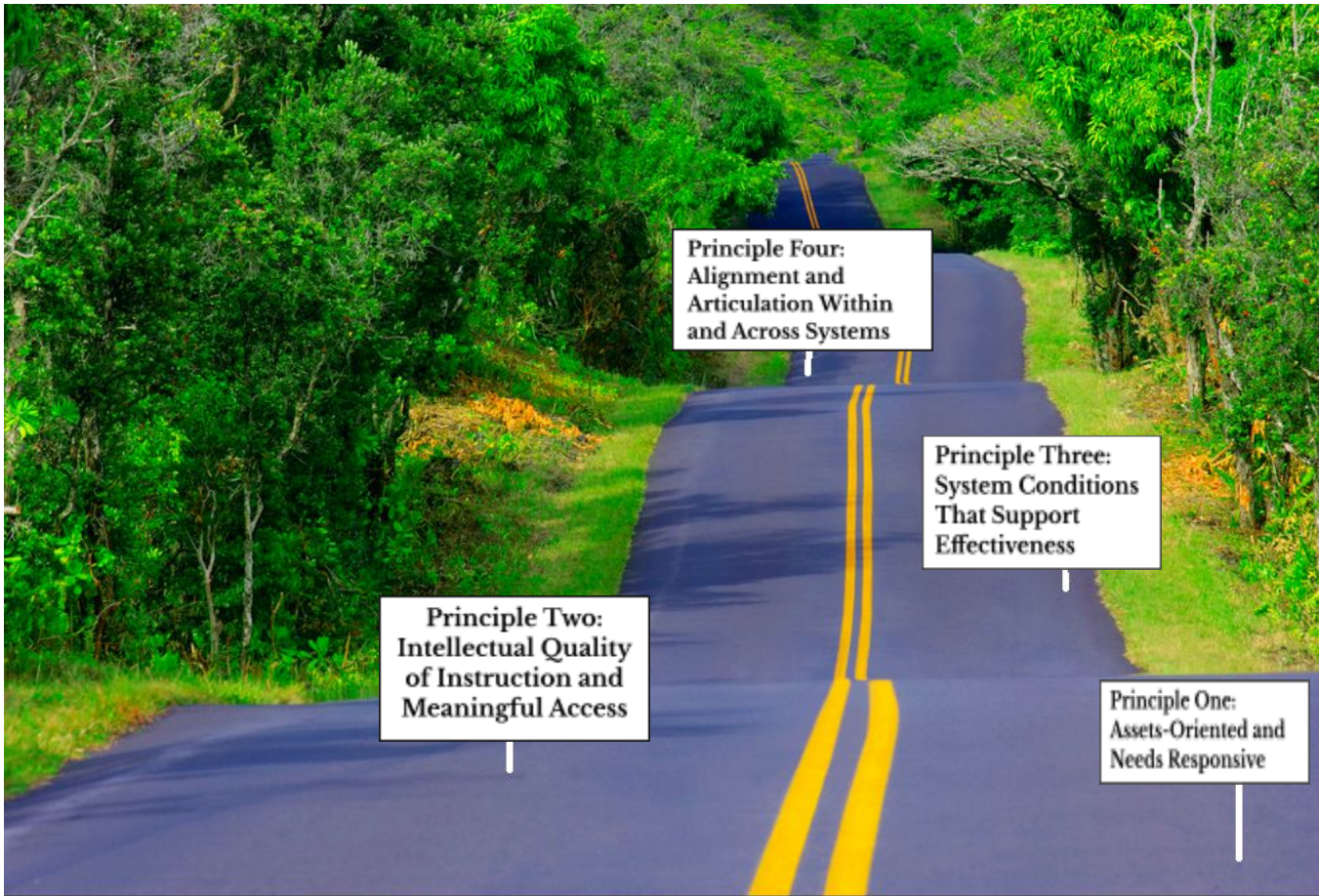


Master Plan For English Learner Success



Conejo Valley Unified School District

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August, 2019

Approved by the Conejo Valley Unified School Board

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Message from the Superintendent

In the Conejo Valley Unified School District we believe all students deserve an exceptional educational experience filled with opportunity and choices.

We are proud to use collaboration and teamwork at every level of our District to meet the individual needs of all our students. This teamwork is part of “The Conejo Way,” where we engage our students, support the diversity of our learners, and involve our parents/guardians to ensure successful academic outcomes.

CVUSD serves more than 18,700 students with approximately 1,900 of those students enrolled in our English Learner program.

To prepare our English Learner students for successful futures, a consistent, dedicated plan for teaching, learning, and strategic intervention at all of our school sites is key.

Our Master Plan for English Learner Success provides an outline for our District wide vision for English Learner services available to the families we serve. From the initial identification, assessment, and placement of our students to their ultimate reclassification, this plan provides the procedures and practices that set the foundation for the tracking of our students’ progress and overall success.

Most importantly, this Master Plan for English Learner Success encompasses our core beliefs of implementing targeted actions and services that support positive student outcomes.

Thank you to our District teachers, administrators, support staff, and parents for their dedicated efforts in putting this plan together. This is a wonderful example of how members across the CVUSD community and broader Conejo community successfully collaborate for the greater benefit of the students we serve.

Sincerely,

**Dr. Mark McLaughlin
Superintendent**

Executive Summary

The Master Plan for English Learner Success was updated during the 2017-2018 and 2018-2019 school years. On the following pages you will find a plan that addresses how we strive to meet the needs of our English Learner (EL) students. This plan serves as an operational guide for the full implementation of educational services for ELs TK-12.

ELs represent about ten percent of our District's total population. Approximately 18,500 students are enrolled in our TK-12 program. At any given time, we have over 35 different languages represented.

Our commitment to closing the opportunity gap for all students drives us to provide our ELs with effective ongoing support through a cycle of instruction and use of evidence-based practices, assessments to inform instruction, appropriate monitoring, and evaluation of the program effectiveness.

The English Learner Committee collaborated and updated the following English Learner Master Plan for Success.

The foundation of our Master Plan of English Learner Success is based on the foundational understanding that simultaneously developing English Learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a responsibility to ensure meaningful access to the core curriculum of all English Learners.

The Master Plan is organized into sequential chapters. Each chapter represents key topics in regard to ELs. It is arranged in this way so that one can see the entire process, ranging from EL students' initial enrollment through how the program is funded.

To ensure efficacy, all District staff will be trained on the use of the Master Plan for English Learner Success annually as an operational guide. In addition, all District staff is accountable for following the procedures specified in this plan as well as ensuring that programs for ELs are optimally effective.

State and Federal laws, District Board Policies, research, and the input from stakeholders who worked throughout 2017-2018 shaped this updated Master Plan for English Learner Success to ensure that the very best pedagogy, practice, and procedures will be used in the Conejo schools.

The Master Plan for English Learner Success in its entirety can be found on the Conejo Valley Unified School District website at: <http://www.conejousd.org>

For support with any aspect of English learner services, please contact: English Learner Services at (805) 497-9511 ext. 295.

Introduction Background

In consideration of the recently adopted English Learner Roadmap Policy, English Learner Proficiency Assessment for California (ELPAC), and taking into account the Common Core State Standards, English Language Development Standards, ELA/ELD Framework, and the California Assessment of Student Performance and Progress (CAASPP), the Conejo Unified School District has undertaken a comprehensive update of its Master Plan for English Learner Success (*English Learner Master Plan*), last updated in 2014.

Conejo Valley Unified School District (CVUSD) serves over 18,500 students. Nearly 19% of all students speak a language other than English at home and approximately 10% are identified as English Learners (ELs). The majority (95%) of the District's English Learners were born in the United States. A small percentage (5%) of our English Learners are foreign born. In addition, the majority (85%) of ELs speak Spanish as their primary language whereas a smaller percentage of ELs (15%) represent over 35 other languages. CVUSD is committed to serve the diverse EL typologies who require comprehensive and complex educational and social emotional services.

The Master Plan for English Learner Success provides direction and guidance to District school leaders, teachers, bilingual support staff, parents, and students regarding the services available for linguistic and academic success of English Learners and the expectations the District holds for each school and classroom in which English Learners are served. It specifically identifies a comprehensive vision that embodies the aspirations of our District's parents, students, and educators. Furthermore, it articulates evidence-based approaches and best practices of effective English Learner instruction, describes the English language development approach, and develops instructional models implemented Districtwide.

Local Control Accountability Plan (LCAP), California State Priorities and English Learner Interrelated Principles

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees, and the community to establish these plans. The plans will describe the school District's overall vision for students, annual goals, and specific actions the District will take to achieve the vision and goals. The LCAP must focus on eight areas identified as State priorities and the English Learner Roadmap four interrelated principles.

The 2018-2019 CVUSD LCAP includes the following four major goals:

- Goal 1: Implement targeted actions and services that support positive student outcomes (Student Focused & Aligned to State Priorities 2, 3, 4, 5, 6, 7, 8).
- Goal 2: Ensure staff is provided with targeted professional development and has an understanding that all job responsibilities are structured to support positive student outcomes (Internal Focus & Aligned to State Priorities 1, 5, 6).
- Goal 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes (Community Focused & Aligned to State Priorities 3, 8).
- Goal 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes (School/Community Focused & Aligned to State Priorities 1, 5, 6).

The Eight State Priorities are areas for which school districts, with parent and community input, must establish goals and actions. This must be accomplished both Districtwide and for each school. The following are the State Priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education, and physical education standards.
3. Parent involvement and participation, allowing the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.

- 6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.**
- 7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.**
- 8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.**

The California State Board of Education (SBE) approved the California English Learner Roadmap Policy, which delineates the Four Interrelated Principles and its elements that are to be incorporated in the District's LCAP and Title III plans, to ensure that goals are aligned with evidence-based practices for educating English Learners. The California EL Roadmap signals that serving English Learners is a central responsibility of every educator.

The English Learner Roadmap calls for a systemic application of four interrelated principles that set the foundational understanding that simultaneously developing EL's linguistic and academic capacities is a shared responsibility. These principles intend to guide all levels of the system towards coherent and aligned set of practices, services, relationships, and approaches to teaching and learning. The four interrelated principles are:

- Principle One: Assets-Oriented and Needs-Responsive Schools**
- Principle Two: Intellectual Quality of Instruction and Meaningful Access**
- Principle Three: System Conditions that Support Effectiveness**
- Principle Four: Alignment and Articulation Within and Across Systems**

These principles are not meant to serve as a checklist, but as guiding elements of research-based and values-based approaches built upon California's EL initiatives and policies.

The following crosswalk between the CA EL Roadmap principles and the eight State priority areas aims to illustrate CVUSD LCAP Goal alignment to the aforementioned.

	<u>Principle One: Assets-Oriented and Needs-Responsive Schools</u>	<u>Principle Two: Intellectual Quality of Instruction and Meaningful Access</u>	<u>Principle Three: System Conditions that Support Effectiveness</u>	<u>Principle Four: Alignment and Articulation Within and Across Systems</u>
<u>Priority One: Basic (Conditions of Learning) Teachers, Materials, Facilities</u>	<u>CVUSD Goal 2</u> <u>CVUSD Goal 4</u>	<u>CVUSD Goal 2</u> <u>CVUSD Goal 4</u>	<u>CVUSD Goal 2</u> <u>CVUSD Goal 4</u>	<u>CVUSD Goal 2</u> <u>CVUSD Goal 4</u>
<u>Priority Two: State Standards (Conditions of Learning)</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>
<u>Priority Three: Parental Involvement (Engagement)</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 3</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 3</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 3</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 3</u>
<u>Priority Four: Pupil Achievement (Pupil Outcomes)</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>
<u>Priority Five: Pupil Engagement (Engagement)</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>
<u>Priority Six: School Climate (Engagement)</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 2</u> <u>CVUSD Goal 4</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 2</u> <u>CVUSD Goal 4</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 2</u> <u>CVUSD Goal 4</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 2</u> <u>CVUSD Goal 4</u>
<u>Priority Seven: Course Access (Conditions of Learning)</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>	<u>CVUSD Goal 1</u>
<u>Priority Eight: Other Pupil Outcomes (Pupil Outcomes)</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 3</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 3</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 3</u>	<u>CVUSD Goal 1</u> <u>CVUSD Goal 3</u>

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CHAPTER 1



INITIAL IDENTIFICATION

Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken at home by each student (California Education Code 52164, et al.). In order to gather this information, all parents/legal guardians are required to complete, sign, and date a [Home Language Survey \(HLS\)](#) for each of their school-aged children when they enroll them in a public school district. The HLS is used to determine the [primary language](#) of the student and is kept on file for each student in the student's cumulative folder, EL folder, and District office folder. The HLS is available in English and Spanish.

For students who are transferring from another California school district, the first HLS completed by the parent at the time of initial enrollment in a California school district will be the one that is valid.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed with the [English Language Proficiency Assessment for California \(ELPAC\)](#) within 30 days of the first day of enrollment or within two weeks of the child being enrolled in a language acquisition program after the beginning of the school year. The fourth question of the HLS indicates the primary language the adults speak in the home (home language). It provides information for the schools to consider when sending home written or oral communications in that language.

English Language Proficiency (ELP) Assessment

The State-approved instruments used for language assessment are the ELPAC Initial Assessment (IA) and ELPAC Summative Assessment (SA). [ELPAC IA](#) is a screener and will determine whether the student will be classified as [Initial Fluent English Proficient \(IFEP\)](#) or as [English Learner \(EL\)](#). The ELPAC IA will only be given to the student one time for initial classification.

ELPAC SA measures student progress toward meeting the [California English Language Development Standards \(ELD Standards\)](#), which describe the English language skills that students need to succeed in school. It is given each spring to students who have been identified as English Learners. It includes questions about Listening, Speaking, Reading, and Writing.

The speaking portion of the ELPAC is designed to assess the student's expressive proficiency. The entire K-1 assessment is administered individually, one-on-one. The speaking portion of the ELPAC is administered individually in grades 2-12. In grades 2-12 the listening, reading and writing portions of the test are administered as group tests, and sent to the Educational Testing Service (ETS) for official scoring.

The assessment may only be administered by District-qualified and trained test examiners who report to the District's Coordinator of English Learner Services.

Students Receiving Special Education Services or Covered Under Section 504 Plans

Students receiving [special education services](#) or covered under [Section 504 Plans](#) participate in the assessment process to the extent described in their [Individual Education Plan \(IEP\) or 504 plan](#). [Matrix Four: ELPAC](#) displays the universal tools, designated supports, and accommodations (non-embedded) allowed as part of the ELPAC. This document is used in conjunction with the California Code of Regulations, Title 5 (5 CCR), sections 11517.6 through 11519.5 of the ELPAC regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and accommodations on the ELPAC test is restricted to only those identified in this document.

Parent Notification

Students who are candidates for ELPAC Initial Assessment (IA) will receive the appropriate parent/guardian notification letter based on their classification within 30 days. Identified ELs will receive the parent/guardian notification of EL Services continuation after their ELPAC SA results are received from the State. Finally, student candidates that meet [State Reclassification Criteria](#) will receive the parent/guardian notification indicating they will exit the program.

The following are the parent/guardian notification letters:

- [Initial ELPAC Parent Letter](#)
- [Notification of Not-Qualifying for EL Services for Initial Fluent English Proficient \(IFEP\)](#)
- [Notification of Qualifying EL Program Placement for students identified as English Learners \(EL\)](#)
- [Notification of English Language Program Continuation for active ELs who have not yet reached proficiency in English](#)
- [Notification of English Language Program Exit for candidates who met State reclassification requirements](#)

Instructional Setting and Placement

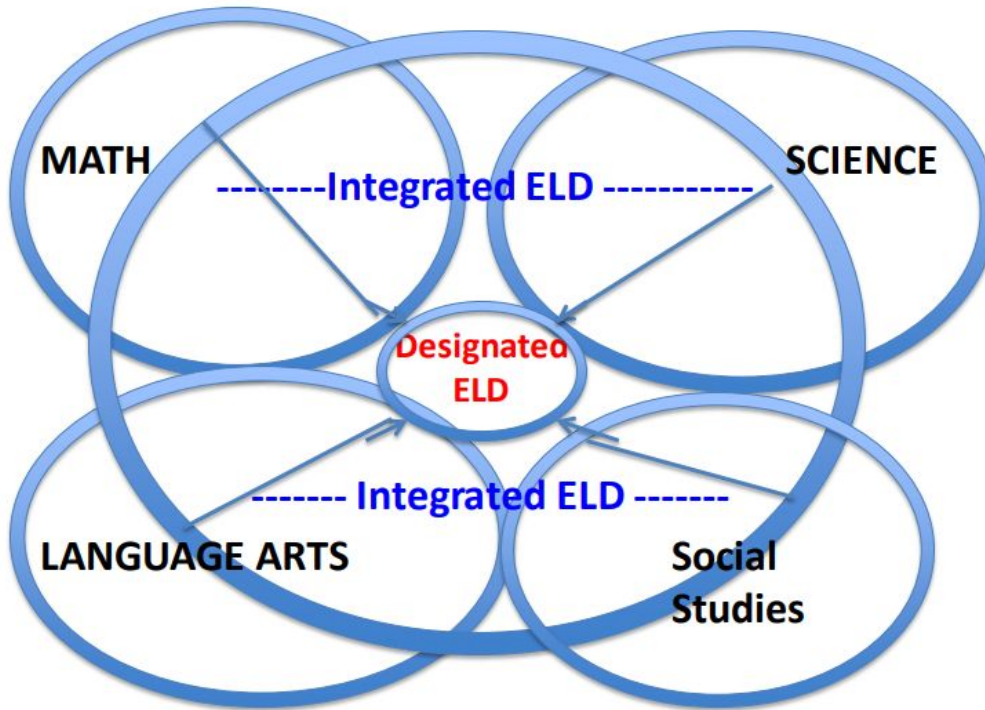
English Learners' instructional setting and placement is based on whether the student is reasonably fluent in English according to Initial ELPAC results. If the Initial ELPAC results indicate the student is reasonably fluent in English, the student will be identified as an Initial Fluent English Proficient (IFEP), and placed in [Mainstream English Classes](#) with no additional supports. If a student is not reasonably fluent in English according to the established criteria, then the instructional setting will be [Structured English Immersion \(SEI\)](#) and placement will be [Designated and Integrated ELD](#). In SEI, the instruction is in English. When available, the student's primary language can be used to support the child's learning. Support services in the SEI program must include Designated and Integrated English Language Development (ELD) instruction. In addition, one or more of the following must be included in all SEI instructional settings:

- Content instruction using [Specially Designed Academic Instruction in English techniques](#)
- Participation in Benchmark, Strategic, or Intensive interventions
- Primary language support
- Before, during, and/or after school intervention programs
- Other appropriate English language services

Parents of ELs are given an explanation of all instructional setting and [placement options](#) with the ELPAC results. With appropriate documentation, the District will honor the parents' informed preference to [opt-out](#) of the Structured English Immersion instructional setting. To complete this process, parents must submit a written request to English Learner Services. While parents may choose to opt-out of a specific instructional service, California Education Code does not permit parents to exempt their child from taking the ELPAC annually until the time of reclassification to fluent English proficient.

Parents may request for their child to participate in an [Alternative Bilingual Program](#) explained in detail in Chapter 2. Parents may also elect to have their child be placed in an English Language Mainstream instructional setting.

CHAPTER 2



INSTRUCTIONAL PROGRAMS

Instructional Setting and Placement Notification

For the first 30 calendar days after enrollment, the Initial ELPAC will be administered and scored locally. All ELs will be placed in English instruction classrooms, unless a request and availability is on file for an Alternative Bilingual Program, with the exception of students in Special Education. For students in Special Education, the Individual Education Program (IEP) team determines placement of each Special Education student with the understanding that English Language Development is part of the student's instructional program.

At initial enrollment and after Initial ELPAC has been administered and locally scored, parents will be notified in writing of instructional setting and placement and the student's classification status. Student will classify as either Initial Fluent English Proficient (IFEP) or English Learner (EL).

Instructional Settings

Option 1 - Structured English Immersion (SEI) classes:

SEI is designed to meet the needs of ELs with limited English fluency. Students participating in this option have scored at the Emergent or Expanding level on the State language assessment (Initial ELPAC) or other normed language assessment. Highly qualified teachers provide a comprehensive English Language Development (ELD) program including both Designated ELD and Integrated ELD instruction across all content areas. Assistance in the student's primary language, if available, may be used as support for clarification and comprehension.

Program Requirements:

- Parents must be notified of the instructional setting and placement of their child in SEI and must also be informed of the opportunity to request an Alternative Bilingual Program if available in the District.
- Core instruction in language arts, math, science, and social science include Integrated ELD approaches and robust critical thinking strategies at the student's English acquisition level. It is recommended that primary language support be provided, if available, for equitable access to core content.
- All ELs receive daily Designated ELD instruction at each student's specific proficiency level with the District-adopted curriculum or approved supplemental materials that emphasize the [ELD Standards](#). A certificated teacher must provide Designated ELD instruction.

Staffing:

- All teachers must be appropriately certified. Appropriate certifications are Cross-cultural Language and Academic Development or Bilingual Cross-cultural Language and Academic Development (CLAD/BCLAD).
- Teachers delivering primary language instruction in an Alternative Bilingual Program must possess a BCLAD or a Bilingual Certificate of Competence (BCC).

Materials:

- District-adopted Designated ELD materials are Carousel of Ideas (TK to 5) and iLit ELL (6-12).
- Supplemental ELD Standard-based materials need to be approved.
- District adopted materials are used for all core subjects.

Option 2 - English Language Mainstream Classes:

EL Mainstream Classes are designed to meet the needs of ELs with reasonable fluency in English as measured by a score in the [Bridging level](#) of the [Summative ELPAC results](#). Highly qualified teachers provide instruction in ELD as well as all of the other content areas. Instruction is delivered in English only with moderate or light scaffolding support, as needed, to assist students in meeting the requirements for reclassification. ELs in this program receive Designated and Integrated ELD instruction from a classroom teacher until the time the students are reclassified as English proficient. English is the language of instruction for all subjects. Students may be placed in this program based on achievement on the ELPAC assessment or by parental request and with appropriate [documentation](#).

Program Requirements:

- Parents must be notified of the placement of their child in an English Language Mainstream Program and must also be informed of the opportunity to sign a [Parental Exception Waiver](#) to participate in an Alternative Bilingual Program.
- Core instruction in language arts, math, science and social science is taught in English using District-adopted materials and robust Integrated ELD approaches.
- All ELs receive Designated ELD instruction targeting their English language proficiency level using the ELD standards in the domains of listening, speaking, reading, and writing.

Staffing:

- All teachers must be appropriately authorized ([CLAD/BCLAD](#)).

Materials:

- [District-adopted materials are used for all core subjects.](#)

Option 3 – Alternative Programs: Transitional (Bilingual Education) and Dual Immersion (Bilingual):

Transitional (Bilingual Education) requires an approved Parental Exception Waiver* (appendix B). Highly Qualified teachers provide a foundation for learning in the student's native language. Students receive daily instruction in Designated ELD. Other content areas are first taught in the student's native language. As students increase their proficiency in English, the amount of instruction in English also increases.

Dual Immersion (Bilingual) requires an approved Parental Exception Waiver. This program integrates native English speaking students and EL students for academic instruction that is provided separately in English and the target language. For both groups of students, one of the languages is their native language and one is a second language. English is used at least 50% of the instructional day using appropriate age- and grade-level curriculum. In addition to learning English and meeting age-appropriate academic achievement standards, the goal is for students to become bilingual and biliterate. Such a program would generally require a minimum of four to six years of bilingual instruction for participants to reach academic proficiency in both languages. Program availability for alternative programs will depend upon the number of students submitting waivers. There must be at least 20 students at the same site and grade level with a waiver to offer an alternative program. Otherwise, students will be allowed to transfer to another public school where the requested program is available.

To place a child in an alternative program, a parental exception waiver must be signed at the child's school each year, and he/she must meet one of the following criteria: 1) The child already possesses reasonable English language skills as measured by state mandated tests of vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his or her grade level or at or above the 5th grade level. 2) The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternative course of educational study would be better suited to the child's rapid acquisition of basic English language skills. 3) The child already has been placed for a period of no less than 30 calendar days in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternative course of educational study would be better suited to the child's overall educational development. The parents shall be fully informed of their right to refuse the waiver.

Comprehensive English Language Development (ELD)

The 2012 State-adopted ELD Standards established a [ELA/ELD framework](#) for teachers to follow as they facilitate students' English language skill development necessary to meet grade-level standards in English language arts and content areas. The standards describe what students should know and be able to do at each level of English proficiency. By the time students are ready for reclassification, they are expected to meet the same rigorous grade-level standards as their average native English-speaking peers with light scaffolding support.

English Language Development is a part of each English learner's instructional day. Each day includes protected time for Designated ELD and is geared toward each student's language proficiency level. In Grades TK-5, in order to teach at the proficiency level of each student, teachers may combine or divide students into groups within their classrooms or with other teachers. In Grades 6-12, students may be placed in proficiency level ELD classrooms/sections.

This focused Designated ELD time generally occurs as a daily segment of the instructional day to students in the Emergent and Expanding levels. Designated ELD is taught daily for a minimum of 30-45 instructional minutes in Grades TK-5. ELs in secondary education generally have one period of Designated ELD or two periods that include Designated ELD and Integrated Literacy. The curriculum is based on the California English Language Development Standards and the following instructional materials: Carousel of Ideas (TK-5) and iLit ELL (6-12).

In order to determine the student's annual progress in English, each English Learner is annually assessed with the ELPAC SA. Additional assessments include but are not limited to the following; ELD curriculum, IDEA Proficiency Test (IPT), A Developmental English Proficiency Test (ADEPT), District ELA and Math Benchmarks, [Scholastic Reading Inventory \(SRI\)](#), and teacher formative assessments.

Access to Core Content Instruction

All students must have access to grade-level core curriculum. Instructional programs for ELs are designed to promote the acquisition of high levels of English language proficiency, as well as to provide access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- [Designated and Integrated ELD Instruction](#)
- Integration of Academic Language Development across all content areas
- Scaffolding approaches to provide light, moderate and substantial support
- Systematic Language Approach across the English Proficiency Levels
- [Specially Designed Academic Instruction in English \(SDAIE\)](#)
- [Guided Language Acquisition Design \(GLAD\)](#)
- Primary language support

Academic instruction through English is scaffolded to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum. Students enrolled in any of the program models are expected to master the ELD standards and ultimately meet grade-level standards in the core academic subject areas. ELs' progress toward meeting ELD standards and grade-level standards is determined by using multiple measures as prescribed by the [District's Reclassification Plan](#).

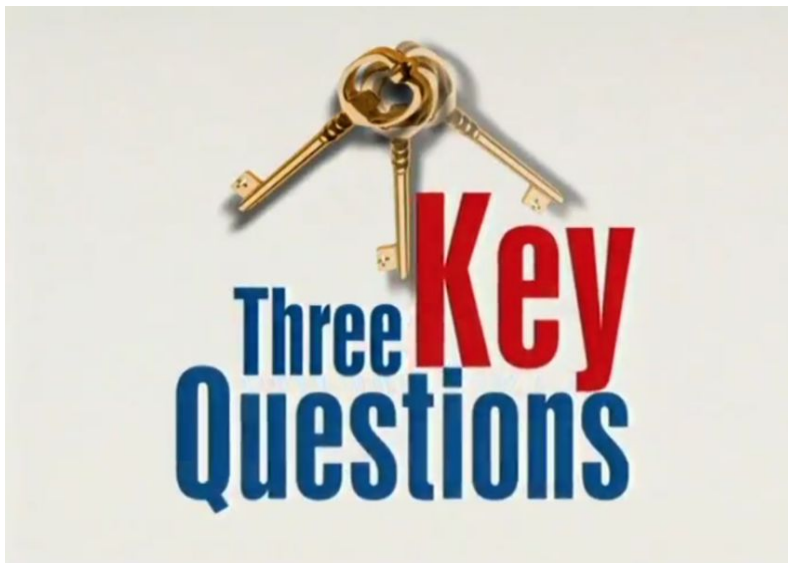
Results on these multiple measures are reported through the [District's Student Information System \(SIS\)](#) and *ELlevation*. When students are unable to meet interim expectations in academic content, students shall be referred for academic intervention support. The intervention will directly target the identified academic need. Delivery of the intervention shall

be monitored, documented, and discussed with parents. The effectiveness of the intervention will be based on student performance through ongoing formative and summative assessments. The academic interventions available at each site will vary based on available programs and resources.

English Learners in Special Education

IEP teams will ensure that each English Learner receives appropriate Designated ELD services to develop English proficiency and equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.

CHAPTER 3



MONITORING AND RECLASSIFICATION

Are English Learners being reclassified in a timely manner?

Is documentation in place regarding reclassification?

What is the system at your school to progress-monitor RFEP students for four years?

Monitoring Student Progress

Students are monitored annually based on a set of District-adopted assessments, State-mandated assessments, and teacher evaluation. The assessments in use are administered to determine English language proficiency and evaluate students' academic performance. Assessment results are maintained in electronic form in the District Student Information System (SIS), [ELLevation](#), the student cumulative folder (CUM), and site EL file. Curriculum-based assessments in ELD, English Language Arts, and Math will be given when appropriate within the trimester or term.

District-adopted language and academic assessments are given after each trimester or term to monitor students' progress in English language development (listening, speaking, reading, and writing), language arts, and math.

State-mandated tests are given to all students regardless of their language classification. The Summative English [Language Proficiency Assessment for California \(ELPAC\)](#) and the [California Assessment of Student Performance and Progress \(CAASPP\)](#) is administered every spring.

Alternative assessments can be given to students with Individualized Education Plans (IEPs). The [California Alternate Assessment \(CAA\)](#) can be administered if specified in the IEP. In addition, the [Ventura County Comprehensive Alternate Language Proficiency Survey \(VCCALPS\)](#) is an approved language assessment that can be administered for students with moderate to severe learning disabilities.

Use of Data for Instructional Planning

Teachers use the curriculum-embedded assessments to analyze student progress on a regular basis and to plan appropriate scaffolds (light, moderate, substantial) for instruction. Teachers use formative assessments to identify areas of improvement and areas of need. Students' grades, teacher recommendations, and the results of standardized tests are used in planning strategic and intensive interventions, including, but not limited to, assigning them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes.

Ongoing monitoring of student progress takes place at two levels:

- Grade level and/or department teams regularly meet to examine student data, determine short-term goals, and plan instruction accordingly. These meetings may include assignment of ELs to appropriate supplemental support.
- At least once per year, the Language Appraisal Team (LAT) meets to formally review performance of each English Learner. The LAT Team is chaired by an administrator and may include, the classroom teacher, bilingual support staff, and any educator who works directly with the student in the instructional day.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who: 1) has demonstrated English language proficiency comparable to that of the average native English speaking peer and 2) can participate effectively in a curriculum designed for pupils of the same age, whose native language is English is [reclassified as Fluent English Proficient \(RFEP\)](#). Conejo Valley Unified School District recognizes the importance and irreversibility of reclassification and has established the following criteria and process to fully address this obligation.

Readiness for reclassification is determined through multiple measures including 1) objective assessment of the student's English language proficiency, ELPAC, 2) core content achievement as measured by state and District assessments, and 3) teacher evaluation of the student's classroom performance.

Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for [Conejo Valley Unified School District's reclassification criteria](#).

Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted after the first and second term of grade reporting. California *Education Code* sections [313](#), [60810](#), and [60812](#). For California law established by Proposition 58, please see *Education Code* sections [300-340](#).

District personnel collect assessment data and migrates all data onto [ELLevation](#). The ELLevation software identifies all RFEP candidates who meet reclassification criteria. The teachers of the RFEP candidates then complete the [Teacher Evaluation of Academic Performance](#) form and make a recommendation to reclassify the candidate.

Consultation with the student's parents will be done by at least one of the following: 1) personal conference, 2) in writing, or 3) by telephone.

A certificated teacher holding a credential authorizing instruction of ELs, Site Administrator, and any support staff involved in the Language Appraisal Team must review and sign the [English Learner Annual Review Form](#). Copies of the signed documentation must be placed in the student's cumulative folder, EL file, and District office file.

Provisions for Special Education Students

If a student has an Individualized Education Plan (IEP) the following procedures are followed:

- The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications
- If a student in this situation fails to meet the reclassification criteria, the IEP team will determine whether the student's failure to meet the criteria is primarily due to the student's disability and not due to lack of proficiency in English
- Once this determination has been made, the Special Education Teacher/Case Manager completes, the [Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient](#). The worksheet contains explanations and documentation of the student's identifying information, recent test scores, the disability, and the impact that the disability has on the student's English language acquisition.
- The special education reclassification worksheet is then sent to the Coordinator of English Learner Services for official approval and designation.

Monitoring of Reclassified Students

Local Education Agencies (LEA) are required to progress-monitor students for a period of at least 4 years following reclassification. The site Principal or Assistant Principal of Instruction, Teachers and the English Learner Services Administrator supervise the process of monitoring reclassified students.

School staff will use the State and/or District assessment results, report card grades, and teacher input to monitor the progress of [Reclassified Fluent English Proficient \(RFEP\)](#) students.

RFEP student performance shall be reviewed at least twice a year. Those students found to be regressing in their academic performance will be referred to receive one or more academic interventions, depending on the specific area(s) of need. This monitoring of RFEP students is recorded and filed in each student's cumulative folder, EL file, and the District office file on the [RFEP monitoring form](#).

CHAPTER 4



STAFFING AND PROFESSIONAL DEVELOPMENT

Highly-Qualified Teachers

Under the management of the Assistant Superintendent of Human Resources, the Conejo Valley Unified School District takes an active role in the staffing of authorized personnel for all English learner programs and makes it a priority to hire highly-qualified credentialed teachers.

- Teachers providing instruction in a [English Language Mainstream \(ELM\)](#) and [Structured English Immersion \(SEI\)](#) shall be authorized to provide appropriate core content and language instruction
- [Teachers providing instruction in ELD](#) shall be appropriately authorized to provide appropriate language instruction

Bilingual Support Staff for English Learners

Each school has a Language Assessment & Development Facilitator, often referred to as the Bilingual Facilitator (BF) whose responsibilities include to perform a variety of instructional and clerical duties related to EL Services. They serve as translators and interpreters of written and oral communications between school and home. They also maintain the records for all English Learners. They are familiar with State and local testing procedures used to determine language proficiency in English. They serve as parent liaison in order to bridge and augment the school and home relationship. In addition, most schools have bilingual paraprofessionals who provide direct support services to English Learners. Under the supervision and direction of the certificated classroom teacher, they support and facilitate scaffolding strategies for English Learners in order to provide access to the core curriculum.

Professional Development

District Instructional Services and the English Learner Services departments work jointly to provide ongoing professional learning opportunities for all teachers and support staff working with ELs. The goals of these trainings are to help educators acquire specific skills needed to work with ELs, to deliver comprehensible core content instruction, to meet District curriculum expectations, to follow District processes, and to provide services for ELs. Staff development opportunities include, but are not limited to, the following:

- [English Language Acquisition Conceptual Knowledge](#)
- [ELD Standards in tandem with the Common Core State Standards](#)
- [Designated & Integrated ELD](#)
- [Differentiated Instruction \(including light, moderate and substantial scaffolding\)](#)
- [Academic Language Development \(ALD\)](#)
- [Specially Designed Academic Instruction in English \(SDAIE\) Strategies and Techniques](#)
- [Guided Language Acquisition Design \(GLAD\)](#)
- Icons of Depth & Complexity
- [Cooperative Learning Strategies](#)

Staff development opportunities occur throughout the school year. They focus on the District goals and key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, and parent

education and outreach. These opportunities are provided through on-site trainings, District in-services, educational conferences, and site staff meetings.

Monitoring of Professional Development and Support

Participant attendance is monitored through sign-in forms collected and filed at school site or District Office. Training attendance is reported to administrators to ensure that all participants providing specialized services to ELs are appropriately trained.

CHAPTER 5



PARENT AND COMMUNITY INVOLVEMENT

At CVUSD every family matters. Through family engagement we strive to make every family feel part of our academic community. Every EL student is offered the opportunity to acquire the English language as rapidly as possible and the support to thrive academically. Research shows that the more families are engaged in their child's education, the more the child will flourish academically and socially.

We focus on creating a successful parent program by offering a variety of opportunities and events that bring families into our schools and helps foster an all-encompassing community of informed learners. Our parent advisory committees are one way that we invite parents to be an educated, active part in their child's education.

The following will define the goals of our committees and the Ed. Code and Regulations that we adhere to.

EL Parent Advisory Committees Goals, Policy, Procedures, and Ed. Code

The goals of the Parent Advisory Committees are to promote positive collaboration between parents, schools, and the District. Through such committees, Conejo Valley Unified School District:

- Includes parents and community members in the decision-making, planning, and evaluation of programs for ELs
- Develops a working partnership between parents and the schools to provide equal education access for all students
- Promotes open communication with parents, community members, and the District

Conejo Valley Unified School District will provide training and materials in the home language of the parent members of advisory committees, pursuant to [Title III](#) and [EC section 51101.1\(b\)\(3\)](#).

English Learner Advisory Committee (ELAC)

Pursuant to California Education Code, sections [35147](#) (c), [52176](#) (b), and (c), [62002.5](#), and [64001](#) (a), [California Code of Regulations, Title 5, Section 11308](#) (b), (c), and (d), 20 [United States Code Section 6312](#) (g)(4) each school with 21 or more ELs must establish a school-level advisory committee (ELAC). Parents or guardians of ELs elect parent members to the school committee. All parents of ELs will be provided the opportunity to vote for committee members. Parents of ELs not employed by the District must constitute a majority of the committee. Each school-level advisory committee shall elect at least one representative to the District English Learner Advisory Committee (DELAC).*

The site committee advises the principal and School Site Council (SSC) on the development of the components of the school's Single Plan for Student Achievement, which impacts education services for ELs. Pursuant to the above Ed. Code, the ELAC must certify that it has provided guidance to the SSC regarding the Single Plan prior to its formal approval. The minimum required meetings in a school year is five. The ELAC meetings are informative to parents in order to assist them to understand the school system and its programs. ELAC meeting topics include but are not limited to the following:

- The school's needs assessment
- Impact on regular school attendance
- Language development assessment results such as ELPAC and IDEA Proficiency Test (IPT) data
- College and career readiness
- Guest speakers to promote academic success and motivation
- Parent Engagement Classes and Programs
 - Non-Profit Organization Parent Classes
 - [Project 2Inspire](#)
 - Navigating the Student Information System (SIS)
 - Students in the Digital Era
- Celebration of reclassification and EL progress
- English language instruction at the school site

District English Learner Advisory Committee (DELAC)

Pursuant to California *Education Code*, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a), *California Code of Regulations*, Title 5, sections 11308 (b) and (d), and 20 *United States Code* Section 6312 (g)(4) Conejo Valley Unified School District, having more than 51 ELs, must establish a District English Learner Advisory Committee (DELAC). The minimum required meetings in a school year is eight. Parents and/or guardians of ELs who are not employed by the District shall constitute a majority of the committee. The percentage of parents of ELs on the DELAC must be at least the same as that of ELs in the District. Each school committee shall have the opportunity to elect at least one parent member to the District English Learner Advisory Committee.

DELAC 2018-2019 Calendar

Responsibilities of DELAC:

Advise the local school board on the following:

- District Master Plan for ELs
- District-wide needs assessment
- District goals for EL education
- District plan to meet teacher certification requirements
- Annual language census
- Written parent notification of initial enrollment
- [Reclassification process](#)

- District waiver request to the State Board of Education that may affect programs or services for ELs

The District/school administration shall:

- Notify parents/guardians of all ELs of the opportunity to elect ELAC members and/or participate as a member
- Establish a functioning ELAC/DELAC
- Plan and provide training in consultation with ELAC/DELAC members
- Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda posted
- Provide the ELAC/DELAC with all relevant information, documentation, and training regarding school programs and services for ELs, including but not limited to:
 - Draft of the Single Plan for Student Achievement
 - [School budgets and planned expenditures which may impact ELs](#)
 - [Results of the annual language census](#)
 - Draft and results of an annual school needs assessment
 - Goals and objectives for each program offered at the school for ELs
 - Information on the ongoing achievement of program goals and objectives
 - Evaluations of each program offered at the school for ELs (based on school site needs assessment data)

Each parent committee must:

- Develop and adopt its own agendas
- Develop its governance structure
- Develop and adopt its bylaws
- Determine the manner of its functioning, including the recording of minutes
- Determine its meeting times, dates, and location
- Determine the manner for its provision of advice to the site administration and School Site Council (SSC) or local governing board (DELAC)
- Provide feedback to the Site/District administration as to the coordination and provision of training for its members

Parent committees (as a whole) do not have the authority or legal entitlement to demand any of the following:

- Inclusion in the selection process of new school staff
- Inclusion in the evaluation of existing school staff
- Reviewing school staff credentials
- Monitoring program implementation (classroom observations)
- Changing the administration of programs, school calendar, or assignment of staff
- Changing the content of an SSC-approved Single Plan for Student Achievement

Community Outreach Committee (COC)

- **The Community Outreach Committee's main function is to bring together District and community personnel that work directly with targeted population families to share information and resources**
- **School Counselors, Outreach Assistants and bilingual support staff comprise this committee**
- **The committee meets 7-8 times in a school year**
- **Guest speakers and community service providers present an overview of their assistance programs.**
- **Regular reports are given at District English Learner Advisory Committee (DELAC) meetings**

CHAPTER 6



FUNDING

Local Control Funding Formula (LCFF)/Supplemental Funds

The District provides base general funds that support highly qualified first instruction for all students. For English Learners additional supplemental funds are used to focus on the District goals of increasing language acquisition and academic achievement. In addition, resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and core curriculum.

The additional District support will include monies that focus on the English Learner's language acquisition proficiency and academic success equal to an average native English speaker. Each school site receives funds based on the number of ELs from the current year. The funds may be spent for supplemental services and materials including, but not limited to, the following:

- Staff Professional Learning for instructing ELs
- Supplementary materials for ELs
- Supplementary technology for ELs
- [District English Learner Advisory Committee \(DELAC\)](#)
- [English Learner Advisory Committee \(ELAC\)](#)
- Bilingual paraprofessionals (direct student services)
- Parent Engagement Programs
 - [District Parent Participation programs](#)
 - [State Family Engagement programs](#)
- Extended learning (before or after-school tutoring)

Federal Funds

[Title III Limited English Proficient \(LEP\) \(English Language Acquisition, Language Enhancement, and Academic Achievement Act\)](#)

Student Program funds are federal funds provided for programs and services for ELs. Funds *must* be used for the following supplementary services as part of the language instruction program for LEP students and target the District's goals for English Learner achievement:

- ELD supplemental instruction
- Research-based professional learning for teachers and support staff
- Parent Engagement Programs

In addition, Title III LEP student program funds *may* be used for:

- Upgrading program objectives and instructional strategies
- Identifying and improving curricula, materials, and assessments
- Providing tutorials for academic and/or vocational education
- Acquiring or developing educational technology

- Providing community participation programs, including family literacy and parent outreach
- Administering programs, including any indirect costs (limited to two percent of subgrant)
- Providing instruction and instructional support services related to English language development and academic progress in the core curricula in a manner that allows ELs to meet grade level and graduation requirements
- Providing supplementary development opportunities to school staff assigned to ELs
- Supporting other related English Learner program activities

Title I Part A is a federal fund provided for supplementary programs and services for identified students (targeted assistance) or school-wide programs (SWP). Title I funds are appropriately used to promote the English and academic achievement of ELs through instructional support activities, intervention programs, and parent education as determined at each school site.

Categorical funds may be used to supplement general funds as follows:

- **Assessment of student progress**
 - Opportunities for staff to review data
 - ELD, academic areas, and primary language assessments
- **Staff development to accomplish EL goals**
 - Administrators, teachers, facilitators, and paraprofessionals
 - Conference registration, release time
 - Primary language support
 - Staff, materials, training
 - Translation/interpretation support
- **Supplemental instruction for EL (English Learners) students beyond core curriculum**
 - Specialized or targeted interventions
 - Field-trips to support learning goals
 - Before-and-after-school and summer programs
 - Materials, staff, equipment, software
 - Transportation to participate in supplemental instruction
- **Parent involvement**
 - Training and advisory committees
 - Staff, supplies, conference registration
 - Childcare support and refreshments for meetings
 - Translation support

Supplemental Funds may not be used to supplant general funds in the following ways:

- Regular teacher or other regular staff salaries
- Staff materials, furniture, equipment, etc.
- Supplies intended for all students and not specific to EL goals
- Technology hardware and software that is already supplied/available to all students

Appendix

A

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Glossary of Educational Terms

Academic Language	Language used in the teaching and learning of academic subject matter.	El lenguaje utilizado en la enseñanza y el aprendizaje de la materia académica en la educación formal
ADA	Average Daily Attendance	Asistencia diaria promedio
ADA	Americans with Disabilities Act	Ley americana de los discapacitados
ADEPT	Alisal Development English Proficiency Test	Prueba Alisal del desarrollo del dominio del inglés
AFDC	Aid to Families with Dependent Children	Asistencia para las familias con niños dependientes
AMAO	Annual Measurable Achievement Objective(s)	Objetivos mensurables del rendimiento anual
AP	Advanced Placement	Colocación avanzada
API	Academic Performance Index	Índice del rendimiento académico
AYP	Annual Yearly Progress	Progreso anual
BCC	Bilingual Certificate of Competency	Certificado de competencia bilingüe
BCLAD	Bilingual Cross-Cultural Language & Academic Development – Authorizes the holder to provide ELD, SDAIE and instruction in the primary language	Desarrollo académico y del lenguaje intercultural y bilingüe- Autoriza al titular para ofrecer instrucción ELD, SDAIE y en el idioma primordial
BTSA	Beginning Teacher Support & Assessment – provides an effective transition into the teaching career for first-year and second-year teachers in California and improves the educational performance of pupils through improved training and assistance for new teachers	Apoyo y evaluación de nuevos maestros – ofrece una transición efectiva a la carrera de enseñanza a maestros en su primer y segundo año en California y, mejora el rendimiento de los alumnos por medio de capacitación y asistencia a los nuevos maestros
CABE	California Association for Bilingual Education	Asociación de California para educación bilingüe
CAPA	California Alternate Performance Assessment	Evaluación alterna del rendimiento de California
CAHSEE	California High School Exit Exam	Examen de California para egresar de la preparatoria
CATESOL	California Association of Teachers of English to Speakers of Other Languages	Asociación de California de los maestros que enseñan a personas de otros idiomas
CBEDS	California Basic Educational Data System	Sistema de datos educativos básicos de California
CDE	California Department of Education	Secretaría de educación del estado de California
CELDT	California English Language Development Test	Examen de desarrollo del idioma inglés de California
CLAD	Cross-Cultural Language & Academic Development	Desarrollo intercultural académico y del lenguaje

CONNECT ED	Telephone Home Information System	Sistema de información telefónica para el hogar
CPM	Categorical Program Monitoring	Control de programa categórico
CSR	Class Size Reduction	Reducción del número de estudiantes por clase
CST/CAT 6	California Standards Test/California Achievement Test, Sixth Edition	Prueba de los estándares de California/Prueba de rendimiento de California, Sexta edición
CTAP	California Technology Assistance Project	Proyecto de tecnología y asistencia de California
CTEL	California Teacher of English Learners Examination	Examen de California para los maestros de EL
Cum	A student's Cumulative Record	Expediente acumulativo del estudiante
CWA	Child Welfare and Attendance	Asistencia y bienestar infantil
DAC	District Advisory Committee	Comité Consejero del Distrito
DELAC	District English Learner Advisory Committee	Comité Consejero del Distrito Escolar para los Estudiantes de Inglés
EC	Education Code	Código educativo
EIA/LEP	Economic Impact Aid/Limited English Proficient	Asistencia de impacto económico/Aprendiz del inglés
EL	English Learner	Aprendiz del inglés
ELA	English Language Arts	Artes del lenguaje en inglés
ELAC	English Learner Advisory Committee	Comité Consejero de Estudiantes de Inglés
ELAP	English Language Acquisition Program	Programa de adquisición del lenguaje inglés
ELD	English Language Development	Desarrollo del inglés como segundo idioma
ELM	English Language Mainstream	Integración en el lenguaje inglés
EO	English Only student	Estudiante con inglés solamente
ESEA	Elementary & Secondary Education Act	Ley de educación primaria y secundaria
ESL	English as a Second Language	Inglés como segundo idioma
FEP	Fluent English Proficient	Que domina el inglés
GATE	Gifted & Talented Education	Educación para dotados y talentosos
GLAD	Guided Language Acquisition Design	Diseño guiado de adquisición del lenguaje
HLS	Home Language Survey	Encuesta de la lengua materna
IEP	Individualized Education Program	Programa educativo individualizado
IFEP	Initially Fluent English Proficient	Estudiante que domina el inglés inicialmente
IPT	Idea Proficiency Test	Prueba Idea de dominio
L1	The language that has been identified as the student's primary or home language.	El lenguaje que se ha identificado como el idioma primordial del estudiante o el idioma del hogar

L2	The second language student acquires	El segundo idioma que adquiere el estudiante
LEA	Local Educational Agency	Agencia educativa local
LEAP	Local Educational Agency Plan – a single, coordinated and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal and state funded programs.	Plan de la agencia educativa local – un plan singular coordinado y global que describe los servicios educativos para todos los estudiantes, el cual puede usarse como guía de implementación de los programas con fondos federales y estatales
LEP	Limited English Proficient	Estudiante que está aprendiendo el inglés
NABE	National Association for Bilingual Education	Asociación nacional para educación bilingüe
NCLB	No Child Left Behind	Ningún niño rezagado
Newcomer	A student who is a recent immigrant to the United States, usually having arrived in the prior two years or less	Un estudiante que es un inmigrante recién llegado a los Estados Unidos, por lo general después de haber llegado anteriormente de dos años o menos
Parent Connect	Secured Internet access for parents to their children's school information	Acceso seguro para los padres a la información escolar de sus hijos por medio del Internet
PI	Program Improvement	Mejora de programa
PTA	Parent Teacher Association	Asociación de padres y maestros
PFA	Parent Family Association	Organización de padres y maestros
Q	Secure Web-Based Student Information System	Sistema seguro de información estudiantil basada en Web
R-30	Annual language census report districts make to the California Department of Education	Reporte anual del censo del lenguaje que presentan los distritos a la Secretaría de Educación del Estado de California
RFEP	Reclassified Fluent English Proficient	Estudiante que ha sido reclasificado como que domina el inglés
RSP	Resource Specialist Program	Programa de especialista de recursos
SARB	School Attendance Review Board	Mesa directiva de revisión de la asistencia escolar
SARC	School Accountability Report	Reporte escolar de rendición de cuentas
SAT	Scholastic Achievement Test	Prueba escolástica del rendimiento
SDAIE	Specially Designed Academic Instruction in English	Instrucción académica en inglés diseñada especialmente
SDC	Special Day Class	Clase diurna especial
SEI	Structured/Sheltered English Immersion	Inmersión estructurada/ contextualizada en inglés

SES	Supplemental Educational Services	Servicios suplementales de educación
SIOP	Sheltered Instruction Observation Protocol	Protocolo de observación de instrucción contextualizada
SIP	School Improvement Program	Programa de mejora escolar
SPSA	Single Plan for Student Achievement	Plan singular para el rendimiento estudiantil
SSC	School Site Council	Consejo del plantel escolar
SST	Student Study Team	Comité para el éxito del estudiante
STAR	Standardized Testing and Reporting	Pruebas e informes estandarizados
STS	Standards based Tests in Spanish	Pruebas en español basadas en los estándares
TBE	Transitional Bilingual Education	Educación bilingüe de transición
TESOL	Teachers of English to Speakers of Other Languages	Maestros del inglés para personas que hablan otros idiomas
Title I	A federal/NCLB program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.	Un programa federal/ de NCLB que ofrece fondos suplementarios para mejorar la instrucción en escuelas de nivel alto de pobreza para garantizar que todos los estudiantes cumplan los estándares académicos estatales
Title III	A federal/NCLB program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.	Un programa federal/ de NCLB que ofrece fondos para mejorar la educación de los ELs asistiendo con el aprendizaje del inglés y el cumplimiento de los estándares académicos
TPR	Total Physical Response	Respuesta física total
TWI	Two Way Immersion Program	Programa de doble inmersión
VCOE	Ventura County Office of Education	Oficina de educación del condado

Appendix

B

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Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California

This document should be used in conjunction with the *California Code of Regulations*, Title 5 (5 CCR), sections 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and accommodations on the ELPAC test is restricted to only those identified in this document. Matrix Four displays the universal tools, designated supports, and accommodations (non-embedded) allowed as part of the ELPAC system beginning August 3, 2018.

- **Universal tools** are available to *all* students on the basis of student preference and selection.
- **Designated supports** are available to *all* students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- **Accommodations** must be permitted on ELPAC tests to all eligible students if specified in the student's IEP or Section 504 plan.

* Refer to the 5 CCR, Education, sections 11517.6–11519.5 for specific assessment information.

Part 1. Embedded Resources

Embedded resources are digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer administered tests. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil test and embedded resources do not apply to the ELPAC at this time.

Part 2. Non-Embedded Resources

Non-Embedded resources are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local educational agency (LEA), for the ELPAC paper-pencil administered tests. These supports are not part of the technology platform for computer-administered tests and do not change or alter the construct being measured. The table below shows the available non-embedded resources for the ELPAC tests:

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
Breaks, including testing over more than one day, between the test contractor-identified test sections	U	U	U	U
Oral clarification of test directions by the test examiner in English	U	U	U	U
Pupil use of highlighter(s) in the test book for grades two through twelve	U	U	U	U
Pupil use of marking in the test book for grades three through twelve (non-highlighter)	U	U	U	U
Scratch paper	U	U	U	U

Sufficient time to complete the test	U	U	U	U
Adjustments to setting, including: <ul style="list-style-type: none"> • audio amplification equipment • most beneficial time of day • special lighting or acoustics • special or adaptive furniture • testing the student in a separate room provided that the student is directly supervised by an employee of the school district or nonpublic school who has signed the ELPAC Test Security Affidavit 	D	D	D	D
Audio or oral presentation of test directions in English, which may be repeated as requested by the student	D	D	D	D
Color overlay	D	D	D	D
Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions	D	D	D	D

Magnification	D	D	D	D
Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)	D	D	D	D
Noise buffers	D	D	D	D
Braille test materials provided by the test contractor	A	A	A	A
<p>For test questions which assess the domain of writing:</p> <ul style="list-style-type: none"> dictation by the student of responses including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter use of word processing software with the spell and grammar check tools turned off 	Not Applicable	Not Applicable	Not Applicable	A
Large print versions reformatted from regular print version	A	A	A	A

Pause or replay the audio during the administration of test questions for the listening domain	A	Not Applicable	Not Applicable	Not Applicable
Pause or replay the audio during the administration of test questions for the speaking domain—summarize an academic presentation	Not Applicable	A	Not Applicable	Not Applicable
Presentation of, and responses to, test questions using Manually Coded English or ASL—pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe	A	A	Not Applicable	A
Responses dictated to a scribe for selected response items, including multiple-choice items	A	Not Applicable	A	A
Supervised breaks within a section of the test	A	A	A	A
Test questions enlarged through electronic means	A	A	A	A
Testing at home or in the hospital by a test examiner	A	A	A	A
Transfer of student responses marked in the test booklet to the answer book by a scribe who has	A	Not Applicable	A	A

signed an ELPAC Test Security Affidavit				
Use of an assistive device that does not interfere with the independent work of the student—pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe	A	A	Not Applicable	A
Use of written scripts by the test examiner for pupils for whom streamed audio is not accessible	A	Not Applicable	Not Applicable	Not Applicable
To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE) on behalf of a student with a disability, prior to administering an initial or summative assessment.	Check with ELPAC Office prior to use	Check with ELPAC Office prior to use	Check with ELPAC Office prior to use	Check with ELPAC Office prior to use

Part 3. Instructional Supports and Resources on Alternate Assessment(s)

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations listed in Part 2. If a student is unable to access the ELPAC with the supports listed in Part 2, an alternate assessment will be decided upon by the IEP team for the domain(s) for which an alternate assessment should be used.

Part 4. Unlisted Resources

Unlisted resources are not universal tools, designated supports, or accommodations.

Unlisted resources shall be made available if specified in the eligible student's IEP or Section 504 plan and **only on approval by the California Department of Education**.

To request the use of an unlisted resource, the LEA ELPAC coordinator or site ELPAC coordinator may submit a request to the CDE a minimum of ten business days before the student's first day of testing. The CDE will reply to the request within four business days.

Approval of an unlisted resource that has not been previously identified will be granted by the CDE on the basis of the IEP team's or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured after the testing has been completed.

The CDE has identified, on the following page, non-embedded unlisted resources for the ELPAC that change the construct being tested. The LEA may contact the ELPAC Office at elpac@cde.ca.gov or at 916-319-0784 to request the use of the identified and other unlisted resources required by a student's IEP or Section 504 plan. In the request include: LEA name and school name; LEA ELPAC coordinator name, phone number, and e-mail address; and a description of the unlisted resource being requested for an ELPAC domain.

Identified Non-Embedded Unlisted Resources That Change the Construct Being Measured

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
Bilingual dictionary	X	X	X	X
English dictionary	X	X	X	X
Signed Exact English	X	X	X	X
Thesaurus	X	X	X	X
Translations	X	X	X	X
Translated word lists	X	X	X	X

California Department of Education, August 2018

Initial ELPAC Parent Letter

Dear Parent(s) or Guardian(s):

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 (Please see attached) (20 U.S.C Section 6312[e][3][A][ii])

Individualized Education Program (IEP): Please see your child's IEP for a description of how your child's program placement will contribute to meeting the objectives of the IEP.
(20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria (Please see attached): The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are attached.
(20 U.S.C. Section 6312[e][3][A][vi])

Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])

For unified or secondary districts, the expected rate of graduation for students in this program is 90%. The District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs: We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to 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])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in Conejo Valley Unified School District are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

Structured English Immersion (SEI) Program: A language acquisition 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 minimum, students are offered ELD and access to grade level academic subject matter content.

Dual-Language Immersion (DLI) Program: Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in transitional kindergarten/kindergarten (TK/K) and continues through sixth grade.

Transitional Bilingual Program: A language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction all in English.

Developmental Bilingual Program: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.

Heritage Language Program: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents/guardians may choose a language acquisition program that best suits their child. 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. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact <School_Name> at <School_Phone> to ask about the process.

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 until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

Date Mailed:

Notification of Not Qualifying for English Language Learner Services

Student:

School:

Grade Level:

EL Status: IFEP (Tested, Did not Qualify)

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

___ took the **ELPAC** on ___ and their results are listed below:

Composite	Scale Score	Performance Level
Overall		
Oral		
Written Language		
Listening		
Speaking		
Reading		
Writing		

Additional factors used to determine your child's program eligibility:

State mandated
standardized test
Committee
determination Teacher's
recommendation
Classroom performance

If you have any questions about your child's placement or the type of program options available to you, please contact

at

Conejo
Valley
Unified

Notification of Initial English Language Program Placement

Student:
Grade Level:

School:
EL Status:

Our school district provides a program of language instruction for English Language Learners (ELs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

_____ took the **ELPAC** on _____ and their results are listed below:

Composite	Scale Score	Performance Level
Overall		
Oral		
Written Language		

Additional factors used to determine your child's program eligibility:

State mandated
standardized test
Committee
determination Teacher's
recommendation
Classroom performance

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. While the rate of English language development (ELD) varies between students, many exit the ELD program in 4 years. Your child's English language development will be assessed annually until he/she achieves: a Overall score of at least 4 on the ELPAC, a Minimum score of at least 3 on the Oral, a Minimum score of at least 3 on the Writing, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2018/2019 expected rate for graduation of 92.5%.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. However, LEAs remain obligated to provide

the student meaningful instruction (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. If you have any questions about your child's placement or the type of program options available to you, please contact _____ at _____.

K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content – using grade-level curriculum – to students at all levels of English language proficiency (ELP) by offering the following programs:

Rosetta Stone

Silver Rosetta

Stone

Advantage

FastForward

Raz-Kids

Literacy

Intervention

Math

Intervention

Parents/Guardians may choose a language acquisition program that best suits their child. 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.

Notification of English Language Program Continuation

Student:
Grade Level:

School:
EL Status:

Our school district provides a program of language instruction for English Language Learners (ELs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, your child continues to be eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

_____ took the **ELPAC** on _____ and their results are listed below:

Composite	Scale Score	Performance Level
Overall		
Oral		
Written Language		
Listening		
Speaking		
Reading		
Writing		

Additional factors used to determine your child's program eligibility:

State mandated
standardized test
Committee
determination Teacher's
recommendation
Classroom performance

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. While the rate of English language development (ELD) varies between students, many exit the ELD program in 4 years. Your child's English language development will be assessed annually until he/she achieves: a Overall score of at least 4 on the ELPAC, a Minimum score of at least 3 on the Oral, a Minimum score of at least 3 on the Writing, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2018/2019 expected rate for graduation of 92.5%.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. However, LEAs remain obligated to provide the student meaningful instruction (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. If you have any questions about your child's placement or the type of program options available to you, please contact _____ at _____.

K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content – using grade-level curriculum – to students at all levels of English language proficiency (ELP) by offering the following programs:

Rosetta Stone

Silver Rosetta

Stone

Advantage

FastForward

Raz-Kids

Literacy

Intervention

Math

Intervention

Parents/Guardians may choose a language acquisition program that best suits their child. 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.

Notification of English Language Program Exit

Student:
Grade Level:

School:
EL Status:

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

___ took the **ELPAC** on ___ and their results are listed below:

Composite	Scale Score	Performance Level
Overall		
Oral		
Written Language		
Listening		
Speaking		
Reading		
Writing		

Additional factors used to determine your child's program exit:

State mandated
standardized test
Committee
determination Teacher's
recommendation
Classroom performance

Although your child is no longer eligible for English Language Development services, he/she will be monitored for academic achievement for 4 years from the time English language proficiency was attained.

I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2018/2019 expected rate for graduation of 92.5%.

If you have any questions about your child's placement or the type of program options available to you, please contact

_____ at _____.



Conejo Valley Unified School District

English Learner Services

1400 East Janss Road, Thousand Oaks, California 91362-2198
Telephone (805) 497-9511 • FAX (805) 381-4981

Mark W. McLaughlin, Ed.D.
Superintendent of Schools

Dr. Deborah Martinez.
Coordinator of English Learner Services

NOTIFICATION TO OPT A CHILD OUT OF ENGLISH LEARNER SERVICES

[SCHOOL NAME, ADDRESS, CONTACT INFORMATION]

Date:

Dear Parent,

As required by federal law, your child has taken the Initial English Learner Proficiency Assessment for California (ELPAC) to determine if she or he qualifies for English Learner Services. The Initial ELPAC results indicate that your child has classified as an English Learner and their instructional program should include both Designated and Integrated ELD instruction.

We understand that you would like to Opt-Out of the English Learner Services proposed for your child _____. EL Services are designed to help your child accelerate 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.

Parental Right to Opt-Out of English Learner Services: (By initialing each item below, I acknowledge that I have read and understand each statement.)

_____ 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 to receive Designated and Integrated English Language Development (ELD) instruction.

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

_____ My decision to decline or opt-out of specialized ELD instruction is voluntary.

_____ I have had the opportunity to discuss the available English Learner Services with the school.

_____ Federal and state law requires that my child's English proficiency is assessed annually until he or she meets State reclassification criteria. The classification of English Learner will remain until my child meets reclassification criteria.



Conejo Valley Unified School District

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Telephone (805) 497-9511 • FAX (805) 381-4981

Mark W. McLaughlin, Ed.D.
Superintendent of Schools

Dr. Deborah Martinez.
Coordinator of English Learner Services

_____ I can change my preference at any time by notifying the school district in writing, and allow my child the opportunity to benefit from the English Learner Services offered by the school.

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

I, _____ (insert name), 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/services*)

Parent's Signature

Child's Name

Date

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
Instructional Services Division
Pupil Services Department

English Language Development
Program Goals and Descriptions for English Learners

The law requires that English learner (EL) students with less than reasonable fluency in English be placed in a Structured English Immersion Program and students with reasonable fluency be placed in English Language Mainstream. However, parents have the right to request an *alternative program if they believe it would be better for their child.

The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.

All programs are designed to meet the educational needs of English learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies. Please read the following descriptions of program options offered to EL students.

- 1) **Structured English Immersion (SEI) classes/clusters** are designed to meet the needs of English learners with less than English fluency. Students participating in this option have generally scored at the beginning to intermediate level on the CELDT. Specially trained teachers provide instruction in English Language Development (ELD) and use specifically designed academic instruction in English (SDAIE) to teach all of the other regular subject areas. The student's primary language may be used as support for clarification and comprehension. Note: At any time, including during the school year, the parent/guardian may request that his/her child be moved to the English Language Mainstream classes/clusters.
- 2) **English Language Mainstream classes/clusters** are designed to meet the needs of English learners with reasonable fluency in English as measured by a score in the Early Advanced or Advanced level of the CELDT results. Specially trained teachers provide instruction in ELD as well as all of the other regular subjects. Instruction is only in English with additional and appropriate support provided, as needed, to assist students in meeting the requirements to be reclassified as fluent English proficient.
- 3) ***Alternative Classes/Transitional (Bilingual Education)** require an approved **Parental Exception Waiver. Specially trained teachers provide a foundation for learning in the student's native language. Students receive daily instruction in ELD and the other content areas are first taught in the student's native language. As students increase their proficiency in English, the amount of instruction in English also increases.

***Alternative Classes/Dual Immersion (Bilingual)** requires an approved **Parental Exception Waiver. This program integrates English-only and EL students for academic instruction that is provided separately through English and Spanish. For both groups of students, one of the languages is their native language and one is a second language. English is used at least 50% of the instructional day using appropriate age and grade level curriculum. In addition to learning English and meeting age-appropriate academic achievement standards, the goal is for students to become bilingual and biliterate. Such a program would generally require a minimum of four to six years of bilingual instruction for participants to reach academic proficiency in both languages.

*Program availability for alternative programs will depend upon the number of students receiving waivers. There must be at least 20 students at the same site and grade level on waiver to offer an alternative program. Otherwise, students will be allowed to transfer to another public school where the requested program is available.

** To place your child in an alternative program, you must sign a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special needs exist (only applies to first year in school)



Conejo Valley Unified School District

- ☐ Waiver accepted
☐ Waiver denied

Parental Exception Waiver Alternate English Learner Program Placement Request Form

FOR THE SCHOOL YEAR _____

Child's Name: _____ Birth date: _____ Grade: _____

Name of Parent/Guardian: _____

Address: _____ Zip Code _____

Telephone: (Home) _____ (Work): _____

I have been informed of all the educational opportunities available to my child and been provided with a full description of the educational materials that will be used in the differential educational setting choices by the principal and/or educational staff at _____ School.

After reviewing the options available, I request my child be placed in a CVUSD Alternative Bilingual Program.

If my child is under ten years of age, I understand that he/she will receive (upon first enrolling) a program overwhelmingly in English for thirty (30) calendar days before participating in any Alternative Bilingual Program.

I understand that this waiver applies to the school year listed above and I must request a waiver on an annual basis for the waiver to continue. I understand that my request shall be acted upon within 20 instructional days of receipt by the principal, or 10 days following the 30 calendar day placement period required by students requesting waivers under section 311 (c), whichever is later. I also understand that if my request is denied, I will receive a written explanation of the reason(s) for denying my waiver request, if applicable. I have also been advised of the appeal process, should my waiver be denied.

I understand that admission is subject to capacity and I may not get my first choice of alternative program.

Signature of Parent/Guardian

Date

Signature of CVUSD Employee

Date

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

English Language Development

Reclassification Chart for 2018-2019 School Year

Reclassification is the process that determines whether an English Learner (EL) should be reclassified as Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district and is achieving and sustaining a basic level of academic achievement with students whose native language is English.

District reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified. Initial ELPAC candidates will be Initially Fluent English Proficient (IFEP) if they meet IFEP criteria.

Grade Level	1.Assessment of English Language Proficiency (ELPAC Performance Levels)	2.Comparison Performance In Basic Skills	3.Teacher Evaluation of Student Academic Performance	4. Parent Opinion & Consultation
K-1	CVUSD ELs in grades K-1 are typically not candidates for reclassification. According to Second Language Acquisition research, second language attainment at the competence and production level does not develop until 5-7 years. * A candidate with a unique language acceleration rate can be considered for reclassification. Consult with the EL Coordinator to discuss data that supports the child's unique language attainment.			
2	Summative ELPAC Performance Levels <ul style="list-style-type: none"> Overall Level 4 Oral Language Level 3-4 Written Language Level 3-4 No domains on Beginning 	Score of 3 in ELA Key Standards Reading: sounds out words using phonic rules, reads 300 high- frequency words Listening and Speaking: retells story, experiences, and passages accurately and in proper sequence Writing: identifies and uses correct grammar in writing, and spells high- frequency words correctly in writing SRI 420	ELlevation Teacher Input Form called, "Teacher Evaluation of Student Academic Performance"	Parent signature is documented on EL Annual Review Documents
3		60% ELA District Benchmark, SRI 520 Lexile		
4		60% ELA District Benchmark, SRI 740 Lexile		
5		60% ELA District Benchmark, SRI 830 Lexile		
6		SRI 925 Lexile		
7		SRI 925 Lexile		
8		SRI 925 Lexile		
9		SRI 925 Lexile		
10,11, 12		SRI 925 Lexile		

*Scholastic Reading Inventory (SRI). The Lexile score is the lowest Proficient level in the grade span.

| CVUSD 2017 D. Martinez
Revised 11/27/2018

RFEP Candidates:Teacher's Evaluation of Student's Academic Performance

Teacher Evaluation of Student Performance for RFEP Candidates • 12/12/2018

Student #: XXXXX

Student: XXXXXXXXXXXXXXXX

Teacher Name	XXXXXXXXXX	Due Date	5/1/2018
Teacher Subject	XXXXXX	Submitted Date	5/10/2018

This student is subject to occasional progress monitoring from the EL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

Student Name	XXXXXXXXXXXXXX	Grade Level	XX	Testing ID #	XXXXXXXXXX
Local ID	XXXX	Entered EL	X/XXXXX	IEP	No
School	XXXXXXXXXXXX				

Monitoring Questions

1. Program Placement		
	Structured English Immersion (SEI) Class/Clusters (EL 1-3) receiving 30-90 minutes of ELD instruction each day.	
	English Language Mainstream classes (EL 4-5) receiving at least 30 minutes of ELD instruction each day.	
	Alternative Primary Language Instruction	
2. Teacher's Evaluation of Student's Academic Performance		
	Satisfactory	Unsatisfactory
Student's study habits are	•	
Student's academic performance is	•	
Student's English language usage and production is	•	

Do you recommend this student to be Reclassified Fluent English Proficient (RFEP)?

Select one	
X	Yes - Student meets the academic and language criteria to participate effectively in the curriculum without substantial supports or at a level equal to that of English Only peers.
	No - Student still needs substantial academic and language supports in order to participate effectively in the curriculum.

If you marked that the student needs additional support, please provide the areas of support needed.

Signatures

~~XXXXXXXXXX~~
Third Grade

~~XXXXXX~~

Date: ~~8/14/2018~~

Purpose: English Learner Annual Review: Normatively Developing or RFEP Candidates

Meeting Date:

Student Name # ID

School: Grade Level: LEP Status: Gender: Asylee/Refugee: LTEL :	Enrolled US: Entry US: HLS Date: Parent Refused ESL: At Risk :	Years in US Schools: IEP: SIPE: ELL Teacher: DOB: Algebra Requirement Met :
--	---	--

ELP Assessment Results

Test	Date	Listening	Speaking	Reading	Writing	Overall
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
CELDT (/ / ... Not Entered						
CELDT (Intermediate/6... K-1 /Initial Assessment)	9/8/2015	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
CELDT (Early Advanced/1 /Or... K-1 /Annual Assessment)	9/16/2016	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
CELDT (Early Advanced/2 /Or... 2 /Annual Assessment)	1/19/2018	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
CELDT (Early Advanced/2 /Or... 2 /Annual Assessment)	1/19/2018	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>

Standardized Test Scores

Date	Grade	Test Name	Scores
12/12/2017	2	SRJ	Lexile: 374 Performance Level: 2 - Basic

Student Course Grades

Grade Level	Grading Period	Course Subject	Course Name	Grade Received
2	2017/2018 - Trimester 1	Reading	Reads 300 high-frequency words	3
2	2017/2018 - Trimester 1	Writing	Identifies and uses correct grammar in writing	3
2	2017/2018 - Trimester 1	Reading	Sounds out words using phonics rules	3
2	2017/2018 - Trimester 1	Language Arts	Retells story, experiences, and passages accurately and in proper sequence	3
2	2017/2018 - Trimester 1	Writing	Spells high frequency words correctly in writing	3

1. Assessment of English Language Proficiency (Evaluación del nivel del idioma inglés)

Did the student attain an overall score of 4 or 5 with no domain below Intermediate level? (¿Alcanzó el estudiante una puntuación total de 4 o 5 y ninguna de las sub-categorías por debajo de nivel Intermedio?)

☒ Yes (SI)
☐ No

2. Comparison Performance in Basic ELA and Math Skills (Comparar el rendimiento básico)

Please select all that apply. (Por favor seleccione todas las respuestas que aplican)

☒ Yes, student demonstrates basic proficiency based on District Benchmarks (Sí, el estudiante demuestra una competencia básica basada en los Puntos de Referencia del Distrito)

- ☐ No, student does not demonstrate basic proficiency based on District Benchmarks (No, el estudiante no demuestra una competencia básica basada en los Puntos de Referencia del Distrito)
- ☐ Student Met the ELA District Benchmark (El estudiante cumplió con el estándar del Distrito de lengua y literatura)
- ☐ Student Met the Basic Scholastic Reading Inventory (SRI) Lexile Score (El estudiante cumplió con el puntaje Básico de la Lectura Escolástica (SRI) Lexile)
- ☐ Student has an IEP and did not take the Benchmark Assessments (El estudiante tiene un IEP y no se le evaluó en el ELA estándar del Distrito)
- ☐ N/A

3. Teacher Evaluation of Student Academic Performance (Evaluación del desempeño académico)

Please select the appropriate option. (Favor de seleccionar la opción adecuada.)

- ☒ Yes, Teacher has completed an Annual EL Teacher Evaluation of Student Academic Performance Form (Sí, el maestro ha completado una Evaluación anual del rendimiento académico del estudiante aprendiz del idioma inglés)
- ☐ No, Teacher has not completed an Annual EL Teacher Evaluation of Student Academic Performance Form (No, el maestro no ha completado una Evaluación anual del rendimiento académico del estudiante aprendiz del idioma inglés)

4. Parent Opinion & Consultation (Opinión del padre y consulta)

Parent/Guardian will be given this EL Annual Review Report to acknowledge the student's status. Either the student will continue receiving EL Services or student has met all reclassifying criteria. See recommendation below. (Al padre / tutor se le dará este Informe de Revisión Anual del estudiante para informarle el nivel del estudiante. O el alumno continuará recibiendo los servicios de EL o el alumno cumplirá con todos los criterios de reclasificación. Ver recomendación a continuación)

- ☐ Student will continue to receive EL Services (El estudiante continuará recibiendo servicios de EL)
- ☒ Student met reclassification criteria and will be re-classified as RFEP. (El estudiante cumplió con los criterios de reclasificación y será reclasificado como RFEP.)
- ☐ N/A

Reclassification recommendation (Recomendación para la reclasificación)

Is the student ready to be considered for reclassification as Fluent English Proficient? ¿Está el estudiante listo para ser considerado para la reclasificación como competente en el idioma inglés?

- ☒ Yes, student meets language criteria and is sufficiently prepared to participate effectively in the curriculum without any EL accommodations at a level equal to that of English Only peers. (Sí, el estudiante cumple con la norma del lenguaje y está suficientemente preparado para participar efectivamente en el plan de estudios sin ningún tipo de acomodación como EL y está a un nivel igual al de los compañeros nativos del idioma inglés.)
- ☐ No, to be reclassified, the student still needs continued support. (No, para ser reclasificado, el estudiante aún necesita apoyo continuo.)

Meeting Notes

No notes were recorded for this meeting.

Attendee Signatures:

Administrator

Date: _____

Teacher

Date: _____

Parent/Guardian (Review &
Sign Report ONLY)
Mr./Mrs.: _____

Date: _____

**WORKSHEET FOR IEP TEAM RECOMMENDATION FOR RECLASSIFICATION OF
SPECIAL EDUCATION ENGLISH LEARNERS TO FLUENT ENGLISH PROFICIENT**

ATTACHMENT C

Ventura County SELPA

For use for consideration of reclassification of English Learners with IEPs who do not meet regular district reclassification criteria.

Student Name _____	D.O.B. _____	Student ID# _____	Date _____
School _____	Grade _____	Case Manager _____	

Description of how disability affects language acquisition (if applicable): _____

Grade First Entered School: _____ Years in the U.S.: _____ Years in EL Program: _____ Current English Learner Instructional Setting: _____

THE TEAM CONSIDERED THE FOUR CRITERIA OF RECLASSIFICATION (EC 313(D)) IN ORDER TO ASSIST THE RECLASSIFICATION TEAM.

1. English Language Proficiency Assessment

Current School Year Data Date: _____ Assessment Name: ☐ ELPAC ☐ VCCALPS ☐ Other: _____

Overall Score/Level: _____ Oral Language/Level: _____ Written Language/Level: _____

Listening Score/Level: _____ Speaking Score/Level: _____

Reading Score/Level: _____ Writing Score/Level: _____

☐ Yes ☐ No **Student met language proficiency level criteria as assessed by ELPAC/CELDLT.** (Refer to your LEA's reclassification criteria.)
(If yes, proceed to section 2. If no, fill out the information required below and consider alternate measures for establishing language proficiency.)

Previous School Year Data Date: _____ Assessment Name: ☐ ELPAC ☐ VCCALPS ☐ Other: _____

Overall Score/Level: _____ Oral Language/Level: _____ Written Language/Level: _____

Listening Score/Level: _____ Speaking Score/Level: _____

Reading Score/Level: _____ Writing Score/Level: _____

Current School Year Primary Language Data Date: _____ Assessment Name: ☐ VCCALPS ☐ Other: _____

Overall Score/Level: _____ Listening Score/Level: _____ Speaking Score/Level: _____

Reading Score/Level: _____ Writing Score/Level: _____

☐ Yes ☐ No ☐ N/A The student did not meet the LEA assessment threshold criteria for reclassification, but has an overall performance on CELDT/ELPAC in the upper end of Intermediate/Moderately Developed. The IEP team reviewed other informal measures of proficiency (such as teacher, parent, EL expert observations/reports) and determined it is likely the student is proficient in English.

☐ Yes ☐ No The IEP team has determined that the student's disability impacts his or her ability to manifest English proficiency.

Areas impacted: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing

If yes, explanation: _____

(Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language; error patterns in listening, speaking, reading, and writing are typical of students with that disability versus students with developing second language; VCCALPS scores indicate overall proficiency level of Bridging.)

(If either of the above are checked "yes", indicate "yes" to the following statement):

☐ Yes ☐ No **The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities.** (If yes, proceed to section 2. If no, stop here.)

2. Teacher's Evaluation of Student Academic Performance

Evaluation was based on: ☐ Classroom performance ☐ District-wide assessments ☐ Progress toward IEP Goals ☐ Formative Assessment

☐ Other: _____

☐ Yes ☐ No **Student met academic performance indicators set by district.** (If yes, proceed to section 3, if no, consider the following):

☐ Yes ☐ No The IEP team has determined that the deficit is due to the disability, and unrelated to English Language proficiency.

If yes, explanation: _____

(If the above is checked "yes," indicate "yes" to the following statement):

☐ Yes ☐ No **The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities.** (If yes, proceed to section 3. If no, stop here.)

3. Comparison of Performance in Basic Skills - grades 3 and above

Assessment(s) taken: ☐ SBAC ☐ CAA ☐ Other _____ Date(s): _____

English Language Arts/Literacy Score(s)/Level(s): _____

(Note: Score in English Language Arts/Literacy (ELA) must be in a range of scores that corresponds to a performance level or a range within a performance level determined by the LEA to be considered for reclassification. Each district may select an exact cut point.)

☐ Yes ☐ No **Student met performance criteria.** (If yes, proceed to question 4, if no, check all that apply):

☐ Yes ☐ No Student's Basic Skills assessment scores appear to be commensurate with his/her intellectual ability.

☐ Yes ☐ No Error patterns noted mirror the patterns of errors made by students with the same disability versus a language difference.

☐ Yes ☐ No Student has received ELD services for more than three years and academic progress in ELA is commensurate with that of peers who manifest similar disabilities who are not English learners.

(If any of the above are checked "yes," indicate "yes" to the following statement):

☐ Yes ☐ No **The IEP team has determined that the student has demonstrated an appropriate level of performance in ELA Basic Skills commensurate with his/her abilities.** (If yes, proceed to section 4. If no, stop here.)

4. Parent Opinion and Consultation

☐ Yes ☐ No **The parent/guardian participated in this discussion.** Parent comments: _____

(If no, an opportunity for parent consultation must be given before a final decision will be made.)

The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Language Development services. ☐ Yes ☐ No

Name of ELD Representative who provided input for this discussion: _____

Other team members who participated in the decision-making process: _____

Special Ed Provider _____ LEA Representative _____

This worksheet will be forwarded to the appropriate site or district English Language Reclassification representative. The final decision will be made according to district policy. Parent and Special Education Case Manager will be informed of the decision.

RFEP (Year 1-4) Monitoring Form

RFEP Year 1-4 Monitoring • 12/12/2018

Student #: ~~XXXXXXXXXX~~

Student: ~~XXXXXXXXXX~~

Teacher Name	XXXXXXXXXX	Due Date	1/30/2019
Teacher Subject	XXXXXX	Submitted Date	5/15/2018

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

Student Name	XXXXXXXXXX	Grade Level	XX	Testing ID #	XXXXXXXXXX
Local ID	XXXXXX	School	XXXXXXXXXXXX	Exited Monitoring Status	XXXXXX

Test Scores

RI (Grade: 4)						Date: 5/25/2018
				Lexile		Performance Level
				932		3 - Prof

SBAC Math (Grade: 4)						Date: 5/9/2018
	Scale Score	Claim 3 - Communicating Reasoning	Achievement Level	Claim 2 - Problem Solving and Modeling	Claim 1 - Concepts and Procedures	
	2614	3 - Above Standard	4 - Standard Exceeded	3 - Above Standard	3 - Above Standard	

SBAC ELA (Grade: 4)						Date: 5/8/2018
	Scale Score	Claim 3 - Listening	Claim 1 - Reading	Claim 2 - Writing	Achievement Level	Claim 4 - Research Inquiry
	2587	3 - Above Standard	3 - Above Standard	3 - Above Standard	4 - Standard Exceeded	3 - Above Standard

Math Benchmark (Grade: 4)						Date: 5/1/2018
						Percentage
						76.9

ELA Benchmark (Grade: 4)						Date: 5/1/2018
						Percentage
						90.9

SRI (Grade: 4)						Date: 1/18/2018
					Lexile	Performance Level
					781	3 - Prof

ELA Benchmark (Grade: 4)						Date: 12/1/2017
						Percentage
						81.8

Math Benchmark (Grade: 4)						Date: 12/1/2017
						Percentage
						100

SRI (Grade: 4)						Date: 10/5/2017
					Lexile	Performance Level
					698	2 - Basic

CELDT (Grade: 4)						Date: 9/7/2017
					Scaled	Proficiency
Overall					587	Advanced - 5
Listening					589	Advanced - 5
Speaking					556	Advanced - 5
Reading					592	Early Advanced - 4
Writing					612	Advanced - 5
Comprehension					590	Advanced - 5

Course Grades

2017/2018 - Trimester 3		
Course Subject	Course Name	Grade Received

2017/2018 - Trimester 2		
Course Subject	Course Name	Grade Received

2017/2018 - Trimester 3		
Course Subject	Course Name	Grade Received
Writing	Writing	A-
Science	Science / Health	A-
Mathematics	Mathematics	A+
Reading	Reading	B+
Social Science	History / Social Science	B+

Social Science	History / Social Science - Gr4	A
Mathematics	Mathematics - Gr4	A+
Reading	Reading - Gr4	A-
Science	Science / Health - Gr4	A+
Writing	Writing - Gr4	A-

2017/2018 - Trimester 1		
Course Subject	Course Name	Grade Received
Reading	Reading	A
Writing	Writing	A
Mathematics	Mathematics	A+
Social Science	History / Social Science	A
Science	Science / Health	A+

Monitoring Questions

1. Teachers' Evaluation of Student's Academic Performance		
	Satisfactory	Unsatisfactory
Student's study habits are	●	
Student's academic performance is	●	
Student's English language usage and production is	●	

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one	
<input checked="" type="checkbox"/>	Adequate Progress - Student is making adequate progress
<input type="checkbox"/>	Follow-up Required - Student is not making adequate progress and will be referred for appropriate interventions and follow-up.

Comments

xxxxxx in English and is reading high level books constantly. He has qualified for the GATE Program.

Signatures

xxxxxx

Fourth Grade _____ Date: _____

Appendix

C

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DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)
CALENDAR

CALENDARIO DE COMITÉ ASESOR DEL DISTRITO DE PADRES DE
APRENDICES DEL INGLÉS (DELAC)

2018-2019

Location/Sitio: University Campus MPR
2801 Atlas Avenue
Thousand Oaks, CA 91360

Time/Hora: Tuesdays/Martes 9:30 am – 11:30 am

Note/Nota: Childcare will be provided. Servicio de cuidado de niños estará disponible.

October 30, 2018
November 27, 2018
December—No meeting
January 8, 2019
February 5, 2019
March 19, 2019
April 30, 2019
May 21, 2019

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:	<p>The Conejo Valley Unified School District (CVUSD) has exceeded the targets for AMAO 1 and 2 as well as the AMAO 3 participation rate every year. CVUSD has exceeded the AMAO 3 target in mathematics every year until 2009-10. The District has not, however, met AMAO 3 in English Language Arts for five consecutive years, beginning in 2008-09. While the English Learner AYP in 2013 is the highest it has ever been with 46% Proficient in ELA and maintaining a 49.1% Proficient in mathematics, the pace of the growth has not been sufficient to meet the targets set by NCLB.</p> <p>CVUSD will provide and administer K-12 instructional programs for English Learners under this subgrant including:</p> <ul style="list-style-type: none"> Structured English Immersion (SEI) Program Mainstream English Program Alternative Program <p>The strengths of the Title III LEA Plan Addendum include the following:</p> <ul style="list-style-type: none"> The Board of Education has established districtwide goals that directly target the needs of English learners. District administration has provided clear guidance on importance of ELD and focus on English learners. District criteria for identification of ELs, program placement, and reclassification are clearly defined and known. The District adopted SBE approved materials for K-5 ELD and SBE adopted 6-12 ELD/Intensive Intervention materials. K-12 Teachers and elementary administrators have participated in training for effective implementation of ELD materials and instruction. 	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Ventura County Office of Education	Teacher on Special Assignment (EL Support Teacher)	\$107,718	OLEP
	a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;			Professional development from approved outside organizations	\$4,312	OLEP
	b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;			Release time for administrators, teachers and paraprofessionals for professional development	\$10,000	OLEP
	c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:			Bilingual Interpreters/Facilitators	\$200,000	Other
	d. Describe how the LEA will promote parental and community participation in LEP programs.					

Required Activities		<ul style="list-style-type: none"> • School site administrators, teachers, and bilingual paraprofessionals have received, and will continue to receive professional development targeting the academic and linguistic needs of English Learners in order to improve pedagogy practices in both designated and integrated English Language Development instruction. • To augment instructional practices targeted to English Learners site administrators participated in the VCOE English Learner Institute for Teaching Excellence (ELITE) training. <p>CVUSD will promote parent, family and community participation in EL programs at the district and site levels by implementing the following actions:</p> <ul style="list-style-type: none"> • Maintain functioning District English Learner Advisory Committee/English Learner Advisory Committees (DELAC/ELAC) for parents and the community. • Inform parents annually of their rights and responsibilities in choosing instructional programs for their children. • Provide translated documents on the district website that may be of particular interest to parents and families. • Provide training on parent involvement opportunities, understanding CELDT, parent access to attendance and grades. <p>Provide parent involvement activities that address the role of parents in assisting their children to increase English proficiency and achieve grade level standards.</p>				
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	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> English proficiency; and Academic achievement in the core academic subjects 	<p>CVUSD continues to improve the high quality language instruction based on scientifically based research that increases students' English proficiency and academic achievement in the core academic subjects by the following:</p> <ul style="list-style-type: none"> Monitoring that English learners receive ELD instruction until reclassification using the state and local governing board approved materials for the recommended daily instructional minutes, and in leveled groups according to CELDT proficiency level and most recent formative assessments. District adoption of Carousel for its elementary English Language Development Program, K-5. Middle schools use Inside and high schools use Edge for English Language Development Instruction. Maximizing the effectiveness of ELD instruction and integrating research based strategies. Use SDAIE strategies in content areas in order to support making content comprehensible for ELs. Using supplemental materials, specific for English Learners such as bilingual dictionaries, scaffolded language and writing programs and computer based language acquisition programs; teachers provide academic vocabulary instruction and integrate language objectives to their content lessons. Increasing use of research-based strategies to help ELs increase language proficiency and to access core curriculum at the elementary level. Providing content classes targeted to the proficiency level of ELs (e.g., SDAIE history, math, Newcomer classes) at some secondary schools. Level 3 students will be placed in English CP with an ELD support class Using a variety of technology-based programs such as Safari Montage, My Access, SuccessMaker, Waterford, and Rosetta Stone to help develop skills and/or make content accessible. <p>Professional development will include training for teachers and support staff on assessments that measure English linguistic skills in order to progress monitor English proficiency and inform the instructional needs for English Learners. The assessment tools and instructional strategies will target ELs linguistic and academic needs across the language acquisition continuum.</p> <p>The district will: Train all secondary English teachers who instruct Early Advanced and Advanced English learners on how to deliver effective differentiated ELD in their classrooms, regardless of the number of English learners.</p>	<p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Ventura County Office of Education</p>	<p>Professional Development</p> <p>Supplementary materials and programs</p>	<p>\$15,000</p> <p>\$21,000</p>	<p>OLEP</p> <p>OLEP</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.	The CVUSD provides ongoing, high-quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. Professional development activities include but are not limited to the following:	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Ventura County Office of Education	Professional Development	\$2,000	OLEP
	a. designed to improve the instruction and assessment of LEP children;	• Development of a single district-wide professional development plan that identifies how all teachers will be trained, supported and held accountable for the consistent implementation of the new CCSS and ELD Standards. The integration of ELD standards will target the academic and linguistic needs of all ELs.		Release time for articulation	\$5,000	OLEP
	b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	• CVUSD will update the Master Plan for English Learners that address all components of program compliance and services for English learners. Professional development will be provided to all district stakeholders to ensure adherence and implementation of the plan in order to ensure all ELLs are placed and progress monitored for academic and linguistic proficiencies.		EL Advisor Stipend	\$15,000	Other
	c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;	• District Data Coach to provide targeted and intensive professional learning to administrators and teachers on how to effectively use the Data program to analyze student learning including item and error analysis to improve teaching strategies and to determine which students will receive support from interventions.				
	d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	• Investigate data further with regard to EL math achievement and the drop off at secondary level to identify professional development needs of teachers and administrators specific to ELs in order to improve instruction and appropriate use of assessment to monitor progress.				
		• Provide administrators and teachers with training on the selected walk through observation protocol/process, specifically focusing on effective teaching strategies for English Learners. The observation protocol will include specific items that are significant in order to improve English linguistic skills and academic language across all content areas for ELs.				

	<ul style="list-style-type: none"> • Articulation meetings will focus on data analysis to inform instruction, identify intervention needs and next steps in professional development. This may include vertical articulation between the elementary, middle and high school teachers. • Continue to support staff development of GLAD and Kagan strategies using district trained staff to increase language acquisition, literacy, student engagement, and access to the core curriculum for elementary teachers. • ELD Teacher Advisors represent their sites at monthly meetings to learn about EL program requirements, share instructional strategies, problem solve, etc. and then train staff back at their site. • Focus at the secondary level on the creation of the master schedule to provide equal access to rigorous and supported content. Study how other districts have successfully provided this to their students; e.g., examine the use of student mentors to provide tutoring and support. <p>The Coordinator of English Learner Services, EL support teachers and other staff participate in Ventura County Office of Education EL Task Force and Bilingual Directors to keep up to date with best practices, current research, learn from neighboring districts, and problem solve.</p> <p>To substantially increase the teachers' subject matter knowledge, teaching knowledge, and teaching skills the district will provide the professional development on the following:</p> <ul style="list-style-type: none"> • Common Core and English learners including academic language • Provide 21st century learning opportunities in collaboration, communication, creativity and critical thinking • SDAIE <p>New ELD Standards and ELA/ELD Framework</p>				
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Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies Yes or No? If yes, describe:</p>	<p>To improve academic achievement in reading/language arts (AMAO 3) the district will:</p> <ul style="list-style-type: none"> • Provide, on-going site-specific coaching and support for effective ELD grouping and scheduling (e.g. share school wide, cross grade level models) to teachers, counselors and site administrators; • Support K-5 site administrators to routinely visit classrooms to observe ELA instruction to ensure that the core curriculum is implemented with fidelity; • Support middle and high school site administrators to routinely visit classrooms to observe that ELA teachers with mainstreamed ELs are utilizing the core (HOLT/Prentice Hall) ancillary materials designed for universal access, EL support, and language development as appropriate. They will provide timely feedback to teachers on these observations; • Place EL 3 students in CP classes with an additional ELD support class as needed • Use pacing guides consistently across grade levels to ensure EL access to standards; (Benchmark assessments and lesson observations will be used to monitor.) • Continue to provide training on academic language instruction and structured language practice through ELD advisor meetings; • Monitor and coach to ensure that ELs are receiving explicit academic language instruction and structured language practice on a consistent basis. • Continue to administer assessments from District adopted ELD materials (Carousel of Ideas (K-4.), Inside (grades 5-8) and Edge (grades 9-11) and utilize results as an additional measure to inform student placement and enter into district data management system; • Provide follow up/ongoing teacher training for the Carousel of Ideas ELD program; • Provide follow up/ongoing teacher training for Inside, and Edge; • Continue participation in VCOE EL Task Force and Bilingual Directors meetings to investigate strategies for long term ELs, students who are stuck at intermediate level on CELDT and/or basic level on CSTs, and investigate additional research based strategies for ELD instruction in the mainstream English setting; • Collect and analyze data to develop a process to effectively evaluate interventions including, but not limited to secondary SDAIE classes, before/after school classes and summer programs; 	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers	EL Support Teacher	Embedded In Above	Embedded In Above
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		<ul style="list-style-type: none"> • Establish school site data teams to collect, and analyze data on intervention programs to identify what is working and what is not, for ELs, long term ELs, and RFEP students; • Ensure that math pacing guides are used consistently across grade levels to ensure EL access to math standards; (Benchmark assessments and lesson observations will be used to monitor.) • Support teachers in grade 4-12 who will give District Benchmark Assessments in math at the end of each trimester/semester; • Analyze data (including math benchmarks) with regard to EL math achievement to better understand the needs of EL students as well as to identify professional development needs of teachers and administrators; • Increase the number of ELs who are placed in grade appropriate mathematics classes including algebra for 8th graders; • Ensure that ELs have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings, and; • Train secondary teachers in ELD Standards and ELA/ELD Framework and monitor the implementation of the 2012 ELD standards and ELA/ELD Framework to ensure that ELs have meaningful access (differentiation) to grade-appropriate core, curriculum. This includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU admissions criteria. 				
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		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. <input checked="" type="radio"/> Yes or No? If yes, describe:	CVUSD will provide tutorials, academic and vocational support and intensified instruction to EL students by the following: <ul style="list-style-type: none"> • Implementation of a Multi-Tiered System of Supports (MTSS) appropriate for elementary and secondary students that includes both academic and behavior components. The MTSS Design Team will create and communicate a district model for support that uses data to monitor student achievement and identify students who need additional support within the core (Tier 1), students who need instruction and learning time or enrichment in addition to the core (Tier 2), and students who need intensive intervention (Tier 3). • Creating a Task Force to examine how to schedule time for effective intervention within the secondary school day for students who need strategic and intensive intervention. High School students will be placed in intervention courses, including language arts intervention, reading intervention, content reading, CAHSEE prep, CAHSEE intervention, Measuring Up, Apex, and Cyber High. Supporting EL students with access to College and Career Guidance Coordinators, School to Career and ROP programs.	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers	MTSS Supports	Undefined	Other
	6. Develop and implement programs that are coordinated with other relevant programs and services. <input checked="" type="radio"/> Yes or No? If yes, describe:	CVUSD will continue to coordinate the following programs and services to support EL students: <ul style="list-style-type: none"> • Current, existing intervention programs • MTSS (Multi-Tiered System of Supports) • Create a positive inclusive school community • Title I • GATE • AP/IB classes • School to Career Programs • ROP • Academic Academies • Special Education • Office of Instructional Services • Office of Curriculum, Instruction, and Assessment • Office of Elementary and Secondary Education 	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers			

	<p>7. Improve the English proficiency and academic achievement of LEP children.</p> <p>Yes or No? If yes, describe:</p>	<p>To improve the English proficiency and academic achievement of LEP children the CVUSD will implement the following activities:</p> <ul style="list-style-type: none"> • Provide, on-going site-specific coaching and support for effective ELD grouping and scheduling (e.g., share school wide, cross grade level models) to teachers, counselors and site administrators • Provide follow up/ongoing teacher training for Carousel of Ideas and effective ELD instruction • Provide follow up/ongoing teacher training for Inside, Edge and effective ELD Instruction • Continue to provide training and support to K-12 teachers on CCSS, 2012 ELD standards and ELA/ELD Framework. • Explore a means for all sites to provide common planning time to analyze data and monitor progress of ELs and RFEPs. • Bilingual Paraprofessionals- under the supervision and guidance of the classroom teacher will assist LEP students in accessing core content as needed. 	<p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers</p>	<p>Bilingual Parapros</p>	<p>\$224,240</p>	<p>Other</p>
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	Description of how the LEA is meeting or plans to meet this requirement.	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. <p>Yes or No? If yes, describe:</p>	<p>CVUSD provides community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. The following is a partial list of such activities:</p> <ul style="list-style-type: none"> • Parents are encouraged to actively participate in ELAC/DELAC meetings and to provide input into the needs assessment and school site plans. • K-5 Parent conference week offers 2-way communication with interpreters provided for parents of ELs in Spanish and other languages as needed whenever possible. • Interpreters are available at Back to School nights, Open House, secondary orientation events, and other parent outreach events. • Some school sites have Outreach Assistants, Newcomer Specialists and strong structured parent groups (e.g., Parents Making a Difference). • Regular communication through “all calls” and outreach are made in Spanish and English. • The CVUSD Adult School and some other sites at the K-12 level offer English as a second language classes to parents and other adults in the community. • Parents are provided training on involvement opportunities, understanding CELDT, and how to access to attendance and grades. • At the elementary level parents are offered opportunities to participate in activities such as family movie nights, ice cream socials, and parenting classes. • At the secondary level parents are offered orientation events with interpreters, college and career nights, and occasional parent education evenings. • Materials are translated into Spanish. • As funding allows increase the number of bilingual staff. <p>To improve community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families the district will:</p> <ul style="list-style-type: none"> • Explore parent involvement/leadership programs at the district and site level while utilizing current site programs as vehicles to expand parent involvement and efficacy. • Expand Parents Making a Difference and the Park Oaks Outreach Center district-wide. • Expand the number of Outreach workers to meet the needs of ELs district-wide. 	<p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Outreach Assistants, Bilingual Staff</p>	<p>Bilingual Interpreters/Facilitators</p>	<p>\$168,507</p>	<p>Other</p>

<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs. <p>Yes or No? If yes, describe:</p>	<p>CVUSD will continue to improve the instruction of LEP children by:</p> <ul style="list-style-type: none"> • Using a variety of technology-based programs such as Safari Montage, Learn360, My Access, Success Maker, Waterford and Rosetta Stone, among others to help develop skills and/or make the content accessible; • Providing access to special programs (Naviance Program, Westlake Innovative Technology (WIT) academy, Digital Arts and Technology Academy and Discover Program (6-8) among others and schools (Century Academy and Conejo Open Leadership Academy); • Providing teachers with access to technology and professional development so they can prepare for the CCSS. Help teachers to access computer-based and performance-based assessments for their students in anticipation of the new CCSS accountability and assessment systems; • Training administrators and teachers on effective classroom technology integration in all subject areas. Identify and share exemplary models of technology integration at the elementary, middle and high school levels to support the implementation of the CCSS and ELD standards; • Defining district standards for digital citizenship for students and staff, and; <p>As fiscal resources become available, provide students technology based supplementary, intervention, and enrichment programs.</p>	<p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers</p>	<p>Technology specific to EL classes</p>	<p>\$25,000</p>	<p>OLEP</p>
<p>10. Other activities consistent with Title III.</p> <p>Yes or No? If yes, describe:</p>					

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activity	<p>1. LEA informs the parent's of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>CVUSD has a protocol and system for notifying parents of their student's placement, progress, and program.</p> <p>Within each parent letter proficiency level and means of testing are articulated.</p> <p>Along with each letter a copy of the reclassification criteria, program descriptions, and parents' rights to a waiver are included.</p> <p>ELAC meetings are held on campuses for parents to get information on their school's program.</p> <p>DELAC meetings are held regularly and posted/announced ahead of time in order to allow parents and the community proper notification.</p>	Deputy Superintendent of Instruction, EL Coordinator, Site Administrators, Counselors, Bilingual Facilitators			
		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 					
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>						
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>						

Plans to Provide Services for Immigrants

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p> <p>Yes or No? If yes, describe:</p>	<p>CVUSD provides community participation programs, family literacy services, and parent outreach and training activities designed to assist parents to become active participants in the education of their children. The following is a partial list of such activities:</p> <ul style="list-style-type: none"> Parents are encouraged to actively participate in ELAC/DELAC meetings and to provide input into the needs assessment and school site plans. Various parenting classes are offered at sites. K-5 Parent conference week offers 2-way communication with interpreters provided for parents of ELs in Spanish and other languages as needed whenever possible. Interpreters are available at Back to School nights, Open House, secondary orientation events, and other parent outreach events. Some school sites have Outreach Assistants, Newcomer Specialists and strong structured parent groups (e.g., Parents Making a Difference). Regular communication through "all calls" and outreach are made in Spanish and English. The CVUSD Adult School and some other sites at the K-12 level offer English as a second language classes to parents and other adults in the community. Parents are provided training on involvement opportunities, understanding CELDT, and how to access to attendance and grades. At the elementary level parents are offered opportunities to participate in activities such as family movie nights, ice cream socials, and parenting classes. At the secondary level parents are offered orientation events with interpreters, college and career nights, and occasional parent education evenings. Materials are translated into Spanish. As funding allows increase the number of bilingual staff. <p>To further assist parents to become active participants in the education of their children the district will:</p> <ul style="list-style-type: none"> Explore parent involvement/leadership programs at the district and site level while utilizing current site programs as vehicles to expand parent involvement and efficacy. Expand Parents Making a Difference and the Park Oaks Outreach Center district-wide. Expand the number of Outreach Assistants to meet the needs of ELs district-wide. Provide centralized training for Outreach Assistants. 	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers	Interpreters	Embedded in above	Embedded in above
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>CVUSD has made it a priority to implement a program where bilingual paraprofessionals are assigned to each school site in order to support LEP students.</p> <p>Specific and targeted bimonthly training occurs for all bilingual paraprofessionals.</p>	EL Coordinator, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Bilingual Facilitators, Bilingual Paraprofessionals	Bilingual Paraprofessionals	Embedded in above	Embedded in above

	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	A Bilingual Facilitator is assigned to each school site to assist in providing immigrant children and youth with mentoring and academic or career counseling.	EL Coordinator, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Bilingual Facilitators	Bilingual Facilitator	Embedded in above	other
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	The Student Support Services Department- EL Division collaborates with the Instructional Services Departments, administrators, and teachers to identify and acquire curricular materials, educational software, and technologies.	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers			
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:					
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Address language acquisition, academic achievement, and ELL immigrant transition needs by providing high-quality summer programs through effective sheltered content and English language instruction.	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers	Bilingual Paraprofessionals	\$24,051	OIME