

# Newhall School District



## English Learner Master Plan

### District Mission

Students will become global citizens who think critically, solve problems, persevere, embrace diversity in people and viewpoints, and have a passion for learning and the arts.

*Empowering Every Child Every Day*

### Plan Update

Annually, the English Language Learner Collaborative will propose updates to the information contained in this plan. Those proposed updates include current student data, updated practices and materials in response to the data, and updates in compliance regulations. The proposed changes will be brought to the District English Language Advisory Council for input.

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**English Learning Student Data:** Using the California School Dashboard, California DataQuest and student records, the following data table demonstrates the current enrollment and achievement of English learning students.

Enrollment				
School Year	Total Students	English Learners	Reclassified	English Only
2023-2024	5,928	20.4%	2.6%	76.9%
2022-2023	5,927	20.3%	3.2%	76.4%
2021-2022	5,834	21.1%	4.0%	74.9%
Number of Different Languages:			41	
Newcomer English Learners Number of students as of Census Day				
2023-2024		92		
2022-2023		79		
2021-2022		35		
Long Term English Learners				
School Year	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
2023-2024	754	128	45	284
2022-2023	683	158	36	329
2021-2022	651	244	149	187
English Language Arts: Points away from standard				
School Year	All Students	English Learners	Reclassified	English Only
2023-2024	37.8 above	51.3 below	53.2 above	54.9 above
2022-2023	35.4 above	54 below	60.8 above	54.7 above
2021-2022	Dashboard data was not published for this academic year			
Mathematics: Points away from standard				
School Year	All Students	English Learners	Reclassified	English Only
2023-2024	24.9 above	50.8 below	31.4 above	39.7 above
2022-2023	22.8 above	52.1 below	37.7 above	38.8 above
2021-2022	Dashboard data was not published for this academic year			
English Learner Progress: Percentage of students making progress on the ELPAC				
School Year		Percentage of students making progress		
2023-2024		52.3%		
2022-2023		62.4%		
2021-2022		Dashboard data was not published for this academic year		

## **Vision of the Plan**

Taking into account the California English Learner Roadmap (adopted by State Board of Education July 2017), we believe in the four guiding principles for all English learners (ELs):

1. The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities.
2. Language development occurs in and through subject matter learning and is integrated across the curriculum, including Integrated and Designated English Language Development (ELD).
3. Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement.
4. English learner educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments.

The goal is for all English learners to achieve at the same level as our English Only students.

## **Who are English Learners?**

According to federal law governing Elementary and Secondary Education, Every Student Succeeds Act (2015), an English learner is an individual:

- Aged 3 to 21
- Enrolled in (or preparing to enroll in) an elementary or secondary school
- Whose native language is a language other than English
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet challenging state academic standards; the ability to achieve successfully in a classroom where the language of instruction is English, or the opportunity to participate fully in society.

In California, students are classified as an English learner (EL) if their overall performance level on the initial English Language Proficiency Assessment for California (ELPAC) is Novice English Learner or Intermediate English Learner.

**Newcomers:** Newcomers are foreign-born English learners enrolled in U.S. schools for fewer than three years. These students' educational needs are different from those of other ELs. For example, they may need foundational literacy support.

**English Learners on Track:** This term refers to English learners who have been enrolled in U.S. schools for fewer than 4 years and are meeting minimum progress expectations.

**Long-term English Learner:** "Long-term English learner" refers to an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test, and scores Not Met or Nearly Met on the English language arts standards-based achievement test.

**At Risk of being Long-term English Learners:** "English learners at risk of becoming a long-term English learner" means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years and does not make progress on the English language development test, and scores in the fourth year at the Not Met and Nearly Met on the English language arts standards-based achievement test.

**English Learners with Disabilities:** English learners who are eligible for special education are identified as students who are English learners with disabilities. English learners with disabilities are students who have been identified as ELs and have a current Individualized Education Program (IEP) that is specifically designed to meet their educational needs. In accordance with their IEPs, English learners with disabilities need special education services, supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient.

**English Learners Identified as Gifted and Talented (GATE):** To qualify for placement in the Gifted and Talented Education program students must meet the following basic criteria:

- Score on the *Otis-Lennon School Ability Test*, a test of mental ability, in the superior range. Students whose primary language is other than English may be assessed using the Naglieri Nonverbal Ability Test.
- Input from the student's current teacher.

To ensure that all students benefit from an enriching education, all students are provided appropriate challenge and enrichment in class based on their performance. Outside of the classroom setting students in grades three through six are invited to participate in enrichment activities designed for GATE students. Students self-select to participate, are able to participate in any language, and school sites design support sessions to encourage participation.

**Reclassified Fluent English Proficient Students (RFEP):** Once English learners meet specific criteria required to demonstrate proficiency in English, they are identified as reclassified- fluent English proficient students.

**Ever-English Learners:** The California Department of Education defines Ever-English Learners as students currently classified as English learners, as well as redesignated fluent English proficient students. The purpose of combining English learners and redesignated fluent English proficient student subgroups is to better understand the educational trajectories of English learners overall.

## **Identification**

**The Enrollment Process:** The District's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

The enrollment process begins when a parent brings a child to school for enrollment. Each school office should have a classified staff member, usually the Community Outreach Office Support Staff, available to provide consistent information about the enrollment process.

**Home Language Survey:** Upon initial enrollment, parents complete the Home Language Survey (HLS). This is required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is *not* used to determine a student's language classification or immigration status.

The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the District's Student Information System (SIS), currently Aeries.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language does the parent use most frequently to speak to this student?
4. Which language is most often used by adults at home?

These questions are used to determine a student's home language status as follows:

**English Only (EO):** If the answers to the four questions on the HLS are "English", the child is classified as English Only.

**Possible English Learner (EL):** If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.

**Reasonable Doubt:** If reasonable doubt exists as to the student's home language, the school's administrator/designee must research the student's home language background using the following indicators as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English;
- Parent/guardian speaks to their child in a language other than English;
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. ingles);
- Student initiates interaction with their parents/guardians in a language other than English;
- Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

The pupil may be administered the English Language Proficiency Assessment for California. The parent will be consulted regarding the need to administer the assessment, the results, and the subsequent program placement of the child. If the decision is made to test the student, the school must annotate the HLS documenting the reason for ELPAC administration. The school administrator/designee must sign and date the annotations.

**Amending the Home Language Survey:** The first HLS (e.g., TK) on file for a student supersedes all HLS forms completed at later times. The parent has the right to amend the HLS at any time. However, if the student has already been administered the Summative ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to Summative ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

**Parent/Guardian Initial Notification Requirements:** State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days of their first day of school, and parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment. The purpose of the English Language Proficiency Assessment for California is to determine officially a student's language proficiency level in English.

Based on a student's overall performance on the ELPAC, they may be classified as an English learner or an initially fluent English proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the summative ELPAC until he/she meets the eligibility criteria and is reclassified as fluent English proficient.

Prior to ELPAC administration, all test examiners must obtain annual certification by participating in the District's ELPAC administration professional development. It is the belief of the district that the classroom teacher can provide the most effective testing experience and should administer the test whenever possible.

Once students are determined to be either an English learner or initial fluent English proficient (IFEP), appropriate language development services must begin.

### **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 ELPAC assesses four required domains: Listening, Speaking, Reading, and Writing.

Starting in July of 2024, students participating in Universal Pre-Kindergarten do not participate in the ELPAC assessment. Students who meet the criteria for an ELPAC Initial Assessment will be assessed when they start kindergarten.

**Initial Assessment:** California school districts assess potential ELs with an ELPAC Initial Assessment. Students will take the Initial Assessment if: The ELPAC Initial Assessment is used to identify students as either an EL who needs instructional support to learn English or as IFEP. Students are given the ELPAC Initial Assessment within 30 calendar days of their first day of school.

**Summative Assessment:** The ELPAC Summative Assessment is administered annually to students who are identified as an English learner on the ELPAC Initial Assessment. The ELPAC Summative Assessment measures the language skills of English learners. The results will inform the teacher, school, or district if the student has achieved sufficient English proficiency to be reclassified as English proficient. The ELPAC Summative Assessment is administered to English learners every spring until they meet criteria to be considered reclassified as English proficient.

**English Language Proficiency Assessments for English Learners with Disabilities:** English learners with disabilities must be assessed with the ELPAC. A student's IEP or 504 team determines if students will take the ELPAC with or without accommodations, or if students will participate in the Alternate ELPAC Assessment. The Alternate Initial and Alternate Summative ELPAC may be appropriate for students with severe cognitive disabilities. A student's IEP team would determine eligibility for the alternate assessment.

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

Parents or guardians of English learner students who are administered the ELPAC Summative Assessment or the Alternate ELPAC must receive official notification of results and program placements within 30 days of when the child's results become available.

Parents are notified of the above information via the District's Initial Parent Notification of Language Test Results and Program Placement letter and through electronic score reports available in the Aeries Parent Portal.

### **Reclassification of English Learners**

English learners are reclassified as fluent-English proficient based on the following multiple criteria in alignment with California Education Code and the State Board guidance recommendations. Teachers use the Observation Protocol for Teachers of English Learners (OPTEL) to evaluate student language proficiency twice per year in the classroom. The

OPTEL is a tool that has been approved by the California State Board of Education for the purpose of monitoring and evaluating student language progress.

**Reclassification Criteria (ELPAC):**

1. An overall score of 4 on the most recent Summative ELPAC.
2. Meets or Exceeds on the most recent English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP).
  - a. The CAASPP assessment is the most complete way to assess student language proficiency with academic language.
  - b. If no CAASPP assessment is available then a score of 20 or higher on district ELA Cycles 3, 4, and 5 Assessments.
3. Teacher evaluation score of 4 in parts A and B of the OPTEL form and grades of 2 or higher in English Language Arts on the most recent report card.
4. Parent consultation

**Reclassification Criteria (Alternate ELPAC)**

1. An overall score of 3 on the most recent Alternate Summative ELPAC
2. Review of student performance on language driven goals
3. Teacher evaluation through the OPTEL form demonstrating student skills commensurate with similarly disabled peers who are not identified as EL
4. Parent consultation

The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification. The assessments must be valid and reliable and designed to compare basic skills of English learners with disabilities to native speakers of English with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.

The academic progress of RFEP students must be monitored regularly for a minimum of four years, as required by state and federal guidelines, and interventions are provided to ensure that these students reach and maintain grade level English proficiency and academic achievement.

**Family and Community Engagement**

**What is Family Engagement?:** Newhall School District (NSD) views parents as integral partners in the success of our students. NSD believes our families are vital partners and assets in the overall achievement of our students. Active involvement is essential to all students achieving at high levels. This section describes the opportunities for participation for our parents of English learners.

**English Learner Advisory Collaborative (ELAC):** Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Collaborative (ELAC). The ELAC is composed of parents and community members from the school. The number of parents of EL students must be at least the same percentage as there are EL students in the study body. One member of the ELAC shall be elected by the ELAC to represent the school in the District English Language Advisory Council (DELAC). Training shall assist each member in carrying out their legally required advisory responsibilities. There are six responsibilities assigned to the ELAC:

- 1. Advise the principal and staff on programs and services provided to English learners.
- 2. Advise the School Site Council (SSC) on the development of the School Plan of Student Achievement (SPSA).
- 3. Assist with the district/school needs assessment.

- 4. Assist with the school's annual language census.
- 5. Assist with the school's efforts to make parents aware of the importance of regular school attendance.
- 6. Select an ELAC representative to the DELAC if the District has 51 or more ELs.

**District English Learner Advisory Collaborative (DELAC):** Each California public school district, grades kindergarten through 12, with 51 or more English learners must form a DELAC or subcommittee of an existing district-wide advisory collaborative. Parents or guardians of English learners not employed by the District must constitute a majority membership (51 percent or more) of the committee. Training to assist each member in carrying out his or her legally required advisory responsibilities shall take place. The DELAC shall advise the District's local governing board in person, by letters/reports, or through an administrator on the following items:

- The development or revision of the District's master plan for program and services for English learners. This includes input into the LCAP and school site SPSA.
- Participation in conducting a District-wide needs assessment on a school-by-school basis.
- The District's program goals and objectives for programs and services for ELs (e.g., parental exception waivers and funding).
- The development or revision of the District's plan to assure that all teachers and instructional assistants are in compliance with all state and federal requirements.
- The procedures used by the District to reclassify English learners.
- The contents of the District's written notifications sent to parents/guardians pursuant to Ed Code 48985 and Title 5, section 11316.
- Training opportunities (contents and materials) available to DELAC members to assist them to better understand and assume their roles and responsibilities.

**School Site Council (SSC):** The SSC develops the content of the School Plan for Student Achievement. The SPSA shall be reviewed annually and updated, including proposed activities and expenditure of funds allocated to the school. The minimum number of SSC members at an elementary school is a total of ten (10) (e.g. 1 principal or their designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community members), and must maintain the number of parent and/or community members equal to the number of staff members.

**School Plan for Student Achievement:** The SPSA is a school-authored planning document that brings together data about the school, identifies goals and ways to measure those goals, and outlines planned expenditures for site funds.

**Parent Teacher Association/Organization (PTA):** The PTA is a national organization, with a long history that advocates for children and education at national, state, and local levels while providing opportunities for children, families, and educators. Parent Teacher organizations are independent organizations focused on events for families, activities for students, and fundraising to provide opportunities specifically for their local school.

**Foundations:** Foundations may be organized by individuals at individual schools to have its work focused on a specific mission(s) determined collectively by parents, guardians, teachers, administrators, support staff, and students.

**Communication with Parents/Guardians:** Communication with all families of English learners in their primary language is essential to foster parent/guardian support, involvement, and engagement. Translation and interpretation services are provided by the district and/or site. NSD utilizes an electronic communication system that provides instant translation for parents into multiple languages. It also allows parents and teachers to message with translation support on both sides. State law requires schools to provide written communication in the primary language of the parent/guardian when 15 percent or more of the students speak the same specific language other than English.



## **Instructional Programs**

After completing the HLS, parents must be informed of the instructional program options available to students, as well as of their right to apply for a Parental Exception Waiver. The programs below are those a district may offer. Program option information is found in our Parents/Student Handbook.

- **Structured English Immersion (SEI)** (ELPAC levels 1 and 2) A classroom setting at all schools where English learners, who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through a sheltered English language acquisition process. In this setting nearly all classroom instruction is in English but with curriculum and presentation designed for children who are learning the language.
- **English Language Mainstream (ELM)** (ELPAC levels 3,4) A classroom setting at all schools for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to remediate any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. **Dual Language Two-way Immersion (DLI) Program** On the campus of Old Orchard School, the Newhall School District operates a 50/50 dual immersion program, in which students have instruction in Spanish for half of the day and in English for the other half. The class is planned for 33 percent of the students in the class to be native Spanish speakers, 33 percent to be native English speakers, and the remaining 33 percent to be dual language speakers.
- **Newcomer Program:** To support students at all schools who are new to English, NSD has an instructional program called Benchmark Hello. This program is designed expressly for Newcomers. Combining survival skills, English language development, and social-emotional learning, this tool helps recent arrivals gain the experience, proficiency, and confidence to propel their language learning.

**Instructional Program Options: Withdrawn by Parent/Guardian Request:** Any parent whose child is receiving, or is eligible to receive, EL programs or services has the right to decline or opt his or her child out of the EL programs being offered. The District is committed to providing guidance in language that parents can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services. Schools will share with parents/guardians data on students who refuse services compared to students receiving full support. If parents are able to see the long-term outcomes of ELs not receiving services, they will be able to make a more informed decision. The District's goal is to provide ELs with a strong foundation through effective ELD instruction to ensure academic success.

If a parent decides to opt his or her child out of an approved EL program, the student will retain their status as an EL, but will not be required to participate in designated ELD instruction. They will, however, be assessed yearly with the ELPAC until they are eligible to reclassify. Please see a checklist from the [US Department of Education EL Toolkit](#) that provides suggested questions intended to assist with developing processes and support for English learners whose parents or guardians choose to opt out of services.

**English Learners and Intervention:** Students who are learning English at the same time they are learning content have a challenging task. When English learners struggle, it is important that intervention be targeted, and that time is taken to diagnose their areas of need. Only then can specific targeted support be provided that will accelerate their learning.

Individual teachers and teacher teams use data and current research to answer important questions. Is the student experiencing a language issue or a content issue or both? What type of intervention would be most helpful? Do we have appropriate interventions which address the unique needs of English learners? How do we judge progress when there

may be both language and content issues? How might additional factors—including socioeconomic status, previous education experience, fluency in his or her first language, attitude toward school, attitude toward learning English, and personality attributes—impact the student’s academic progress?

Intervention planning is driven by data gathered from universal screeners, home language proficiency screenings, classroom observation, assessments, and ongoing interventions data.

**Classroom Composition:** Sites are responsible for creating classrooms based on the number of English learners and classroom options and availability. Regardless of student placement, flexible groupings occur for Designated ELD each day.

**Opportunity & Equal Educational Access:** Language learning must be a comprehensive and integrated process and take place across the content areas. Supporting the needs of English learner students takes place in integrated and designated structures as described in the English Language Arts /English Language Development Framework.

**High-Quality, Differentiated Classroom Instruction:** All students receive high quality, standards-based, culturally and linguistically relevant instruction in their general education classroom settings. All students are taught by highly qualified teachers, who have rigorous academic and behavioral expectations, attained through differentiated learning instructional strategies.

**Integrated Data System:** District and site staff collaborate to create an integrated data system that includes assessments such as state tests, district benchmark assessments, common formative assessments, progress monitoring, and teacher observations to inform tiered support placement. The integrated data collection also includes information from parent surveys which assists in creating a more complete analysis of program effectiveness.

**Positive Behavior Support:** School-wide Positive Behavior Interventions and Supports (PBIS) emphasizes school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Attention is focused on creating and sustaining systems of support that improve positive overall results (personal, health, social, family, work, recreation) for all children.

**English Language Development:** English Language Arts/ English Language Development Framework includes two equally important ways in which English language development is delivered: Integrated ELD and Designated ELD.

- **Integrated English Language Development:** Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English learners to learn the content and academic language used in each lesson. Learning objectives for integrated ELD lessons come directly from the content standards of the lesson being taught, such as English Language Arts, mathematics, history and science.
- **Designated English Language Development:** Designated ELD is a protected time during the regular school day when teachers provide lessons for English learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. In school settings, ELD instruction focuses on English learners developing the language skills needed to learn content taught in English and to be able to express their content knowledge in English.

Chapter two of the [English Language Arts/English Language Development](#) framework provides explicit information on these two types of ELD. In addition, each grade level chapter of the framework provides specific vignettes and scenarios which help teachers and instructional leaders understand these critical supports.

**English Language Development in Special Education:** English learners with IEPs are expected to make progress in English language proficiency as well as content mastery. To support this, it is expected that ELD will be a part of their core instruction and that integrated scaffolds and supports are a part of their content area instruction. Like their peers in the general education setting, daily designated ELD is a part of their education program and takes place with peers of similar age, grade and language proficiency levels. This might be in the general education classroom or in the special education classroom.

### **Professional Learning and Leadership Development**

Newhall School District is committed to building the expertise of teachers, coaches, teacher leaders, principals, and district leaders so they can support students' academic English language development in the context of their literacy instruction and English Language Development standards.

Ellevation Strategies is a professional platform that provides teachers with integrated lesson strategies to support English learning students. Professional development in the use of Ellevation strategies is provided, as well as in depth exploration and sharing out from the English Learner Teacher Collaborative.

Guided Language Acquisition Design (GLAD) is a professional development series that supports teachers in providing a language rich environment through a variety of interactive instructional strategies that build language background and confidence in students. The Newhall School District has eight GLAD trainers on staff who provide ongoing workshops and professional development opportunities.

Newhall School District expects the professional development will result in a 10% increase in overall district literacy scores, particularly for the English learner group. This group is currently underperforming when compared with their native English-speaking peers.

### **Program Evaluation, Monitoring and Accountability**

**Ellevation:** Ellevation is a software company exclusively focused on English learners which we use to maintain data and provide teacher resources. Ellevation provides all teachers additional instructional support beyond the core ELD curriculum. The program provides teachers a digital version of the state adopted OPTTEL monitoring form, which is completed twice per school year. The system allows for viewing students by performance on the ELPAC and OPTTEL, and provides instructional ideas to support students at all levels of English learning.

Newhall School District is committed to monitoring the implementation of its policies and programs for English learners, evaluating their effectiveness and holding themselves accountable for student outcomes. This process will focus on the following two goals as measured on the ELPAC, district assessments, and CAASPP ELA, Math, Science:

- English learner students will make annual and steady progress toward and attain academic English.
- English learners will make steady progress toward and attain grade level standards.

**Monitoring at the School Level:** Classroom teachers monitor student progress in the classroom through real time observations recorded on the OPTTEL form twice per school year. Site leaders, teacher leaders, grade level teams and advisory councils will review outcomes for English learners in regard to academic and language progress. They will discuss the outcomes and identify areas of instructional practice, including ELD and intervention that need strengthening based on the outcome evidence. Action steps will be included in the Single Plan for Student Achievement.

**Monitoring at the District Level:** District leaders will provide school sites student outcome data on a regular basis, following summative ELPAC assessments at the beginning of the school year. The data will be shared at EL Collaborative meetings, DELAC meetings, and with the Administrative Collaborative to plan for the District’s next steps in ensuring successful academic and language progress for all English learner students. The District will support site plans as necessary. English learner outcomes will be included in an annual data presentation to the school board.

**Annual Evaluation of the Program:** A program evaluation must be conducted to determine the degree to which, within a reasonable amount of time:

- English learners are attaining English language proficiency comparable to that of average native speakers of English in the District;
- English learners’ academic results indicate that they are achieving and sustaining parity of academic achievement with students who entered the District’s school system already proficient in English;
- The effectiveness of programs and activities in assisting English learners to attain proficiency and to meet academic achievement and content standards;
- Necessary improvements to programs, and activities for which Title III funds have been used for English learner students.

### **Legal and Compliance Requirements**

**Authorization to Teach English Learners:** California statute requires that every teacher who provides instructional services to an English learner be authorized to provide specialized instruction for those learners. The district monitors teacher assignment to ensure proper credentialing of the teaching staff.

**Federal Program Monitoring (FPM):** The district continually reviews and monitors programs and plans to ensure compliance with state and federal laws. The California Department of Education (CDE) annually selects districts to review procedures for compliance.

**Uniform Complaint Procedures:** Every county office of education, district, and charter school governing board are required to have established local complaint policies that describe the procedures that must be followed to resolve complaints. The Newhall School District Uniform Complaint Procedure is outlined in the Parent/Student Handbook.

**Title III Funding:** This federal funding is designed to ensure that English learner students attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet. The use of Title III funds, along with goals to monitor EL student achievement, are included in the LCAP.

### **Commonly Used Terms**

<b>CAASPP</b>	California Assessment of Student Performance and Progress
<b>CDE</b>	California Department of Education
<b>EL</b>	English Learner
<b>ELD</b>	English Language Development
<b>ELPAC</b>	English Learner Proficiency Assessment for California
<b>EO</b>	English Only
<b>FPM</b>	Federal Program Monitoring
<b>GATE</b>	Gifted and Talented Education

<b>IEP</b>	Individualized Education Program
<b>LCFF</b>	Local Control Funding Formula
<b>LCAP</b>	Local Control and Accountability Plan
<b>LEA</b>	Local Education Agency
<b>LTEL</b>	Long-Term English Learner
<b>OPTEL</b>	Observation Protocol for Teachers of English Learners
<b>PTA</b>	Parent Teacher Association
<b>R-FEP</b>	Reclassified Fluent-English-Proficient
<b>SPSA</b>	School Plan for Student Achievement
<b>UCP</b>	Uniform Complaint Procedures

## References

California Department of Education: English Learner Roadmap: <https://www.cde.ca.gov/sp/ml/roadmap.asp>

Observation Protocol for Teachers of English Learners (OPTEL): <https://www.cde.ca.gov/sp/ml/optel.asp>

California State Board Adopted ELA/ELD Framework: <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

California Department of Education: Resources for Parents of English Learner Students:  
<https://www.cde.ca.gov/sp/ml/parentresources.asp>

California Department of Education: English Language Proficiency Assessments for California (ELPAC):  
<https://www.cde.ca.gov/ta/TG/ep/>