Received by: _____ Date: ____/_____/_____ Sent to D.O. EL Services on ____/_____/_____
For District Office Use Only:
Received by: _____ Date: ____/_____/_____DLI Research Team Meeting Date: ____/_____/_____

*Parents, please use the back of this sheet to collect parent/legal guardian signatures and return to your site administration office once all signatures have been collected.

Dimension VII – Teaching and Learning

EL 14 – English Language Development (ELD)

As part of the standard instructional program provided through general funds, all identified Multilingual (EL) students must receive a program of ELD instruction, which includes designated and integrated ELD as defined in 5 CCR Section 11300 (a) and (c), in order to develop proficiency in English as effectively and efficiently as possible and to meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the standard instructional ELD program. (20 U.S.C. sections 1703 [f], 6825 [c][1][A]; EC sections 300, 305, 306, 310; 5 CCR sections11300[a] and [c],11302[a]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)

ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and, after a trial period, evaluated as effective in overcoming language barriers. (20 U.S.C. Section 1703 [f]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013; 5 CCR Section 11309)

Val Verde Unified School District provides services to Multilingual students (EL) to ensure that they acquire English language proficiency and also recoup any academic deficits that may have been incurred in other areas of the core curriculum due to language barriers.

Access to the core, standards-based curriculum shall be provided through Integrated ELD via Specially Designed Academic Instruction in English (SDAIE).

- In the design and delivery of programs for Multilingual students (EL), Val Verde Unified School District is and will be guided by what we know and understand about effective education and quality programs for Multilingual students (EL) that are research-based and comply with current state and federal laws.
- Every effort will be made to support the student's self-concept, including the recognition and validation of the student's culture and language, support in the adjustment to a new environment, and integration of multicultural activities into the core, standards-based curriculum.
- Integrated/Designated ELD and primary language support are part of the Multilingual student (EL)'s base program and shall receive the same support as other core, standards-based curriculum classes.

EL Roadmap Policy Principle #2: Intellectual Quality of Instruction and Meaningful Access

A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).

B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.

C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking – with the same high expectations for ELs as for all.

D. ELs are provided access to the full curriculum along with the provision of EL supports and services.

F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.

G. English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.

Overview of Integrated/Designated ELD

The English Language Development component of all instructional program models is research-based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Indeed, it may take five or more years for some Multilingual students (EL) to achieve academic English proficiency comparable to that of their native English-speaking peers. (Refer to Expected Benchmarks for Multilingual students (EL) table). Each Multilingual student (EL) will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

ELD is a component of all instructional programs designed to serve the needs of Multilingual students (EL). Further, ELD is a specific curriculum (based on the California English Language Development Standards) that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of ELD is to teach second language learners to communicate (listen, speak and write) with high levels of understanding in English. Additionally, Integrated ELD provides the foundation for literacy (reading and writing) as well as a pathway to the California English Language Arts Standards. The shared goal is to assist students in developing skills in order to achieve cognitive academic proficiency in English. ELD can occur in a variety of instructional settings (e.g. self-contained classroom or clustering by proficiency level).

Designated English Language Development must be a planned, explicit, systematic part of the daily program for every Multilingual student (EL) student; indeed, the law requires that each Multilingual (EL) student receives Integrated/Designated English Language Development instruction as part of his/her core curriculum. There is no maximum amount of time for a student's Designated ELD times. *However, our district mandates that all Multilingual students in levels 1 -4 as per ELPAC, receive these minimums of Designated ELD per day: 30*

minutes of Designated ELD in grades TK – 5th, and a minimum of one period of Designated ELD in grades 6th – 12th in middle and high school.

EXPECTED BENCHMARKS FOR Multilingual students (EL)

	1	2	3	4
ELPAC Levels	Beginning to Develop 1	Somewhat Developed 2	Moderately Developed 3	Well Developed 4
Time line toward reclassification based on ELPAC levels at time of initial enrollment year	1st Year	2nd Year	3rd Year	4th Year
		1st Year	2nd Year	3rd Year
			1st Year	2nd Year
				1st Year

Conditions Favorable to Acquiring Language

Various conditions help facilitate second language development. Language is comprehensible to the Multilingual student (EL) when:

- It is in context;
- It has real-life purpose;
- Prior knowledge is activated;
- Background knowledge is developed;
- The affective filter is low;
- Risk-taking and approximations are encouraged;
- Errors are accepted as a part of the acquisition process;
- Input is comprehensible through contextualization (e.g. the use of real objects or "realia," props, visuals, facial expressions, and/or gestures);
- Positive feedback and correction by modeling are used.

English Language Development Instruction:
Each Multilingual student (EL) receives a program of instruction through Integrated/Integrated ELD supports in order to develop proficiency in English (listening, speaking, reading and writing) as effectively and efficiently as possible. ELD lessons are differentiated to be appropriate for Multilingual (EL) students' varying identified levels of language proficiency.

Characteristics of Designated ELD Instruction:

- Focus on Academic English RELATED to content (ELA/Math/Science/S.S., etc).
- Intentional support of language during a specific time (protected time during the day)
- Builds INTO and FROM content instruction
- Teacher and students become language detectives (to deconstruct full meaning of language)
- Intellectually motivating, challenging, and purposeful tasks (with support as needed)
- Extended language interactions between students with ample opportunities for them to communicate/interact in meaningful ways using academic English
- Ample listening and speaking opportunities (increase in sophistication as students progress through the language continuum -emerging, expanding, bridging)
- Focus on meaning- making connections to language demands in any content area (ELA, math, science, social studies, etc.)
- All of the instructional programs designed for Multilingual students (EL) must contain the following components:
    - ✓ Explicit, systematic, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for Multilingual students (EL);
    - ✓ Well-articulated, standards-based, differentiated core curriculum instruction provided with primary language support as necessary
    - ✓ Structured activities designed to develop multicultural competence and positive self-esteem.

Characteristics of Integrated ELD Instruction:

- Language is acquired as a social process through collaboration in any learning setting
- Language is acquired through authentic tasks - experiencing language in context, rather than isolated tasks
- Requires the use of many texts and academic/linguistic contexts where students learn the language necessarily to understand the academic concepts
- Intellectually motivating, challenging, and purposeful tasks (with support as needed)
- Scaffolding is provided to access grade-level content
- Multilingual (EL) students collaborate with others to learn authentic ways of using language
- Multiple modes of discourse are utilized in the learning context (collaborative, interpretive, productive)

Program Placement – Grades TK-5

- All TK-5 schools shall provide services for Multilingual students (EL). Based on their language proficiency level as per ELPAC. Students are placed in either Integrated/Designated ELD I, Integrated/Designated ELD II, or an Alternative Program as available when selected by the parents.
- Each site will implement the Equity Via Multilingual Innovation Program according to state, federal and district guidelines. The implementation criteria will include the number of Multilingual students (EL) per grade level, proficiency levels, diverse language needs, and the program option if selected by the parents.
- Elementary students will be grouped by proficiency levels at their respective sites and in their respective grade levels to maximize the effective use of resources (instructional materials, teachers with appropriate authorizations to teach Multilingual students (EL), and Bilingual Instructional Aides).

Program Placement – Grades 6-12

- Based on ELPAC language proficiency, local assessment criteria, teacher recommendations/documentation, individual student strengths, high school graduation requirement, and high expectations of Multilingual (EL) students, Guidance Counselors will place Multilingual (EL) students in either Integrated/Designated ELD I, Integrated/Designated ELD II, and/or Alternative Program as available when selected by the parents.
- Site personnel will have clear procedures implemented for the placement of Multilingual (EL) students in classes.
- The secondary Integrated/Designated ELD class settings/supports will place equal emphasis on developing skills in listening, speaking, reading, and writing, as well as academic content standards. These classes are aligned with the California English Language Development standards with benchmarks appropriate to the level of language proficiency.

Val Verde Unified School District ELD Instructional Resources

ELD Materials and Instructional Time

Multilingual students (EL) in grades TK-12 access state-approved, standards-based ELD materials for their ELD instruction. These supplementary instructional materials are used to accelerate pupils as effectively and efficiently as possible towards grade level proficiency in reading, writing, listening and speaking. Materials have been verified by the California Department of Education as being substantially correlated to identified state standards. A full selection of ELD materials is used at each of our schools. In accordance with district guidelines, daily Designated ELD instructional time has been allocated for each Multilingual student (EL): A minimum of 30 minutes for Transitional Kindergarten through fifth grade and a minimum of one ELD block (minimum of 1 period) for all Multilingual students (EL) in grades 6th through 12th.

Val Verde Unified School District ELD Instructional Resources
Grades TK – 5

Wonders (McGraw-Hill) **Core Adoption**

Wonders Works (McGraw-Hill) Intensive Intervention Grades 3-5 **Core Adoption**

Grades 6 – 8

Collections ELA/ELD (Houghton Mifflin Harcourt) **Core Adoption**

Collections ELD (Houghton Mifflin Harcourt) for EL Newcomer's Handbook

AVID Excel (AVID) Long-Term Multilingual students (EL) **Supplemental**

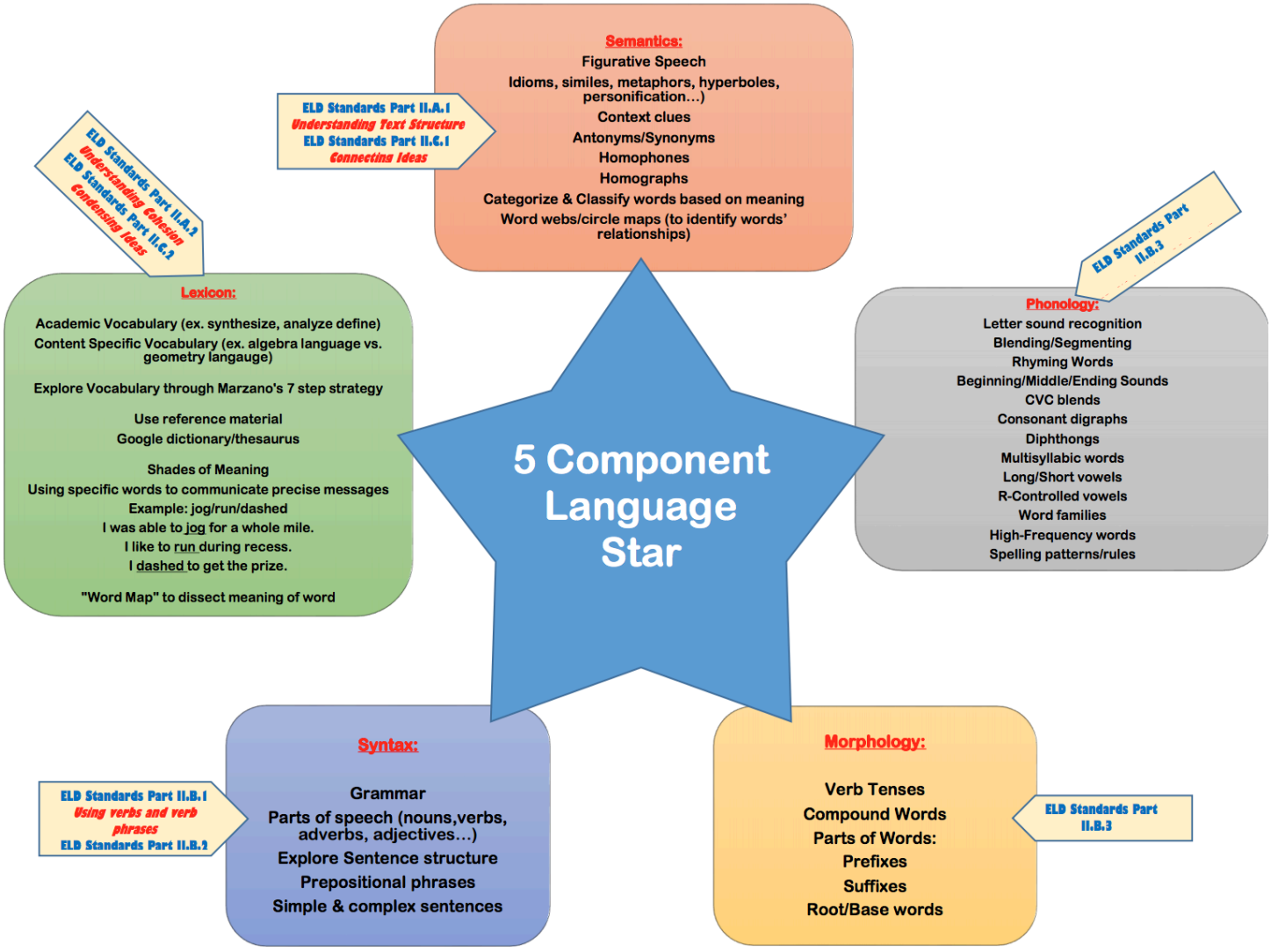
Grades 9 - 12

English 3D *(Houghton Mifflin Harcourt*) **Core Adoption**

Flex Projects *(McGraw-Hill)* **Supplemental**

Five Component Language Star and Designated ELD Time

Val Verde teachers and support staff are continuously trained on the effectiveness and best practice of implementing the Five Component Language Star (see below) during their Designated ELD instructional time. The Language Star refers to the five basic reading and language acquisition components - phonology, morphology, syntax, semantics, and pragmatics. Teachers and support staff are encouraged to be cognizant of the language star components as they prepare their ELD lessons in order to ensure a balanced language arts and reading instruction in their classrooms.



ELD Standards
English Language Development Standards are available to our teachers through our **EL Website**. The ELD Standards provide expectancy and achievement at the Beginning to Develop, Somewhat Developed, Moderately Developed, and Well Developed levels for Multilingual students (EL). ELD Standards address skills Multilingual (EL) students must acquire in initial English learning to enable them to become proficient on the ELA Common Core State Standards. The ELD Standards are designed to supplement the ELA Common Core State Standards to ensure that Multilingual students (EL) develop proficiency in both the English language and the concepts and skills contained in the ELA Standards.

The ELD Standards integrate listening, speaking, reading, and writing. These are written as pathways and in unification with the California ELA Common Core Standards.

Monitoring and Assessment of Multilingual students (EL)
Multilingual students (EL) are assessed on a regular basis using a variety of assessment tools. For each reporting period, teachers use collected data to make informed decisions about each Multilingual student (EL)'s growth. Teachers and Site Facilitators then use that information to initiate necessary interventions.

An individual student online profile which includes previous State English Language Arts Exam and ELPAC scores, current results of trimester or quarterly Benchmark and pertinent Multiple Measure Assessments (writing), ELD Online Matrix, and report card grades will be maintained in an AERIES database and student profile (online). The assessments will be maintained by the ELD teacher and monitored by the Bilingual Reclassifier, Bilingual Facilitator and site Principal.

At the end of the year, staff will file portfolio information in the green EL folder in the student's cumulative (CUM) folder. Student data shall be disseminated to counselors, ELD and content areas teachers when students change schools/grade levels. This information will assist teachers and counselors with making placement recommendations for the following year.

TK-5
Student proficiency and growth in English is assessed continuously using a variety of measures. Students are evaluated in the areas of reading, writing, speaking, and listening. Assessments include:

- English Language Proficiency Assessment for California - ELPAC
- Publisher-created assessments from McMillan McGraw-Hill
- Teacher observation
- Student work
- District Benchmark Assessments
- Writing assessment using district rubrics
- Classroom grades
- ELD Online Matrix
- California Assessment of Student Performance and Progress (CAASPP)

6-12

As with TK-5, student proficiency and growth in English is assessed continually. However, the measures used are different. Assessments include:

- English Language Proficiency Assessment for California - ELPAC
- Publisher-designed assessments from Houghton Mifflin
- Teacher observation
- Student work
- Writing assessment using district rubrics
- Grades
- ELD Online Matrix
- District Benchmark Assessments
- California Assessment of Student Performance and Progress (CAASPP)

EL 15 – Access to Standard Instructional Program

Academic instruction for Multilingual (EL) students must be designed and implemented to ensure that Multilingual students (EL) meet Val Verde's content and performance standards for their respective grade levels within a reasonable amount of time.

Val Verde must ensure that Multilingual (EL) students in middle and high school are not denied participation in the standard instructional program, which, at a minimum, means:

- Enrollment in the standard instructional program, which, at a minimum, consists of:
    - Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
    - Courses required to meet state and local high school graduation requirements, and
    - Courses required for middle school grade promotion;
    - Enrollment in a full course load of courses that are part of the standard instructional program, and
    - Enrollment in courses that meet the subject matter requirements for purposes of recognition for college admissions, such as honors or advanced placement courses.

Val Verde USD monitors student academic progress and provides additional and appropriate educational services to Multilingual (EL) students in TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)

EL Roadmap Policy Principle #2: Intellectual Quality of Instruction and Meaningful Access

A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).

B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.

D. ELs are provided access to the full curriculum along with the provision of EL supports and services.

F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.

Academic Instruction/Access to the Core Curriculum

Academic instruction for Multilingual students (EL) is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

The district has implemented a plan to assist all Multilingual students (EL) to achieve at high levels in the core academic subjects so that Multilingual (EL) students can meet the same challenging state academic content and achievement standards that all students are expected to meet.

The district has developed and is implementing a plan for monitoring and overcoming any academic deficits Multilingual students (EL) incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

It is essential that Multilingual students (EL) access well-articulated, standards-based core curriculum instruction. In Integrated/Designated ELD class settings, this core instruction in all subjects is taught "overwhelmingly" in English through Integrated ELD via Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as appropriate to further motivate, clarify, direct, support and explain. In the event students enroll in the Alternative Program, they will receive full access to grade level core curriculum by means of direct instruction in their native language and in English, using SDAIE approaches, as appropriate to their levels of English language proficiency.

Differentiated English Language Development (ELD)

Structured English Immersion (SEI)/English Language Development I (ELD I): In this classroom setting, Multilingual (EL) students are provided with Designated English Language Development (ELD) and Integrated English Language Development (ELD)/sheltered instruction, as needed, until they are reclassified. In this classroom setting, *nearly* all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English at ELPAC Levels: (1)"Beginning to Develop" thru (2) "Somewhat Developed." At minimum, students are offered Designated and Integrated ELD; as well as access to grade level academic subject matter content.

Structured English Immersion (SEI)/English Language Development II (ELD II): In this classroom setting, Multilingual (EL) students are provided with Designated English Language Development (ELD) and Integrated English Language Development (ELD)/sheltered instruction, as needed, until they are reclassified. In this classroom setting, *all* classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English at ELPAC Levels: (3) "Moderately Developed" thru (4) "Well Developed." Students are offered Designated and Integrated ELD instruction in tandem with grade level content instruction to achieve high levels of English proficiency while mastering grade level standards.

EL Program to Meet Strengths and Needs of At-Risk of Long-Term and Long-Term English learners

The Val Verde Unified School District (VVUSD) meets the strengths and needs of our long-term English learners and English learners at risk of becoming long-term English learners by designing and implementing instruction for students to meet the state's content and language standards for their respective grade levels in an effective amount of time. VVUSD's Equity Via Multilingual Innovation Program assists Multilingual (EL) students in achieving high levels of English proficiency and mastery in the core academic subjects and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Every Multilingual (EL) student, including students who are identified as at risk of becoming long-term English learners and long-term English learners, receives Integrated and Designated English Language Development (ELD) instruction and supports, to develop proficiency in English (listening, speaking, reading and writing) as effectively as possible. ELD lessons are differentiated to be appropriate for students' varying identified levels of language proficiency. VVUSD utilizes a two-prong approach to assist English learners in recouping academic and/or linguistic deficits. At all grade-levels, the district monitors the progress of English learners as a preventative measure and on-going student support through the Multiple Tiered Systems of Support (MTSS)/Response to Intervention (RtI) process; however, if such deficits in language proficiency are discovered, as per the following listed district criteria, appropriate actions to overcome such deficits are taken before they become irreparable: 1) Students who need to recoup academic and language skills deficits, 2) students who do not qualify (DNQ) for reclassification, as well as 3) students who have not made expected progress through ELPAC levels are targeted for assistance in their area(s) of need through a Catch-Up Plan (CUPs). CUPs are completed electronically using the student information database indicating interventions, goals, and results of interventions. In addition, English learners identified as at risk of becoming long-term English learners and long-term Accessing the Core Curriculum in Content Areas

Supporting Integrated ELD Instruction through SDAIE Strategies:

- Contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification), because students have a variety of resources in the environment that enable them to construct meaning out of what is said or read;
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries);
- Grade-level content instruction in English designed for Multilingual students (EL);
- Facilitating Multilingual students (EL) in accessing the same core curriculum as that of English only students;
- Language-sensitive and culture-sensitive content instruction;
- Delivered through comprehensible language;
- Making accommodations in the learning environment so more students are able to access the content;
- An ideal place to use oral language for communication;
- Good content instruction when the input is made comprehensible;
- Instruction encouraging the active use of language and the emphasis on enduring understanding;
- Instruction that allows the teacher to check for understanding frequently using interactive strategies;

• Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development.
• Built on language modifications such as pause time, questioning, pacing, and highlighting.

Key Features of SDAIE Strategies:
In effective SDAIE classrooms, principals and teachers work together to ensure the use of sound practices that make content comprehensible for Multilingual students (EL).

These practices include:
- Modeling & scaffolding
- Contextualizing & building schema
- Reframing & developing metacognition
- Checking for comprehension
- Monitoring/assessing/questioning
- Adjusting speech register
- Orchestrating all modalities of learning
- Collaborating, interacting, and creating effective student groups

Val Verde Unified School District ELD Instructional Resources
Grades TK – 5

Wonders (McGraw-Hill) **Core Adoption**

Wonders Works (McGraw-Hill) Intensive Intervention Grades 3-5 **Core Adoption**

Grades 6 – 8

Collections ELA/ELD (Houghton Mifflin Harcourt) **Core Adoption**

Collections ELD (Houghton Mifflin Harcourt) for EL Newcomer's Handbook

AVID Excel (AVID) Long-Term Multilingual students (EL) **Supplemental**

Grades 9 - 12

English 3D *(Houghton Mifflin Harcourt*) **Core Adoption**

Flex Projects *(McGraw-Hill)* **Supplemental**

Primary Language Support
For Multilingual students (EL) at Beginning Stage & Somewhat Developed, access to the core can be facilitated by primary language support (PLS). The assignment of a BCLAD teacher is always the best method for providing PLS. However, when a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certified teacher and every effort will be made to provide a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

Policy for Retention of English Learner Students

All students classified as English Learners (EL) will be held to the same standards established by the Board of Education for promotion and retention. The discussion of retention or promotion of the Multilingual students (EL) will be based upon their academic achievement within the curriculum provided to them in either English or in their primary language, and must be monitored in conjunction with the students linguistic progress. The law states that if any student does not achieve at the established academic level due to the lack of English Language skills, he/she will not be retained. Students who do not make adequate progress throughout the year towards English language proficiency will be placed into one of the following intervention programs: before/during/after school programs, tutoring, and/or summer school.* Students enrolled in an Alternative Bilingual Program also will be expected to meet benchmarks in Spanish.

***When funding is available.**

Monitoring & Interventions for Multilingual students (EL)

Assisting Students in Recouping Academic and Language Proficiency Deficits

Val Verde Unified School District supports a two-prong approach to assist students in recouping academic deficits. The district and schools monitor progress of Multilingual students (EL) to prevent any academic (any content area) deficits from developing through the RTI process; however, if such deficits in language proficiency are discovered as well, appropriate actions to overcome them are taken before they become irreparable. Students who need to recoup academic and language skills deficits, students who do not qualify (DNQ) for reclassification, as well as students who have not made expected progress through ELPAC levels are targeted for assistance in their area(s) of need. In addition to the RTI monitoring and interventions, Catch-Up Plans (CUPs) are generated electronically based on specific language deficit criteria. CUPs are completed online using the student information database indicating interventions, goals, and results of interventions. At the elementary level, teachers meet with parents during Parent-Teacher conferences to explain the area(s) of student concern and goal(s). At the secondary level, teachers meet with parents to explain area(s) of student concern and goal(s). Teachers utilize the Catch-Up Plan for these students and document academic interventions as well as Bilingual Intervention Goals (BIG) for the student. Schools provide appropriate and additional educational services which include some of the following:

- Placement in a supplemental program (Small Group Assistance provided by bilingual instructional aides)
- Cross-age or peer tutoring
- Cooperative learning techniques
- Individual or small group assistance/instruction by a teacher
- Extended day (before or after school) tutoring programs *
- High School Saturday school *
- Remedial summer intervention programs *
- Summer Multilingual student (EL) Academy *
- Referral to the Language Assessment Team (LAT)

Supplement B:
Multilingual students (EL) and G.A.T.E.

Gifted and Talented Education (GATE) for Multilingual students (EL)

Val Verde Unified School District recognizes the need for a program model that identifies and services the gifted Multilingual students (EL). The increasing diversity of the school-age population and difficulty of identifying gifted children with diverse backgrounds point to a pressing need for assessment models that take into consideration the complex cultural, linguistic, and experiential factors that affect expression of gifted potential. The intent of this program is to increase the identification of GATE students amongst the Multilingual student (EL) population.

State and Federal Guidelines

The Federal government has defined "gifted and talented children" as children and youth who are identified at the elementary or secondary levels as possessing demonstrated or potential abilities that give evidence of high performance capability in such areas as intellectual, creative, academic, leadership, or performing and visual arts, and who thereby require services or activities not ordinarily provided by the school.

The California legislature has found and declared that it is in the public interest to support unique opportunities for high-achieving and underachieving pupils in the public elementary and secondary schools of California who are identified as gifted and talented. The legislature further declared its intent that special efforts be made to ensure that students from economically disadvantaged and varying cultural backgrounds be provided with full participation in these unique opportunities.

The State of California has very clear guidelines for the identification process for gifted and talented students. It is the school district's responsibility to develop the methods and procedures for identifying these students. The method of identification must conform to these general principles:

- Standards shall ensure the identification of pupils who possess a capacity for excellence far beyond that of their chronological peers
- Methods shall be designed to seek out and identify those pupils whose extraordinary capacities require special services and programs
- Provision shall be made for examining a student's range of capacities
- Methods and techniques of identification shall generate information as to a student's capacities and needs
- There shall be equal opportunity to be identified in the categories served
- Methods shall be designed to seek out and identify gifted and talented students from varying linguistic, economic, and cultural backgrounds

Current Recommendations
In an effort to identify more language minority students as gifted and talented, the following current recommendations are made:

- An emphasis must be made on the nomination of underrepresented minorities, particularly Multilingual students (EL)
- Development of criteria and procedures that allow access by language minority students
- Provision of staff development for teachers of Multilingual students (EL) in the identification and recognition of giftedness in minority students

Identification of Multilingual student (EL) GATE Students
In order to address the area of identification of students from historically underrepresented cultural and linguistic groups, Val Verde Unified School District instituted the use of the CogAT test (Cognitive Abilities Test), which measures reasoning skills in verbal, quantitative, and non-verbal questions. However, standardized test scores are still weighted heavily in the identification process. The district has implemented multiple measures in order to ensure equitable access to the program, including:

- Parent Survey (available English and Spanish)
- Teacher Survey A: Student Characteristics
- Teacher Survey B; Creative or Productive Thinking
- School Performance: Report Card Grades
- Academic Achievement: California Assessment of Student Performance and Progress (CAASPP)
- Intellect: CogAT Assessment
- Demonstrated Talents
- Special Consideration Checklist

Service for Multilingual student (EL) GATE Students
Any student identified as gifted or talented has access to all programs and services for GATE students, which may include class clusters, after-school enrichment, and/or Saturday academies. Special considerations are made on a case-by-case basis for classroom placement of Multilingual students (EL) because of their linguistic needs.

Supplement C:
Multilingual students (EL) & Special Education Services

Special Education for Multilingual students (EL)
This document is a supplementary section of the Val Verde Unified School District (VVUSD) Special Education Handbook and Master Plan for the Education of Multilingual students (EL). It ties together the components that need to be implemented into educational program services for students who are identified as Multilingual students (EL) (EL) who may need and/or are identified for special education program services It includes guidelines for understanding second language acquisition, assessing English language proficiency, referral to RtI^2 team, special education evaluation, eligibility considerations, development of individualized education program goals, instructional setting options, and reclassification procedures.

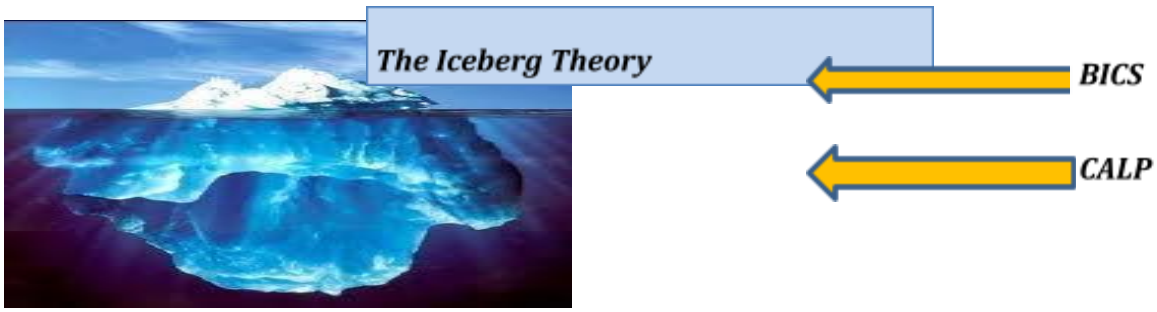
Understanding Second Language Acquisition
It is important for all school personnel to maintain a patient, but attentive, perspective while observing the development of second language learning. A student often displays certain language transfers and over-generalizations from one language to another, which may appear to mislead the student and impede progress. The reality may be that the student is merely passing through common second language learning processes.

- Limited English Proficiency: It is normal for second language learners to demonstrate a lower level of English proficiency than their monolingual-speaking peers.
- Silent Period: Many children learning a second language need a "silent period" in which they do not speak but focus on the sounds, syntax, and comprehension of the new language and produce little output. This period may last from several weeks to a year and should not be confused with an expressive language delay.
- Interference: A communicative behavior from the first language may carry over into the second language, which creates errors in English. This can occur in all areas of language: syntax, morphology, phonology, pragmatics, and semantics. Language patterns from the first language may influence how one phrases a particular message in the second language. For example, a Spanish speaker learning English may invert the noun and adjective in English.
- Fossilization: This may occur when "errors" in the first language becomes fixed into the second language and is no longer receptive to correction (i.e., I have sixteen years; my brother he like coffee).
- Inter-Language: This is characterized by transitional linguistic patterns that are similar to children learning English as their first language. For example, when children learn to form the past tense with –ed, overgeneralization occurs by applying this rule to all verbs. Inconsistent errors reflect the progress the student is making in learning a new language and should not be viewed as evidence of an abnormality.
- Code-Switching: This common phenomenon involves alternating between first and second language within the same sentence or paragraph and is not necessarily an indicator of a problem.
- Primary Language Loss: When the primary language is not reinforced while learning a second language, the skills and proficiency in the primary language will diminish from

lack of use. While children may appear "deficient" in their primary language, this should not be interpreted as a language disorder or primary language delay.

- Reduced Primary and Secondary Language Learning: Minimal language exposure to either language may result in delays or deficiencies on most formal, standardized language measures and cannot be attributed to an inherent language-learning disability.

There are also affective variables that may influence second language acquisition. In regard to motivation, one needs to consider if the student is becoming acculturated into the English language environment, how much there are shared experiences in both languages, if there is congruence between the student's culture and the dominant group, if the student's family is transient, and if the student feels the second language will threaten his/her identity. Personality factors of self-esteem, extraversion, and assertiveness may influence acquisition. High anxiety will impact the acquisition of the second language. Finally, socioeconomic status may impact social interactions and the development of friendships. An iceberg has been utilized to symbolize two major components of second language proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The "tip of the iceberg" or surface area above the water represents BICS, the language skills which others can readily "see" as fluency. BICS is often referred to as "playground" or "survival" English as it is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. BICS language is often accompanied by gestures, is relatively undemanding cognitively, and relies on the context to aid understanding (e.g., asking permission to go to the bathroom, following directions to line up for recess). It takes approximately two years to be commensurate with English-speaking peers.



In contrast, the area of the iceberg below the surface represents CALP, the language skills which are "hidden" from view but are required to perform cognitively demanding academic tasks in a context reduced environment (e.g., classroom lectures, textbook reading, standardized tests). Development of CALP takes approximately 5-7 years to be commensurate with English-speaking peers. In part this is because CALP language is not heard in everyday conversation and is comprised of low frequency words, complex syntax, and abstract expressions.

The Stages of Sequential Second Language Acquisition

It is important to understand the sequential stages of language acquisition to be able to compare how a student is doing with what is expected at each stage, particularly when considering making a referral to determine if a student has a possible deficit or delay in development.

Stage (Level) 1 - Pre-production: 0 - 6 Months in US School

Student focuses on comprehending the communicative message. Children try to associate new words with the vocabulary in their first language. They pay particular attention to nonverbal communication such as facial expressions and gestures. They may respond with simple words or nonverbally by pointing, touching, or nodding. This is sometimes called the *Silent Period. Activity/Lesson Focus: Emphasize receptive skills with listening comprehension, choosing, matching, drawing, and miming activities.*

Stage (Level) 2 - Early Production: 6 Months -1 Year in US School

Student communication is characterized by one and two word phrases and many grammatical errors. Common nouns, verbs, and adjectives emerge first. Vocabulary must be learned in context of themes, stories, or personal lives of students. The student focuses on conveying meaning as opposed to using correct forms. *Activity/Lesson Focus: Emphasize expressive skills using listening, naming, and categorizing activities which encourage students to use the vocabulary that they already understand.*

Stage (Level) 3 - Speech Emergence: 1- 3 Years in US School

Students have now acquired limited vocabulary and can respond to literal questions and use simple sentences and engage in conversations. Students may still make punctuation and grammatical errors. Many of their utterances are "chunks" which they have learned as a whole without understanding the exact meaning of each word. Errors of omission are common. *Activity/Lesson Focus: Emphasize more complete language forms such as comparing and contrasting, definitions, descriptions, and retelling (stories, legends, fables, etc.)*

Stage (Level) 4 - Intermediate Fluency Stage: 3 - 5 Years in US School

Students continue to develop excellent comprehension and are beginning to function in normal conversation. However, they continue to lack sufficient academic language to compete with native English speakers. Students actively engage in communication and fluency. Literacy skills and academic language are continuing to develop.

Activities/Lesson Focus: Use existing skills to produce responses that require creativity, critical thinking skills, and complex sentence structures.

Stage (Level) 5 - Proficient Stage: 5 - 7 Years in US School
Students can "be themselves" in a variety of situations and settings and using listening, speaking, reading, and writing skills with few errors. *Activities/Lesson Focus: Continue reading and writing assignments with increased focus on evaluation and analysis.*

Referral to the RtI^2 Team
When a student is not making sufficient progress on the ELD standards and has an identified or suspected disability, it is appropriate for the teacher and/or parent to make a referral to the Response to Intervention Team (RTI) for consideration of interventions. On the RTI forms, the teacher must identify the student's current EL Level and note any concerns that may be pertinent to the student's language acquisition.

Special Education Evaluation
Once the RtI^2 file has been reviewed, a disability is suspected, and an evaluation for special education services has been deemed appropriate, the parent/guardian shall be provided with the following forms in a language understandable to them (available in English and Spanish): Parent Rights and Procedural Safeguards, Prior Written Notice, and a proposed Assessment Plan.

Students classified as English only (EO) or Fluent English Proficient (FEP) may be tested in English. When a student is identified as an Multilingual student (EL) (EL), the decision-making process requires more thought. When a student is classified as a Beginning Stage or in the Somewhat Developed Level, it is recommended that the assessment be conducted in the student's primary language unless to do so is clearly not feasible. The data collected by the RtI^2 members on students identified at the Moderately Developed or Well Developed levels should be comprehensive enough to determine if the assessment should be conducted in English and/or in the student's primary language using qualified personnel.

Eligibility Considerations
When determining eligibility for special education services for students identified as Multilingual students (EL), the following factors must be documented in the multidisciplinary report:

- Limited English language acquisition, cultural and experiential differences, and/or economic disadvantages are not the primary cause of the student's learning problems.
- Other school resources have been considered and, when appropriate, utilized yet still found to be insufficient to meet the student's needs.
- Academic achievement is significantly below English oral language proficiency – verified by language assessment data.
- Alternative and/or nonverbal assessment data are considered valid indicators of the student's abilities.
- The student meets one or more of the special education eligibility criteria delineated in Education Code
- Whether the student's needs can be met with supplementary aids and services within the general education environment and if the student does or does not require special education support services.

Development of Individualized Education Program Goals
Each student's individualized education program (IEP) must indicate the student's language classification and stage of language acquisition, describe his/her present levels of performance, and eligibility criteria. For students eligible for special education services, the IEP team must develop desired outcome goals designed to remediate or improve the specific area(s) of deficit. The goals should address the curriculum standards of the core instructional programs and should be based on baseline/present level data. For students with significant disabilities, goals must also include benchmark objectives and may be based on alternative curriculum standards.

If a student is identified as an Multilingual student (EL) and in need of special education services, the IEP team must mark "yes" in the "linguistically appropriate goals needed" box on the IEP. The team must develop goals that reflect the student's cognitive and linguistic development and their language of instruction in order to be linguistically appropriate. The following criteria should be included for any goal and objective to meet the definition of being linguistically appropriate:

- It states specifically in what language (i.e., English, Spanish) the particular goal(s) will be accomplished. It may also address methodology and the credential of the service provider.
- It is appropriate to the student's level of linguistic development and proficiency in that language – reflected in the ELD level addressed in present levels and growth desired.
- It is consistent with the known developmental structure of that language – it follows the stages of language acquisition from Beginning, Early Intermediate, Intermediate, Early Advanced, to Advanced.
- It provides cultural relevance in the curricular framework.

Some sample ELD goals and objectives are provided within the IEP Guidebook Appendices.

Instructional Setting Options
A continuum of program options is available to meet the needs of all students. The IEP team's determination of appropriate program placement, related services needed, and curriculum options to be offered is based upon the unique needs of the student rather than the label describing the disabling condition or the availability of the program. Each student with a disability has the right to an educational program designed to meet his/her individual needs based on his/her present levels of performance, identified goals, supports and services needed.

The special education service options include Specialized Academic Instruction, Intensive Individual Services, and/or Individual and Small Group Instruction. A student with an identified disability may be provided with Related Services (RS) while participating in the general education or special education environment. RS are defined as developmental, corrective and other services as may be required to assist an individual with exceptional needs to benefit from special education. RS options include: language and speech, adapted physical education, health and nursing – specialized physical health care services, health and nursing – other services, assistive technology services, occupational therapy, physical therapy, individual counseling, counseling and guidance, parent counseling, social work services, psychological services, behavior intervention services, day treatment services, specialized services for low incidence disabilities, specialized deaf and hard of hearing

services, interpreter services, audiological services, specialized vision services, orientation and mobility, Braille transcription, specialized orthopedic services, reader services, note taking services, transcription services, recreation services, and transportation. RS options for transition planning for students 16 and older include college awareness/preparation, career awareness, vocational assessment, counseling, guidance, and career assessment.

The educational program options available for Multilingual students (EL) include Integrated/Designated ELD I, English Language Mainstream (ELM), and Alternative Education Program with primary language instruction when available.
In making instructional program decisions on behalf of a student in need of both special education and English language support, the following factors should be considered:

- For a student in need of part-time special education support services, the general education teacher's classroom setting and qualifications are the primary considerations.
- For a student in need of special education support the majority of the school day, the special education teacher's classroom setting and qualifications are the primary considerations.
- Teachers working with ELL students need to know SDAIE methodologies.
- Students in need of ELD instruction specially tailored to his or her fluency level must receive such instruction from a qualified (i.e., CLAD certified) teacher or teacher-in-training using board-approved instructional materials. Such instruction may occur within special education or be provided by a mainstream general education teacher, as determined by the IEP team.
- At TK-5 grade levels, ELD instruction must be provided a minimum of thirty (30) minutes per day.
- At 6-12 grade levels, ELD instruction must be provided a minimum of fifty (50) minutes per day.
- Primary language support needs must be considered and may be provided as available within the school staffing arrangements. It is especially critical to coordinate program services between general and special education for this population.

All instructional program decisions must be documented on the student's IEP and subsequently implemented as stated once parental consent is obtained. There must be a 1-1 correspondence between the IEP program statements and the student's class schedule to be legally compliant. The IEP must be reviewed at least annually and may be changed during that time through an addendum/amendment IEP team meeting. For the Multilingual student (EL), the ELPAC shall be updated annually, with results guiding decisions about possible reclassification.

Sample RTI^2 Referral Forms to Support Multilingual students (EL)

Val Verde Unified School District
Response to Instruction and Intervention –
Student Intervention Profile

Student Name: _____Grade: _____DOB:_____Age_____Date:_____

Parent Name(s):_____Phone:_____

Teacher:_____School: _____ELL Level:_____

Vision: Pass/Fail Hearing: Pass/Fail Date: _____ Retained: No___Yes ___Grade: _____Year:_____

Attendance: Days Enrolled_____Absences_____Tardies_____

Past Attendance History:_____

Kindergarten and First Grade Assessment Data:	Pre: Date: _____	Tri 1: Date:_____	Tri 2: Date:_____	Tri 3: Date:_____
Capital Letters	/26	/26	/26	/26
Lower Case	/26	/26	/26	/26
Letter Sounds	/26	/26	/26	/26
Rote (Oral) Counting	/20	/20	/50	/100
Number Recognition	/31	/31	/31	/31
Sight Word Recognition	/	/	/	/
Blend Letter Sounds	/	/	/	/

95% Screener Assessment Data:	Date:	Date:	Date:	Date:
Letter Names and Sounds				
VC and CVC				
Consonant Blends				
Consonant Digraphs				
Long Vowel Silent -e				
Predictable Vowel Teams				
Unpredictable Vowel Teams				
Vowel -r				
Complex Consonants				
Fry Words				

Istation Data: Please see attached Student Summary Report	Overall Reading Score Tier (circle): 1, 2, or 3 Grade Equivalent: _____

Student Goal:

_____

_____

People Responsible:_____

Intervention:_____

Group Size: 2-6: _____Individual:_____Frequency: _____X per week for _____min Day/Times_____

Parent contacted: Yes____ No____ Date:_____ Method:_____

Did the Student meet the above goal?

- ❑ Student is making progress. Continue current intervention.
- ❑ Student met goal. Create new goal.
- ❑ Intervention did not help. New intervention needed. Set new goal.

Follow-up goal:

_____

_____

People Responsible:_____

Intervention:_____

Group Size: 2-6: _____Individual:_____Frequency: _____X per week for _____min Day/Times_____

Parent contacted: Yes____ No____ Date:_____ Method:_____

Sample RTI^2 Referral Forms to Support Multilingual students (EL) (Continued).

Follow-up goal:

People Responsible:

Intervention:

Group Size: 2-6: _____Individual:_____Frequency: _____X per week for _____min (Day/Times)_____

Parent contacted: Yes____ No____ Date:_____ Method:_____

Meeting Participants:

	Signature	Printed Name
Parent/Guardian		
Teacher		
Other		
Other		

Summary

Appendix

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding - low
	Expanding - mid
Level 3	Expanding - upper
	Bridge - low
Level 4	Bridge - upper

I-FEP	Initially scores Fluent English Proficient
FEP-C	An Multilingual student (EL) who is a Candidate for reclassification
FEP-R/M	Student has been Reclassified and is being Monitored for four years
FEP-DNQ	Student Did Not Qualify for reclassification
FEP-X	Student has been Exited from the program after being reclassified and monitored for four years

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

A Guide to Understanding ELPAC

The ELPAC is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.

The ELPAC has two parts:

	Initial Assessment	Summative Assessment
Who	Students will take the Initial Assessment if: ■ the student has a primary language other than English, ■ the student has not taken the CELDT or ELPAC before, and ■ the student has not been classified before as an English learner.	The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment.
What	The Initial Assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English.	The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.
When	Students are given the Initial Assessment within 30 days of when they enroll at the school.	Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.
Why	Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.	

Relevant Multilingual student (EL) Online Sources

English Language Proficiency Assessment for California:
http://www.elpac.org

ELPAC Blueprints:
http://www.cde.ca.gov/ta/tg/ep/documents/elpacblueprts.pdf

2014 ELA/ELD Framework
http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

ELD Standards and Appendices
http://www.cde.ca.gov/sp/el/er/eldstandards.asp

Glossary of Terms and Acronyms

Abbreviation	Meaning	Abbreviation	Meaning
ALT	alternate assessment	IFEP	initially fluent English proficient
CALPADS	California Longitudinal Pupil Achievement Data System	LEA	local educational agency
CDE	California Department of Education	NPS	nonpublic, nonsectarian school
CSEM	conditional standard error of measurement	NT	not tested
EL	English learner	RFEP	reclassified fluent English proficient
ELPAC	English Language Proficiency Assessments for California	SA	Summative Assessment
GIS	Group Identification Sheet	TOMS	Test Operations Management System
IA	Initial Assessment	UIN	Unique Identification Number

E.L.P.I.	**Multilingual student (EL) Progress Indicator: The progress indicator that measures yearly progress of Multilingual students (EL) per district and site performance.**
Multilingual student (EL) (EL)	**Multilingual students (EL) are students with a primary language other than English who are not yet proficient in English.**
Primary Language	**The language identified (at the local level) to be the student's primary language based on information provided in the HLS upon his or her first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify whether he or she is to be assessed with the ELPAC.**
Home Language Survey (HLS)	**In accordance with California *Education Code* (*EC*) Section 52164.1, LEAs are required to have a HLS form completed by the student's parent or guardian at the time of first enrollment in a California public school, indicating the language used in the home.**
Initial Fluent English Proficient (IFEP)	**IFEP students are students with a primary language other than English who took the ELPAC within 30 days of enrollment in a U.S. public school and who met the school district criterion for English language proficiency**
ELPAC	**English Language Proficiency Assessment for California – Effective 17-18 school year.**
Language Domains	**Domains are the areas of listening, speaking, reading, and writing assessed by the ELPAC.**
Initial ELPAC Assessment (IA)	**The assessment first given to newly enrolled students, whose primary language is not English, as an initial assessment of English language fluency.**
Summative ELPAC Assessment (SA)	**The assessment given annually to all enrolled Multilingual students (EL), whose primary language is not English, to measure progress towards English language proficiency.**

PLDs	**Proficiency Level Descriptors – reported language proficiency levels by ELPAC.**
English Proficient Level	**The criterion for English language proficiency is an overall score of Well Developed (4) on ELPAC.**
Performance Levels	**Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular English-proficient level. In accordance with ELD standards, student ELPAC scores are identified as falling into one of four performance levels: Beginning Stages, Somewhat Developed, Moderately Developed, Well Developed.**
English Language Development (ELD) Standards	**The ELD standards, adopted by the State Board of Education (SBE) in 2012, define what Multilingual students (EL) in California's public schools must know and be able to do as they progress toward full fluency in English. Links to the ELD standards are available in both English and Spanish on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/.**
Reclassification	**Reclassification is the local process used by LEAs to determine if a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. *EC* Section 313(d) specifies the four criteria that must be used when making reclassification decisions locally.**
Reclassified Fluent English Proficient (RFEP)	**Students with a primary language other than English who were initially classified as Multilingual students (EL), but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP.** ***EC* Section 313(d) specifies four criteria that LEAs must use in reclassifying students from Multilingual student (EL) to fluent English proficient (RFEP). The four criteria are:** **• Assessment of English language proficiency, which in California is the ELPAC.** **• Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance.** **• Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.** **• Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the State Standardized Test for ELA or the CMA for ELA).**

Local Educational Agency (LEA)	**An LEA is a government agency which supervises local public primary and secondary schools in the delivery of instructional and educational services. For Title III Accountability, LEAs include school districts, county offices of education, direct-funded charter schools, and consortium leads.**