

# English Learner Master Plan

## 2022-2023



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## **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***

#### **Master Plan Development**

An English Learner steering committee was formed to examine current practices with English Learners. There were many reasons for the formation of this committee, including the rising numbers of English Learner students and the growing achievement gap present between English learners and English only students within the District.

The committee was formed with volunteers including the Assistant Superintendent of Instructional Services, Coordinator of Special Programs, Testing & Evaluation, Administrator of Staff Development, three Principals, two Assistant Principals, and three teachers. The committee examined current data and data trends, site practices in the identification, monitoring and reclassification of English Learners, and English Language Development (ELD) practices in the classrooms. After a thorough review of the findings, the committee made several recommendations to the Administrative Council (ADCO).

These recommendations focused on the inconsistencies uncovered across the District in the current practices of identification, monitoring and reclassification of students as well as the need for ongoing support to teachers of English Learners (ELs) and parental communications and outreach. It was determined that this Master Plan is a living document, and shall be updated regularly. An additional recommendation was to continue the work of the EL Collaborative. The Collaborative developed the following purpose statement to guide their work.

***The purpose of the EL Collaborative is to advocate for high levels of success for our English learners. We identify the potential root causes that contribute to the opportunity gap and engage teachers in effective instructional practices.***

**The Data: Current Status of EL Students**

The percentage of English Learners has declined 2.4% from two years ago.

<b>Academic Year</b>	<b>Number of English Learning Students</b>	<b>Percentage of District Enrollment</b>
2022-2023	1121	18.80%
2021-2022	1161	19.70%
2020-2021	1247	21.20%

Students in grades 3, 4, 5 and 6 participate in the California Assessment of Student Progress and Performance (CAASPP) each year. The table below demonstrates the gap between our English learning students and English only students and our reclassified students.

<b>CAASPP ELA</b>	
<b>Language Fluency</b>	<b>2022 Score Analysis</b>
English Learner	54 points below standard
Reclassified Student	60.8 points above standard
English Only	54.7 points above standard

The California Dashboard reports on student performance data. The progress of English learning students on the 2022 dashboard is measured through the determination of an English Learner Progress Indicator (ELPI) score. Students earn an ELPI score through their achievement on the English Language Proficiency Assessment (ELPAC). On the ELPAC exam students earn a proficiency level from one to four, with four being the highest possible level. The 2022 data shows the following:

- 51.9% progressed one ELPI Level
- 10.5% Maintained a level 4
- 23.9% maintained level other than 4
- 13.7% decreased at least 1 ELPI level

Students are identified as being at risk of becoming a long term English learner (LTEL) if they do not make progress on the English language development test identified or developed pursuant to Section 60810, or any successor test, and score in the fourth year at the Not Met and Nearly Met on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

A long term English learner (LTEL) is a student in grades 6-12 who 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 identified or developed pursuant to Section 60810, or any successor test, and whose scores are Nearly Met or Not Met on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test. (Education Code 313.1)

There are 599 English Learners (ELs) in grades 3-6 during the 2022-2023 school year. Listed below are the numbers of students in each grade level that had not met the expected English proficiency and were at risk of becoming Long Term English Learners (LTEL). Some of the 107 students who are in the Long-Term English Learner category are students who may be eligible for exiting based on the 2023 summative ELPAC assessment.

Number of EL Students at Risk or Designated Long-Term English Learners			
At Risk-3rd	At Risk-4th	At Risk-5th	Long Term English Learner-6 <sup>th</sup>
0	0	32	107



## Chapter 1: Introduction

### 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 (ELs) 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 (ELs) 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.

Therefore, Newhall School District believes that all English Learners will achieve at the same level as our English Only students.

We Will:

- Collaborate & build on each other's strengths
- Innovate for the future
- Persevere through new & challenging learning opportunities
- Excel & continuously strive for improvement

### 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;
- Who was not born in the U.S. and whose native language(s) is a language(s) other than English;
- Who was born in the U.S. and whose native language(s) is a language(s) 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. (ESEA Section 8101[20])

In California, students are classified as an English Learner 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 identified or developed pursuant to Section 60810, or any successor test, and scores Not Met or Nearly Met on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

### **Potential 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 identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the Not Met and Nearly Met on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor 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 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. As of February 2019, NSD has 201 students in SDC grades K-6, fifty-nine of which were English Learners. Hence, 29 percent of all ELs in NSD were identified as English Learners with disabilities.

## English Learners Identified as Gifted and Talented

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. Other test information which may be available within a student's records may also be considered. Students whose primary language is other than English may be assessed using the N-NAT3.
- **Strong** teacher recommendation. The current teacher and previous teacher(s) will provide input.

A Gifted and Talented Education Selection Committee will evaluate all available information and make the final determination of the pupil's eligibility. The Newhall School District believes that all students have the right to learn in an educational environment where their potential can be fully realized and must have access to rigorous coursework that helps prepare them for success in college and careers.

### NSD Language Fluency and GATE Table

	English Only (EO)	English Learner (EL)	Re-Designated Fluent English Proficient (RFEP)	Total
Total	230	4	36	270

The number of English learning students who tested eligible for GATE is not proportional to the number of EL students enrolled. The District has adjusted practices to make opportunities afforded to GATE eligible students open to all students, removing the barrier imposed by the GATE test.

### Reclassified Fluent English Proficient Students

Once English Learners meet specific criteria required to demonstrate proficiency in English, they are identified as reclassified- fluent English proficient (RFEP) students. As of June 2022, 119 students were reclassified for the 2021-2022 school year.

### 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.

### English Learners with Disabilities

NSD is aware that this is an area that we need to focus on in order to properly identify English Learners with disabilities and provide them with the appropriate systems of support. At the district level, we have identified several areas of need including the professional development needs of school psychologists, testing in Spanish, and enhancing site teams' abilities to better identify language vs. academic development challenges.

## **Chapter 2: Identification and Reclassification**

### **The Enrollment Process**

Newhall School District's process for initial identification, parent notification, assessment and program placement of English Learners is standardized for consistency and equity throughout the District. This process is designed to be responsive to the educational needs of English Learners and supportive of parents and guardians.

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. California *Education Code*, Section 52164.1 (a)

The survey is completed by the parent or guardian upon the student's initial enrollment in the District. 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 and in the child's cumulative record.

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 the 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 the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist 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.

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently the English Language Proficiency Assessments for California (ELPAC). 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. Ed Code 313 & 60810

### **Amending the Home Language Survey**

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.

Parents who enroll their child in Transitional Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., TK) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in Student Information System.

At this time, California uses the ELPAC. With the implementation of the Common Core State Standards (CCSS) and the development of new corresponding English Language Development (ELD) standards, the English language proficiency assessment was changed to address these new standards.

### **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 at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, 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 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 (EL) 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 (RFEP).

Prior to ELPAC administration, all test examiners must obtain annual certification by attending 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.

The District will provide support to teachers during testing for the administration of the Speaking domain of the ELPAC that requires one-to-one administration in grades TK-6. A District-trained team will test all incoming TK and K students in the summer and continue to the school sites to assist with administration of the one-to-one portion of the testing in the spring.

The Computer-based Initial ELPAC is scored either within the Testing System or by test examiners depending on the grade and domain. Both the Listening and Reading domains for all grade levels are scored within the Testing System. In all grades, the Speaking domain is scored by test examiners and entered into the Data Entry Interface (DEI). In grades K-2, test examiners score student written responses using the test rubric and scores are entered into the DEI, and in grades 3-6, student writing is scored locally using the test rubric and scores are entered into the Teacher Hand Scoring System (THSS). Once all scores and responses have been entered into the DEI for all domains, LEAs will be able to access the official ELPAC Student Score Report (SSR) within 24 hours of data entry. The electronic SSR will be available to parents and guardians through the Aeries parent portal.

Once students are determined to be either English learners or initial English proficient, appropriate language development services must begin.

### **Instructional Program Options: Withdrawn by Parent/Guardian Request**

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program (20 U.S.C Section 6318[c][A][vii]). However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and present appropriate programs and services for parents to consider. (California Department of Education) 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. One approach that local districts and schools can consider taking is to share with parents/guardians the 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. Without sufficient ELD support, English learners' academic growth may be stunted.

If a parent decides to opt his or her child out of an approved EL program, the student still retains his or her status as an EL and continues to receive designated and integrated ELD. English learners who have been opted out of an approved Master Plan Program will be assessed yearly with the ELPAC until they reclassify. If an English learner who has been placed in a mainstream class is struggling, the District should take appropriate steps to assist the student. These steps may include, but are not limited to:

- Further assessing the student's English language proficiency;
- Notifying the student's parent about his or her child's lack of progress;
- Encouraging him or her to opt the child into an appropriate EL program.

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 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 (or year one of a two-year kindergarten program, sometimes referred to as "transitional 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. Ed Code 313 & 60810

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

1. Initial Assessment—Use for the initial identification of students as ELs. The ELPAC Initial Assessment was administered as an operational test starting in the 2019-20 school year.
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. The Computer-based ELPAC Summative Assessment became operational starting in the spring of 2020.

### **Initial Assessment**

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 ELPAC before.
- The student has not been classified before as an English learner.

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 enrollment at the beginning of the school year (or, if during the school year, within two weeks of the child being placed in a program). Identifying students who need additional supports and services for learning English is important for ensuring access to the core curriculum and ultimately academic success. Each year students who are ELs will take the ELPAC Summative Assessment to measure their progress in learning English.

### **Summative Assessment**

The ELPAC Summative Assessment is administered annually to students who are identified as an English learner on the ELPAC Initial Assessment. The 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 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 Initial Assessment or the ELPAC Summative Assessment. ELs with disabilities are assessed annually with the ELPAC Summative Assessment using the accessibility resources that address visual, auditory, and physical access barriers as designated in Matrix 4: Universal Tools, Designated Supports, and Accommodations for the ELPAC issued by the California Department of Education. 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.

English learners with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will need an alternative language assessment. The Alternate ELPAC is appropriate for students with the severe cognitive disabilities, and can be assigned to eligible students through an Individualized Education Program (IEP) meeting.



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

Parents or guardians of English learner students who are administered the ELPAC Summative Assessment or an alternate language proficiency assessment must receive official notification within 30 days after the beginning of the school year (or, if during the school year, within two weeks of the child being placed in a program), informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Language classification
- Instructional program placement

Parents are informed of the above information via the District's Annual Parent Notification of Language Test Results and Confirmation of Program Placement letter.

## **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.

1. Assessment of language proficiency, using an objective assessment instrument including, but not limited to, the state criteria. The ELPAC score necessary for reclassification is a four overall.
2. Teacher evaluation including, but not limited to, a review of the student's curriculum mastery
3. Parent/guardian opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. NSD requires students to obtain a 3 or a 4 on the ELA CAASPP.

The goal of EL supplemental instructional services is to support students in attaining proficiency in academic English to support literacy across academic content. Without a proper foundation in English language development, English learners may experience difficulties in the core content areas. It is the job of the LEA to ensure that students who have been identified in need of continued support for English learning are provided with services. It is the school's responsibility to ensure that the services students receive are of high quality and contribute to continued progress toward English proficiency and graduation.

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.

The site principal or their designee is responsible for ensuring that English learners that meet the eligibility criteria are reclassified in a timely manner. The Instructional Services department will provide a list of potential English learner students for reclassification at the beginning of each school year based upon those who have met the ELPAC and CAASPP criteria. Teachers and staff will monitor these

students for class performance and other indicators of grade level proficiency. If the decision is made to convene the Language Assessment Team for consideration of reclassification, the parent or guardian of the student being recommended is notified by phone and the meeting scheduled to take place. Newhall School District uses a data software program, Ellevation, which allows teachers and administrators to monitor student progress and analyze trends. The program also includes instructional resources for teachers to use as they plan designated and integrated lessons.

Reclassifications take place primarily between December and February in order to celebrate student progress in March at the district-wide Reclassification Ceremony.

For students who have met all criteria except the CAASPP standard, the student and their family will be notified that if they can meet this standard on the upcoming assessment, they can be reclassified when test scores arrive prior to the beginning of the next school year.

### **Reclassification of English Learners with Disabilities: Students with Mild/Moderate Disabilities**

The following are suggestions for applying the four criteria in EC Section 313(f) to local reclassification policies regarding English learners with disabilities:

#### **Criterion 1: Assessment of ELP using an objective assessment instrument**

Assessment of English language proficiency (ELP) using an objective assessment including, but not limited to, the ELPAC, is one of four criteria in state law per EC Section 313(f) to be used by LEAs in determining whether or not an English Language Learner should be reclassified as RFEP. The IEP team can use the scores from an alternative assessment aligned with the state ELD standards for re-classification purposes. An alternate assessment may be used to measure the student's ELP in any or all four domains in which the student cannot be assessed using the ELPAC.

#### **Criterion 2: Teacher evaluation**

Use the student's classroom performance information based on their IEP goals for academic and ELD.

#### **Criterion 3: Parental opinion and consultation**

The parent or guardian is a participant on the IEP team.

#### **Criterion 4: Student's score on an assessment of basic skills**

The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment). The IEP team may consider using other assessments that are 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 California Department of Education cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the local IEP team to gather pertinent information

regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress given the student's capacities.

## **Students with Severe Cognitive Disabilities**

### **1. Assessment of language proficiency using an objective assessment instrument (ALPI)**

The IEP team can use an alternate assessment of language proficiency for reclassification purposes. (See *EC* sections 56342 and 56345[b].) An alternate assessment is the measure of the student's English language proficiency in any or all four domains in which the student cannot be assessed using the ELPAC. When a student is assessed with an alternate assessment, they will receive the lowest attainable scale score (LOSS) on the ELPAC for each domain tested with an alternate assessment. Although the alternate assessment tests the student's English language proficiency, the alternate assessment results are not comparable to ELPAC results.

### **2. Teacher evaluation**

The IEP team can review information related to the classroom performance of the student in its discussion about reclassification.

### **3. Parent/Guardian input and consultation**

The IEP team should document any information given to it by the parent/guardian when having discussions regarding reclassification. The input received from the parent can include but is not limited to:

- The language that the student is currently exposed to in the home;
- The language the student is most comfortable responding to if non-verbal, but able to respond to verbal instructions.

### **4. Student's scores on an assessment of basic skills**

The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification. An example of an assessment of basic skills for students with severe cognitive disabilities is the California Alternate Assessment.

According to *EC* Section 313(f), LEAs must use but are not limited to the four criteria. In accordance with federal and state law, the local IEP team may address the individual needs of each English learner with a disability using multiple criteria in concert with the four reclassification criteria in law.

The LEA may be able to reclassify the English learner with a severe cognitive disability even though, for example, the ELPAC performance is not at the level suggested for reclassification in the guidelines due to the identified disability. Therefore, it is recommended to use other language assessments to ensure

the student receives appropriate services such as the Alternate Language Proficiency Instrument for Students with Significant Disabilities.

Students with disabilities are provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

## **Chapter 3: 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 as found in the Education Code and described on the California Department of Education (CDE) website. (California Department of Education, 2016)

### **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).

#### Six Responsibilities

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 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.

#### Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership, as English learners constitute the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

#### Elections

1. Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee. (School Site Council)
2. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

3. Districts with 31 or more ELACs may use a system of proportional or regional representation.

### Training

The District shall provide for all ELAC members:

1. Appropriate training and materials to assist each member in carrying out their legally required advisory responsibilities.
2. Training planned in full consultation with ELAC members.
3. Economic Impact Aid-Limited English Proficient and/or district funds that may be used to cover costs of training and attendance of ELAC members. This may include costs for childcare, translation services, meals, transportation, training cost, and other reasonable expenses. (We have no EIA funds).

### Legal References

California Education Code, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a)

California Code of Regulations, Title 5, Section 11308 (b), (c), and (d)

### **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.

### Responsibilities

The DELAC, or subcommittee on English learner education, shall advise the District's local governing board in person, by letters/reports, or through an administrator on all of the following items:

1. The development or revision of a District's Master Plan of Education Program and Services for English learners, including the Local Education Plan and the Single School Plan for Student Achievement;
2. The content and procedures for conducting a District-wide needs assessment on a school-by-school basis;
3. The District's program goals and objectives for programs and services for ELs (e.g., parental exception waivers and funding);
4. 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;
5. The procedures used by the District to reclassify English Learners;
6. The contents of the District's written notifications sent to parents/guardians pursuant to Ed Code 48985 and Title 5, section 11316.

7. The Training opportunities (contents and materials) available to DELAC members to assist them to better understand and assume their roles and responsibilities

Composition Requirements

Parents or guardians of English learners not employed by the District must constitute a majority membership (51 percent or more) of the committee.

Elections

1. Each school's English Learner Advisory Committee (ELAC) must have the opportunity to elect at least one of its members to be a site representative in the DELAC.
2. If the District has 31 or more ELACs, it may use a system of proportional or regional representation.

Trainings

The District shall provide to all DELAC members:

1. Appropriate training and materials to assist each member in carrying out his or her legally required advisory responsibilities;
2. Training planned in full consultation with DELAC members. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of DELAC members. This includes costs for childcare, translation services, meals, and other reasonable expenses. (We have no EIA funds.).

Legal References

##California Education Code, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a)

##California Code of Regulations, Title 5, sections 11308 (b) and (d).

**School Site Council**

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California *Education Code* [EC] Section 65000[b]).

The SSC shall develop the content of the SPSA (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]).

The SSC in an elementary school shall be composed of both of the following two groups (EC 65000[c][1]):

**School Group Members:**

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers;
- Classroom teachers employed at the school, selected by classroom teachers employed at the school;
- The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]).

**Parent and/or Community Group Members:**

- Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school;
- The number of parent and/or community members selected shall equal the number of school members selected (EC Section 65000[c][1][B]).

In other words, 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).

**School Plan for Student Achievement (SPSA)**

Under California Education Code (EC) Section 64001(a): Each school in a local education agency (LEA) that operates any categorical programs consolidates any plans that are required by those programs into a single plan called the Single Plan for Student Achievement (SPSA).

**Parent Teacher Association/Organization**

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 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.

Under state law, schools must provide **written communication** in the primary language of the parent/guardian when 15 percent or more of the students speak a language other than English, as indicated in California Longitudinal Pupil Achievement System (CALPADS). A school must ensure that all parents/guardians, including those who speak low-incidence languages, receive meaningful access to important information. Important written information, such as Individualized Education Plans (IEPs), must be translated even when less than 10 percent of the student population speaks the language of a parent/guardian or family member.

## **Chapter 4: Effective Instruction for English Learners**

### **Cultural and Linguistic Diversity**

It is important for LEAs to reflect upon cultural and linguistic diversity so that they are culturally competent as well as delivering the curriculum in a way that is culturally appropriate. It is the teacher's job to ensure that all students achieve whether they are the cultural majority or minority.

### **Benefits of Academic Language Development, Bilingualism, Biliteracy, and Multilingualism**

Proficiency in more than one language is a valuable skill to be cultivated and nurtured in our schools and communities. Bilingual education is an umbrella term for many types of programs in which two languages are used for instruction.

Dual Language education is an effective approach to developing language proficiency and literacy in English and a partner language. Two-Way Immersion, one type of dual language education, integrates native English speakers and native speakers of another language for academic content instruction through both English and the partner language beginning in elementary schools.

Bilingual and Dual Language programs promote bilingualism and biliteracy, grade-level academic achievement and cross-cultural competence in all students. Students maintain their native language while adding another language, and they develop pride in their own culture while developing an understanding of others. *Center for Applied Linguistics (CAL)*

### **Benefits of Dual Immersion Programs**

The development of strong native skills supports the development of a second language while some studies indicate an increase in brain development for students who learn two or more languages. There are potential long-term career benefits for adults who are biliterate (fluent in reading and writing of two languages).

### **Long-term Outcomes for Dual Language versus English-Only Education**

All students, no matter their native language, stand to benefit from dual language immersion programs.

During the last decade, [multiple research studies](#) have demonstrated the significant cognitive benefits derived from early language learning, as well as the potential long-term educational and career benefits that multilingual students accrue.

Further research has found a meaningful connection between dual language immersion programs and academic success regardless of a student's native language. Now, with the culmination of [a four-year comprehensive study](#) of these programs in the Portland Public Schools District of Oregon, we have evidence that a dual language immersion classroom approach directly correlates with greater educational achievement.

Through a partnership with the RAND Corporation, Portland Public Schools, and American Councils for International Education, Dr. Robert Slater (who lends his expertise to research projects at American Councils) and his colleagues followed dual language immersion students in Portland Public Schools for four years and compared their educational gains to those of their non-immersion peers.

Funded by the Institute for Educational Science at the US Department of Education, the findings from this study are critical to advancing our understanding of dual language programs and advocating for dual language efforts around the US and, of course, in public schools across the country. (*American Councils for International Education*)

### **Program Options**

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 to be provided orally and in writing, using language and materials designed to be easily understood by the parent. If a parent makes no selection at the time of enrollment, the child will be placed in the Structured English Immersion (SEI) program.

The program options are the following:

- **Structured English Immersion (SEI)** - A classroom setting 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 which nearly all classroom instruction is in English but with curriculum and presentation designed for children who are learning the language. (ELPAC levels 1 and 2)
- **English Language Mainstream (ELM)** – A classroom setting 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. (ELPAC levels 3,4)
- **Dual Language Two-way Immersion (DLI) Program** - 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. Fifty percent of the students in the class are native Spanish speakers, and the rest of the students are native English speakers. This program was initially started at Old Orchard Elementary during the 2019-2020 school year in kindergarten and first grade, and is expanding each year. For 2022-2023 the program offers kindergarten through fourth grade.
- **Newcomer Program**- NSD continues to explore the best way to meet the needs of our Newcomers. The challenge year to year is that the numbers are small, and the population is spread across the district. We do not currently have a formal Newcomer Program curriculum. Each site meets the needs of these students in the manner that they find most successful.

- Alternative Program (Alt)—A language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district. Placement in an alternative program is triggered by the parents through a parental exception waiver. We do not currently have an alternative program in the Newhall School District.

### **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?

Response to Intervention describes a process which is taken when a student needs additional time and support in order to meet grade level standards. Ongoing data collection and progress monitoring should be conducted in order to inform instruction. Sometimes there is concern that a potential learning disability may be impacting the student’s achievement. The Regional Educational Laboratory at West Ed provides additional questions that should be considered as part of the intervention process as well as prior to any referral for special education services. Newhall School District holds the expectation that these questions serve as a starting point for conversations about specific student needs and that the answers are part of any plan of action.

“The research literature suggests that answers to the following questions can help determine whether an English learner student’s academic difficulties are caused by a learning disability or by struggles with second-language acquisition or some other factor.” The questions that must be considered in a structured process would be the most effective approach to the discussion of whether an English Learner might have a learning disability. (West Ed 2015)

- Is the student receiving instruction of sufficient quality to enable him or her to make the accepted levels of academic progress?
- How does the student’s progress in hearing, speaking, reading, and writing English as a second language compare with the expected rate of progress for their age and initial level of English proficiency?
- To what extent are behaviors that might otherwise indicate a learning disability considered to be normal for the child’s cultural background or to be part of the process of U.S. acculturation?

- 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?

Considering the answers to these questions along with the data gathered from several sessions of targeted intervention should be considered as part of the study team process.

### **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**

The instructional shifts in the California State Standards in English Language Development, English Language Arts, Math, and Next Generation Science standards necessitate a shift in the types of instructional language learning opportunities provided to English learners. (CDE 2014) 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. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is a behaviorally based

systems-approach to enhance the capacity of schools, families, and communities to design effective environments that improve student learning. When PBIS is implemented, research-validated practices create environments in which students' academic and social growth is optimized. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) 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 include two equally important ways in which English language development is delivered: Integrated ELD, "in which all teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards" and Designated ELD, which is a protected time within the school day in which teachers use the CA ELD Standards as the focus in ways that build into and from content in order to develop critical language ELs need for content learning in English (California Department of Education 2014)

### **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. The Learning objectives for ELD come from organizations such as Teaching English to Speakers of Other Languages (TESOL) and state departments of education.

### **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 take 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.

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.

## **Chapter 5: 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.

In order to support high levels of student learning for all, District and site administrators have engaged in ongoing professional development with leaders from University of Washington Center for Educational Leadership (CEL) since 2016, and teacher leaders joined in this work in 2018. The proposal below follows from CEL's theory of action that student learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction along with the role they play in improving teacher practice.

CEL's leadership workshops and studios for teachers and leaders help leaders and teachers by building a shared vision for effective instruction, including English language development, by developing deeper content knowledge around reading and reading development and by supporting leaders' ability to organize professional learning and provide feedback.

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



## **Chapter 6: 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 uses a digital student monitoring system, allowing students to be grouped by English Language Proficiency levels. Teachers can view student programs and interventions by grade level. The program addresses six essential practices for the effective teaching of English Learners and provides classroom activities with highly engaging strategies designed to improve achievement of English Learners.

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:

1. English Learner students will make steady progress toward and attain academic English development within the expected timeframes as defined by Title III.
  - English Learners in the district for more than four years will meet the proficiency level as measured by the ELPAC;
  - English Learners will progress one level per year until reaching English proficiency and eligibility for reclassification as measured by the English proficiency test;
  - English Language Development progress will be monitored through Ellevation in December and June.
2. English Learners will make steady progress toward and attainment of grade level standards.
  - Students in the District completing five or more years of attendance will meet or exceed standards in English Language Arts and Math as measured by the CAASPP, in Science through the CAST, as well as district ELA and math benchmarks.

### **Monitoring at the School Level**

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 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. A presentation of English Learner outcomes (English Learner Progress Report) will be presented to the school board annually.

### **Annual Evaluation of the Program**

A program evaluation must be provided by each LEA and must be used 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.

## **Chapter 7: 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. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read and write in English, 3) be provided in the learners' primary language as English is acquired, or 4) be taught in a language other than English for those learners in a dual immersion program. These are more commonly referred to as English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), also referred to as 'integrated' language development, and bilingual instruction.

### **Federal Program Monitoring (FPM)**

State and federal laws require the California Department of Education (CDE) to monitor the implementation of categorical programs operated by local educational agencies (LEAs). CDE monitoring can occur once every two years by way of on-site visits or online review. There are three components to an on-site FPM: document review, classroom observations, and interviews. For an online FPM review, there is only the document review. The purpose of FPM is to monitor LEAs for programmatic and fiscal compliance. Although only a sampling of programs and/or sites are monitored, an LEA is responsible for creating and maintaining compliance in all of its categorical programs at the district and school site levels.

### **Uniform Complaint Procedures**

Many concerns are the responsibility of local educational agencies (LEAs), including the hiring and evaluation of staff, employee relations, selection/provision of textbooks and materials, pupil discipline, provision of core curricular subjects, homework policies and practices, and dress codes and school uniforms. 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. Copies of complaint policies and procedures are available at county offices of education, district offices, or charter school offices.

### **Title III Funding**

Title III, Part A is officially known as the Language Instruction for English Learner and Immigrant Students Act. Section 3102 lists the purpose of the law: to ensure that English Learner students, including immigrant children and youth, attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet. NSD uses these funds to support English Learner progress towards proficiency.

LEAs must use Title III funds to supplement state language instruction educational programs, designed to assist English Learners' achievement goals. The state educational agency, LEAs, and schools are

accountable for increasing the English proficiency and core academic content knowledge of English learner students. Our Title III Local Plan is approved by the board annually.

### **Equitable Services**

Title I, Part A requires that local educational agencies (LEAs) provide eligible private school children with Title I educational services or other benefits that are equitable to those provided to eligible public school children. Title I, Part A services for eligible private school children must be developed in consultation with private school officials. Eligible students enrolled in private schools receive Title I, Part A services; private schools do not receive Title I, Part A funds. The public school district, where the students reside, is responsible for making these services available for students in private schools.

### **LCFF**

The Local Control Funding Formula (LCFF) is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.

If you would like to receive updates regarding the LCFF via e-mail notification, subscribe to the LCFF listserv by sending a "blank" message to [join-LCFF-list@mlist.cde.ca.gov](mailto:join-LCFF-list@mlist.cde.ca.gov). (To unsubscribe, send a "blank" message to [unsubscribe-LCFF-list@mlist.cde.ca.gov](mailto:unsubscribe-LCFF-list@mlist.cde.ca.gov).)

## **Chapter 8: Conclusion**

The Newhall School District English Learner Master Plan describes the District's vision and mission for educating our diverse students. This includes the opportunity for students to participate in Dual Language Immersion to promote bilingualism and biliteracy.

### **Commonly Used Terms**

**Assets-Based Teaching:** Getting to know students and valuing and learning about students' background and culture- rather than focusing on areas in which they need to grow.

**Bilingualism and Biliteracy:** Students have opportunities to learn language skills in two or more languages, including speaking, writing, reading, and listening. These skills support future language development, content learning, and postsecondary success to benefit their community and society.

**Sociocultural Competence:** There is an affirming classroom and school culture where staff, students and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.

**Rigorous Academics for All:** Language learners engage in intellectually rigorous and developmentally appropriate learning experiences that promote high levels of proficiency in English and another language, including academic language, as well as academic achievement across the curriculum.

**Alignment and Articulation:** Language learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, starting in early childhood, through reclassification and graduation, in preparation for college and careers in the 21st century.

**Systemic Support:** Leaders and educators across all levels of the school system are provided integrated professional development and share responsibility for educating and monitoring the progress of language learners; are accountable and responsive to the needs of diverse learners; and ensure fiscal investments are equity-oriented and research.

## Acronyms and Specialized Terms

<b>ADA</b>	Average Daily Attendance
<b>ADA</b>	Americans with Disabilities Act
<b>CAA</b>	California Alternate Assessment
<b>CAASPP</b>	California Assessment of Student Performance and Progress
<b>CDE</b>	California Department of Education
<b>EC</b>	Ed Code
<b>ED</b>	U.S. Department of Education General Administrative Regulations
<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>ESES</b>	Elementary and Secondary Education Act
<b>ESL</b>	English as a Second Language
<b>ESSA</b>	Every Student Succeeds Act
<b>FEP</b>	Fluent English Proficient
<b>FPM</b>	Federal Program Monitoring
<b>GATE</b>	Gifted and Talented Education
<b>IDEA</b>	Individuals with Disabilities Education Act
<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>PTA</b>	Parent Teacher Association
<b>R-FEP</b>	Reclassified Fluent-English-Proficient
<b>SARC</b>	School Accountability Report Card
<b>SEA</b>	State Education Agency
<b>SPSA</b>	School Plan for Student Achievement
<b>SWD</b>	Students with Disabilities
<b>TSI</b>	Targeted Support & Improvement
<b>UCP</b>	Uniform Complaint Procedures

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