



MASTER PLAN for ENGLISH LEARNERS



Vista Unified School District
Educational Excellence and Innovation
Multilingual Education Department

Vista Unified School District English Learner (EL) Master Plan

*Adopted by the VUSD Board on
August 12, 2021*

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VISTA UNIFIED SCHOOL DISTRICT

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VUSD SUPERINTENDENT

Dr. Matt Doyle

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Rafael Olavide

A Message from our VUSD Board President- Cipriano Vargas

Dear Vista USD Students, Families and Staff,

It is with much excitement that we introduce the VUSD EL Master Plan. As an English language learner and graduate of our public schools in Vista, I know this framework will positively impact our students and the outcomes we aim to obtain. This plan lays a vision that promotes multilingualism and focuses on the critical learning environments for our scholars across Vista Unified. From our youngest learners to those in our high schools, our board is committed to providing high quality learning environments for all. Our students deserve the best and at Vista USD, we are committed to this vision.

Cipriano Vargas, School Board President

A Message from our VUSD Superintendent of Schools- Dr. Matt Doyle

Having the ability to speak, read, and write a second language is one of the most powerful skills a student can learn as they move along their pathway towards a career they love. Our educational system is transforming into a learning environment that increasingly focuses on building global competencies so that our graduates are prepared to compete for jobs in an increasingly global marketplace. As a young educator, I can attest to the power of being multilingual. Starting my career off teaching in South Central Los Angeles, my ability to speak, read, write, and teach Spanish and English to my students empowered me to meet students where they were and build on the strengths they brought to the classroom with their native language. Our multilingual approach in Vista Unified will open doors for students to learn a new language, explore new cultures and customs, and develop a deeper understanding of the power of communication.

Dr. Matt Doyle, Superintendent

Acknowledgments

The Multilingual Education Department in the Vista Unified School District (VUSD) is very grateful to the following professionals in education who dedicated countless hours of work and study, research and editing to create a viable pedagogical product to support our ELs. It has been many hours of work online in the middle of a year of global pandemic but the determination of the group was extraordinary. We would have liked to have summoned more experts for this project, but the COVID restrictions to make the in-person meetings more bearable limited us to having a smaller group of experts than under normal conditions.

VUSD wholeheartedly appreciates your unwavering commitment and dedication to the success of our EL school community:

- Kristin Anderson, Vista Unified School District (VUSD)
- Leticia Cimino, Vista Unified School District (VUSD)
- Kim Collier, Vista Unified School District (VUSD)
- Jorge Cuevas - Antillón, San Diego County Office of Education (SDCOE)
- Ava DeAlmeida-Law, US Department of Education
- Amy Glenn, Vista Unified School District (VUSD)
- Linda Guerrero, Vista Unified School District (VUSD)
- Izela Jacobo, San Diego County Office of Education (SDCOE)
- Patricia Karlin, San Diego County Office of Education (SDCOE)
- Annie Lee, US Department of Education
- Tony Mora, San Diego County Office of Education (SDCOE)

With gratitude,

Rafael Olavide

Director of Multilingual Programs and ELD K-12

Master Plan Development Process

In September 2020, representatives from the Vista Unified School District and the San Diego County Office of Education met to lay the groundwork for the process of creating the VUSD EL Master Plan for the Vista school community. The process took countless hours of weekly work that was dedicated to research, study, and the writing of the first drafts.

Phase 1 Planning	Phase 2 Information Gathering	Phase 3 Writing	Phase 4 Distribution
• Manage 2020-21 Master Plan process • Plan and schedule meetings • Notify key stakeholders	• Gather stakeholder voices throughout the district • Identify important topics for inclusion • Provide feedback	• Analyze data • Write 2018 Master Plan chapters • Continuously integrate Ad Hoc Working Group advice • Include stakeholder voices	• Publish and distribute 2021 Master Plan • Develop and provide training • Evaluate results

Revision History/Document Control Page

Date	Section Updated	Description of Change	Approved By
April 2022	Chapter 2	New Secondary Sequence Plan for ELs	VUSD Board of Education
June 2022	Chapter 2	Added new Newcomer definition per CDE	Director, Multilingual Programs
June 2022	Chapter 1 & 2	Updated DLI	Director, Multilingual Programs
February 2023	All Chapters	Changed EL Assessment Center to Multilingual Center	Director, Multilingual Programs
June 2023	Chapter 1 & 2	Updated DLI	Director, Multilingual Programs

Date	Section Updated	Description of Change	Approved By
June 2024	Chapter 1& 2	Updated DLI	Director, Multilingual Programs
August 2024	Chapter 1&2	Updated DLI	Director, Multilingual Programs
March 2025	Appendix	Added revised Newcomer definition per CDE	Director, Multilingual Programs
August 2025	Chapter 1&2	Updated DLI	Director, Multilingual Programs
October 2025	Chapter 3	Added New Reclassification (approved in Nov..2024)	VUSD Board of Education
November 2025	All Chapters	Changed MED to MLD	Director, Multilingual Programs
November 2025	All Chapters	Removed TK from SEI	Director, Multilingual Programs

Executive Summary

The Vista Unified School District (VUSD) Master Plan 2021 for English Learners (EL) stands as an indispensable benchmark and guide for the education of our culturally and linguistically diverse students. This includes the education of students participating in Dual Language Immersion Programs.

Since the VUSD EL Master Plan adopted in 2009, much has changed in the education of ELs in our district. The passage of Proposition 58 in California opened the doors to bilingual education programs after years of policies designed for exclusive instruction in English. In addition, the EL Road Map of 2017 laid the foundations for multilingual education in our state and in our district, where we postulate ourselves as staunch promoters of multiculturalism and multilingualism that truly reflects the reality of our community. In 2014, and as a result of the implementation of the ELA / ELD standards, the terms integrated ELD and designated ELD became familiar to educators and parents of ELs. The California Education for a Global Economy Initiative, which laid the foundations for Proposition 58, "promotes multiple pathways and opportunities, including dual language acquisition programs, for any student to become proficient in two or more languages" (p.20). This includes the path to obtaining the Seal of Biliteracy, an initiative created in California to celebrate the academic success of our bilingual students.

The EL Road Map was our reference when preparing this document. It is based on four fundamental principles:

1. Assets- Oriented and Needs Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

From a perspective of creating the foundations of an exemplary education model for academic and emotional success, we embrace the new term of emerging bilingual students, and thus embody the essence of the EL Road Map and the California Education for a Global Economy Initiative in a useful and practical document for the Vista community.

The VUSD EL Master Plan:

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

The EL Master Plan contains seven chapters:

Chapter 1

- Articulates goals for VUSD's English Learner Program related to equity, access, academic growth, and multilingualism.
- Describes in detail the three instructional programs:
 - Structure English Immersion (with designated ELD and integrated ELD)
 - Dual-Language Immersion (includes ELD)
 - Three Pillars
 - Bilingualism and Biliteracy
 - Grade-level Academic Achievement
 - Cross-Cultural Competence
 - Heritage Language (for secondary students)

Chapter 2

- Outlines the process for identification of students as English learners.
- Explains parental rights and choices for students to participate in instructional programs designed for English learners
- Details the instructional program options (Structured English Immersion, Dual-Language Immersion, or Heritage Language)

Chapter 3

- Describes the process for assessing VUSD English learners using local/state formative, interim and summative assessments
- Details how to determine students' English language proficiency, academic achievement and reclassification
- Explains how current and reclassified English learners will be monitored for continual

academic and linguistic progress

Chapter 4

- Specifies how all teaching personnel working with English learners must be authorized and qualified to provide the appropriate instructional services, including integrated and designated ELD, with appropriate scaffolding and support.
- Explains the professional development plan to expand the capacity of personnel to maximize the quality of instructional services to English learners.

Chapter 5

- Communicates VUSD's commitment to nurturing partnerships and empowering the community through participation in parent English Learner Advisory Committees (ELAC) at sites and at the district level (DELAC)
- Describes the legal requirements and processes for establishing DELAC and ELACs, including the roles and responsibilities of DELAC and ELAC
- Details the tasks of the DELAC and ELAC, such as advising VUSD school board decision-making

Chapter 6

- Outlines the process for program evaluation
- Connects program goals to measures and data sources
- Describes how data can be used within the various levels of VUSD (i.e., district, school and classroom)

Chapter 7

- Explains how VUSD receives state and federal funds
- Describes the required use of funds, especially Title III funding
- Outlines the process for planning for the appropriate use of Title III funds, as well as monitoring and accounting

Introduction

California's EL Roadmap

In 2017, the California School Board of Education (SBE) unanimously approved the EL Roadmap (often referred to as the “EL Roadmap”) as a new statewide policy for supporting ELs. The EL Roadmap consists of four principles intended to guide all school and district policy related to ELs “towards coherence and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, twenty-first century education for the state’s ELs.”¹

The California EL Roadmap expects each educator to serve ELs as a central responsibility. As a call to action, the SBE has outlined how communities such as Vista Unified School District (VUSD) should organize, maintain, and evaluate support services for ELs based on four interrelated, researched and values-based principles. Accordingly, the EL Roadmap’s tenets are embedded throughout VUSD’s revised EL Master Plan.

California's EL Roadmap Principles

<i>Principle One:</i> Assets-Oriented and Needs Responsive Schools	❑ Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of ELs. Programs value and build upon the cultural and linguistic assets students bring to their education in a safe and affirming school climate. Educator’s value and build strong family, community, and school partnerships.
<i>Principle Two:</i> Intellectual Quality of Instruction and Meaningful Access	❑ ELs engage in intellectually rich, develop-mentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. ELs have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
<i>Principle Three:</i> System Conditions That Support Effectiveness	❑ Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data

¹ California Department of Education. (2018). *California EL Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for ELs*. CA: California Department of Education

	systems that inform instruction and continuous improvement. ❑ Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of ELs.
<i>Principle Four:</i> Alignment and Articulation Within and Across Systems	❑ ELs experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

To make the aspirational goals of the California EL Roadmap come alive locally, each chapter of the VUSD EL Master Plan starts by naming which principle is addressed in that portion of the overall document as well as the specific elements addressed through VUSD’s plans. By placing the CA EL Roadmap as a frame for designing services and articulating details, VUSD confirms adherence to the spirit of the state to assure the most effective and equitable approach to supporting English learning schooling.

California’s Federal Program Monitoring (FPM)

Federal law requires the California Department of Education (CDE) to ascertain the quality, coherence, and compliance of the implementation of federal programs in school districts for specific kinds of student programs funded by the federal governments, such as EL funding stemming from Title III. As a local education agency (LEA) receiving federal categorical funds, VUSD must meet the state’s requirements for fiscal and program responsibility for supporting ELs (ELs). During FPM visits, state program reviewers utilize a variety of tools known as CDE Program Instruments. VUSD commits to maintaining systems to support federal compliance for the EL program, as identified by the state EL Program Instrument(s).

Accordingly, VUSD EL Master Plan refers to the 2020-21 EL Program Instrument(s) most related to the subject matter within each section of the document, at the beginning of every chapter.

Pointing out the FPM links at the start of each chapter accomplishes several objectives for VUSD. First, it creates a searchable index when FPM state monitors seek district explanation and rationale for programmatic choices, allowing for the possibility of revision in the future as the program instrument evolves. Second, inclusion of FPM references keeps accountability at the forefront of district and site administrators by highlighting the methods external reviewers will examine VUSD services for ELs.

VUSD's Multilingual Education Department

In 2020, VUSD reorganized the leadership for EL services to include both site and district administrators. Subsequently, the members of the department, inspired by the direction of the state's call to action for ELs and their commitment to the students, requested a name change that was approved: Multilingual Education Department (MED). Moreover, the MED team also recently redefined their goals:

Purpose of the Multilingual Education Department:

The Multilingual Education Department guides VUSD to ensure multilingual students and ELs succeed.

Vision:

The vision of the Multilingual Education Department is to prepare and inspire students to become effective and confident communicators to successfully participate in a global community.

Mission:

The mission of the Multilingual Education Department is to ensure rigorous, explicit, high-quality language instruction that prepares students to be productive members of the community and to achieve high social and academic success.

Currently, VUSD's MED is led by a site administrator supported by two central office administrators, several TOSAs, and a variety of classified staff, including two dedicated English Learner Proficiency Assessment of California (ELPAC) testers. Although some of the staff have offices at a VUSD location next to the Vista Academy of Visual and the Performing Arts, MED staff also work across the district community, depending on duties and services needed for ELs.

Policy Influencing VUSD's EL Master Plan

Following state mandates and policy directions VUSD has revised its EL Master Plan to align with all current federal, state, and local expectations. The timeline below indicates the many significant changes to federal, state, and local policies and practices since the previous 2010 version of the VUSD EL Master Plan.

- 2010: Vista Unified School District Board adopts an EL Master Plan
- 2010: California State Board of Education adopts the Common Core Standards as the state's English Language Arts (ELA) and Mathematics Standards
- 2012: California State Board of Education adopts the state's revised and unique English Language Development (ELD) Standards
- 2013: California State Board of Education slightly modifies the state ELA and mathematics standards

- 2014: California Department of Education (CDE) releases the ELA/ELD Framework
- 2015: CDE releases list of state-approved ELA/ELD curriculum
- 2016: California Proposition 58 enters the state ballot for increasing access to multilingual education for all students and passes with a rare majority in 2017
- 2016-2017: California completely revises state academic testing, implementing the California Assessment of Student Performance and Progress (CAASPP)
- 2017: California State Board of Education adopts the EL Roadmap to influence policy at the district, school, and classroom level statewide
- 2017-2019: California completely revises state EL testing, implementing the ELPAC assessment.
- 2018: CDE releases the Global California 2030 report as an initiative to substantially increase multilingualism in districts and schools
- 2018-2019: CDE releases latest versions of FPM instruments

VUSD's EL Demographic Data Summary

Per data analysis across the past few years, Vista Unified School District recognizes several patterns of language learner data, summarized below.

VUSD ELs are a significant proportion of the total population.

According to [DataQuest](#), the CDE's data monitoring portal for school and district, as of 2020, close to half of the VUSD students come from households where parents report speaking languages other than English (i.e. nearly one out of two of VUSD's students are part of a multilingual family). The vast majority of students who take the Initial ELPAC are identified as ELs. VUSD students who are currently still ELs approaches 20% of the total student population. About a quarter of VUSD's students have been ELs somewhere during their education in the community (i.e., "Ever-EL").

Studying distinct level data revealed that approximately:

- 9 out of 10 students taking the Initial ELPAC assessments are identified ELs
- **1 out of 5 VUSD students is currently an EL**
- 1 out of 4 VUSD students has been an EL at some point in their VUSD years ("Ever-EL")

VUSD ELs are diverse.

VUSD's ELs speak a variety of languages, although Spanish Speakers make up the bulk. VUSD current and former ELs speak almost 40 languages other than English. Per [DataQuest](#) for 2019-2020, about 95% speak Spanish, about 1% Vietnamese, about 1% Arabic, with all the rest of the languages making up much less than one percent each.

All ELs are expected to reach sufficient English proficiency within five years. Although a significant portion of VUSD' ELs are indeed reclassified yearly (about 20%) an even larger proportion are taking or will take longer than five years to reclassify. About 20% of VUSD's ELs are Long Term ELs, or LTELs, with another 13% at-risk of becoming LTELs, i.e. At-Risk Long Term ELs, or AR-LTELs.

Many of VUSD's ELs have many more challenges besides learning the English language. About one in three of VUSD students are identified as both ELs and Special Education students. In addition, ELs might also be:

- immigrants new to the United States
- a Migrant Education family routinely traveling across various cities, states, or countries for employment in agriculture, lumber, or fisheries
- concurrently be Special Education and LTELs, or
- concurrently be Special Education while at-risk of becoming LTELs ("AR-LTELs").

Analysis of district data at different points across the past few years showed that about:

- 1 out of 3 VUSD ELs is dually identified as Special Education.
- 1 out of 5 VUSD ELs is reclassified (RFEP) yearly
- 1 out of 5 VUSD ELs is identified as a Long-Term EL (LTEL).
- 1 out of 7 VUSD ELs is at-risk of becoming an LTEL.
- 1 out of 8 students are identified as Special Education as well as a Long-Term EL
- 1 out of 9 VUSD ELs is a Title III Immigrant.
- 1 out of 10 ELs is a Newcomer.
- 1 out of 11 ELs is also identified as a Migrant Education student.
- 1 out of 20 students are identified as Special Education and at risk of becoming Long-Term EL

ELs have serious social needs.

VUSD's ELs also experience other substantial deprivations. Per recent data the majority are living in poverty per qualifications for the free/reduced cost lunch program (72%), however with reticent participation of immigrants who qualify due to immigration status scares and the recent economic downturn due to the pandemic, district staff presume that the true proportion of EL poverty is probably much higher, estimated at more than 90% per reports from previous years.

VUSD ELs are more likely than other students to endure homelessness and undergo challenges that make them chronically absent. Some are or will also become foster students or be suspended by their schools. Accordingly, a significant portion of ELs have necessities beyond just language development.

In sum, ELs have many more hurdles beyond learning language needing to be addressed during their formative years in VUSD. Although the bulk of the district's EL master plan centers on mitigating their language needs, VUSD recognizes that ELs merit many more services through

various programs geared toward students social/emotional health, social services, and other forms of humanitarian assistance available through community partnerships.

ELs exhibit a great need for academic support.

A review of state data leads to the identification of areas of strength as well as areas for growth. The CA Dashboard for 2019 indicates that 48.2% of VUSD's ELs are making annual progress towards English language proficiency, placing VUSD in the "Medium" progress level. The Career and College indicator on the Dashboard shows an orange performance level for VUSD's ELs. During the 2019 CAASPP administration, 12.81% of students learning English met or exceeded the standards for English Language Arts and 12.58% of students in the EL Program met or exceeded the standards for Mathematics. In sum, only about 1 in 8 ELs in VUSD are demonstrating adequate academic performance in the state academic assessment.

ELs numbers vary by community.

Although there are ELs in every school in VUSD, some schools have a larger proportion than the district's average. Among the schools with the greatest concentration of ELs in VUSD are:

- Foothill Elem 52%
- Bobier Elem 51%
- Maryland Elem 43%
- Vista Academy Elem 42%
- Grapevine Elem 35%
- Hannalei Elem 34%
- Rancho Minerva Middle 34%
- Beaumont Elem 32%

Even in locations where the proportionality of ELs may be smaller, VUSD recognizes the importance of having strong programs that effectively serve this unique, diverse, and deserving category of students. Clearly, support for ELs will also vary according to each school's context, but the district office staff, and the school sit staff all share the same commitment to ensure ELs, former ELs and initial fluent multilingual learners all thrive in every setting. Whether students need English language development, academic intervention, social/emotional counseling, or any other form of assistance, the district offices and school sites care. VUSD pledges to advance equity and opportunity for ELs and be held accountable for that promise. Indeed, the spirit and aim of the VUSD EL Master Plan remains focused on knowing, serving, and celebrating the wonderful assets, talents, and contributions ELs bring to the present and future of the community of Vista.

Chapter 1: Instructional Programs



Chapter Overview

VUSD provides a comprehensive instructional ELD approach tailored to meet the diverse needs of ELs and the educational preferences of their parents. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. This chapter describes the instructional programs available to ELs and the achievement goals set by VUSD.

California EL Roadmap Principles in Chapter 1

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of ELs. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships

Element A. The languages and cultures ELs bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

Element B. Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all ELs, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long term ELs are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

Element E. Schools and districts develop a collaborative framework for identifying ELs with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to ELs. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

ELs engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. ELs have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Element A. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).

Element B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

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

in each of the content areas.

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

Element E. Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

Element F. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by ELs at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

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

Federal Program Requirements and Monitoring (FPM) Addressed in Chapter 1

EL 14: ELD

EL 15: Access to Standard Instructional Program

VUSD Roles and Responsibilities for Program Implementation

Multilingual Education Department (MLD) Administrator(s)	☐ Collaborates with the Department of Educational Excellence and Innovation (EE & I) and site administration for the implementation of the EL Master Plan ☐ Collaborates with the EE & I to provide training on integrated and designated ELD, as well as dual language at sites undertaking Dual Language Immersion (DLI) ☐ Provides assistance and support to administration and sites for program implementation
Coordinator	☐ Collaborates with the Department of Educational Excellence and Innovation (EE & I) and site administration for the implementation of the EL Master Plan ☐ Attends state and county conferences and training for the purpose of acquiring information to pass on to district and site administrators ☐ Collaborates with the EE & I to provide training to administration on integrated and designated ELD, as well as dual language at sites undertaking Dual Language Immersion (DLI) ☐ Provides training to administration and sites with regards to program implementation

	☐ Provides assistance and support to administration and sites ☐ Meets regularly with ELD Teacher on Special Assignment and ELD Site Leads to train and support the Implementation of the EL Master Plan ☐ Meets regularly with ELD Teacher on Special Assignment and ELD Site Leads to train and support the instructional programs at the sites ☐ Collaborates with EE & I and MED for the continuous monitoring of progress toward Federal and State mandates
ELD Teacher on Special Assignment	☐ Collaborates with MLD, EE & I and Coordinator for the implementation of the EL Master Plan ☐ Collaborates with department administrators on designing and facilitating of professional learning around the CA ELD Standards and ELA/ELD Framework
Principal	☐ Collaborates with MLD, EE & I and Coordinator for the implementation of the EL Master Plan at their site ☐ Oversees implementation of integrated and designated ELD instruction, as well as any Spanish instruction within the DLI program.
ELD Resource teacher	☐ Collaborates with MLD, EE & I and Coordinator for the implementation of the EL Master Plan ☐ Supports the site administrator(s) and teachers with the implementation of integrated and designated ELD instruction
Classroom Teacher	☐ Designs and implements integrated and designated ELD lessons that include effective practices of ELD instruction, as well as any subject taught in Spanish within the DLI program.

Language Acquisition Programs (LAPs)

Vista Unified School District's goal is to educate and support ELs in reaching their highest potential each school year.

VUSD provides LAPs for ELs consistent with the regulations established by section 5 CCR Section 11309[c].

Any LAP provided by VUSD will:

1. Be designed using evidence-based research which includes ELD standards, ELA/ELD Framework and a comprehensive approach to ELD (Designated and Integrated ELD)
2. Be allocated sufficient resources by the district and the school site to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals

3. Within a reasonable period of time, lead to:
 - a. Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and
 - b. Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.

English Language Development (ELD) Standards

The ELD Standards adopted by the State Board of Education on November 7, 2012 (AB 124 ELD Standards Revision) provide guidelines for language acquisition.

The adopted ELD Standards are aligned with the California Common Core State Standards

- There are three levels – **Emerging, Expanding, and Bridging**
- They contain descriptions of ELs’ abilities at the “early stage” and “exit from” each level
- The strands of listening, speaking, reading, and writing are integrated. Instead, they are articulated through three Domains:
 - Part I – Interacting in Meaningful Ways.
 - Part 2 – Learning How English Works; and
 - Part 3 – Using Foundational Literacy Skills
- The ELD Standards are structured by grade level

ELD Standards address second language acquisition, a required content area unique to ELs. These standards identify the linguistic competencies ELs must develop to achieve the proficiency in English, which native speakers already possess. ELD standards are not a substitute for content standards. They initially scaffold the Common Core State Standards-English Language Arts/Literacy (CCSS-ELA). Proficiency in the CCSS-ELA standards is the expected outcome for all students.

Comprehensive Approach to ELD: Designated and Integrated English Language Development

Vista Unified School District offers a comprehensive English Language Development program to all ELs “ELs at all proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.” (Ch.2, p. 119, California ELA/ELD Framework)

Designated ELD (dELD): ELs need to be taught the English language explicitly through Designated English Language Development. Per state guidance found in the state curricular framework on the teaching of literacy and the English language, dELD is a core subject area required for ELs:

“Designated ELD is a protected time during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in

order to develop critical English language skills, knowledge, and abilities needed for content learning in English. Designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather is an opportunity during the regular school day to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During this protected time, ELs are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language.” (Ch. 2 p. 115, California ELA/ELD Framework)

Integrated ELD (iELD): means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. iELD includes specially designed academic instruction in English.” (California Education Code § 11300. Definitions)

“This framework uses the term integrated ELD to refer to ELD taught throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.” (Ch. 2 p. 108, California ELA/ELD Framework)

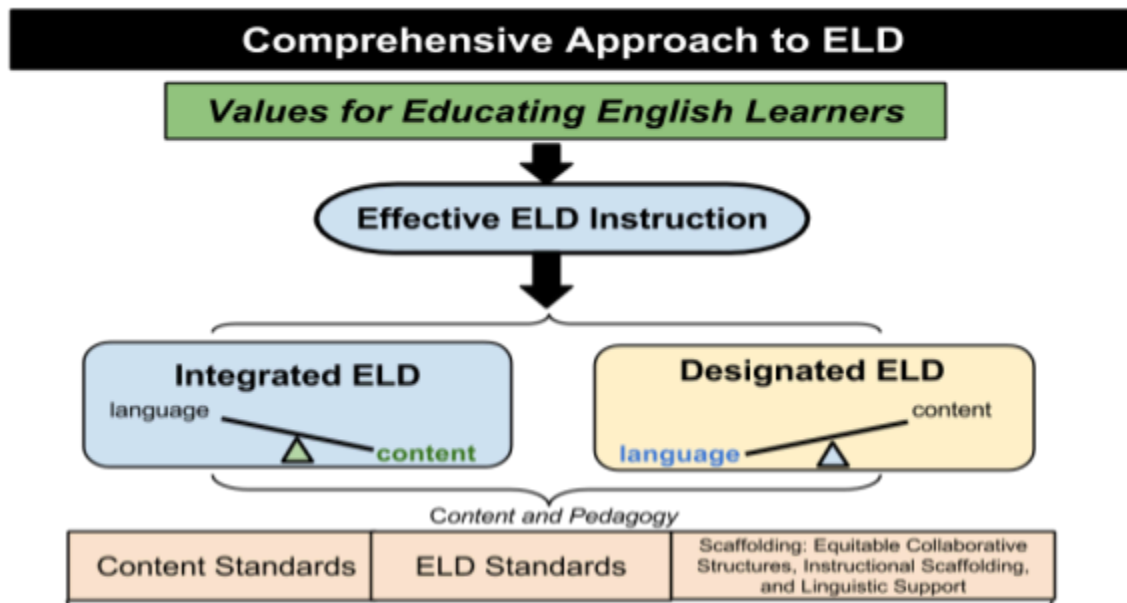


Figure 2.2

A comprehensive approach (see Figure 2.2) for English language development begins by exploring values for educating ELs. Effective ELD Programs ensure educators hold high expectations for ELs. Moreover, administrators and teachers must recognize the strengths EL students bring, as well as their tremendous capacity to learn. ELD instruction should establish rigorous goals, aid student learning by celebrating successes and adjusting instructional practices per student data.

Successful English language development ensures that every EL routinely receives both iELD and dELD. During iELD, teachers emphasize the learning of content more than language, but still ensure students comprehend, participate, and learn the English language associated with each subject area. Meanwhile, ELs study the English language as a subject per se during dELD, prioritizing language over content.

With each type of ELD, teachers shift the focus between subject matter/content standards and ELD standards, depending on goals. Simultaneously, teachers ensure ELs are offered access and support through various kinds of assistance known as “scaffolding,” such as equitable collaborative structures to allow students to learn through effective cooperation, altering and adjusting instructional strategies, as well building lessons embedded with linguistic support (language aids).

Content and pedagogy through professional learning is key for powerful ELD instruction. Educators can turn to the state standards for ELD as well as other content areas standards for precision about what to teach. In addition, the state’s curricular guidance through the ELA/ELD

Framework offers vignettes, lesson plan samples, and other useful tools for teachers. VUSD classrooms and schools also have access to videos and model lesson plans through many sources including internal professional learning as well as support from the San Diego County Office of Education.

Language Acquisition Program Options

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

Elementary Grades:

VUSD currently offers the following two language acquisition programs for elementary grades:

Vista Unified currently offers the following LAPs

- **Structured English Immersion (SEI) Program (K-5):** Provides “nearly all classroom instruction in English”, with curriculum and strategies designed to support ELs. Students are offered comprehensive ELD, using “the state-adopted academic content and ELD standards through Integrated and Designated ELD.” VUSD makes SEI available in all schools.
- **Dual-Language Immersion (DLI) Program:** Dual Language is currently offered at Alamosa Park, Grapevine Elementary and Hannalei Elementary, and provides “integrated language learning and academic instruction for native speakers of English and native speakers of another language.” In VUSD the other target language is Spanish. The DLI program goals include high academic achievement; first and second language proficiency; and cross-cultural understanding. The DLI Program includes these **three pillars**:
 - Bilingualism and Biliteracy
 - Grade-level Academic Achievement
 - Cross-Cultural Competence

Middle School (6th-8th):

VUSD currently offers the following two LAPs for grades 6-8*.

Structured English Immersion (SEI) Program: A language acquisition program for ELs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are

learning English. Every VUSD middle school provides an SEI program with designated ELD and integrated ELD, providing access to grade level academic subject matter content.

- **Dual-Language Immersion (DLI) Program:** Dual Language is currently offered at the Madison Middle School and Roosevelt Middle School, and provides “integrated language learning and academic instruction for native speakers of English and native speakers of another language.” In VUSD the other target language is Spanish. The DLI program goals include high academic achievement; first and second language proficiency; and cross-cultural competence.

Middle School Courses Descriptions: Appendix 2.1

Dual Language Immersion Framework: Appendix 2.5

High School (9th-12th):

Structured English Immersion (SEI) Program: A language acquisition program for ELs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. Every VUSD middle school provides an SEI program with designated ELD and integrated ELD, providing access to grade level academic subject matter content.

Heritage Language Program (if available): Language acquisition program for ELs 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.

High School Courses Descriptions: Appendix 2.2

Special Education Services

All students, including ELs, have access to Special Education Services. When careful review by the Student Study Team (SST) indicates that student performance and behavior are related to expected patterns of second language acquisition and substantiated by appropriate assessment, instructional decisions related to the student’s language acquisition status must be described in the Individualized Education Plan (IEP). The IEP must include goals that are linguistically appropriate. ELs in grades K-12 with an IEP continue to receive ELD and SDAIE instruction from authorized teachers. Special Education staff, including Special Day staff, will receive the same training as general education staff in working with ELs.

Chapter 2: Identification and Placement



Chapter Overview

Chapter 2 reviews how students who may be ELs are identified and placed into EL programs. This chapter specifies how students' language needs are determined via the enrollment process, the home language survey, and the Initial English Language Proficiency Assessments of California (Initial ELPAC). It describes parent choices for language development programs.

California EL Roadmap Principles in Chapter 2

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of ELs. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships

Element B. Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all ELs, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long term ELs are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

Element E. Schools and districts develop a collaborative framework for identifying ELs with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to ELs. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

ELs engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. ELs have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Element A. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).

Element B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

Element C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for ELs as for all students in each of the content areas.

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

Element E. Students' home language is understood as a means to access subject matter

content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

Element F. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by ELs at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

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

Federal Program Requirements and Monitoring (FPM) Addressed in Chapter 2

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

Identification

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

Multilingual Education Department (MLD) Administrator(s) (or Superintendent designee)	☐ Collaborates with the Department of Educational Excellence and Innovation (EE & I) and Coordinator for the implementation of the EL Master Plan ☐ Provides training and assistance to sites on explanation and purpose of the Home Language Survey (HLS) ☐ Oversees districtwide process of the HLS ☐ Ensures that the Initial ELPAC and Initial Alternate ELPAC are administered as legally required ☐ Resolves challenges in ELPAC testing in collaboration with CDE, district offices and school sites ☐ Works with Human Resources to hire and supervise tester examiners for 1:1 on ELPAC assessment domains
Coordinator, Educational Excellence & Innovation (EE&I)	☐ Collaborates with MLD, EE & I, and site administration for the implementation of the EL Master Plan ☐ Collaborates with MLD, EE & I on all the above roles and responsibilities ☐ Oversees the EL and Assessment Center

	☐ Provides training and assistance to sites ☐ Oversees and collaborates with VUSD ELPAC coordinators and VUSD ELPAC testers ☐ Meets regularly with VUSD's Department of Special Education and it's Educational Specialists on the implementation of the EL Master Plan and to facilitate state alternate assessment determination within the IEP team and coordinates with testers to administer the Initial Alternate ELPAC
VUSD ELPAC Coordinator	☐ Ensures that initial assessments are completed within 30 calendar days of student enrollment ☐ Attends/Provides training for test administration ☐ Administers assessments ☐ Provides timely updates and test results ☐ Generates and mails parent notification letters to families within 30 days of district receiving official results ☐ Reviews and updates all documentation templates annually
VUSD ELPAC Testers	☐ Schedules Initial ELPAC testing appointments ☐ Administers Initial ELPAC
Site Principal	☐ Ensures the HLS is completed upon the initial enrollment as required by state and federal law <i>California Education Code, Section 52164.1a</i> ☐ Collaborates with MED on the process of the HLS ☐ Assists with site communication for students needing initial ELPAC
School Staff	☐ Assists with the registration ☐ Assists with the explanation and purpose of the HLS to determine testing needs ☐ Ensures the language fluency in Aeries is marked as TBD, based on the responses to the HLS, to communicate to the EL Assessment Center that a new student has enrolled. May also notify parent/guardian that student may need to be tested at the EL Assessment Center
Education Specialist	☐ Collaborate with Coordinator and VUSD Department of Special Education for the implementation of the EL Master Plan ☐ Facilitates EL alternate assessment determination within IEP teams ☐ Coordinates with testers to administer VCCALPS for ELs who qualify

Enrollment Process and Home Language Survey

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

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

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

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

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

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

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

of English proficiency or identify the student as English Only (EO) based on parent or guardian interview.

English Language Proficiency Assessment

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

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

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

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

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

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

Opting Out of EL Instructional Services

Parent Requests for Changes to the Home Language Survey

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

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

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

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

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

Program Placement

VUSD Roles and Responsibilities for EL Program Placement

Multilingual Education Department (MLD) Administrator(s) (or Superintendent designee)	☐ Provides description of Language Acquisition Program options available ☐ Develops and manages system for collecting parent request for LAPs ☐ Provides training for sites and administrators on Language Acquisition Program options ☐ Provides assistance and support to sites with regards to program placement ☐ Coordinates with IT for correct codes to be added to student profile in Aeries
Site Principal	☐ Attends district training on Language Acquisition Program options ☐ Provides training and communication to site as is necessary on Language Acquisition Program options ☐ Collaborates with MLD to ensure correct placement of ELs in

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

Language Acquisition Program Options and Parent Choice

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

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

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

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

Parent Request for Language Program Choices

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

2019-2020 school year, presentations on the dual language immersion program were offered at various elementary schools.

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

VUSD EL Elementary Placement

Within VUSD, two language development programs are offered at the elementary level: Structured English Immersion (SEI) and Dual-Language Immersion (DLI).

Structured English Immersion (SEI) Program: A language acquisition program for ELs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. Every VUSD elementary school provides an SEI program with designated ELD and integrated ELD, providing access to grade level academic subject matter content.

Dual-Language Immersion (DLI) Program: Currently, three VUSD schools offer a Dual Language Immersion (DLI) Program delivering 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. It is recommended that students enter DLI in Kindergarten and first grade. After first grade, the request will be assessed on an individual basis.

- Grapevine Elementary - offers a 50/50 Dual Language Immersion program, currently in grades TK-5
- Hannalei Elementary - offers a 50/50 Dual Language Immersion program, currently in grades TK-3, and growing year by year through grade 5.
- Alamosa Elementary - offers a 90/10 Dual Language Immersion Program,
- Grapevine Elementary - offers a 50/50 Dual Language Immersion program, currently in grades TK-5

At the elementary level, designated ELD is a protected time, of at least 30 minutes, within the school day when the CA ELD Standards are the focus of instruction to build knowledge of the

English language needed for content learning. Table 1.1 shows a typical student schedule which includes identified time for designated ELD.

Table 1.1

Typical Elementary Student Schedule with designated ELD

Time	Learning Block
8:00 - 8:15	Welcome/Morning Minutes
8:15 - 10:15	English Language Arts: Reading and Writing
10:15 - 10:30	Student Break/Recess
10:30-11:00	P.E.
11:00 - 12:15	Mathematics: whole and small groups
12:15 - 12:45	Designated ELD small group
12:45 - 1:30	Lunch
1:30 - 2:16	Science/Social Studies

VUSD offers two options for dELD instruction depending on the number of ELs in the classrooms/grade level at each site.

DESIGNATED ELD OPTIONS IN ELEMENTARY			
OPTION	TYPE	DESCRIPTION	SCHOOLS RECOMMENDED
A	Homeroom Model	Teachers schedule a daily block of time (no less than 30 minutes) to provide dELD to the EL students in their homeroom class. Teachers work with small groups of ELs, grouped by English language proficiency level, while	Low number of ELs in the classroom/ grade level Low number of ELs schoolwide

		non-ELs engage in independent literacy stations or engage in small group work.	
B	School-wide Regrouping Model	Schools schedule a daily block of time (no less than 30 minutes, and preferably 45 minutes) to provide dELD by regrouping students by English language proficiency level within grade levels (or sometimes across grade levels, depending on numbers of ELs at each grade level). Teachers sharing students collaborate frequently to plan and adapt instruction to meet EL students' needs.	High number of ELs in the classroom/grade level High number of ELs schoolwide Varied array of language acquisition levels in one classroom

Table 1.2
Adopted Instructional Materials at the Elementary Level
Language Arts

Structured English Immersion (SEI)	<i>Benchmark Advance</i>
Dual-Language Immersion (DLI)	<i>Benchmark Advance/Adelante</i>
Designated ELD	<i>Benchmark ELD</i>

Math

Structured English Immersion (SEI)	<i>Eureka English</i>
Dual-Language Immersion (DLI)	<i>Eureka English/Spanish</i>

Newcomers K-5

Newcomer students are defined by the California Department of Education as individuals aged three through twenty-one who were not born in a U.S. state and who have attended schools in the United States for no more than three full academic years. In Vista Unified, these students receive intentional, coordinated support to ensure access to core instruction, development of English proficiency, and affirmation of their home language. Newcomers in grades K–2 benefit from daily integrated and designated ELD supported by the classroom teacher and reinforced through collaboration with ELD Resource Teachers. For students in grades 3–5, instructional support is aligned to individual needs based on intake data, language proficiency, and classroom observations, with targeted cycles of assistance provided at sites with the highest need. Across all grade levels, strategies such as GLAD, Benchmark Hello!, cross-linguistic supports, and Imagine

Learning help ensure that newcomer students are able to engage with grade-level content while building the linguistic and academic skills necessary for long-term success.

See Appendix 3.4

VUSD EL Secondary Placement

School sites and ELD Site Leads will use the placement criteria to identify which course is best suited to meet students' needs. Placement is open for fluid movement if the student demonstrates competency. If a student demonstrates class outcomes prior to the first 6 weeks of the semester, then the student will be placed in the next ELD level. If a student meets reclassification criteria, they will follow a mainstream general schedule.

Guidance for Designated ELD Course Placement

At the secondary level, designated ELD is an assigned course in the EL's schedule. Different ELD courses are offered to address the specific language needs and proficiency level of students. Since EL profiles and needs vary greatly, the entering placement criteria listed below are recommendations to provide coherent guidance to enable consistent placement systems across school sites. Note that course placement for students who are dually identified as needing both Special Education and EL services will be determined by the student's IEP team.

Guidance for Secondary Course Placement

Most middle school schedules within VUSD are structured using a seven-period day of approximately 45 minutes each. In alignment with Principle 2 of the EL Roadmap to provide access to the full curriculum along with ensuring all students are provided a comprehensive program including both dELD and iELD, VUSD recommends that school administrators, counselors, and ELD Site Leads utilize the following courses when developing student schedules. (Period assignment of courses will vary.)

VUSD Secondary Course Sequence for English Learners

ENGLISH LEARNER PLACEMENT CRITERIA

At the secondary level, designated ELD is an assigned course in the English Learner's schedule. Different ELD courses are offered to address the specific language needs and proficiency level of students. Since English learner profiles and needs vary greatly, the entering placement criteria listed below are recommendations to provide coherent guidance to enable consistent placement systems across school sites. **Course placement for students who are dually identified as needing both Special Education and English learner services will be determined by the student's IEP team.**

ELs of all proficiency levels have full access to any pathway or accelerated program offered on any campus. Parents and students may request a course or program and sites should work with the family to set a plan to ensure student success and monitor progress at regular intervals.

Legal Considerations:

20 U.S. Code § 1703 - No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by— (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

The left side of the chart will be used by sites for initial placement of Newcomers in ELD classes. The site will also use the right side of the chart for returning students to identify the next year's ELD Placement and to discuss the remaining criteria needed by a student to reclassify.

Initial Placement	Returning Students
ELPAC Initial Scores	ELPAC Summative Scores
Number of years in US Schools	Number of years in US schools
Number of years in school in country of origin	IEP, Yes or No? If yes, is the student receiving ELD through SpEd classes?
Writing Sample	Writing Sample
1-1 Interview English 1-1 Interview Spanish with student within 30 days	iReady (Grades 6-8) or CAPTI (Grades 9-12) data
Primary language assessment (if available)	Other considerations:
	1-1 Interview with strengths and concern with progress
	Teacher Input
	ELD Grade

Designated ELD Course	Entering Criteria
Language Acquisition 1 (for emerging students in US schools typically 0- 12 months)	• Initial ELPAC Novice scale score range: 150 - 300 • Lexile range: BR - 100L
Language Acquisition 2 (for mid- emerging to enter expanding students in US schools typically 0-24 months)	• Initial ELPAC Novice scale score range: 301 - 369 • Summative ELPAC Overall Score: Level 1 • Lexile range: 100L - 450L • Writing assessment demonstrates emerging level in proficiency
Language Acquisition 3 (for entering expanding students in US schools typically 0-36 months)	• Initial ELPAC Intermediate scale score range: 370-415 • Summative ELPAC Overall Score: Level 2 - 3 • Writing assessment demonstrates expanding level in proficiency
Language Acquisition 4 (for exit expanding-early bridging students in US schools typically 0-48 months)	• Initial ELPAC Intermediate scale above 415 • Summative ELPAC Overall Score: mid Level 3 - Level 4 • Writing assessment demonstrates nearing bridging or at bridging level in proficiency
Academic Language and Literacy (ALL)	• Length of time in US schools 6 or more years

VUSD Middle School Course Sequence English Learners

Either class could be used as entry point for year one



	Newly-Arrived Emerging (0-12 months)	Newly-Arrived Emerging (0-24 months)	Entering-Expanding (0-36 months)	Expanding (0-36+ months)	Bridging/ Long-Term English Learners (48 + months)
	- (Early) Novice EL - Limited L1 Literacy	- Novice/Early intermediate EL - L1 Literacy	- Initial ELPAC Intermediate - Summative ELPAC Overall Score: Level 2-3	Initial ELPAC Intermediate - Summative ELPAC Overall Score: Level 3	- Summative ELPAC Overall Score: mid Level 2 - Level 4
dELD	Language Acquisition 1 (ME501)	Language Acquisition 2 (ME511)	Language Acquisition 3 (ME 521)	Language Acquisition 4 (ME 531)	Academic Language and Literacy (ME 580) (ME580) - 6th grade (ME581) - 7/8th grade
English Language Arts (ELA)	Foundations for English Language 1 (ME502)	Foundations for English Language 2 (ME512) OR Grade Level ELA	Grade-level ELA	Grade-level ELA	Grade-level ELA

Core & Electives (Math, Science, Social Science, PE, etc.)	Grade-level core & elective classes	Grade-level core & elective classes	Grade-level core & elective classes	Grade-level core & elective classes	Grade-level core & elective classes
Primary Language (PL) Course (if possible)	Grade-level Primary Language if possible Math, Science, History classes by grade level	Grade-level Primary Language if possible Math, Science, History classes by grade level			
World Language Recommendation (For students whose primary language is Spanish)	Spanish for Spanish Speakers or Spanish 1	Spanish for Spanish Speakers or Spanish 1	Spanish for Spanish Speakers or Spanish 1	Spanish for Spanish Speakers or Spanish 1	Spanish for Spanish Speakers or Spanish 1

Newcomer Support in Grades 6–8

Newcomer students in grades 6–8 include individuals who have recently arrived in the United States and have attended U.S. schools for no more than three full academic years. Within this group, two newcomer typologies inform placement and instructional support: Newly-Arrived Emerging (0–12 months) and Newly-Arrived Emerging (0–24 months). Students in the first category typically demonstrate early-novice English proficiency with limited literacy in their home language, while those in the second category may enter with novice to early-intermediate English skills and varying levels of L1 literacy.

Middle schools in Vista Unified provide a structured course pathway that supports linguistic development alongside full participation in grade-level content. Students with the greatest need are enrolled in Language Acquisition 1 (ME501) or Foundations for English Language 1 (ME502) to build foundational English skills. As students progress, they may transition into Language Acquisition 2 (ME511) or Foundations for English Language 2 (ME512), depending on their language profile. When appropriate, students may also be placed directly into grade-level English Language Arts, with scaffolded support aligned to the English Language Development Standards.

Newcomers participate in the full range of grade-level core and elective classes, including Math, Science, and History, with instructional scaffolds and integrated ELD practices. For students enrolled in the Dual Language Immersion (DLI) pathway, access to grade-level content courses in Spanish—such as Math, Social Studies, or Spanish Literacy Lab—strengthens biliteracy development and supports continuity of language learning. When feasible, students may also be scheduled into primary-language courses to support literacy and content reinforcement in their home language.

Through a combination of targeted English language courses, rigorous core instruction, bilingual pathways when available, and culturally and linguistically responsive supports, middle-grade newcomers are positioned to develop the academic and linguistic skills necessary for long-term success in secondary school.

VUSD High School Course Sequence English Learners

Guidance for High School Course Placement

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

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

Either class could
be used as
entry point for year
one



Newly-Arrived Emerging (0-12 months)	Newly-Arrived Emerging (0-24 months)	Entering- Expanding (0-36 months)	Expanding (0-36+ months)	Bridging/ Long-Term English Learners (48+ months)
- (Early) Novice EL - Limited L1 Literacy	- Novice/Early intermediate EL - L1 Literacy	- Initial ELPAC Intermediate - Summative ELPAC Overall Score: Level 2	Initial ELPAC Intermediate - Summative ELPAC Overall Score: Level 3	- Summative ELPAC Overall Score: mid Level 2 - Level 4

dELD	Language Acquisition 1 (E701)	Language Acquisition 2 (E711)	Language Acquisition 3 (E721)	Language Acquisition 4 (E731)	Academic Language and Literacy (E335)
English Language Arts (ELA)	Foundations for English Language 1 (E703)	Foundations for English Language 2 (E704) OR Grade Level ELA	Grade-level ELA <i>per AB2735</i>	Grade-level ELA <i>per AB2735</i>	Grade-level ELA <i>per AB2735</i>
Core & Electives (Math, Science, Social Science, PE, etc.)	Grade-level core & elective classes <i>per AB2735</i>	Grade-level core & elective classes <i>per AB2735</i>	Grade-level core & elective classes <i>per AB2735</i>	Grade-level core & elective classes <i>per AB2735</i>	Grade-level core & elective classes <i>per AB2735</i>
Primary Language (PL) Course (if possible)	Grade-level Primary Language if possible Math, Science, History classes by grade level	Grade-level Primary Language if possible Math, Science, History classes by grade level			
World Language Recommendation (For students whose primary language is Spanish)	Spanish for Spanish Speakers, Spanish (1 - 3), AP Spanish Lang. or AP Span. Lit.	Spanish for Spanish Speakers, Spanish (1 - 3), AP Spanish Lang. or AP Span. Lit.	Spanish for Spanish Speakers, Spanish (1 - 3), AP Spanish Lang. or AP Span. Lit.	Spanish for Spanish Speakers, Spanish (1 - 3), AP Spanish Lang. or AP Span. Lit.	Spanish for Spanish Speakers, Spanish (1 - 3), AP Spanish Lang. or AP Span. Lit.

Newcomers 9-12

Newcomer students in grades 9–12 are defined as individuals aged three through twenty-one who were not born in a U.S. state and who have attended U.S. schools for no more than three full academic years. Newly-Arrived Emerging students (0–12 months or 0–24 months in U.S. schools) are placed in appropriate Designated ELD courses—Language Acquisition 1 (E701), Language Acquisition 2 (E711), and Foundations for English Language 1 or 2 (E703/E704)—based on English proficiency and home-language literacy. They also enroll in grade-level English, Math, Science, History, and elective courses per AB 2735, with scaffolds to ensure access to rigorous content. When available, students may take primary-language courses to support cross-linguistic transfer. This structure ensures that newcomers develop English while continuing to make progress toward graduation.

Additional Guidance

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

Criteria for 5th Year Senior:

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

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

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

- E2020 should not be used to replace classes a student can take in the current year.
- E2020 should be used to make up classes that were missed due to:
 - Arrival date to the U.S.; or
 - Previous course schedules favored developing language in ELD.
- No more than 1 period of E2020 during the

school day unless the Director of Multilingual Programs/ELD and site administration agree (zero period or 7th period)

Primary Language Courses

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

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

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

Please refer to Appendix 2.1 for more detailed descriptions about the middle school EL courses

Please refer to Appendix 2.2 for more detailed descriptions about high school EL courses.

Table 1.3

Adopted dELD Instructional Materials at the Secondary Level Middle School

ELD Courses	
Language Acquisition 1	Inside Fundamentals: Reading, Writing, & Language Vol. 1 - Newcomers (National Geographic, 2017)
Language Acquisition 2	INSIDE: Reading, Writing & Language Fundamentals: Vol. 2
Language Acquisition 3	INSIDE: Writing Level A (National Geographic, 2014)
Language Acquisition 4	INSIDE: Writing Level B (National Geographic, 2014)
Academic Language and Literacy	District-designed designated curriculum incorporating the strategies of the <i>WRITE</i> Institute

High School

Language Acquisition 1	Inside the USA; Edge: Reading, Writing, and Language--Fundamentals (National Geographic, 2008)
Language Acquisition 2	Edge: Reading, Writing, and Language--Level A (National Geographic, 2014)

Language Acquisition 3	Edge: Reading, Writing, and Language--Level B (National Geographic, 2014)
Language Acquisition 4	Edge: Reading, Writing, and Language--Level C (National Geographic, 2014)
Academic Language and Literacy	District-designed designated curriculum incorporating the strategies of the <i>WRITE</i> Institute

Placement of Dually Identified Students and Services

ELs have access to Special Education services just as all other students in the district. Parents/guardians can request a special education evaluation at any time, or a recommendation may come from the Student Study Team (SST) process. The SST team carefully reviews all referrals as the first step in its process. This review includes SST Referral forms, modifications, and interventions, review of student records, verification of current hearing and vision tests, a parent interview as well as an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country, and growth being made. When it is determined that an EL needs to be assessed, whether it be for speech, academics, or cognition, testing will be initiated upon a parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the IEP. When students qualify for Special Education services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP must document the provision of these services. ELs in grades K-12 with an IEP, as reflected on ELPAC sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and SDAIE instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with ELs. In SDC classes, the Special Education staff provides ELD instruction to the EL. Bilingual Paraprofessionals may be assigned to the program to provide direct support to ELs with an IEP. The Special Education department and the site will work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education department and site will ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language as required.

Chapter 3: Assessment, Student Progress Monitoring, and Reclassification



Chapter Overview

VUSD is committed to the progress of ELs acquiring English proficiency and becoming reclassified as Fluent English Proficient (RFEP). This chapter describes the process for assessing English Language Learners using both formative and summative assessments. These assessments are used to determine students' English language proficiency, academic achievement, and reclassification. Both ELs and Reclassified students will be monitored for continual academic and language progress.

California EL Roadmap Principles in Chapter 3

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of ELs. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships

Element B. Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all ELs, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long term ELs are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

Element E. Schools and districts develop a collaborative framework for identifying ELs with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to ELs. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of ELs.

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

Federal Program Requirements and Monitoring (FPM) Addressed in Chapter 3

EL 03: EL Identification and Assessment

EL 10: Reclassification:

EL 15: Access to Standard Instructional Program

Assessments for ELs

VUSD Roles and Responsibilities for the Summative ELPAC

MLD Administrator(s) (or Superintendent designee)	☐ Collaborates with Department of Educational Excellence and Innovation (EE & I) and Coordinator for the implementation of the EL Master Plan ☐ Ensures that the ELPAC and Alternate ELPAC are administered as legally required ☐ Resolves challenges in ELPAC testing in collaboration with CDE, district offices and school sites ☐ Hires and supervises tester examiners for 1:1 on ELPAC assessment domains
Coordinator	☐ Collaborates with MLD, EE & I, and site administrators for the implementation of the EL Master Plan ☐ Collaborates with MLD, EE & I and provides training for site admin on the assessments for ELs ☐ Works with MLD to hire and supervise tester examiners for 1:1 on ELPAC assessment domains ☐ Oversees and collaborates with the VUSD ELPAC Coordinators ☐ Provides assistance and support to all sites ☐ Collaborates with MLD to oversee and provide training to the ELD Leads/Coordinators
VUSD ELPAC Coordinator	☐ Collaborates with MLD, EE & I, and site administration for the implementation of the EL Master Plan ☐ Completes ELPAC LEA Certification ☐ Provides district training for test administration ☐ Creates district schedule for annual Summative ELPAC testing ☐ Review and updates all documentation templates annually
Principal (Or admin designee)	☐ Collaborates with MLD and Coordinator for the implementation of the EL Master Plan ☐ Organizes schedule for ELPAC group testing ☐ Ensures designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan have been entered in TOMS
School Site ELD Lead Teacher	☐ Regularly assist any district and/or site trainings with regards to the implementation of the EL Master Plan ☐ Aids and support to sites with ELPAC group testing
Classroom Teachers	☐ Administer group portion of ELPAC

Summative and Formative Assessments

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

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

This also includes state mandated assessments such as the California Assessment of Student Performance and Progress (CAASPP), California Alternate Assessment (CAA), and California High School Exit Exam (CAHSEE). State mandated assessments are given to all students regardless of language and classification. VUSD will also administer the required Summative English language proficiency assessment (ELP), currently ELPAC, to all ELs during the annual summative assessment window of Feb. 1 - May 31. (EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])

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

Monitoring Procedures for ELs and Reclassified Students

VUSD Roles and Responsibilities for Monitoring ELs and Reclassified Students

MLD Administrator(s)	☐ Collaborates with Department of Educational Excellence and Innovation (EE & I) with regards to training administration on the monitoring procedures for ELs and reclassified students ☐ Collaborates with Department of Educational Excellence and Innovation (EE & I) in training administration on the Ellevation reports and analyzing of data with regards to the monitoring of ELs and reclassified students ☐ Provides assistance and support with regards to the monitoring procedures for ELs and reclassified students
Coordinator	☐ Collaborates with Department of EE & I with regards to training administration on the monitoring procedures for ELs and reclassified students ☐ Provides training to administration on the Ellevation reports and analyzing of data with regards to the monitoring of ELs and reclassified students ☐ Coordinates monitoring procedures at the district and site level ☐ Provides assistance and support to sites
Site Principal	☐ Provides training, assistance, and support to site with regards to training staff on the monitoring procedures for ELs and reclassified students
ELD Site Leads	☐ Provides assistance and support to site with regards to the monitoring procedures and forms for ELs and reclassified students ☐ Serve as a member of the Language Advisory Team (LAT)
Classroom Teachers	☐ Attends training with regards to monitoring procedures for ELs and reclassified students ☐ Completes Monitoring forms

Progress Monitoring for EL Students

Students identified as ELs are monitored throughout the year using various measures and at different levels within VUSD. EL students will be monitored twice a year. The data is collected to determine if a student is making adequate progress in language development and academic growth. This information is gathered in Ellevation which includes assessment results, teacher observation and the interventions that may be provided as part of Response to Intervention (RTI). Further analysis of the data will be conducted to determine the effectiveness of the interventions

and whether additional targeted or intensive support (Tier 2 or Tier 3) is needed. (See MTSS and RTI section below and Appendix 3.2)

Progress Monitoring for Reclassified Students

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

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

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

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

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

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

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

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

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

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

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

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

Students at Tier 2 and/or Tier 3 of instruction and intervention may be considered for Triad and SST conversations. The Triad and SST can consist of the parents, general education teacher(s), other grade level teachers, administrators, and specialists who determine collaboratively possible next steps. Triad and SST conversations can include discussions on what other factors may be impeding progress, what interventions have been implemented, for how long and have they been consistent. Interventions should be either developed specifically for ELs or determined appropriate for ELs. Interventions should include foundational skills such as phonological awareness, decoding, in addition to other literacy and language skills, such as listening comprehension, fluency, reading comprehension. Interventions include small group intervention in class, before or after school tutoring with ELD teachers, supplemental programs such Read 180 and Imagine Learner, which are being used for ELs at their ELD levels. After school

programs such as ASES (After School Education and Safety) prioritize services for ELs. A longer period of time may be required at Tier 2 or Tier 3 levels of instruction and intervention if students have not met adequate progress. Some of the factors that the teams look at for ELs can include, if they are new to the country and their English language proficiency, to name a few.

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

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

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

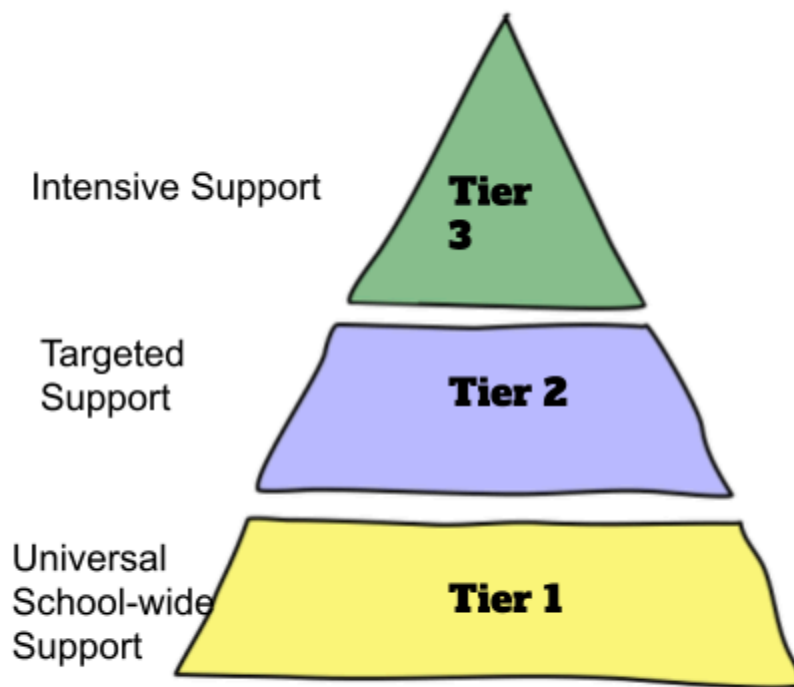


Figure 3.1

FastBridge and SRI are both used as a universal screening and part of the MTSS that help us ensure that teachers have the right tools and the right data to provide targeted support for ELs. In addition, these assessments inform teachers of a student's learning rate and level of achievement, both individually and in comparison, to other peer groups. Results of these formal assessments, FastBridge and SRI, are both reported as Lexile measures, which is a measure that is determined by the difficulty of the items to which EL students responded.

Tier 1	In addition to high quality instruction and supplemental support provided for all students, special considerations for Tier 1 instruction for ELs must include: 1.Appropriately scaffolded for students' linguistic and academic needs 2.Culturally relevant principles applied to instruction and assessment 3.Meaningful opportunities for students to practice the four language domains (listening, speaking, reading, and writing)
Tier 2	When an EL falls behind their "true peers", a problem-solving protocol should be used by the classroom teacher and ELD Resource Teacher in elementary, and classroom teacher, ELD teacher and ELD Resource Teacher, <u>collaboratively</u> to determine potential barriers. Tier 2 supports may include, but not limited to: 1.Use of additional materials in Tier 1 core instruction to meet grade-level standards. <u>Tier 2 interventions should not replace ELD core instruction.</u> 2.Small group instruction (3-5 students) 3. Instruction must continue to be scaffolded, taking into consideration students' language proficiency levels and cultural backgrounds.
Tier 3	ELs who have received Tier research-based interventions without demonstrating significant gains require a team-based problem-solving approach. Questions to ask include, but are not limited to: 1.Have Tier 2 interventions supplemented core ELD instruction (not replace it)?

	2. Were appropriate scaffolds utilized to deliver instruction within the ELA /Math instructional expectations? 3. Were Tier 2 interventions implemented following a plan designed collaboratively by the classroom teacher and ELD teacher?
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Reclassification

VUSD Roles and Responsibilities for Reclassification

MLD Administrator(s)	☐ Collaborates with EE & I, Coordinator, and site administration for the implementation of the EL Master Plan ☐ Collaborates with Department of EE & I and Coordinator to provide training with regards to the procedures and criteria for reclassification ☐ Analyzes students' ELPAC scores to determine preliminary eligibility for reclassification ☐ Sends out RFEP monitoring forms to teachers
Coordinator	☐ Collaborates with Department of EE & I, MLD, and site administration for the implementation of the EL Master Plan ☐ Collaborates with Department of EE & I, and MLD to provide training to site administrators and ELD Site Leads with regards to the procedures and criteria for reclassification ☐ Collaborates with EE & I, MLD and ELD Site Leads to determine eligibility for reclassification ☐ Oversees the Multilingual Center (MLC) and staff at ELC ☐ Provides training on the procedures and criteria to determine eligibility for reclassification ☐ Collaborates with MLD on overseeing the training and support of ELD Site Leads ☐ Provides assistance and support to sites
Principal (or admin designee)	☐ Collaborates with EE & I, MLD and Coordinator for the implementation of the EL Master Plan ☐ Monitors student data for potential reclassification candidates ☐ Contacts parents for consultation, input, and opinion ☐ Completes Reclassification meeting forms on Ellevation ☐ Monitors RFEP students for any students not making adequate progress - conducts task analysis meetings
ELD Lead Teacher	☐ Collaborates with MLD, Coordinator, and site administration on

	the implementation of the EL Master Plan ☐ Assists school admin with communication and completion of Reclassification meetings ☐ Assists teachers with completion of RFEP monitoring forms
Classroom Teachers	☐ Complete reclassification recommendation form based on evaluation of student's language proficiency ☐ Complete monitoring forms twice a year (Elementary: homeroom teachers, Secondary: ELA teachers)

Reclassification Criteria and Procedures

Vista Unified School District reclassifies students from EL to redesignated fluent English proficient (RFEP) in English using a process and criteria that align with the California state reclassification requirements. This includes, but is not limited to:

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

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

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

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

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

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

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

VUSD's Current Criteria

In alignment with the state's requirements, VUSD's Board of Education adopted the following criteria:

RECLASSIFICATION CRITERIA

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

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

Required State Criteria	VUSD Criteria Summative ELPAC	VUSD Criteria Summative <i>Alternate ELPAC</i>
1. Assessment of English Language Proficiency	English Language Proficiency Assessments of CA (ELPAC) Overall score of 4 (Fluent English Proficient)	Summative Alternate ELPAC Overall Level 3 (Fluent English Proficient)
2. Teacher Evaluation	Teacher input, including, but not limited to, student performance in reading, writing, listening and speaking in the regular classroom environment as compared to English-proficient peers. (Documented in Ellevation)	Districts must use the student's classroom performance information that is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a). (Documented in IEP & Ellevation)
3. Parent/Guardian Consultation	Parent/Guardian is consulted about student meeting criteria (Documented in Ellevation)	Parent/Guardian is consulted on student meeting criteria (Documented in Ellevation)
4. Basic Skills Relative to English Proficient Students	The student would need to score at or above the minimal Lexile score for Standard Nearly Met: - Fall & Winter Reclassification - Student will need to meet the Standard Nearly Met Lexile level for the previous grade level (e.g. a 7th grade student would meet the 6th Grade Standard Nearly Met Lexile ≥ 795 L) - Spring Reclassification - Student will need to meet the Standard Nearly Met Lexile level for the current grade level (e.g. a 7th grade student would meet the 7th Grade Standard Nearly Met Lexile ≥ 935 L) OR California Assessment of Student	IEP team will specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification per <i>EC</i> Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). The IEP team may select any locally determined assessment that has technical data supporting its validity and reliability to measure basic skills

	Performance and Progress (CAASPP) - English Language Art (for grades 3-8 & 11): Performance Level 2 (<i>Standard Nearly Met</i>) or above * Dually identified students may need specific considerations for how this criteria is met as described in the student's individualized education plan (IEP).	
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Presented to DELAC: 10/28/24 and 11/18/24 , School Board Approved: December 17, 2024

The following reflects the lexile levels needed for meeting Criterion #4 based on the local reading assessment in Vista Unified.

Reclassification Criterion #4	
Grade	District Assessment Lexile Levels
K	Spring Only $\geq$ BR 310 L
1	Fall/Winter $\geq$ BR 310 L Spring $\geq$ BR 35 L
2	Fall/Winter $\geq$ BR 35 L Spring $\geq$ 245 L
3	** Fall/Winter $\geq$ 245 L ** Spring $\geq$ 490 L
4	** Fall/Winter $\geq$ 490 L ** Spring $\geq$ 665 L
5	** Fall/Winter $\geq$ 665 L ** Spring $\geq$ 760 L
6	** Fall/Winter $\geq$ 760 L ** Spring $\geq$ 795 L
7	** Fall/Winter $\geq$ 795 L ** Spring $\geq$ 935 L
8	** Fall/Winter $\geq$ 935 L ** Spring $\geq$ 1000 L
9	Fall/Winter $\geq$ 1000 L Spring $\geq$ 1025 L
10	Fall/Winter $\geq$ 1025 L Spring $\geq$ 1035 L
11	** Fall/Winter $\geq$ 1035 L ** Spring $\geq$ 1045 L

12	Fall/Winter ≥ 1045 L Spring ≥ 1140 L
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** or Level 2 Standard Nearly Met or higher on SBAC

Steps to Reclassification

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

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

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

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

Reclassification Provision of ELs with IEPs

Students that are dually identified as ELs and as students with disabilities, including severe cognitive disabilities, have the same opportunities to be reclassified as students without disabilities. This process will be used when an IEP team determines that a student should be reclassified, but their disability prevents them from reclassifying under the standard criteria. Only criteria 4 can be determined through IEP. All students must reclassify with a 4 overall on ELPAC or 3 overall on Alternate ELPAC

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

Chapter 4: Staffing and Professional Development



Chapter Overview

State and Federal laws require that all teaching personnel assigned to the instruction of ELs are authorized and qualified to provide the appropriate instructional services including integrated and designated ELD with appropriate scaffolding and support. In addition, the district identifies and provides for a professional development plan that results in qualified personnel to provide appropriate instructional services to ELs.

California EL Roadmap Principles Addressed in Chapter 4

Principle Two: Intellectual Quality of Instruction and Meaningful Access

ELs engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. ELs have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Element A. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).

Element B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

Element C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for ELs as for all students in each of the content areas.

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

Element E. Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

Element F. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by ELs at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

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

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of ELs.

Element D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address

the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.

Principle Four: Alignment and Articulation Within and Across Systems

ELs experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Element A. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.

Federal Program Requirements and Monitoring (FPM) Addressed in Chapter 4

EL 11: Teacher EL Authorization

EL 12: Professional Development Specific to ELs

Staffing

VUSD Roles and Responsibilities for Staffing EL Programs

MLD (or Superintendent designee)	☐ Collaborates with Department of Educational Excellence and Innovation (EE & I) and Coordinator for the implementation of the EL Master Plan ☐ Meets regularly with administrators and site ELD Leads/Coordinators to get feedback, update, and monitor the implementation of the EL Master Plan ☐ Coordinates with Human Resources and administration in the recruitment, hiring and placement of staff
Coordinator	☐ Collaborates with MLD, EE & I, and site administrators for the implementation of the EL Master Plan ☐ Meets regularly with administrators and site ELD Leads/Coordinators to get feedback, update, and monitor the implementation of the EL Master Plan ☐ Coordinates with MLD, EE & I and Human Resources in the recruitment, hiring and placement of staff ☐ Oversees the Multilingual Center (MLC) and the staff at the ELC

Human Resources	❑ Collaborates with EE & I, MLD, Coordinator, and site administration for the implementation of the EL Master Plan ❑ Oversees district recruitment, hiring and placement of staff that is qualified to instruct and support ELLs ❑ Ensures that staff has the appropriate credentials or certificates for providing instructional services for ELLs to ensure the implementation of the EL Master Plan
Site Principal	❑ Collaborates with EE & I, MLD, and Coordinator for the implementation of the EL Master Plan ❑ Hires and places highly qualified staff appropriately at the sites ❑ Monitors and evaluates staff

Staffing and Recruitment of Teachers

Vista Unified School District hires highly qualified teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include EC Section 44001, EC Section 44830(a), EC Section 44831, and particularly EC Section 44253.1, which reads:

“ . . . For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils’ primary languages . . . ”

The California CTC is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs.

All staff members working with ELs will continue to receive ongoing professional development to ensure best teaching practices for EL students.

Teachers who provide primary language instruction through the Dual Language program are required to hold a Bilingual Cross-Cultural Academic Development (BCLAD) or equivalent certification in the language of instruction (Spanish).

Year to year staffing decisions are made with careful consideration of student needs, with emphasis on ELs. All staffing decisions comply with the collective bargaining agreement of the Vista Teachers Association.

Recruitment Procedures for Teachers

The district’s Department of EL Services works closely with Human Resources staff on issues of recruitment, interviews, and recommendations to site administrators. The following yearly

actions constitute the district's approach to recruitment of teachers for ELs:

1. Principals are informed regarding the need for adequate numbers of qualified teachers to fully implement the EL Program at the school, as directed by the district's EL Master Plan. The elements that comprise these programs include English Language Development, primary language support, and primary language instruction. The principal also projects how many classes are needed for each program type in their school.
2. Principals develop a proposed staffing plan for the school based on projected EL numbers and EL program enrollment. The plan is reviewed by the Educational Excellence and Innovation Department each spring. Vacancies are posted as necessary, listing required CTC authorizations for the positions. Working together, Human Resource staff and site administrators assign properly credentialed and EL Authorized teachers to specific programs requiring their specialized expertise.

Administrative Staff

In order to support the implementation of EL Programs and services at the school sites, the district makes it a hiring priority to staff school sites with administrators who possess the BCLAD, CLAD, or equivalent authorization or who are taking part in a staff development plan as part of their professional development. Current administrators are encouraged to participate in professional development regarding learning and instructional needs of ELs.

ELD Resource Teacher (also ELD Site Leads)

English Language Development Resource Teachers, as well as ELD Site Leads are used at all schools in VUSD. Their primary role is to support site staff with the implementation and articulation of the EL Master Plan for EL Instructional Programs in grades K-12. Their responsibilities include:

- Support the site with the ELPAC assessment process (i.e., schedules)
- Assist the administration and staff with the EL & RFEP monitoring process
- Meet regularly with site administration to ensure the implementation of ELD program, with special attention to Integrated ELD and Designated ELD
- Attend professional development and regular district meetings related to ELD
- Serve as a member of the Language Advisory Team (LAT)
- Serve as a resource and support teachers with specific ELD strategies and effective ELD pedagogy in alignment with the ELD Standards, EL Roadmap, and the ELA/ELD Framework

Professional Development

VUSD Roles and Responsibilities for Professional Development for EL Programs

MLD Administrator(s) (or Superintendent)	☐ Meets regularly with administrators and site ELD Leads/Coordinators to get feedback, update, and monitor the implementation of the EL Master Plan
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designee)	☐ Coordinates and implements district professional development for administrators and teachers ☐ Meets regularly with site ELD Leads/Coordinators to administer support and possible professional development to sites
Site Principal	☐ Meet regularly with district administration to ensure the implementation of EL Master Plan ☐ Monitors and evaluates programs for ELs at their site ☐ Collaborates to determine the training needs for ELs at their site
ELD Resource Teacher OR ELD Site Lead	☐ Meet regularly with site administration to ensure the implementation of EL Master Plan ☐ Attend professional development and regular district meetings related to ELD ☐ Serve as a resource and support teachers with specific ELD strategies and effective ELD pedagogy in alignment with the ELD Standards, EL Roadmap, and the ELA/ELD Framework

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

Professional Development Goals and Recommended Topics

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

- (a) designed to improve the instruction and assessment of ELs
- (b) designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs
- (c) designed to increase awareness and sensitivity to the cultural and linguistic diversities of the student population, as well as services necessary to ensure equal access of all students to the total curriculum

(d) effective in increasing the student’s English language proficiency or substantially increasing the teacher’s subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation using an ELD observation tool to be developed during the 2020-2021 school year with stakeholder input: and

(e) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom. (20 U.S.C. Section 6825[c][2] [A–D])

Recommended Professional Development Topics

- English Language Development (ELD) Standards
- Proficiency Level Descriptors (PLDs)
- ELA/ELD Framework
- California EL Roadmap
- VUSD EL Master Plan
- ELPAC Training
- English Language Advisory Committee (ELAC & DELAC) training and support
- Integrated & Designated ELD and lesson design
- Universal Design for Learning
- Equity, Empowerment & Collaboration
- Multi-Tiered Systems of Support
- Curriculum Training
- Effective Instruction & Best Teaching Practices
- Reclassification
- Federal Program Monitoring
- Dual Language Immersion Training
- Newcomer Training
- Monitoring English Language Learners
- Data Analysis

Chapter 5: Parent and Community Involvement



Chapter Overview

VUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. VUSD seeks to nurture partnerships with and empower the community through open, two-way communication and participation in parent advisory committees through ELAC and DELAC. Effective design of program services occurs when the needs of diverse students and the community are solicited through needs assessment determination tools and forums within parent advisory committees. At each committee level, parents of ELs have the opportunity to be involved in their child's education, collaborate with site and district staff, look at and provide feedback and recommendations with regards to instructional services and programs.

California EL Roadmap Principles in Chapter 5

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of ELs. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships

Element D. Schools value and build strong family and school partnerships.

Three: System **Conditions that Support Effectiveness**

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of ELs.

Element A. Leaders establish clear goals and commitments to ELs by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance via the EL Master Plan and ELAC and DELAC regulations

Federal Program Requirements and Monitoring (FPM) Addressed in Chapter 5

EL 01: EL Advisory Committee (ELAC)

EL 02: District EL Advisory Committee (DELAC)

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

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

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

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

ELAC Required Tasks

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

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

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

Implementation of the Site ELAC

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

- Election procedures, meeting requirements, sample agendas and communication suggestions can be found in the ELAC/DELAC Administrator Handbook provided to the schools by the Multilingual Education Department. Sites should refer to their Bylaws for additional details regarding memberships terms, election procedures, etc.

ELAC Roles and Responsibilities

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

Schools with Small EL Populations

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

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

Legal References

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

DELAC

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

VUSD Roles and Responsibilities for DELAC

MLD Administrator(s) (or Superintendent designee)	☐ Facilitates the DELAC alongside DELAC President ☐ Provides opportunities for parent education and involvement at a district level ☐ Assists with the agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC. ☐ District staff and DELAC board members will plan the yearly meeting schedule in order to meet district and EL parent needs. ☐
MLD	☐ Provides assistance and support in the implementation of DELAC ☐ Provides all DELAC members with appropriate training (yearly and in consultation with members), materials, and information needed to carry out their responsibilities and duties. ☐ Maintain evidence of the establishing of DELAC, including, but not limited to election procedures, roster, agendas and minutes in English and Spanish (that reflect tasks being completed) and sign-ins for each meeting.
DELAC Members	☐ Lead and participate in all DELAC meetings ☐ Advise district on EL program needs ☐ Act as a liaison between the DELAC and ELAC. Each site's DELAC representative will present information received at the DELAC to their ELAC.

DELAC Requirements

- The DELAC will meet up to ten times per year (more meetings can be added upon request by the DELAC board) and will operate under norms of professional behavior and conduct set by the committee on the first official meeting of each school year.

- All DELAC meetings will follow the agendas set prior to the meeting. The DELAC president will preside at meetings and sign all letters, reports, and other committee communications, with prior approval of the membership.
- In the president's absence, resignation, or inability to perform the duties, the vice president will assume these duties.

DELAC Required Tasks:

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

1. Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services, that takes into consideration the SPSAs.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district programs, goals, and objectives for programs and services for ELs.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the EL parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP)._*
 - a. *Under the LCFF, districts with at least 50 ELs and whose total enrollment includes at least 15% ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

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

DELAC Implementation

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

- DELAC follows Roberts' Rules of Order for conducting meetings, and the Brown Act for timely meeting notifications. For example, meeting notification/agenda should be available to the members and the public at least 72 hours before the DELAC meeting.

Parent and Community Involvement

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

Translation and Interpretation

- VUSD ensures that the translation and interpretation services are performed by a highly qualified staff who have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English *and* the primary language. Written translation will be provided for any other requested language to the extent practicable.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.
- Site administrators will plan for and provide for primary language through the use of district approved interpreters and translators or other qualified bilingual staff. The district has a number of approved bilingual staff that support district wide interpreting and translating. They are available to interpret or translate documents for all sites based on, competency, availability, and funding.
- A list of qualified bilingual staff is available by contacting Classified Human Relations.
- The district has two district translators/ interpreters to assist with department and parent communication in relation to district-level services. All requests for translations and interpretations must be submitted via a work order process. School sites may assign a staff member and alternate to provide parental support at site-level and/or may employ a bilingual parent liaison. Special Education related interpretation or translation requests must be submitted to the Special Education Translation and Interpretation Services department.

Meetings and Activities

- Parent meetings should be parent friendly: held at convenient meeting times, with childcare and translation services provided.
- Parent training sessions shall be provided on parental rights. Parents should be supported, in a variety of ways, to access these rights. Training on school advocacy may be provided. Such training can include informational sessions on school operations and who to go to for assistance related to problems or concerns.
- The school encourages parent volunteerism by providing opportunities for parents to volunteer and by providing training on how parents can effectively participate in school.
- The district and sites provide ongoing staff development to all school staff on how to work with parents, including communication skills, respect, and sensitivity to their cultural backgrounds, needs, and concerns.
- School sites will review the EL Program with parents at the beginning of each school year. The following topics will be reviewed: Program Placement, Reclassification, and Monitoring of student language and academic progress.
- Additionally, ELAC and DELAC parent representatives receive on-going training and have opportunities to provide feedback on the Master Plan for EL Instructional Programs.

Required Parent Notifications

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

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

Chapter 6: Program Evaluation and Accountability



Chapter Overview

This chapter discusses the evaluation, accountability policies, and practices VUSD uses to ensure that instructional programs and services are monitored for full implementation and effectiveness. It describes:

- The district's EL program goals and related evaluation questions and measures
- How program implementation and evaluation information is to be used at different levels of the system to improve and strengthen programs
- Key evaluation, accountability roles and responsibilities across the district to ensure system-wide reciprocal accountability for ELs

California EL Roadmap Principles in Chapter 6

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of ELs.

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

Principle Four: Alignment and Articulation Within and Across Systems

ELs experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Element B. Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after-school and other entities to provide additional support for ELs, to accommodate the extra challenges they face in learning English and accessing/mastering all academic subject matter.

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

Federal Program Requirements and Monitoring (FPM) Addressed in Chapter 6

EL 09: Evaluation of Title III-Funded Services and Programs

VUSD Roles and Responsibilities for the Evaluation of EL Programs

MLD Administrator(s) (or Superintendent designee)	☐ Supports sites in the implementation of the EL Master Plan ☐ Collaborates, evaluates, and monitors the selection of materials used in the classrooms for ELD and core curriculum for ELs ☐ Meets with site principals to review site plans for ELs ☐ Monitors all aspects of staffing and instruction for EL programs, according to the EL Master Plan
Coordinator for	☐ Support district and sites in the implementation of the EL Master

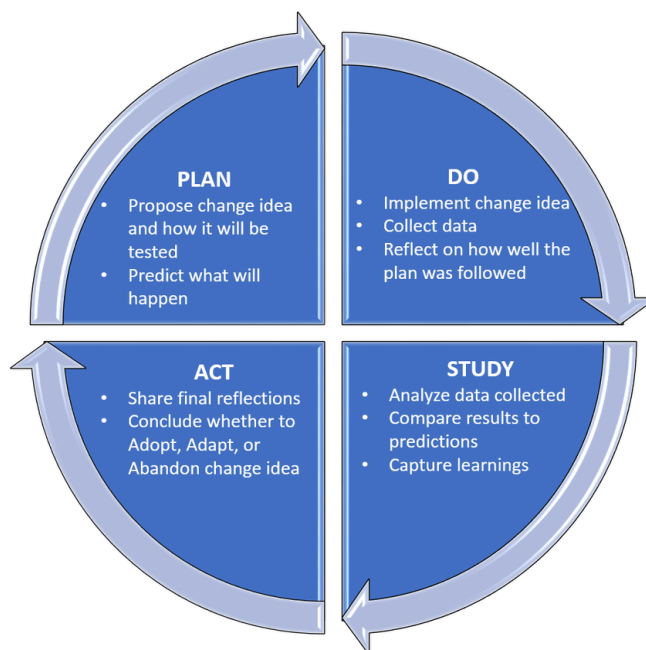
Department of Educational Excellence & Innovation	Plan ☐ Provides leadership in aligning the district's EL programs to the Common Core State Standards and the ELD State Standards ☐ Provides leadership in aligning the district's EL programs to the ELA/ELD Framework ☐ Meets with Educational Excellence and Innovation (EE & I) team to collaborate and provide ongoing training for site principals with regards to EL programs and EL Master Plan ☐ Coordinates and directs federal and state monitoring and accountability procedures with regards to the EL Master Plan ☐ Meets with district and school site administration to evaluate EL program effectiveness ☐ Collaborates with EE & I to develop and implement Multi-Tiered Systems of Support (MTSS) ☐ Reviews and collaborates with EE & I and site principals about district and site EL data ☐ Meets with site principals to review site plans for ELs ☐ Monitors compliance and EL procedures at the site and district levels ☐ Meets regularly with ELD Site Leads to provide them with support and professional development with regards to district's EL programs and to evaluate their effectiveness ☐ Collaborates with DELAC on identifying improvement trends with the needs assessment ☐ Collects data related to EL progress and conducts a program evaluation
Site Principal	☐ Monitors all aspects of staffing and instruction for EL programs, according to the EL Master Plan ☐ Oversees all procedures and legal requirements pertaining to ELs at the site ☐ Meets with Multilingual Education Department and/or Coordinator for Department of EE & I on the implementation of the programs for ELs and their effectiveness ☐ Informs and collaborates with the staff and parents of the programs for ELs ☐ Collaborates with site's ELAC to create a needs assessment ☐ Incorporates needs assessments finding into the School Plan for Student Achievement (SPSA)
ELD Site Leads	☐ Support sites with the implementation of the EL Master Plan ☐ Meet regularly with site principals to ensure the implementation of the EL programs and English language development (ELD) at their

	site ❑ Attend professional development and district meetings with regards to the EL Master Plan, ELD and programs for ELs. ❑ Serve as a resource and support teachers with specific ELD strategies and effective ELD pedagogy in alignment with ELD state standards, EL Roadmap and the ELA/ELD Framework.
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Evaluation and Accountability

VUSD believes in engaging in a continuous cycle of improvement to achieve the vision and mission for students in English learning programs. Continuous improvement requires setting a goal, making a plan, collecting data on the effectiveness of the plan, and then keeping effective strategies while changing ineffective ones. This process, as shown in Figure 6.1, is called the Plan-Do-Study-Act (PDSA) cycle.

Figure 6.1



During the *Plan* stage of the cycle, VUSD reviews various data points to determine current levels of student growth and instructional effectiveness. The data is collected from (and are not limited to):

- Student achievement on state assessment, such as CAASPP and ELPAC
- California School Dashboard
- Local reading assessment tools
- Local writing assessments
- ELAC needs assessments
- School Plans for Students Achievement
- Graduation rates
- Enrollment in honors and advanced placement courses

- Completion of University of California/California State University “a-g” admission requirements
- Transcript audits
- Attendance
- Discipline incidences
- Surveys
- Observational evidence

When feasible, these data will be disaggregated and analyzed for all students identified as ELs, and for subgroups of ELs by proficiency level, at-risk of becoming LTELs. LTELs and RFEPs.

During the *Do* stage, VUSD uses the data analysis to ideate solutions, selects solutions for implementation, plans for implementation, implements, and identifies the measures by which effectiveness will be determined.

At the *Study* stage, VUSD reviews the data gathered during and after implementation and conducts an analysis.

Based on the results, in the *Act* stage, VUSD will determine whether evidence suggests that the change should be adopted, adapted, or abandoned.

Why conduct a program evaluation?

Program evaluations assist:

1. To determine to what extent ELs are progressing in English language development and achieving the district and state’s academic standards.
2. To determine the effectiveness of programs and services for ELs.
3. To determine the extent to which ELs have equitable access to district programs and services, including pathways to higher education and multilingualism.
4. To provide the basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvements for all students, including ELs.
5. To inform and guide classroom instruction

EL Program Goals and Related Evaluation Questions and Measures

VUSD will evaluate the following eight goals related to EL programs.

GB Goal 1: Our students, parents and staff will have equitable access to the conditions of learning necessary to promote excellence and innovation.

EL Goal 1: Develop and coherently implement effective, research-based programs that are responsive to different EL strengths, needs, and identities and support their socio-emotional health and development.

(ELR Principle 1, ELR [Principle 2](#))

EL Goal 4: Establish and extend a pathway for students to acquire multiple languages and to obtain the State Seal of Biliteracy through instructional programs that value and build upon the cultural and linguistic assets of students.

(ELR Principle 1, ELR [Principle 2](#), ELR Principle 4)

EL Goal 5: Increase parent participation and build strong community, and school partnerships to leverage the strengths and meet the needs of ELs.

(ELR [Principle 2](#))

GB Goal 2: Our students will demonstrate improved outcomes that close the achievement gap and prepare them for success in college and career.

EL Goal 2: Engage ELs in intellectually rich, learning experiences that foster high levels of English proficiency and academic achievement- to include integrated and designated language development, access to a full curriculum, with valid and reliable assessment.

(ELR [Principle 2](#), ELR [Principle 3](#), ELR [Principle 4](#))

GB Goal 3: Our students will be engaged in their learning through critical thinking, collaboration and relevant connections to real world problem solving.

EL Goal 3: Engage ELs in meaningful cultural, social, and academic learning that emphasizes engagement, interaction, discourse, inquiry, and critical thinking.

(ELR Principle 1, ELR [Principle 2](#))

Using Program Effectiveness Information to Improve Implementation and Modify Programs

To ensure that program implementation, monitoring and evaluation of program effectiveness leads to continuous improvement, administrators and staff at all levels will examine data using the PDSA cycle at the following levels:

Site Level Uses

Site level personnel will review outcomes of EL student performance relative to expected linguistic and academic progress. In grade level or subject matter teams, they will discuss student

work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational protocols (e.g., ELD observation tool, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Priorities for professional development will be identified, with support requested from the Local Educational Service Center as needed.

District Level Uses

Central District level personnel will review District wide EL program implementation and evaluation findings, and work to identify key District wide priorities for professional development, budget priorities and program support and, where necessary, program modification. If significant numbers of ELs are unable to meet reclassification criteria after completing Advanced ELD, the District will identify additional measures, including the development of additional courses if appropriate, to address this issue. Central District staff will support goals to prioritize and address key issues and areas of improvement identified by EL Master Plan monitoring/evaluation.

District Board Level Use

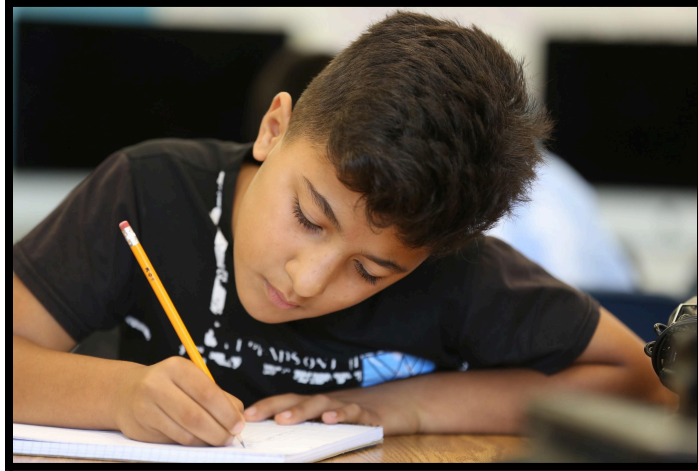
The VUSD Board of Education will review findings of annual EL Master Plan monitoring/evaluation reports, and address issues of policy related to key issues and areas of improvement identified by Master Plan monitoring/evaluation.

Annual Evaluation Report

The Department of Curriculum and Instruction-EL will provide the Superintendent and the Board of Education with an annual evaluation report with academic achievement and language development data to measure the effectiveness of services and instructional programs for ELs. The annual evaluation report will include:

- An assessment of the effective implementation of the Master Plan for ELs pursuant to state and federal guidelines as defined in the state Federal Program Monitoring.
- The relative success of the school district in meeting program goals outlined in the Master Plan for ELs.
- Recommendations to increase the effective implementation of the Master Plan for ELs and achieve program goals.
- Data analysis for program improvement and modification.

Chapter 7: Title III Funding



Chapter Overview

This chapter addresses the additional state and federal requirements for the services to ELs. This chapter will be updated annually and will be supplemented with policy memos and bulletins as changes in law occur.

California EL Roadmap Principles in Chapter 7

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of ELs.

Element A. Leaders establish clear goals and commitments to ELs by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals—over and above compliance via the EL Master Plan and ELAC and DELAC regulations

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

Principle Four: Alignment and Articulation Within and Across Systems

ELs experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Element A. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.

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

Federal Program Requirements and Monitoring (FPM) Addressed in Chapter 7

EL 04: Implement, Monitor & Revise Title III Plan

EL 05: EL Program Inclusion in the SPSA (Schoolwide)

EL 06: Title III Inventory

EL 07: Supplement, Not Supplant with Title III

EL 08: Time and Effort Requirements (Title I and Title III)

VUSD Roles and Responsibilities for Funding Compliance Monitoring

MLD Administrator(s) (or Superintendent designee)	☐ Participates in the advisement and development of the LCAP, especially with the LCAP Federal Addendum (Title III Plan) ☐ Provides data and narrative for Con App, as requested by district administration, specifically about EL information ☐ Updates, implements, and monitors EL Master Plan ☐ Reviews expenditures (supplement and not supplant core programs) for ELs and ensures that each expense is necessary, reasonable, allowable, and allocable ☐ Analyzes the impact of the use of Title III funds
Principal (or designee)	☐ Facilitates the creation of the School Plan for Student Achievement (SPSA) ☐ Ensures that Title III funds support programs for ELs as outlined in the site's SPSA ☐ Submits proposals to Multilingual Education Department administrator(s) (or Superintendent designee) for the use of Title III funds
DELAC	☐ Acts as the EL parent advisory committee under California <i>Education Code</i> Sections 52063(b)(1) and 52062(a)(2) by reviewing and commenting on the development or annual update of the Local Control and Accountability Plan (LCAP).
ELAC	☐ Advise the principal and staff in the development of a site plan for ELs and submit the plan to the School Site Council for consideration of inclusion in the SPSA.
MLD Secretary	☐ Maintains the Title III general ledger, time and effort, and other various documents needed for program monitoring

District Funding for Core and Supplemental Programs

Accountability and monitoring of state and federal programs are included in the *Vista Unified School District EL Master Plan* as detailed in the Federal Program Monitoring Instrument generated by the California Accountability and Improvement System, California Department of Education.

As a participant in categorical funding at the state and federal levels, VUSD must certify yearly that the district is implementing the program assurances certified in the Consolidated Application and Reporting System (CARS). Accordingly, VUSD will:

- ❑ Review fiscal requirements, monitor program objectives, implement strategies, and conduct program evaluation of ELs programs at the district level and site level, as described in the VUSD's LCAP and the SPSAs.
- ❑ Adjust for changes in federal program monitored (FPM) items as they are expected to be monitored, per revised laws.
- ❑ Revise the *VUSD EL Master Plan*, LCAP, and SPSA to reflect the current compliance requirements and to support the signed assurances of the district superintendent, when significant legal changes occur.

The Multilingual Education Department will assure completion of all obligations for Title III, such as time accounting, application of the *supplement vs. supplant* principal, documentation of inventory, and providing the requisite percentage of funds to direct services for students.

General Funds

VUSD receives general funds in accordance with California's Local Control Funding Formula (LCFF) to provide core curriculum and services to all students, including ELs. VUSD will use these general funds to ensure that every student, preschool through grade 12, receives quality, standards-based instruction in all content areas to enable all students to graduate ready for college and career, including ELs.

LCFF funds are used to pay for core resources. For example, in California the core includes school facilities, classroom teachers, school site and district administrators, instructional materials for core subject areas, instructional materials for English Language Development (ELD), instructional day and year that meet minimum state requirements, and standardized assessments required for state and federal accountability. Under the LCFF, VUSD, as a local educational agency, is required to prepare a Local Control and Accountability Plan (LCAP) to describe how VUSD plans to reach annual goals for students, including ELs, addressing state and local priorities.

Supplemental Funds

In addition to LCFF funding, VUSD applies for supplemental funds annually via the Consolidated Application. Supplemental funds are granted to districts and schools for specific program purposes and are above and beyond the general funds used to support the core program. *Supplemental funds are not used to replace, or supplant the core, base program, and activities.* Federal grants are available under various Titles of Every *Student Succeeds Act (ESSA)*.

Title I funds of *ESSA* intend to meet the academic needs and narrow the educational achievement gap for socioeconomically disadvantaged students, including ELs.

Title III funds are allocated for the exclusive benefit of students who are learning English, as well as immigrant children. These funds must be used to design, implement, and monitor the

academic and linguistic achievement of ELs and immigrant students. Supplemental funds allocated to support the EL Program must be:

- Used to assist ELs with acquiring English beyond the core ELD program and to meet Federal and State accountability requirements,
- Linked to EL needs, as measured by analysis of student data, and
- Directly aligned to the LCAP.

Figure 7.1 shows a method to prioritize the use of funding sources

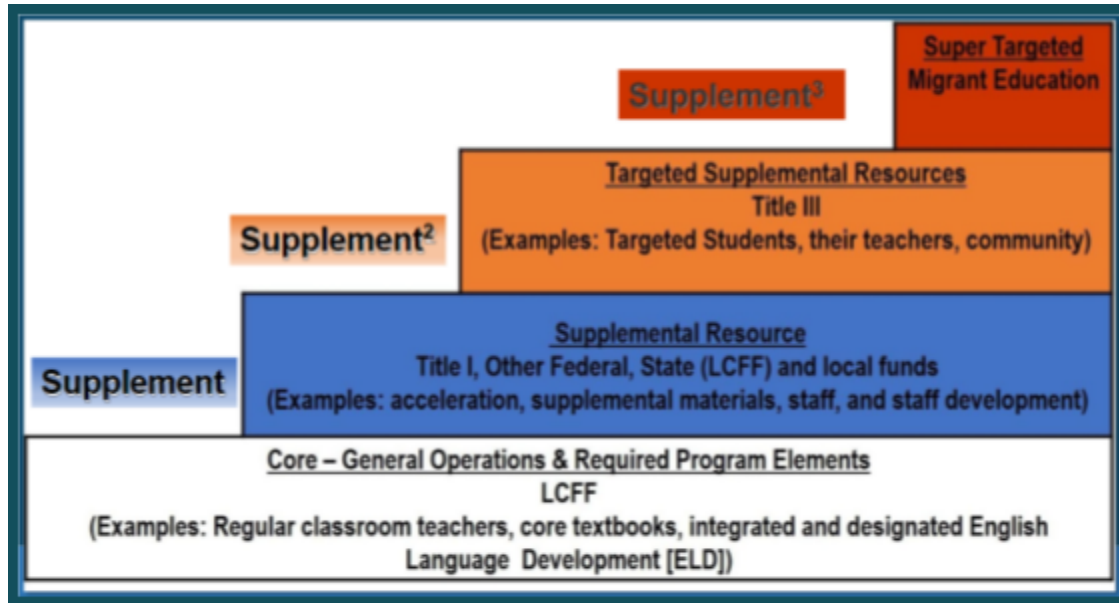


Figure 7.1

District Funding Dedicated to ELs

The budget for district Title III funds are based on the needs of the student population as identified through achievement data analysis and the annual needs assessment. Title III budgets are spent based on the VUSD’s program priorities to meet the needs of the EL population, as determined by student data and the identified needs of the instructional programs. The purpose of Title III “is to ensure that all ELs attain English language proficiency (ELP), develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students” ([CDE, 2020](#)).

- State general and supplemental funds must be allocated before federal Title III funds.
- Title III funds must not be used to fund any state mandated activity for ELs, such as designated ELD (which is a core subject to be funded by state funding) or integrated ELD (which is a mandated support for ELs in every content class, per state law).

VUSD Blueprint and Title III Funds

Annually, VUSD convenes community forums to review progress, analyze data, and gather feedback to develop VUSD's Blueprint House of Learning (or Blueprint) along with the LCAP. The Blueprint highlights eight, interdependent strategies that aim to inspire every student to persevere as a critical thinker to solve real world problems. The strategies are:

Strategy 1: Family and Community as Partners in Education

Strategy 2: 21st Century Facilities and Resources

Strategy 3: Social and Emotional System of Support

Strategy 4: Foundations of High-Quality Learning

Strategy 5: High Quality, Flexible and Adaptable Staff

Strategy 6: Performance Framework

Strategy 7: Personalized Learning Pathways

The Blueprint will identify when Title III funds are being utilized within action plan steps designed to facilitate language acquisition and improve academic outcomes for students learning English.

Appendix

- 1.1 - [Initial Parent Notification English Sample letter \(Title III\)](#)
- 1.2 - [Initial Parent Spanish Sample Notification Letter \(Title III\)](#)
- 1.3 - [Notification to Opt a Child Out of EL Programs or Particular EL Services form](#)
- 1.4 - [Notification to Opt a Child to Return into EL Program Services](#)
- 2.1 - [Middle School Courses Descriptions](#)
- 2.2- [High School Course Descriptions](#)
- 2.3 - [Reclassification Criteria](#)
- 2.4 - [Reclassification Procedure](#)
- 2.5 - [Dual Language Immersion Framework](#)
- 3.1 - [Teacher Recommendation for Reclassification Sample Form](#)
- 3.2 - [EL Monitoring Sample Form](#)
- 3.3 - [RFEP Monitoring Form Round](#)
- 3.4 - [Newcomer Support Plan K-5](#)

Document Resources

- [VUSD Board Policy No. 6174: Education for ELs](#)
- [24-25 EL FPM Instrument](#)
- [Improving Education for Multilingual and EL Students: Research to Practice](#)
- [English language Arts/English Language Development Framework for California Public School](#)
- [California English Language Development Standards](#)
- [CA EL Roadmap \(English\)](#)
- [CA EL Roadmap \(Spanish\)](#)
- [Global California 2030](#)