ENGLISH LEARNERS MASTER PLAN

VCOE Special Education Schools
Court & Community Schools

ADOPTED 02/19/19
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Introduction

The ultimate goal of the Ventura County Office of Education (VCOE) English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. The County recognizes that this goal can be accomplished through programs that are standards based, rigorous, and well designed so that students can access the entire curriculum while acquiring English.

The purpose of the VCOE Master Plan for English learners is to serve as a guide to schools in the ongoing development, implementation and assessment of programs for English learners. With a common staff understanding of the goals and procedures, English learners will receive consistent high-quality services designed to meet their academic and linguistic needs.

Federal case law requires that the main goals of the English Learner Program be to develop English learner fluency in English as effectively and rapidly as possible and to develop mastery of the core curriculum comparable to native English speakers. Local Education Agencies (LEAs) must ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the County will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide on-going high-quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

The Ventura County Office of Education is committed to developing in English learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and recategorization to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the County community.
Initial Identification

Home Language Survey
The California Education Code contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student’s proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

VCOE will identify in a timely and legal manner English learner (EL) students in need of language assistance services, including immigrant, homeless, and foster children and youth. The California approved Home Language Survey (HLS) is a questionnaire given to all parents or guardians at the time of initial enrollment. The HLS helps VCOE identify which students are potential ELs and who will require assessment of their English language proficiency (ELP) to determine whether they are eligible for language assistance services. The following is a sample of the HLS to be completed by parents or guardians only once. If an EL student is transferring in from another district, staff will obtain HLS information from the student’s previously-enrolled district.

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>(Surname / Family Name)</th>
<th>(First Given Name)</th>
<th>(Second Given Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of Student:</td>
<td>Grade Level:</td>
<td>Teacher Name:</td>
<td></td>
</tr>
</tbody>
</table>

**Directions to Parents and Guardians:**

The California Education Code contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student’s proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

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

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

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

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

Please sign and date this form in the spaces provided below, then return this form to your child’s teacher. Thank you for your cooperation.

_________________________  ______________________
Signature of Parent or Guardian  Date

California Department of Education Form HLS, Revised December 2016
If the first three responses on the HLS indicate a language other than English, the student is assessed within 30 days if enrolled after the beginning of the school year in English listening, speaking, reading, and writing. The results of these assessments enable site personnel to determine the English language proficiency level of the student. If the person administering the HLS has a reasonable suspicion that the form is completed incorrectly or that there may actually be a home language other than English present (e.g. The parent addresses the child in a language other than English.), the school must continue with the identification process regardless of parent opinion.

For students who are transferring from a California school district, the HLS shall not be administered. The only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school district. For placement purposes while cumulative student records are in transit, the student shall be assessed for English language proficiency through the English Language Proficiency Assessments for California (ELPAC as explained below). Upon the receipt of student transfer records, the student’s language status as determined by the originating district shall be honored.

**English Language Assessment**

English Language Proficiency Assessments for California State and federal law require that local educational agencies administer a state test of English language proficiency to eligible students in kindergarten through grade 12. The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT) and assesses the four required domains: Listening, Speaking, Reading, and Writing.

The ELPAC is aligned with California’s 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

1. Initial Assessment—Use for the initial identification of students as English learners
2. Summative Assessment—an annual summative assessment to measure an EL’s progress in learning English and to identify the student’s English language proficiency level.

**English Language Proficiency Assessments for California – Initial Assessment**

The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. In the state of California, school districts assess potential ELs with an ELPAC Initial Assessment. Students will take the Initial Assessment if:

- The student has a primary language other than English (or there is reasonable doubt)
- The student has not taken the CELDT or ELPAC before
- The student has not been classified before as an EL

The ELPAC Initial Assessment is used to identify students as being either an English learner who needs instructional support to learn English or as Initial Fluent English Proficient.
The Initial ELPAC is given to students in grades TK–12 whose primary language is not English to determine their English language proficiency status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education program. Students are given the ELPAC Initial Assessment within 30 calendar days of enrollment at the beginning of the school year (or, if during the school year, within two weeks of the child being placed in a program). Identifying students who need additional supports and services for learning English is important for ensuring access to the core curriculum and ultimately, academic success. Each year, students who are ELs will take the ELPAC Summative Assessment to measure their progress in learning English.

The Initial ELPAC is a paper-pencil test administered in six grade spans—TK, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

**English Language Proficiency Assessments for California – Summative Assessment**

The ELPAC Summative Assessment is administered annually only to students who have previously been identified as an English learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains. The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to do well in school.

The Summative Assessment is given only to students in grades K–12 who have been identified as English learners. These students will take the assessment every year until they are reclassified as fluent English proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education program.

Students who are ELs are given the ELPAC Summative Assessment annually, between February 1 and May 31 to measure their progress in English until they are reclassified as English proficient.

The Summative ELPAC is a paper-pencil test administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

**English Language Proficiency Assessments for English Learners with Disabilities**

English learners with disabilities are assessed as determined by the IEP team. Accessibility resources that address visual, auditory, and physical access barriers as designated in Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California issued by the California Department of Education shall be used. The IEP team must document any appropriate designated supports and/or accommodations in the student’s IEP. For English learners with disabilities with a
Section 504 Plan, these accommodations resources must be documented on the Section 504 Plan.

Some English learners with disabilities may need to be assessed with an alternate language proficiency assessment as determined by the IEP team using the Participation Criteria Checklist for Alternate Assessments. The Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) is the alternate language proficiency assessment administered by VCOE.

**Parental Notification of Annual Assessment Results and Program Placement**

Parents/guardians of students who were administered the *Initial* ELPAC are notified in writing in a language they can understand (and orally, if they are unable to understand written communication), of the Initial ELPAC results within 30 days of initial enrollment. The parent notification includes test results, program placement options, and the student's initial placement. The notification is provided in English and in Spanish.

Parents/guardians of EL students who are administered the *Summative* ELPAC or an alternate language proficiency assessment will receive official notification within 30 days after the beginning of the school year.

Test results and the proficiency level is entered and recorded in the Student Information System (SIS) database.

The following are levels and descriptors for the Initial and Summative ELPAC.
**Initial ELPAC Levels**

Overall Performance Level: Initial Fluent English Proficient (IFEP)
Overall Score: 

Oral Language (Listening and Speaking Skills)  
Well developed

Written Language (Reading and Writing Skills)  
Somewhat to moderately developed

Note: The overall score is based on a combination of oral language (50%) and written language (50%).

<table>
<thead>
<tr>
<th>Initial Levels</th>
<th>Initial Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Fluent English Proficient (IFEP) 450–600</td>
<td>Students at this level have <strong>well developed</strong> oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.</td>
</tr>
<tr>
<td>Intermediate English Learner 370–449</td>
<td>Students at this level have <strong>somewhat to moderately developed</strong> oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.</td>
</tr>
<tr>
<td>Novice English Learner 150–369</td>
<td>Students at this level have <strong>minimally developed</strong> oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.</td>
</tr>
</tbody>
</table>

**Summative ELPAC Levels**

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>What Students Can Typically Do at Each Level</th>
</tr>
</thead>
</table>
| LEVEL 4      | Students at this level have **well developed** English skills.  
* They can usually use English to learn new things in school and to interact in social situations.  
* They may occasionally need help using English. |
| LEVEL 3      | Students at this level have **moderately developed** English skills.  
* They can sometimes use English to learn new things in school and to interact in social situations.  
* They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.  
* They can often use English for simple communication. |
| LEVEL 2      | Students at this level have **somewhat developed** English skills.  
* They usually need help using English to learn new things at school and to interact in social situations.  
* They may know some English words and phrases. |
| LEVEL 1      | Students at this level are at a **beginning stage** of developing English skills.  
* They usually need substantial help using English to learn new things at school and to interact in social situations.  
* They may know some English words and phrases. |

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.
Language Program Options and Parent Choice

The following section describes the Ventura County Office of Education Parent Requests to Establish a Language Acquisition Program, Language Program Options, and Parent Choice for English learners in attendance in the current or next school year.

VCOE schools will respond to Parent Requests to Establish a Language Acquisition Program other than, or in addition to, such programs available at the school according to the following process. Upon receipt of written or verbal requests, the school shall make a written record that includes the following:
1. The date of the request;
2. The names of the parent and pupil;
3. A general description of the request; and
4. The pupil's grade level on the date of the request.

Each school shall:
- assist parents in clarifying requests, as needed, this includes and is not limited to translation services as needed for clarification(s)
- retain written records of parent requests for language acquisition programs for at least three years from the date of the request
- consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold as specified below is reached
- monitor the number of parent requests for language acquisition programs on a regular basis, provide notification to the County immediately upon reaching a threshold as described below:

Threshold:
When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade level enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking the following actions:
1. Within 10 school days of reaching a threshold as described above, notify the parents of pupils attending the school, the school’s teachers, administrators, and the LEA’s English learner parent advisory committee and parent advisory committee, in writing, of the parents’ requests for a language acquisition program;
2. Identify costs and resources necessary to implement any new language acquisition program, 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; and
3. Determine, within 60 calendar days of reaching a threshold described above whether it is possible to implement the requested language acquisition program; and provide notice, in writing, to parents of pupils attending the school, the school’s teachers, and administrators, of its determination;
(A) In the case where the LEA determines to implement a language acquisition program at the school, the LEA will create and publish a reasonable timeline of actions necessary to implement the language acquisition program.  
(B) In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided, and may offer an alternate option that can be implemented at the school.

The State of California has adopted English Language Development (ELD) standards that provide a description of student expectations for each grade level and proficiency level.

California law governing programs for English learners requires that all English learners be placed in English language programs. The following describes the VCOE Language Program Options (An exception is Special Education where an IEP team determines placement).

The VCOE program option for English learners is described below:

**Structured English Immersion (SEI):**

A classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by VCOE programs and schools. SEI students are designated as English learners within the Emerging and Expanding to Bridging Level and receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and instruction designed for children who are learning the language including strategies such as:

- Integrated/Designated ELD
- SDAIE
- Primary Language Support
- Scaffolding

SEI is for students who are at the Emerging and Expanding to Bridging levels and all SEI teachers hold appropriate certification (CTEL, CLAD or equivalent). The instructional setting is defined as Structured English Immersion in the VCOE Student Information System (SIS).

English learners who have acquired reasonable fluency in English, as defined by VCOE programs and schools are EL students who have not been reclassified and are within the Upper Expanding and Bridging levels. In addition to ELD instruction, reasonably fluent EL students continue to receive additional and appropriate educational services to accelerate language acquisition including scaffolding strategies and support as needed. The instructional setting is defined as English Learner Mainstream (ELM) in the VCOE Student Information System (SIS).

ELM is for students who are at the Upper Expanding and Bridging levels and all ELM teachers hold appropriate certification (CTEL, CLAD or equivalent).
**Instructional Setting in Student Information System**

Placement for students in the Ventura County Office of Education with less than reasonable fluency in English is within the Emerging and Expanding to Bridging Level:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficiency Level</th>
<th>SIS Instructional Setting</th>
<th>Language Program Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>Emerging</td>
<td>SEI</td>
<td>Structured English Immersion</td>
</tr>
<tr>
<td></td>
<td>Expanding to Bridging</td>
<td>SEI</td>
<td>Structured English Immersion</td>
</tr>
</tbody>
</table>

Placement for students in the Ventura County Office of Education with reasonable English language fluency (good working knowledge) is within the Upper Expanding to Bridging proficiency:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficiency Level</th>
<th>SIS Instructional Setting</th>
<th>Language Program Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>Upper Expanding to Bridging</td>
<td>ELM</td>
<td>Structured English Immersion</td>
</tr>
</tbody>
</table>
English Language Proficiency Assessments for California (ELPAC)
Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)
Initial Assessment Results Notification, 2018–19
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: ________________________ School: __________ Date: __________
Student ID #: ______________ Date of Birth: __________ Grade: __________
Primary Language: ______________________

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

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

<table>
<thead>
<tr>
<th>Composite Domains</th>
<th>English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
</tr>
<tr>
<td>Oral (Listening and Speaking)</td>
<td></td>
</tr>
<tr>
<td>Written (Reading and Writing)</td>
<td></td>
</tr>
</tbody>
</table>

Based on results of the English language proficiency assessment, your child has been identified as an EMERGING/EXPANDING/BRIDGING student.

Individualized Education Program (IEP) on file: __________________

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C Section 6312[e][3][A][v])

Exit (Reclassification) Criteria
The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below.

<table>
<thead>
<tr>
<th>Required Criteria (California Education Code [EC] Section 313[f])</th>
<th>LEA Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment</td>
<td></td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td></td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td></td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td></td>
</tr>
</tbody>
</table>

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

District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at http://do.cde.ca.gov/dataquest/.

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

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

Description of Program Options and Goals for English Learners
A description of the language acquisition programs provided in the Ventura County Office of Education are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312(e)(3)[A][iii],[v])

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312(e)(3)[A][viii][III]; EC Section 310[a])

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

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program or opt out of particular English learner services) within a language acquisition program. (20 U.S.C Section 6312(e)(3)[A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)
Instructional Program

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

- English language development
- Appropriately modified English language instruction
- Primary language support

Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum.

**English Language Development (ELD)**

English Language Development is a part of each English learner's instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In K-5, in order to teach at the proficiency level of each student, teachers combine or divide their students into groups within their classrooms or trade out students with other grade-alike teachers. In 6-12, students are placed in level-specific ELD sections.

This focused ELD time generally occurs as a daily segment of the language arts block. ELD is taught one class period in grades K-12. The curriculum is based on the California English Language Development Standards and VCOE programs and schools instructional materials. These are supplemented with additional English Language Development materials.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. By the end of the bridging level, students are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

In order to determine the student's annual progress in English, each English learner is assessed annually with the ELPAC. Assessment results, student’s curriculum mastery, and teacher evaluation is considered to determine progress in the development of English language proficiency.
**Access to Core Subject Matter**

VCOE programs for English learners are designed to enable EL students to acquire English and learn grade-level academic content. Students enrolled in any of the program models are expected to master the ELD standards and eventually meet grade-level standards in the core academic subject areas. English Learners’ progress toward meeting ELD standards and grade-level standards in the core subject areas is assessed using multiple measures.

Results on these multiple measures are reported through individual school’s student data systems. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers to receive academic interventions and support during the school day. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student performance on subsequent administrations of the on-going assessments.

**English Learners in Special Education**

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English learner’s IEP shall include linguistically appropriate goals and objectives based on the student’s level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. The IEP team shall also determine if an alternate assessment to the ELPAC for English learners with disabilities shall be administered. The VCOE alternate assessment is the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS).
## VCOE Curriculum

**Gateway, Providence, Triton M/M, Phoenix, Foster ED**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>K-5 CA Wonders</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td>6th – 8th StudySync</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td>19th – 12th myPerspectives</td>
<td>Pearson</td>
</tr>
<tr>
<td>6th – 12th Character Based Literacy</td>
<td>Santa Clara</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>K-5 Envision/Investigations</td>
<td>Pearson</td>
</tr>
<tr>
<td>6th – 8th CMP3</td>
<td>Pearson</td>
</tr>
<tr>
<td>9th – 12th Interactive Mathematics Program</td>
<td>Activate Learning</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>HS Geography</td>
<td>Pearson</td>
</tr>
<tr>
<td>HS World History</td>
<td>Pearson</td>
</tr>
<tr>
<td>HS U.S. History</td>
<td>Pearson</td>
</tr>
<tr>
<td>McGruders Government</td>
<td>Pearson</td>
</tr>
<tr>
<td>6th – 8th Ancient Civilization, Medieval Early Modern Times, America History of our Nation</td>
<td>Houghton-Mifflin</td>
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<tr>
<td>K-5th</td>
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<tr>
<td><strong>Science - HS</strong></td>
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<tr>
<td>HS Biology</td>
<td>McGraw Hill</td>
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<tr>
<td>HS Earth and Space</td>
<td>McGraw Hill</td>
</tr>
<tr>
<td>6th – 8th Earth, Life, Physical</td>
<td>Pearson</td>
</tr>
<tr>
<td>K-5th</td>
<td>Houghton-Mifflin</td>
</tr>
<tr>
<td><strong>English Language Development (ELD)</strong></td>
<td></td>
</tr>
<tr>
<td>K-5 CA Wonders</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td>6th – 8th StudySync</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td>9th – 12th myPerspectives ELD Companion</td>
<td>Pearson</td>
</tr>
<tr>
<td>APEX Learning</td>
<td>Apex Learning Virtual School</td>
</tr>
</tbody>
</table>

### VCOE Special Education Moderate/Severe Disabilities

<table>
<thead>
<tr>
<th>Subject</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unique Learning System</strong> - Comprehensive ELA, Math, Science, Social Studies, Transition, Life Skills for Preschool – Post Secondary</td>
<td>N2Y</td>
</tr>
</tbody>
</table>

*Differentiated materials aligned to the CA standards with embedded communication lesson/supports aligned to speaking/listening standards.*
Staffing Authorizations

Under the management of the Director of Human Resources, the Ventura County Office of Education takes an active role in the recruitment and staffing of authorized personnel for all English learner programs and makes it a priority to hire appropriately credentialed teachers. Teachers providing instruction in the Structured English Immersion program shall be appropriately credentialed to provide instruction to English learners. VCOE conducts a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising on EdJoin, participating in state and regional recruitment centers and participating in job fairs. VCOE prides itself in having a sufficient number of teaching staff holding CLAD, BCLAD, and equivalent authorizations.

If a teacher was assigned to serve English learners but did not hold an appropriate clear or preliminary credential, he or she would be required to sign a memorandum of understanding stipulating that he or she would be actively participating in professional development designed to secure an appropriate credential within two years. VCOE would then monitor attendance at professional development activities to ensure that such a teacher remained on track to complete the necessary training for the credential.

<table>
<thead>
<tr>
<th>Description of Responsibilities</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determines site staffing and training needs in collaboration with staff; recruits, hires, and places staff in appropriate training programs; monitors and evaluates staff</td>
<td>Site Administrator</td>
</tr>
<tr>
<td>Oversees county recruitments, hiring and placement of appropriate staff</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Collects documentation from schools, provides technical assistance and support</td>
<td>Human Resources</td>
</tr>
</tbody>
</table>
Professional Development

The Curriculum and Instruction Department works to provide on-going professional development opportunities to all teachers and staff working with English learners. The goals of these trainings are to help educators acquire specific skills needed to work with English learners in the areas of ELD instruction, comprehensible core content instruction, VCOE program designs, curriculum expectations, VCOE programs and schools processes and services for English learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- ELD Foundations (framework and standards)
- Designated/Integrated ELD instruction
- ELD strategies, techniques, and assessments
- VCOE program designs (systems for EL programs and site accountability)
- Differentiated instruction
- Teaching to Multiple Intelligences
- California Association for Bilingual Education (CABE) conference

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through on-site trainings, VCOE schools and programs in-services, education conferences, site staff meetings, and leadership meetings.

Participant attendance is monitored through sign-in forms. Training attendance is then reported to school principals to ensure that all teachers assigned to provide specialized services to English learners are appropriately trained. Sign-in forms are collected and filed at the County office.
Reclassification

California Education Code requires that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (R-FEP). Ventura County Office of Education recognizes the importance of this item and has established the following criteria and process to fully address reclassification.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including:

1. Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and

2. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

3. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and

4. Parent opinion and consultation; and

Reclassification Criteria

The State Board of Education’s Reclassification Guidelines serve as the foundation for Ventura County Office of Education’s schools and programs reclassification criteria. Minimum scores required for each of the reclassification criteria are:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Minimum Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC</td>
<td>Level 4 overall</td>
</tr>
<tr>
<td>CAASPP ELA</td>
<td>Level 3 or 4</td>
</tr>
<tr>
<td>Teacher Feedback/Evaluation</td>
<td>Grade Level Expectations in ELA</td>
</tr>
</tbody>
</table>

Reclassification process

Reclassification is the culmination of the student’s participation in the program for English Learners and is regularly conducted in the fall and spring; however, the process may be initiated by the classroom teacher, administrators or parents at any time.

Consultation with the student's parents will be done through at least one of the following: 1) personal conference, 2) in writing, or 3) by telephone. A face-to-face conference with the student's parents or guardians is the optimum and desired method of consultation.
The VCOE SELPA Guidelines for Reclassification of English Learner Special Education Students includes the following steps.

Step One:
District person in charge of ELPAC testing (in collaboration with special education director if appropriate) compiles results of all special education students who have not met overall reclassification criteria. They are sorted by school sites.

Step Two:
The IEP team meets. Team should include district English Learner program personnel. Parent opinion and consultation is required.

Step Three:
Using the “Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient” form, team considers whether disability is impacting performance. See Instructions for completing the form (see appendix).

Step Four:
If the team agrees to recommend reclassification as RFEP, the bottom box “The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services” is checked. The form is sent to the appropriate district or site English Language Reclassification representative.

Step Five:
If it is determined through the district process that the student will be reclassified, the Special Education Case Manager and parent will be notified. The student will be noted as an “RFEP” on the subsequent IEP, and the date of district reclassification noted (not the date of the IEP). Once the student is reclassified, ELPAC (or alternate) testing is no longer required, nor is the “English Language Development Information” page.

Monitoring of reclassified students
It is required that reclassified students be monitored annually for a period of at least 4 years following reclassification. School staff will use CAASPP results, teacher assessments, and observations to semi-annually monitor the progress of R-FEP students for a period no less than 4 years after reclassification. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of R-FEP students is recorded and filed in each student’s cumulative file.

The following documents illustrate the process and criteria for the English Learner Recommendation for Reclassification as well as the English Learner Reclassification Follow Up Form.
English Learner Recommendation for Reclassification

Student: SSID: Grade:
School: Date: Person completing form:

Please complete this form for English Learner students being reclassified fluent-English proficient based on the following multiple criteria in alignment with California EC and the State Board of Education recommendations. Students must meet all 4 criteria. Record recommendation at the bottom of the form. File completed form in student cumulative file along with a copy of parent letter documenting opportunity for parent consultation.

1. Assessment of English Language Proficiency

Criteria: Student must be a Level 4 (well developed) on the most recent English Language Proficiency Assessments for California (ELPAC).

<table>
<thead>
<tr>
<th>ELPAC Test Area</th>
<th>ELPAC Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
</tr>
</tbody>
</table>

2. Comparison of Performance in Basic Skills

Criteria: Most recent CAASPP ELA proficiency level of 3 or 4 (proficient or advanced).

<table>
<thead>
<tr>
<th>Test</th>
<th>Scale Score</th>
<th>Date of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts Scale Score - CAASPP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Teacher Feedback

Criteria: Teacher attests that student is meeting grade level expectations in Language Arts as demonstrated by course grades or IEP goals.

Teacher Signature: Name of Teacher: Date:

For Special Education Students ONLY: an IEP team recommendation may be used in lieu of Criteria 1-3

Recommendation from IEP team

4. Parent Opinion and Consultation

Criteria: Parents/guardians have been provided notice of their right to participate in the reclassification process.

Recommendation (check one below):

_____ This student meets reclassification criteria as documented above.
_____ This student does not meet reclassification criteria as documented above.

Administrator's Signature: Date:
RECLASSIFICATION FOLLOW-UP REVIEW
Ventura County Office of Education

Reclassification Follow-up Reviews are conducted to monitor the academic success of each previously reclassified student for a minimum of four years following reclassification as Fluent English Proficient. Information obtained is used at the school site to modify instructional programs, as appropriate.

Student Name: ______________________ School: ______________________
Student ID: __________ Grade: _____ Date of Reclassification as FEP: __________

I. Most Recent California Assessment of Student Performance Proficiency Levels (as appropriate to grade level):

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Proficiency Level, Date</th>
<th>Subject Area</th>
<th>Proficiency Level, Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td></td>
<td>History/SS</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

II. Current Report Card Results (Sites complete the information below using most current report card):

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Grade or Overall Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>History/Social Science</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

III. Recommendation of Reclassification Committee (please check one):

☐ This student demonstrates satisfactory or above academic progress as indicated above and/or on IEP goals.

☐ This student is working below the proficient category in subject(s) as reported above and has not demonstrated satisfactory academic progress. The student will receive the instructional modifications or interventions through the services described below starting on __________________(date).

Date of Follow-Up Review: __________  Principal’s Signature: ____________________________
Accountability and Evaluation

Program Implementation and Monitoring
In order to ensure that English learners are receiving a program of instruction in accord with parent choice and VCOE design, Ventura County Office of Education conducts regular monitoring of classroom instruction. This monitoring is intended to result in consistent program implementation across individual school sites. VCOE staff from the Curriculum and Instruction Department train all school principals in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Differentiated instruction
- Designs for SEI and ELM

School principals and/or designees perform monthly observations of all classes which include English Learners. These observations are conducted to ensure that teachers: 1) daily provide ELD standards-based instruction, 2) follow the VCOE programs and schools ELD curriculum and assessments, 3) make use of appropriate SDAIE strategies, and 4) provide differentiated instruction targeted to specific linguistic needs.

Program Evaluation and Modification
California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, VCOE provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet VCOE academic content and performance standards.

<table>
<thead>
<tr>
<th>VCOE SCHOOLS and PROGRAMS ASSESSMENTS</th>
<th>Assessment Instrument</th>
<th>Target Population</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Adopted ELA curriculum assessments</td>
<td>All students, grades K-12</td>
<td>County Accountability</td>
</tr>
<tr>
<td>English Language Proficiency Assessments for California (ELPAC)</td>
<td>All English learners Grades K-12</td>
<td>Articulation County Accountability</td>
<td></td>
</tr>
<tr>
<td>Alternate Assessment - VCCALPS</td>
<td>Moderate-Severe Students with Disabilities</td>
<td>Reclassification</td>
<td></td>
</tr>
</tbody>
</table>

VCOE assessment practices with respect to English Learners inform:
- The effects of the instructional program on language development
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on assessment results
Assessment data is compiled, analyzed and reported annually. This report is then analyzed to produce a set of suggested program modifications which are then shared with the local Board of Trustees, principals, VCOE administrators, and DELAC members. The Deputy Superintendent annually distributes performance-based assessment results to principals and the directors of VCOE Special Education Schools and Court & Community Schools for monitoring and evaluation.

Ventura County Office of Education annually determines the number and percentage of English Learners reclassified to fluent English proficient (R-FEP) through CALPADS. CALPADS reports the actual count of EL, FEP, and R-FEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.
Parent Advisory Committees
The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the County. Through such committees, Ventura County Office of Education can:

- Include parents and community members in the decision-making, planning and evaluation of programs for English Learners
- Develop a working partnership between parents and the schools to provide equal access to education for all students
- Promote open communication with parents, community members and the County

Translation Services:
Pursuant to EC, Ventura County Office of Education will provide training and materials in the home language of the parent members of advisory committees.

**English Learner Advisory Committee (ELAC)**
Each school with 21 or more English learners must establish a school-level advisory committee (ELAC). Parents or guardians of English Learners elect parent members of the school committee. All parents of English Learners will be provided the opportunity to vote. Parents of English Learners not employed by the County must constitute a majority of the committee. Each school-level advisory committee shall elect at least one representative to the County English Learner Advisory Committee (DELAC).

The committee advises (reviews and comments) the principal and School Site Council (SSC) on the development of the components of the school’s Single Plan for Student Achievement which impact education services for English Learners. The ELAC must certify that it has provided advice to the SSC regarding the Single Plan prior to its formal approval. In addition, the ELAC advises the principal on at least following:

- Development and results of the school's needs assessment
- Administration of the school's annual language census
- Ways to make other parents aware of the importance of regular school attendance

**County English Learner Advisory Committee (DELAC)**
Each California public school district with 51 or more English learners must form a County English Learner Advisory Committee (DELAC) unless VCOE designates for this purpose a subcommittee of an existing County advisory committee.

Responsibilities
The DELAC shall advise the VCOE governing board on at least the following tasks:

1. Development of a VCOE master plan for education programs and services for English learners. The county master plan will take into consideration the school site master plans.
2. Conducting of a VCOE programs and schools needs assessment on a school-by-school basis.
3. Establishment of VCOE program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the VCOE programs and schools reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the county DELAC acts as the English learner parent advisory committee per California Education Code, the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

**VCOE/School administration shall:**

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

**Each parent committee must:**

- Develop and adopt its own agendas and develop its governance structure
- Choose whether to develop and adopt its bylaws
- Determine the manner of its functioning, including the recording of minutes
- Determine its meeting times, dates, and location
- Determine the manner for its provision of advice to the site administration and school site council (ELAC) or local governing board (DELAC)
- Provide feedback to the site/County administration as to the coordination and provision of training

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

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

**Sufficient General Funds**
Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts, including primary language texts in ELD classes, and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in VCOE Schools.

**Appropriate use of Categorical Funds**
The Economic Impact Aid-Limited English Proficient (EIA-LEP) funds are used to meet the academic needs of the English Learners, but do not supplant VCOE general funds, as well as any other categorical funds VCOE receives. Each school site receives EIA funds in amounts that correspond to the total amounts described in the VCOE Consolidated Application to the California Department of Education. EIA-LEP funds are spent for supplemental services and materials including, but not limited to, the following:

- Staff development for instructing English Learners
- Supplementary materials for English Learners
- ELAC/DELAC meetings
- Bilingual paraprofessionals (classroom use only)
- Parent education, training, and involvement

**Other Categorical Funding:**

- Migrant Education
- Title I Services
# Gateway Community School Enrollment Form
## 2018-19 School Year

### Student Information

<table>
<thead>
<tr>
<th>Student Name (Last)</th>
<th>(First)</th>
<th>(Middle)</th>
<th>Check:</th>
<th>Grade</th>
<th>Student Birthdate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

### Residence Information

<table>
<thead>
<tr>
<th>Residence Street Address (Not a Po Box)</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mailing Address (If Different Than Residence Address)</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

### Contact Information

<table>
<thead>
<tr>
<th>Home Phone Number</th>
<th>Student Cell Phone Number</th>
<th>Last School Attended</th>
</tr>
</thead>
</table>

### Preferred Correspondence Language:

- [ ] English
- [ ] Spanish
- [ ] Other

### Birthplace (City & State, or If Non USA – City, Country)

### Date Student First Attended School In USA

### Does Student Have An IEP?

- [ ] Yes
- [ ] No

### Does Student Have A 504 Plan?

- [ ] Yes
- [ ] No

### Student Lives With:

- [ ] Both Parents/Guardians
- [ ] Guardian #1
- [ ] Guardian #2
- [ ] Step-Mother
- [ ] Step-Father
- [ ] Other

### Information Concerning Parent or Guardian #1

<table>
<thead>
<tr>
<th>Information Concerning Parent or Guardian #1</th>
<th>Name (Last Name, First)</th>
<th>Relation To Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>Employer</td>
<td>Work Phone #</td>
</tr>
<tr>
<td>Email Address</td>
<td>Home Phone #</td>
<td>Cell Phone #</td>
</tr>
</tbody>
</table>

### Information Concerning Parent or Guardian #2

<table>
<thead>
<tr>
<th>Information Concerning Parent or Guardian #2</th>
<th>Name (Last Name, First)</th>
<th>Relation To Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>Employer</td>
<td>Work Phone #</td>
</tr>
<tr>
<td>Email Address</td>
<td>Home Phone #</td>
<td>Cell Phone #</td>
</tr>
</tbody>
</table>

### Parent/Guardian #1 Education Level

- Not a High School Grad
- Some College
- Graduate School
- High School Grad
- College Grad
- Declined/Unknown

### Parent/Guardian #2 Education Level

- Not a High School Grad
- Some College
- Graduate School
- High School Grad
- College Grad
- Declined/Unknown

### Residential Status:

- In a single family permanent residence
- Doubled-up
- In a Shelter or Transitional housing program

- In a foster home (Agency: __________________________)
- In a motel/hotel
- Unsheltered (car, campsite)

### Educational Rights

Education rights for this student are held by:

- [ ] Mother
- [ ] Father
- [ ] Both Parents
- [ ] Other _____________________________

As documented by

- [ ] Court Order (please provide a copy)
- [ ] Other document _________________________________

### Names of Other Children in Family

<table>
<thead>
<tr>
<th>Name of School (If In School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>

### Signature of Parent/Guardian:

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

---

APPENDIX
**STUDENT REGISTRATION FORM CONTINUING ENROLLMENT**

**MATRICULACIÓN PARA LOS ESTUDIANTES QUE PROSIGuen**

PLEASE COMPLETE BOTH SIDES IN BLUE OR BLACK INK (POR FAVOR COMPLETE AMBOS LADOS CON TINTA AZUL O NEGRA)

<table>
<thead>
<tr>
<th>Student Name (Estudiante)</th>
<th>Last (Apellido)</th>
<th>First (Nombre)</th>
<th>Middle (Segundo nombre)</th>
<th>Sfx (Sufijo)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>D.O.B.</th>
<th>Gender (Género)</th>
<th><strong>Femení/hembar</strong></th>
<th><strong>Mále/nascíclino</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Address: (El estudiante domicilio)</th>
<th>Street (Calle)</th>
<th>Apt.# (No. de apartamento)</th>
<th>City (Ciudad)</th>
<th>Zip (Postal)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phone (Teléfono):</th>
<th>(Cellular/celular)</th>
<th>Home/casa</th>
<th>Work/trabajo</th>
<th>Phone (Teléfono):</th>
<th>(Cellular/celular)</th>
<th>Home/casa</th>
<th>Work/trabajo</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Born (El estudiante nació)</th>
<th>Citizenship (Ciudadanía)</th>
<th>City (Ciudad)</th>
<th>State (Estado)</th>
<th>Country (País)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>First Enrolled in CA (Primera vez que se inscribió en CA)</th>
<th>Enrolled in US (Primera vez que se inscribió en US)</th>
</tr>
</thead>
</table>

**STUDENT LIVES (El estudiante vive en)**

- [ ] In a single family permanent residence (house, apartment, condo, mobile home) / En una residencia permanente para una familia (casa, apartamento, condominio, casa remolque)
- [ ] In a shelter or transitional housing program / En un albergue o programa de vivienda transitoria
- [ ] In a foster home / En un hogar de crianza
- [ ] In a motel/hotel (09) / en un motel/hotel
- [ ] Unsheltered (catacombre) / A la intemperie
- [ ] Licensed Child Institute / Instituto infantil certificado
- [ ] Other (please specify) / Otro (especificar)

**PARENTAL INFORMATION (Información de los padres/futuros)**

Student lives with: [ ] Father (Padre) [ ] Mother (Madre) [ ] Guardian (Tutor)

Is either parent/guardian on active duty in the U.S. armed forces (Army, Navy, Air Force, Marine Corps or Coast Guard) or on full-time National Guard duty? ¿Está cualquiera de los padres/tutores en servicio activo en las fuerzas armadas de los Estados Unidos (ejército, Marina, fuerza aérea, Infantería de Marina o guardacostas) o en tiempo completo en la guardia nacional? [ ] Yes / Sí [ ] No

**MEDIA PERMISSION (Permisos para los medios de comunicación)**

I approve having photographs and video of my child taken for parent/guardian, school records and educational purposes. (Aprobo a que le tomen fotografías y video a mi hijo/a para los padres/tutores, expedientes escolares, y otros fines educativos.) [ ] Yes / Sí [ ] No

I approve having photographs and video of my child taken for use in news coverage, VCOE websites and social media platforms, and other information materials for the public. (Aprobo a que le tomen fotografías y video a mi hijo/a para cobertura de noticias, sitios web de VCOE y plataformas de medios sociales, y otros materiales informativos para el público.) [ ] Yes / Sí [ ] No

I approve receiving emergency notifications from my child’s VCOE School either by text messages, emails, or phone calls. (Aprobo recibir notificaciones de emergencia de la escuela de mi hijo/a con VCOE ya sea por mensaje de texto, correo electrónico, o llamada telefónica.) [ ] Yes / Sí [ ] No

**MOTHER’S INFORMATION (Información de la madre):**

<table>
<thead>
<tr>
<th>Mother’s Name (Nombre del madre):</th>
<th>Last (Apellido)</th>
<th>First (Nombre)</th>
<th>Email (correspondencia electrónica)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Home Address (Dirección):</th>
<th>Street (Calle)</th>
<th>Apt.# (No. de apartamento)</th>
<th>City (Ciudad)</th>
<th>Zip (Postal)</th>
</tr>
</thead>
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<tr>
<th>Mother’s Phone (Teléfono del hogar):</th>
<th>(Cellular/celular)</th>
<th>Home/casa</th>
<th>Work/trabajo</th>
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<tr>
<th>Place of Work (Lugar de trabajo):</th>
<th>Occupation (ocupación):</th>
</tr>
</thead>
</table>

**FATHER’S INFORMATION (Información del padre):**

<table>
<thead>
<tr>
<th>Father’s Name (Nombre del padre):</th>
<th>Last (Apellido)</th>
<th>First (Nombre)</th>
<th>Email (correspondencia electrónica)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Father’s Phone (Teléfono del hogar):</th>
<th>(Cellular/celular)</th>
<th>Home/casa</th>
<th>Work/trabajo</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Place of Work (Lugar de trabajo):</th>
<th>Occupation (ocupación):</th>
</tr>
</thead>
</table>

(over/reverso) REV. 9/2018
Names of students and contacts other than mother and father in the student's household / Nombres de otros estudiantes y contactos que no sean los padres que viven en la casa:

<table>
<thead>
<tr>
<th>First Name / Nombre</th>
<th>Last Name / Apellido</th>
<th>Relationship / Parentesco</th>
<th>Contact Type / Clase de Contacto</th>
<th>Gender / Genero</th>
<th>Birthdate / Fecha de Nacimiento</th>
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</thead>
<tbody>
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</tbody>
</table>

Names of emergency contacts not living with student / Nombres de los emergencia contactos que no viven con el estudiante:

<table>
<thead>
<tr>
<th>First Name / Nombre</th>
<th>Last Name / Apellido</th>
<th>Relationship / Parentesco</th>
<th>Phone with Area Code / teléfono con código de área</th>
</tr>
</thead>
<tbody>
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</table>

EDUCATIONAL RIGHTS (Derechos educativos)

Educational rights for this student are held by (están a nombre de):

- [ ] Parent/Padre
- [ ] Other than parent/Otro que no se el padre: ____________________________

As documented by / Como se documentó por: _____________________________________

[ ] Court Minute Order / Acta de orden judicial [ ] (Other document / otro documento) ________________

Dated / Fechado: ____________________________

I have reviewed this form for accuracy and all the information is correct / He revisado este formulario para exactitud y todo está correcto.

I have made all necessary changes to this form (to ensure changes are noted, please use colored ink or highlight changes) / He hecho todos los cambios necesarios (para asegurar que los cambios se noten, favor de usar tinta de otro color o resalte los cambios).

Parent Signature (Firma del padre / autor) ____________________________ Date (Fecha) ____________________________

For Office Use Only

Student ID# ____________________________ Date Enrolled ____________________________

District of Residence ____________________________ Enrollment Verified ____________________________
For use for consideration of reclassification of English Learners with IEPs who do not meet regular district reclassification criteria.

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

Grade First Entered School: _______ Years in the U.S: _______ Years in EL Program: _______ Current English Learner Program Model: _______

THE TEAM CONSIDERED THE FOLLOWING CRITERIA FOR RECLASSIFICATION (EC 313(d)) IN ORDER TO ASSIST THE RECLASSIFICATION TEAM.

1. English Language Proficiency Assessment
   
   Current School Year Data
   Date: _______ Assessment Name: □ CELDT □ VCCALPS □ Other _______
   Overall Score/Level: _______ Listening Score/Level: _______ Speaking Score/Level: _______
   Reading Score/Level: _______ Writing Score/Level: _______
   (Note: For reclassification, English overall proficiency level on CELDT must be early advanced or higher AND Listening and Speaking Intermediate or higher. The scores for Reading and Writing do not need to be intermediate or higher.)

   Student met language proficiency level criteria as assessed by CELDT. □ Yes □ No
   (If yes, proceed to section 2. If no, fill out the information required below and consider alternate measures for establishing English proficiency):
   Previous School Year Data
   Date: _______ Assessment Name: □ CELDT □ VCCALPS □ Other _______
   Overall Score/Level: _______ Listening Score/Level: _______ Speaking Score/Level: _______
   Reading Score/Level: _______ Writing Score/Level: _______
   Current School Year Primary Language Data
   Date: _______ Assessment Name: □ VCCALPS □ Other _______
   Overall Score/Level: _______ Listening Score/Level: _______ Speaking Score/Level: _______
   Reading Score/Level: _______ Writing Score/Level: _______
   □ Yes □ No □ N/A The IEP team reviewed other informal measures of proficiency and determined it is likely the student is proficient in English.
   (Only allowed if student’s Overall proficiency level was in the upper end of the Intermediate level on CELDT.)
   □ Yes □ No The IEP team has determined that the student’s disability impacts his or her ability to manifest English proficiency.
   Areas affected: □ Listening □ Speaking □ Reading □ Writing
   If yes, explanation:
   (Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language, error patterns in listening, speaking, reading and writing are typical of students with that disability versus students with second language issues; VCCALPS scores indicate an overall proficiency level of early advanced or higher.)
   (If either of the above are checked “yes,” indicate “yes” to the following statement): The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities.
   □ Yes □ No (If yes, proceed to section 2. If no, stop here.)

2. Teacher’s Evaluation of Student Academic Performance
   Evaluation was based on: □ Classroom performance □ District-wide assessments □ Progress toward IEP Goals □ Formative Assessment
   □ Other:
   Student met academic performance indicators set by district. □ Yes □ No (If yes, proceed to section 3, if no, consider the following):
   □ Yes □ No The IEP team has determined that the deficit is due to the disability, and unrelated to English Language proficiency.
   If yes, explanation:
   (If the above is checked “yes,” indicate “yes” to the following statement): The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities.
   □ Yes □ No (If yes, proceed to section 3, if no, stop here)

3. Comparison of Performance in Basic Skills + grades 3 and above
   Assessment(s) taken: □ SBAC □ CAA □ Other _______ Date(s): _______
   (Note: Score in English Language Arts/Literacy (ELA) must be in a range of scores that corresponds to a performance level or a range within a performance level determined by the LEA to be considered for reclassification. Each district may select an equal cut point.)
   Student met performance criteria. □ Yes □ No (If yes, proceed to question 4, if no, check all that apply):
   □ Yes □ No Student’s Basic Skills assessment scores appear to be commensurate with his/her intellectual ability.
   □ Yes □ No Error patterns noted mirror the patterns of errors made by students with the same disability versus a language difference.
   □ Yes □ No Student has received ELD services for more than three years and academic progress in ELA is commensurate with that of peers who manifest similar disabilities who are not English learners.
   (If any of the above are checked “yes,” indicate “yes” to the following statement): The IEP team has determined that the student has demonstrated an appropriate level of performance in ELA Basic Skills commensurate with his/her abilities. □ Yes □ No
   (If yes, proceed to section 4. If no, stop here)

4. Parent Opinion and Consultation
   □ Yes □ No The parent/guardian participated in this discussion. Parent comments:
   □ If no, an opportunity for parent consultation must be given before a final decision will be made.

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

Name of ELD Representative who provided input for this discussion:
Other team members who participated in the decision making process:
Special Ed Provider: □ LEA Representative

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

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Dear Parent/Guardian:

The Ventura County Office of Education is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact the principal at your child’s school. He or she will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete the “Acknowledgement of Receipt and Review” form below, and return this page to your child’s school.

Acknowledgement of Receipt and Review

Pursuant to Education Code 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: 
School: 
Grade: 

Parent/Guardian Name: 
Address: 

Home Telephone Number: 

Signature of Parent/Guardian 
(if student is under 18) 

Signature of Student 
(if student is 18 or older)