



**VENTURA COUNTY  
OFFICE OF EDUCATION**

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County Superintendent of Schools

# **ENGLISH LEARNERS MASTER PLAN**

VCOE Special Education Schools  
Court & Community Schools

October 24, 2023



**Ventura County Office of Education  
English Learners Master Plan**

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**Table of Contents**

Introduction ..... 3

EL Identification and Assessment ..... 5

Language Program Options and Parent/Guardian Choice ..... 11

Access to Standard Instructional Program ..... 15

Staffing Authorizations ..... 19

Professional Development ..... 20

Reclassification ..... 21

Accountability and Evaluation..... 27

Parent Advisory Committees ..... 29

Funding ..... 31

APPENDICES ..... 32

## **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.

VCOE is committed to the success for English learners hence, resources provided by the California Department of Education such as the English Learner Program Instrument along with the English Learner Roadmap will serve as the guides to assist VCOE with the implementation of California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments. The English Learner Program Instrument can be accessed using the following link, <https://www.cde.ca.gov/ta/cr/documents/el1920.docx>. The following is an at-a-glance of the four Principles from the English Learner Roadmap which can be accessed at <https://www.cde.ca.gov/sp/el/rm/>:

### **The Principles**

The principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English learners are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of English learners who attend California schools.

#### **Principle One: Assets-Oriented and Needs-Responsive Schools**

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. 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.

#### **Principle Two: Intellectual Quality of Instruction and Meaningful Access**

English learners 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. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

### **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 English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the 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 English learners.

### **Principle Four: Alignment and Articulation Within and Across Systems**

English learners 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, and 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.

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 are 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 reclassification 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.

## **EL Identification and Assessment**

### **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 properly identify and assess all students who have a home language other than English, including immigrant, homeless, and foster children and youth.
- At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English.
- If a parent or guardian HLS response indicates a primary or native language other than English, and it is determined the student is eligible for initial assessment, VCOE shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment.

For students who are transferring from a California school district, the HLS shall not be administered. If an EL student is transferring in from another district, staff will obtain HLS information from the student's previously-enrolled district. 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.

The following is a sample of the HLS to be completed by parents or guardians only once.

## Home Language Survey

Surname/Family Name of Student: \_\_\_\_\_

First Given Name of Student: \_\_\_\_\_

Second Given Name of Student: \_\_\_\_\_

Age of Student: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

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### 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 they first began to talk? \_\_\_\_\_

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

3. Which language do you (the parents and 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 \_\_\_\_\_

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.

### **English Language Assessment**

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.

VCOE shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment.

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 are given the ELPAC Initial Assessment within 30 calendar days of enrollment or 60 calendar days prior to instruction, but not before July 1. Students in year one of a two year kindergarten program whose primary language is other than English, as determined by a home language survey, will take the kindergarten test.

Students with disabilities who cannot take one or more domains of the Initial ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education 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.

The Initial ELPAC for California is a computer-based assessment administered in six grade spans—K, 1, 2, 3–5, 6– 8, and 9–12. In TK, 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.

Each LEA must annually assess the English language proficiency (ELP) and academic progress of each EL. VCOE shall administer the ELPAC summative assessment during the annual summative assessment window.

### **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 between February 1 and May 31 to measure their progress in English until they are reclassified as English proficient. Students with disabilities who cannot take one or more domains of the Summative ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education program.

The Summative ELPAC for California is a computer-based assessment administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. The four domains (Listening, Speaking, Reading, and Writing) will be administered on computer except for the Writing domain for kindergarten through grade two, which will remain as a paper-based test.

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

When administering an initial or summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. When a pupil's IEP or

Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing domains), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. 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.

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

### **Parental Notification of English Language Acquisition Assessment Results and Program Placement**

Parental notice of language acquisition assessment results, language programs, and program placement options will be provided in writing in a language parents can understand (and orally/sign-language, if they are unable to understand written communication). The following describes the process for the Initial and Summative ELPAC.

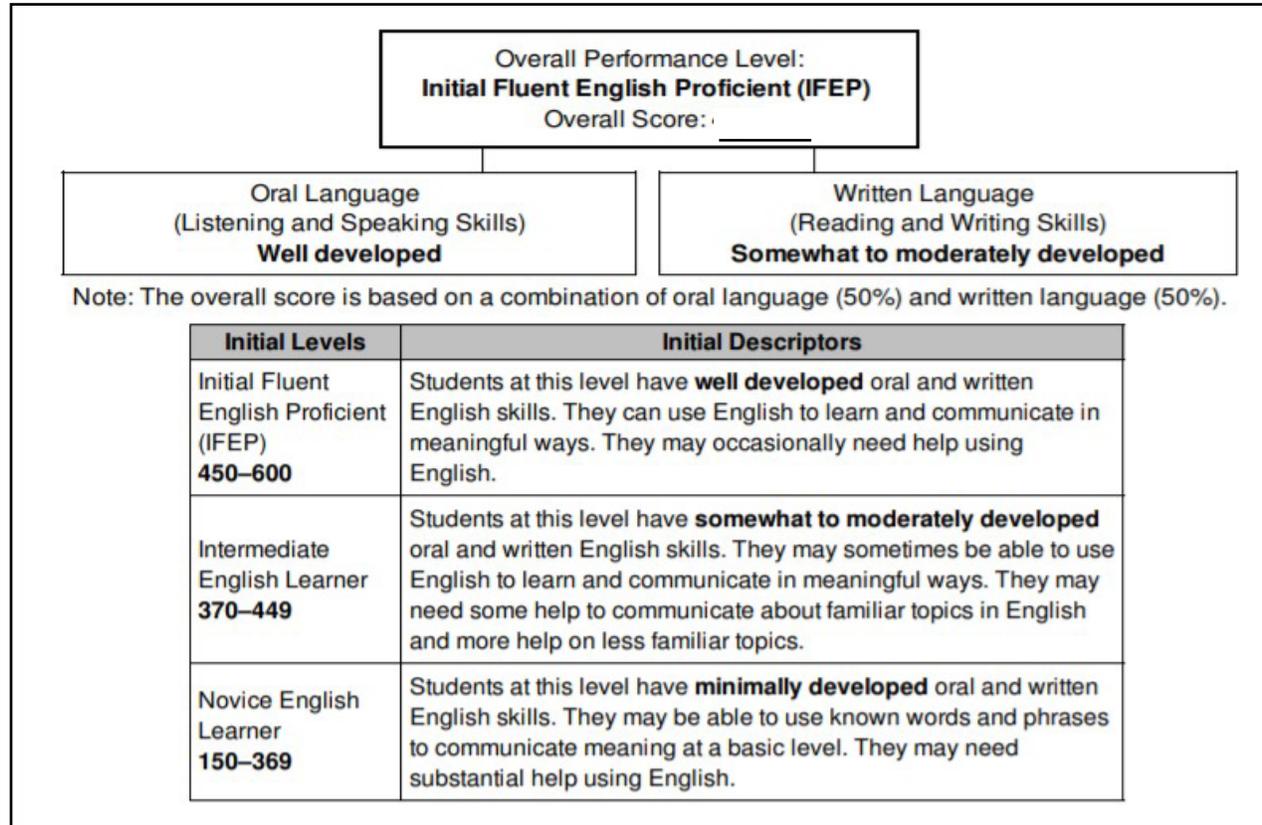
Parents/guardians of students who were administered the *Initial* ELPAC or an alternate assessment will be notified of assessment results and the student's initial placement within 30 days of initial enrollment.

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.

Assessment–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



## Summative ELPAC Levels

ELPAC Levels		What Students Can Typically Do at Each Level
LEVEL <b>4</b>		Students at this level have <b>well developed</b> English skills. <ul style="list-style-type: none"> <li>They can usually use English to learn new things in school and to interact in social situations.</li> <li>They may occasionally need help using English.</li> </ul>
LEVEL <b>3</b>		Students at this level have <b>moderately developed</b> English skills. <ul style="list-style-type: none"> <li>They can sometimes use English to learn new things in school and to interact in social situations.</li> <li>They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</li> </ul>
LEVEL <b>2</b>		Students at this level have <b>somewhat developed</b> English skills. <ul style="list-style-type: none"> <li>They usually need help using English to learn new things at school and to interact in social situations.</li> <li>They can often use English for simple communication.</li> </ul>
LEVEL <b>1</b>		Students at this level are at a <b>beginning stage</b> of developing English skills. <ul style="list-style-type: none"> <li>They usually need substantial help using English to learn new things at school and to interact in social situations.</li> <li>They may know some English words and phrases.</li> </ul>

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.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	<b>Emerging</b> — requires substantial linguistic support	<b>Expanding</b> — requires moderate linguistic support	<b>Bridging</b> — requires light linguistic support	

## Language Program Options and Parent/Guardian Choice

School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English.

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 language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language.

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

VCOE schools will respond to Parent/Guardian 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/guardian 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/guardians in clarifying requests, as needed, this includes and is not limited to translation services as needed for clarification(s)
- retain written records of parent/guardian 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/guardian 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/guardian requests for language acquisition programs on a regular basis, provide notification to the County immediately upon reaching a threshold as described below:

Threshold:

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible.

When the parents or legal guardians of 30 pupils or more enrolled in a school, or when the parents or legal guardians 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/guardians of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent/guardian advisory committee and parent/guardian advisory committee, in writing, of the parents'/guardians' 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/guardian 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/guardians 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/guardians, 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. All identified ELs must receive a program of ELD instruction, which includes designated and integrated ELD in order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities for ELs. ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and, after a trial period, evaluated as effective in overcoming language barriers.

- Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.
- Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

The following describes the VCOE Language Program Option for English learners (an

exception is Special Education where an IEP team determines placement).

**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:

<b>Grade</b>	<b>Proficiency Level</b>	<b>SIS Instructional Setting</b>	<b>Language Program Option</b>
K-12	Emerging	SEI	Structured English Immersion
	Expanding to Bridging	SEI	Structured English Immersion

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:

<b>Grade</b>	<b>Proficiency Level</b>	<b>SIS Instructional Setting</b>	<b>Language Program Option</b>
K-12	Upper Expanding to Bridging	ELM	Structured English Immersion

## **Access to Standard Instructional Program**

Academic instruction for EIs in grades TK-12 must be designed and implemented to ensure that EIs meet the content and performance standards for their respective grade levels within a reasonable amount of time.

VCOE students must have access to grade-level core curriculum. The VCOE instructional program for English learners is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. 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 TK-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 TK-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.

Each LEA must ensure that EIs in middle and high school are not denied participation in the standard instructional program, which, at minimum means:

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

Each LEA must monitor student academic progress and provide additional and appropriate educational services to EIs in grades TK-12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable.

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.

VCOE Instructional Materials  
Curriculum for Gateway, Providence, Triton M/M, Phoenix, Foster ED

Subject	Publisher
<b>Language Arts</b> <ul style="list-style-type: none"> <li>• K-5 CA Wonders</li> <li>• 6<sup>th</sup> – 8<sup>th</sup> StudySync</li> <li>• 9<sup>th</sup> – 12<sup>th</sup> myPerspectives</li> <li>• 6<sup>th</sup> – 12<sup>th</sup> Character Based Literacy</li> </ul>	McGraw-Hill McGraw-Hill Pearson Santa Clara
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• K-5 Envision / Investigations</li> <li>• 6<sup>th</sup> – 8<sup>th</sup> CMP3 / Digits</li> <li>• 9<sup>th</sup> – 12<sup>th</sup> Interactive Math Program, IMP</li> </ul>	Pearson Pearson Activate Learning
<b>Social Studies</b> <ul style="list-style-type: none"> <li>• HS World History</li> <li>• HS U.S. History</li> <li>• HS US Government</li> <li>• 6<sup>th</sup> – 8<sup>th</sup> World History: Ancient Civilizations</li> <li>• 6<sup>th</sup> – 8<sup>th</sup> World History Medieval and Early Modern Times</li> <li>• 6<sup>th</sup> – 8<sup>th</sup> American Stories</li> <li>• K-5<sup>th</sup> My World</li> </ul>	SAVVAS SAVVAS SAVVAS Nat Geo  Nat Geo  Nat Geo SAVVAS
<b>Science</b> <ul style="list-style-type: none"> <li>• HS Biology</li> <li>• HS Earth and Space</li> <li>• 6<sup>th</sup> – 8<sup>th</sup> Integrated “CA Inspire Science</li> <li>• K-5<sup>th</sup></li> </ul>	SAVVAS SAVVAS McGraw Hill McMillan/McGraw Hill; Mystery Science
<b>Health</b> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> – 12<sup>th</sup> Health</li> </ul> <b>Health Prevention</b> <ul style="list-style-type: none"> <li>• 5-Post-Secondary</li> </ul>	Prentice Hall Health, Pearson  Positive Prevention PLUS
<b>English Language Development (ELD)</b> <ul style="list-style-type: none"> <li>• K-5 CA Wonders</li> <li>• 6<sup>th</sup> – 8<sup>th</sup> StudySync</li> <li>• 9<sup>th</sup> – 12<sup>th</sup> myPerspectives ELD Companion</li> </ul>	McGraw-Hill McGraw-Hill Pearson
<b>APEX Learning</b>	Apex Learning Virtual School



## 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 Ed-Join, 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.

Description of Responsibilities	Responsible Person
Determines site staffing and training needs in collaboration with staff; recruits, hires, and places staff in appropriate training programs; monitors and evaluates staff	Site Administrator
Oversees county recruitments, hiring and placement of appropriate staff	Human Resources
Collects documentation from schools, provides technical assistance and support	Human Resources

## Professional Development

The Curriculum and Instruction Department provides on-going professional development opportunities to all teachers and staff working with English learners. VCOE will provide sufficient PD to effectively implement the EL program. 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

PD is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- Designed to improve the instruction and assessment of ELs;
- Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
- Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and
- Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

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/guardian education and parent/guardian 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

Reclassification is the process whereby a student is reclassified from an English learner to Fluent English Proficient (RFEP). Local districts determine when the student has met the 4 criteria listed in *Education Code (EC)* Section 313 (f), in accordance with the California Department of Education (CDE). The following sections describe the Reclassification Criteria and Process, Monitoring of Reclassified Students, and Permanent Record Maintenance for Reclassified Students

## Reclassification Criteria and Process

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:

<b>Evaluation</b>	<b>Minimum Scores</b>
ELPAC	Level 4 overall
CAASPP ELA	Level 3 or 4
Teacher Feedback/Evaluation	Grade Level Expectations in ELA

Reclassification procedures shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

VCOE will reclassify a student from EL to proficient in English by using a criteria and process that includes, but is not limited to the following:

1. Assessment of English language proficiency.
2. Teacher evaluation that includes, but is not limited to, the student’s academic performance. The term “teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student.
3. Opportunities for parent/guardian opinion, consultation, and involvement during the reclassification process through at least one of the following:
  - personal conference,
  - in writing, or
  - by telephone.

A face-to-face conference with the student's parents or guardians is the optimum and desired method of consultation.

4. Comparison of student’s performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the

student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

*Note: Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted throughout the year; however, the process may be initiated by the classroom teacher, administrators or parents/guardians at any time.*

*Consultation with the student's parents/guardians 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/guardian 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/guardian 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.

## **Permanent Record Maintenance for Reclassified Students**

VCOE will maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

1. Language and academic performance assessments;
2. Participants in the reclassification process; and
3. Any decisions regarding reclassification.

## **Monitoring of Reclassified Students**

VCOE will monitor the progress of reclassified pupils annually for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed.

School staff will use CAASPP results, teacher assessments, and observations to 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 2023-2024

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).**

ELPAC Test Area	ELPAC Proficiency Level
Listening	
Speaking	
Reading	
Writing	
Overall	

\_\_\_\_\_ 2. Comparison of Performance in Basic Skills

**Criteria: Previous year's CAASPP ELA proficiency level of 3 or 4 (proficient or advanced).**

Test	Scale Score	Date of Test
English Language Arts Scale Score - CAASPP		

\_\_\_\_\_ 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 \_\_\_\_\_

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

\_\_\_\_\_ Recommendation from IEP team

\_\_\_\_\_ 4. Parent/Guardian Opinion and Consultation

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

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Recommendation (check one below):**

- \_\_\_\_\_ This student meets reclassification criteria as documented above.  
 \_\_\_\_\_ This student does not meet reclassification criteria as documented above.

Site Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Annual Reclassification Follow-up Review 2023-2024

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 to ensure correct classification, placement, and additional academic support, as needed.

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

**1. Most recent California Assessment of Student Performance Proficiency Levels (as appropriate to grade level):**

Subject Area	Proficiency Level, Date
Language Arts	
Math	
Science	

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

Subject Area	Grade or Overall Proficiency Level
Language Arts	
Math	
Science	
History / SS	

**3. Recommendation of Reclassification Committee (please check one):**

- This student demonstrates **satisfactory or above academic progress as indicated above**
- This student is working below the proficient category in any subject as reported above and **does not demonstrate satisfactory academic progress**. See instructional modifications or interventions described below.

**4. Modifications** - For students below the proficient category in any subject as reported above, describe instructional modifications or interventions to be implemented. Include beginning date and description of services. Use box below.

**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/guardian 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 continues to work 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.

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

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/guardian input based on assessment results

Assessment data is compiled and distributed annually to administrators of VCOE Special Education and Court & Community Schools for monitoring and evaluation. Through an analysis of the findings recommended changes are made to improve the effectiveness of EL programs and services. The analysis and recommended program modifications are then shared with the local Board of Trustees, VCOE administrators, and DELAC members.

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/Guardian Advisory Committees**

The goal of the Parent/Guardian Advisory Committee is to promote positive collaboration between parents/guardians and the County. Through such committees, Ventura County Office of Education can:

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

### **English Learner Advisory Committee (ELAC)**

Each school with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements:

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

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

A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in the second bullet above.

Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA).

### **County English Learner Advisory Committee (DELAC)**

Each LEA 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. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC.

The DELAC shall advise the VCOE governing board on all of the following tasks:

- Development of a VCOE 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 School Plan for Student Achievement.
- Conducting of a VCOE programs and schools needs assessment on a school-by-school basis.
- Establishment of VCOE program, goals, and objectives for programs and services for ELs per the SBE adopted EL Roadmap Policy.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on VCOE programs and schools reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under *EC* sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP.

Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities.

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.

# 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. ELD Instructional Materials for VCOE schools and programs are listed under Instructional Programs.



APPENDICES

School Year (Año Escolar): 20\_\_-20\_\_

Ventura County Office of Education
STUDENT REGISTRATION FORM
(MATRICULACIÓN)

NEW STUDENT/ESTUDIANTE INICIAL RETURNING STUDENT/ESTUDIANTE DE REGRESO
PLEASE COMPLETE BOTH SIDES IN BLUE OR BLACK INK/POR FAVOR COMPLETE AMBOS LADOS CON TINTA AZUL O NEGRA

STUDENT INFORMATION/INFORMACIÓN DEL ESTUDIANTE
Student Name/Nombre del Estudiante
Last/Apellido First/Nombre Middle/Segundo Nombre Sfx/Sufijo
Nickname/Apodo Gender/Género Female/Hembra Male/Masculino Non-Binary/No Binario

ETHNICITY: YOU MUST ANSWER BOTH PART A & B AS REQUIRED BY FEDERAL GOVERNMENT/DEBE RESPONDER AMBAS PARTES A y B, COMO REQUIERE EL GOBIERNO FEDERAL
Part A: ETHNICITY/Parte A: ETNICIDAD: Hispanic/Latino? Yes/Si No/No
Part B: RACE: YOU MUST CHECK AT LEAST ONE BOX/PARTE B: RAZA: DEBE MARCAR AL MENOS UNA CAJA
RACE/ ETHNICITY/ORIGEN ÉTNICO
African American or Black/Africano Americano o Negro Hawaiian/Hawaiano
American Indian or Alaskan Native/Indio Americano o Nativo de Alaska Korean/Coreano
Asian Indian/Indio Asiático Laotian/Lao
Cambodian/Camboya Other Asian/Otros Asiático
Caucasian/Caucásico Other Pacific Islander/Otras Islas del Pacífico
Chinese/Chino Samoan/Samoano
Filipino/Filipino Tahitian/Tahitiano
Guamanian/Guaymeño Vietnamese/Vietnamita

Date of Birth/Fecha de Nacimiento: Month/Mes Day/Dia Year/Año
Student Address/ Domicilio de Estudiante
Street/Calle Apt.#/No. de Apartamento City/Ciudad Zip/Zona Postal
Mailing (if different than Home Address)/Correo (Si diferente de la dirección de casa)
Street/Calle Apt.#/No. de Apartamento City/Ciudad Zip/Zona Postal
Primary Phone/Teléfono Principal Student Cell/Celular del Estudiante

RESIDENTIAL STATUS/ESTADO RESIDENCIAL:
If no permanent residence, are you temporarily doubled up/Si no hay residencia permanente, ¿se duplica temporalmente?
Yes/Si No/No Due to financial hardship/Debido a dificultades financieras Not due to financial hardship/No debido a dificultades financieras
If no permanent residence, do you reside at:/Si no hay residencia permanente, reside en:
Temporarily unsheltered (car-park-campground)/Temporalmente sin refugio (aparcamiento de camping)
Licensed children institution (Group home)/Institución infantil con licencia (Casa de grupo)
Foster family or kinship placement/Colocación en una familia de foster o parentesco
Hotel/Motel
Other/Otro

PREVIOUS ENROLLMENT INFORMATION/INFORMACIÓN DE INSCRIPCIÓN PREVIA:
Date and grade of initial enrollment in any USA school (PK-12)/Fecha y grado de inscripción inicial en cualquier escuela de USA (PK-12)
Month/Mes Day/Dia Year/Año Grade/Grado
Last schools attended:/Últimas escuelas a las que asistió
Table with columns: School Name/Nombre de Escuela, City, State/Ciudad, Estado, Year, Grade/Año, Grado

Parent/Guardian 1 INFORMATION/INFORMACIÓN del Padre/Tutor 1:
Parent/Guardian/Nombre del Padre/Tutor Last/Apellido First/Nombre Relationship to child/Relación con el niño
Home Address/Dirección Phone/Teléfono Primary language/Idioma principal Email address/Correo electrónico
Active Military/Militar Activo If yes, which branch? En caso afirmativo, ¿qué rama?
Parent/Guardian Education/Educación del Padre/Tutor: Not a High School Graduate/No graduado de la preparatoria High School Graduate/Graduado de la preparatoria
Some College/Algo de colegio College Graduate/Graduada del colegio Graduate school/Escuela de bachillerato Decline to state/Prefiere no responder
Parent/Guardian primary language/Idioma primario del Padre/Tutor
Preferred primary correspondence/Correspondencia primaria preferida: English/Inglés Spanish/Español
Place of Work/Lugar de Trabajo
Does child reside with this Parent/Tutor?/Reside el niño con este Padre/Tutor? Mark all that apply/Marcar todo que aplica
Yes/Si No/No Full time/Tiempo completo Part time/Tiempo parcial Court Order on File/Orden judicial en el archive

**Parent/Guardian 2 INFORMATION/INFORMACIÓN del Padre/Tutor 2**  
 Parent/Guardian/Nombre del Padre/Tutor \_\_\_\_\_ Relationship to child/Relación con el niño \_\_\_\_\_  
 Last/Apellido First/Nombre  
 Home Address/Dirección \_\_\_\_\_  
 Phone/Teléfono \_\_\_\_\_ Primary language/Idioma principal \_\_\_\_\_ Email address/Correo electrónico \_\_\_\_\_  
 Active Military/Militar Activo If yes, which branch? En caso afirmativo, ¿qué rama? \_\_\_\_\_  
 Parent/Guardian Education/Educación del Padre/Tutor:  Not a High School Graduate/No graduado de la preparatoria  High School Graduate/Graduado de la preparatoria  
 Some College/Algo de colegio  College Graduate/Graduada del colegio  Graduate school/Escuela de bachillerato  Decline to state/Prefiere no responder  
 Parent/Guardian primary language/Idioma primario del Padre/Tutor \_\_\_\_\_  
 Preferred primary correspondence/Correspondencia primaria preferida:  English/Inglés  Spanish/Español  
 Place of Work/Lugar de Trabajo \_\_\_\_\_  
 Does child reside with this Parent/Tutor?/Reside el niño con este Padre/Tutor? Mark all that apply/Marcar todo que aplica  
 Yes/Si  No/No  Full time/Tiempo completo  Part time/Tiempo parcial  Court Order on File/Orden judicial en el archive

**Other Parent-Caregiver, Power of Attorney, Foster Parents, Group Home, etc: (Please provide copies of court orders on file (please provide copy)/Otros padres-cuidadores, poder notarial, padres adoptivos, hogar en grupo, etc. (Proporcione copias de las órdenes de la corte en el archivo (proporcione una copia)**  
 Parent/Guardian/Nombre del Padre/Tutor \_\_\_\_\_ Relationship to child/Relación con el niño \_\_\_\_\_  
 Last/Apellido First/Nombre  
 Home Address/Dirección \_\_\_\_\_  
 Phone/Teléfono \_\_\_\_\_ Primary language/Idioma principal \_\_\_\_\_ Email address/Correo electrónico \_\_\_\_\_  
 Active Military/Militar Activo If yes, which branch? En caso afirmativo, ¿qué rama? \_\_\_\_\_  
 Parent/Guardian Education/Educación del Padre/Tutor:  Not a High School Graduate/No graduado de la preparatoria  High School Graduate/Graduado de la preparatoria  
 Some College/Algo de colegio  College Graduate/Graduada del colegio  Graduate school/Escuela de bachillerato  Decline to state/Prefiere no responder  
 Parent/Guardian primary language/Idioma primario del Padre/Tutor \_\_\_\_\_  
 Preferred primary correspondence/Correspondencia primaria preferida:  English/Inglés  Spanish/Español  
 Place of Work/Lugar de Trabajo \_\_\_\_\_  
 Does child reside with this Parent/Tutor?/Reside el niño con este Padre/Tutor? Mark all that apply/Marcar todo que aplica  
 Yes/Si  No/No  Full time/Tiempo completo  Part time/Tiempo parcial  Court Order on File/Orden judicial en el archive

**MEDIA PERMISSION/PERMISO PARA LOS MEDIOS DE COMUNICACION:**  
 I approve having photographs and video of my child taken for parents/guardians, school records and educational purposes/Apruebo que le tomen fotografías y video a mi hijo/hija para los padres/tutores, archivos escolares, y con fines educativos  Yes/Si  No/No  
 I approve having photographs and video of my child taken for use in news coverage, VCOE websites and social media platforms, and other informational materials for the public/Apruebo que le tomen fotografías y video a mi hijo/hija para coberturas de noticias, sitios web de VCOE y plataformas de medios sociales, y otros materiales informativos para el publico  Yes/Si  No/No  
 I approve receiving emergency notifications from my child's VCOE School either by text messages, emails, or phone calls/Apruebo recibir noticias de emergencia de la escuela de mi hijo/hija con VCOE ya sea por mensaje de texto, correo electronico, o llamada Telefonica  Yes/Si  No/No

**EDUCATIONAL RIGHTS/DERECHOS EDUCATIVOS**  
 Educational rights for this student are held by/Derechos educativos están a manso de: \_\_\_\_\_  
 Guardian/Tutor  Other than guardian/Otro que no sea el tutor \_\_\_\_\_  
 As documented by?/Como se documento por \_\_\_\_\_ Dated/Fechado: \_\_\_\_\_  
 Court Minute Order/Acta de Orden Judicial  Other document/Otro documento \_\_\_\_\_

**Names of siblings other than parent/guardian in the student's household/Nombres de hermanos que no sean los padres/tutores que viven en la casa:**

First Name/ Nombre	Last Name/ Apellido	Relationship/ Parentesco	Contact Type/ Clase de Contacto	Gender/ Género	Birthdate/ Fecha de Nacimiento

**Names of emergency contacts other than guardians in the student's household/Nombres de contacto de emergencia que no sean los tutores en la casa:**

First Name/ Nombre	Last Name/ Apellido	Relationship/ Parentesco	Phone with Area Code/ Teléfono con código de área

**Programs and/or services previously provided to the student: (check all that apply)/Programas y/o servicios previamente proporcionado al estudiante: (marque todos los que correspondan)**  
 Special education – provide IEP, if checked/ Educación especial – proporcionar IEP, si marcado  
 Section 504 – provide 504 Plan, if checked/ Sección 504 – proporcionar el Plan 504, si marcado  
 Migrant Education/Educación para Migrantes  
 English Language Development (ELD)/Desarrollo del Idioma Inglés  
 Gifted and Talented Education (GATE)/Educación Dotada y Talentosa  
 Attended any Ventura County Office of Education School (including Pre-School or Special Ed Pre-School)/Asistió a cualquier Escuela de Ventura County Office of Education (incluyendo Pre-Escolar o Educación Pre-Escolar Especial)

**Is the student expelled or pending disciplinary action?/El estudiante es expulsado o pendiente de acción disciplinaria?**  
 Yes/Si       No/No (Date of Board Action)/Fecha de la Acción de la Junta \_\_\_\_\_  
I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct/Declaro bajo pena de perjurio bajo las leyes del Estado de California que lo anterior es verdadero y correcto  
SIGNATURE OF PARENT/GUARDIAN/CAREGIVER/FIRMA DEL PADRE/TUTOR/CUIDADOR: \_\_\_\_\_  
Date/Fecha \_\_\_\_\_

**For Office Use Only**  
Student ID# \_\_\_\_\_ Date Enrolled \_\_\_\_\_ District of Residence: \_\_\_\_\_  
 Parent photo ID verified \_\_\_\_\_  Type of Birth Verification \_\_\_\_\_ Enrollment Verified \_\_\_\_\_  
 Copy of Court Order of Educational Rights \_\_\_\_\_  
School Official Signature \_\_\_\_\_ Enrollment date (first date of attendance) \_\_\_\_\_  
Entered in Q by: \_\_\_\_\_

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

**Ventura County SELPA**

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

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

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

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

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

**1. English Language Proficiency Assessment**

**Current School Year Data** Date: \_\_\_\_\_ Assessment Name:  ELPAC  VCCALPS  Other: \_\_\_\_\_  
Overall Score/Level: \_\_\_\_\_ Oral Language/Level: \_\_\_\_\_ Written Language/Level: \_\_\_\_\_  
Listening Score/Level: \_\_\_\_\_ Speaking Score/Level: \_\_\_\_\_  
Reading Score/Level: \_\_\_\_\_ Writing Score/Level: \_\_\_\_\_

**Yes**  **No** **Student met language proficiency level criteria: Level 4-Well Developed on ELPAC. (CDE Criteria)**

(If yes, proceed to section 2. If no, fill out the information required below and consider alternate measures for establishing language proficiency.)

**Previous School Year Data** Date: \_\_\_\_\_ Assessment Name:  ELPAC  VCCALPS  Other: \_\_\_\_\_  
Overall Score/Level: \_\_\_\_\_ Oral Language/Level: \_\_\_\_\_ Written Language/Level: \_\_\_\_\_  
Listening Score/Level: \_\_\_\_\_ Speaking Score/Level: \_\_\_\_\_  
Reading Score/Level: \_\_\_\_\_ Writing Score/Level: \_\_\_\_\_

**Current School Year Primary Language Data** Date: \_\_\_\_\_ Assessment Name:  VCCALPS  Other: \_\_\_\_\_  
Overall Score/Level: \_\_\_\_\_ Listening Score/Level: \_\_\_\_\_ Speaking Score/Level: \_\_\_\_\_  
Reading Score/Level: \_\_\_\_\_ Writing Score/Level: \_\_\_\_\_

**Yes**  **No**  **N/A** The student did not meet the criteria for reclassification, but has an overall performance on ELPAC in the upper end of Level 3-Moderately Developed. The IEP team reviewed other informal measures of proficiency (such as teacher, parent, EL expert observations /reports) and determined it is likely the student is proficient in English.

**Yes**  **No** The IEP team has determined that the student's disability impacts his or her ability to manifest English proficiency.  
Areas impacted:  Listening  Speaking  Reading  Writing

If yes, explanation: \_\_\_\_\_

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

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

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

**2. Teacher's Evaluation of Student Academic Performance**

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

Other: \_\_\_\_\_

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

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

If yes, explanation: \_\_\_\_\_

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

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

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

Assessment(s) taken:  SBAC  CAA  Other \_\_\_\_\_ Date(s): \_\_\_\_\_

English Language Arts/Literacy Score(s)/Level(s): \_\_\_\_\_

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

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

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

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

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

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

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

**4. Parent Opinion and Consultation**

**Yes**  **No** **The parent/guardian participated in this discussion. Parent comments: \_\_\_\_\_**

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

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

Name of ELD Representative who provided input for this discussion: \_\_\_\_\_

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

Special Ed Provider \_\_\_\_\_ LEA Representative \_\_\_\_\_

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

**Complete form below and return it to your child's school.**



## Ventura County Office of Education 2023 – 2024 Acknowledgement of Receipt and Review

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: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Preferred Method of Communications:  Home  Cell  Text  Email

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

\_\_\_\_\_  
Signature of Student  
(if student is 18 or older)

----- Cut off and return -----