

Atascadero Unified School District English Learner Master Plan 2023-2026

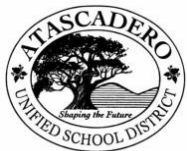
**Reviewed and Approved by District English Learner Advisory Committee
November 29, 2023**

**AUSD Board Approved
*February 6, 2024***

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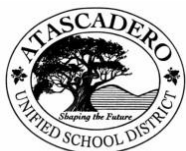
Acknowledgements

Atascadero Unified School District would like to thank those who gave their time, talent, and input into creating this master plan that will continue to guide our TK-12 English learner programs through the next three years.

We thank the members of the AUSD Educational Services Team, the 2023-24 English Learner Site Representatives, and the English Language Development teachers at our TK- 12 schools.

We thank all of the parents/guardians on the site English Learner Advisory Committees and the District English Learner Advisory Committees for their feedback and recommendations. We also thank all of the parents/guardians of the English Learning and Reclassified English Proficient students who submitted English Learner Needs Assessment survey responses to inform this plan.

In addition to soliciting feedback and collaborating with all stakeholders while developing our master plan, we consulted with English Learner master plans and programs from other districts in California, including: Natomas Unified School District, Los Angeles Unified, El Dorado Union High School District, Paso Robles Joint Unified School District, Kern County Superintendent of Schools, and Lucia Mar Unified School District. We are thankful for the examples and information they provided that enabled us to draft this master plan.

**District Vision:**

Ensure students will be college, career, and citizenship ready, through talent and teamwork.

District Mission:

Dedicated to student success, staff collaboration, community partnerships, and committed to excellence.

Core Values for All Students, Staff and Parents:

Respect: *We respect the views of others and cultivate positive, professional relationships that are built on trust and accountability.*

Integrity: *We are honest and trustworthy. We aspire to the highest standards in all we do.*

Teamwork: *We recognize the talent of our students, staff, and community and understand that we can provide a world class education through teamwork.*

Excellence: *We aim for the highest levels of performance and achievement for our students, staff, and community.*

Graduate Profile for All Students: Preparing the Top Students in the Nation

Critical Thinker: *Our graduates are original thinkers. They observe, they wonder, they create, and they have the ability to solve real world problems.*

Effective Communicator: *Our graduates convey their thoughts and responses clearly and comprehensively. They have highly refined reading, writing, speaking and listening skills.*

Teammate: *Our graduates are skilled collaborators and understand the value of achieving common goals through teamwork.*

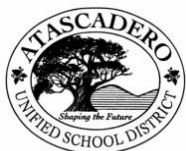
Self-Directed Individual: *Our graduates accept responsibility for their learning. They recognize their strengths and work to their full potential. They value learning as a lifelong skill.*

College and Career Ready Scholar: *Our graduates navigate the pathways that connect education and employment to a productive, rewarding and secure life.*

Responsible and Contributing Citizen: *Our graduates display integrity and civic responsibility. They aim to make a positive contribution to their communities.*

Introduction to the AUSD English Learner Master Plan:

Atascadero Unified School District is located in Atascadero, CA. Our district serves approximately 4341 students TK-12, and about 7.2% are English Learners. AUSD has more than 20 languages represented, with the top three other than English being Spanish, Filipino (Tagalog), and Other non-English & Arabic. AUSD is committed to provide a learning environment in which students become proficient in English while valuing their home language as a cultural asset to their individuality and academic development. We are also committed to providing access to core curriculum through the use of instructional strategies and materials that make English content comprehensible and engaging. [The California English Learner Roadmap](#) drives and informs our District English Learner Program.



Identification, Assessment, and Placement

Registration and the Home Language Survey

California public schools are required to determine the language(s) spoken in the home by each student. When parents/legal guardians enroll their child in a California public school for the first time, they are required to complete a Home Language Survey as part of the online registration process for each of their school-aged children. The four questions on the Home Language Survey are:

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

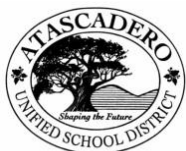
Upon identification as an English Learner, the school site representative shall provide the parents/guardians with a Parent Notification Letter. The purpose of this letter is to notify families of program placement, program options, and the waiver process for an alternative program.

English Language Proficiency Assessment

The state of California requires that all students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 be assessed in English language proficiency skills within 30 calendar days of initial enrollment. Question four does not mandate assessment but provides information for schools for home communication. The English Learner Proficiency Assessment of California (ELPAC) is administered to determine English language proficiency skills in listening, speaking, reading, and writing. Initial ELPAC results will be sent to families as soon as the scores are available.

Special Education Students

Special Education students who are also English learners must have special considerations as part of the IEP planning and implementation process. A special education student who is also an English learner, must have their development assessed, however may qualify for accommodations, partial exemptions and alternative assessments as determined by the IEP team. In addition, there are specific requirements as to how English language development needs are addressed for special education legal compliance. California now has a statewide assessment of English proficiency for students with the most significant cognitive disabilities giving them the opportunity to more accurately demonstrate their progress toward English language proficiency. The Alternate ELPAC is an online test aligned to Connectors adapted from the 2012 California English Language Development Standards. The Alternate ELPAC consists of an initial assessment used as a screener for incoming students to classify students as English learners and a Summative Assessment used to measure progress in developing English proficiency and to inform reclassification decisions. LEAs, educators, and parents will be able to provide students better support using data from the Alternate ELPAC. It will also help inform decisions on reclassification and assist in providing proper instruction to ELL students with the most significant cognitive disabilities. The Alternative ELPAC will be administered in the Spring, and case managers and IEP teams will determine which students will take this assessment.



Annual Notification of Placement and Assessment Results

English learners are tested annually with the state language proficiency assessment (ELPAC) until reclassification. Parents will receive an Annual Parent Notification Letter in September serving as a reminder of the program options for placement and the parental Exception Waiver. Parents may request the Parental Exception Waiver at any time. Annual Summative ELPAC results will be shared via the Aeries Parent Portal, and are posted as soon as they are available, beginning in the Summer following the test.

Monitoring of Student Progress and Reclassification

Monitoring Student Progress

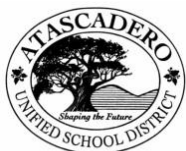
EL student progress is monitored annually using the ELPAC which is aligned with California ELD standards. This assessment, along with district and site-based benchmark assessments, are used to determine students' English language proficiency as well as progress and achievement in other academic indicators. Each school site with more than 15 English Learners and current RFEP students, will have an English Learner Site Representative assigned to monitoring progress of all EL's and RFEP's (during their 4 year watch window). At a site where there are fewer than 15 students, the principal will track and monitor these students' English and academic progress. Please see the linked [EL Site Representative Guide](#) for more information.

Reclassification Process

EL's shall be reclassified Fluent English Proficient (RFEP) when they have acquired the English skills necessary to receive instruction and achieve academic progress in English, at a level at least equivalent to students of the same age or grade whose primary language is English. Reclassification criteria includes achieving all of the following:

1. A score of 4 overall on the Summative ELPAC assessment
2. Teacher verification of at or above classroom grade level English Language Arts achievement and English proficiency
3. At or above grade level performance on standardized and/or district benchmark assessments (depending on grade level)
4. Parent approval
5. Principal and District-level administration approval

*For Students with Disabilities who qualify for the Alternative ELPAC, AUSD will use the linked [Individualized Reclassification Data Form](#) which details alternate reclassification criteria that includes Alternate ELPAC scores, teacher input, parent or guardian consultation, and a comparison of Alternate ELPAC scores to the scores of non-EL students who take the CAA for ELA to ensure students are appropriately reclassified.



Monitoring Procedures

Students who have been reclassified as RFEP will receive follow-up monitoring for a minimum of four years after reclassification. If the student is not making academic progress in any academic class, appropriate intervention measures are recommended, which may include but are not limited to any of the following:

1. Student/Teacher/Parent conference
2. Tutorial class
3. Placement in Reading, Writing, or Mathematics support/ intervention class

*See the [EL Site Representative Guide](#) for more information on monitoring RFEP students.

Aeries Data for 2022-2023

Number of English Learners: 328

Number of students Reclassified Fluent English Proficient during 2022-23: 43

Total number of students Reclassified Fluent English Proficient: 233

Data Quest 2022-2023

Number of English Learners: 321

Number of students Reclassified Fluent English Proficient during 2021-22: not available

Total number of students Reclassified Fluent English Proficient: 204

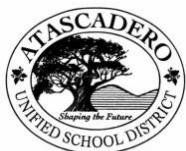
Instructional Programs

Structured English Immersion (SEI):

A secondary (grades 6-12) classroom setting where English Learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English, but with a curriculum (iLitELL) and presentation designed for students who are learning the English language. Atascadero Middle School and Atascadero High School each have a Bilingual Instructional Aide to support students as needed.

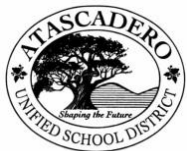
English Language Mainstream (ELM):

A classroom setting for English Learners who have acquired reasonable fluency in English, as defined by the school district. In addition to Designated and Integrated English Language Development instruction, English Learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Such services may include: After school ELD tutoring, peer tutoring (high school), and “Walk to Learn” ELD intervention (elementary). Santa Rosa Academic Academy also has a Bilingual Instructional Aide to help students as needed.



English Learner Programs Settings TK-12

Type of Setting	Students Served	Program Components	Staffing Requirements
Structured English Immersion	7th-12 Grade English Learners: <ul style="list-style-type: none"> • Newcomers and Emerging level students • Expanding level students • Early Bridging Level students 	Designated ELD: Program may include push in or pull out services with support from the classroom teacher and/or Bilingual Instructional Assistant or Site Intervention Coordinator. Integrated ELD: Program may include coaching support to classroom teachers from Site Intervention Coordinator and/or district level professional development. Classroom teacher will integrate ELD strategies into all curricular lessons, dependent on the level of student need	BCLAD or CLAD
English Language Mainstream	TK-6 Grade English Learners: <ul style="list-style-type: none"> • Newcomers and Emerging students • Expanding students • Bridging students 	Designated ELD: Program may include push in or pull out services with support from the classroom teacher and/or Bilingual Instructional Assistant or Site Intervention Coordinator. Services may also be provided in an afterschool designated ELD tutoring class (varies by grade level and school site) Integrated ELD: Program may include coaching support to classroom teachers from Site Intervention Coordinator and/or district level professional development. Classroom teacher will integrate ELD strategies into all curricular lessons, dependent on the level of student need	BCLAD or CLAD



Integrated and Designated ELD

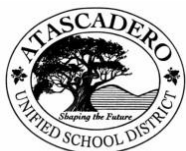
English Learner students in elementary grades are receiving weekly Designated ELD via the language development program, [Imagine Learning- Language and Literacy](#), as supervised by the site Intervention Coordinator. Secondary ELD classes are utilizing the [iLitELL](#) Curricula. Professional Development for all ELD curricula is available in our AUSD On-Demand Professional Development Resource. Elementary and Secondary teachers are teaching Integrated ELD lessons within their Wonders or MyPerspectives ELA curriculum as well as through the utilization of Thinking Maps in all content areas.

Secondary English Learner students are enrolled in a specific Designated ELD class to support their specific English Learning level, which utilizes the iLiTELL ELD curriculum. Students not in these designated classes are receiving both Designated and Integrated ELD lessons via their English and History classes. All content areas support English language development via the utilization of Thinking Maps and academic vocabulary instruction. Additional tutoring for EL students is available upon request.

Recruitment and Hiring

In compliance with State and federal regulations, Atascadero Unified School District will ensure that all teaching personnel shall hold appropriate certification to provide necessary instructional service to English Learners. All teachers who provide ELD must be appropriately trained to utilize district curriculum initiatives including, but not limited to:

1. Thinking Maps, Inc.
2. English Language Development standards and California English Learners Roadmap
3. California Common Core State Standards
4. Core Curriculum including ELD components (Wonders, Eureka Math, iLiTELL, Savaas, Big Ideas Math, etc.)



Professional Development

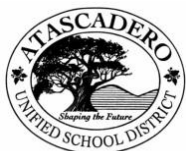
As a means of providing access to the curriculum for all students and developing the language abilities of our English Learners, the Atascadero Unified School District supports ongoing staff development. District personnel will receive professional development (PD) to increase their awareness and sensitivity to the cultural and linguistic diversity of our student population and to ensure equal access to the core curriculum for all students. Training, collaboration, and coaching will be integrated in accordance with district-wide professional development goals.

- ELA/ELD Framework and ELPAC preparation training for all TK-12 teachers
- Designated and Integrated ELD training
- Thinking Maps training for all teachers and Pathway to Proficiency- Thinking Maps for EL students for TK-8 Site Intervention Coordinators
- Department and Grade Level Meetings focused on data tracking, analysis, and action planning
- Imagine Learning Language and Literacy PD for Elementary Intervention Coordinators
- iLiTELL PD for secondary ELD teachers
- ELPAC and ELPAC Interim Assessment Training for EL Site Representatives and Testing Coordinators
- Quarterly English Learner Network Meetings for the district Title III Coordinator and Educational Services Coordinators

Parent Outreach and Involvement

Encouraging parent and community participation and connection is within the goals of the Atascadero Unified School District. It is our goal that parents of English Learners feel connected and encouraged to meaningfully participate in the education of their children. The following types of activities are a sampling of what may be carried out at the district or site levels to further this goal:

- Parents have the option to request school to home communication in Spanish for written, digital, and voicemail/text
- English Language Advisory Committees (ELAC) will be held regularly at school sites exceeding the threshold 21 students identified as English Learners via the Home Language Survey
- Parent representatives are then elected from the site ELAC committees to serve on the District English Learner Advisory (DELAC) which meets at least four times per year
- The district has a list of translators who are available to assist with conferences and written/ digital communication
- Family Education nights such as Thinking Maps, Social Media Safety Information, Common Core Math, and Science Night, will be hosted at school sites and Spanish translation will be offered
- English Language Development classes for parents are offered free and hosted virtually via Cuesta College



DELAC

The District English Learner Advisory Committee provides parents the opportunity to advise the governing Board on at least the following:

1. Development of a district's Master Plan for English Learners, taking into consideration the Local Control Accountability Plan.https
2. Implementation of district-wide DELAC Needs Assessment Survey on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English Learners and their families.
4. Development of a plan to ensure compliance with applicable teacher and instructional aide requirements.
5. Review of and comment on the district's reclassification procedures.
6. Review of and comment on Parent Notification Letter and other EL and ELPAC communication letters for English Learners.

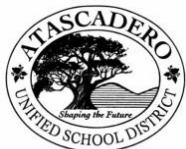
DELAC Meeting Agendas for 2022-2023

DELAC Meetings at District Office Board Room 3:30- 4:30pm	Agendas
September 28, 2022 November 30, 2022 February 8, 2023 May 10, 2023	DELAC Agenda DELAC Agenda DELAC Agenda DELAC Agenda

ELAC

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC). The ELAC advises the principal and staff on topics related to English Learners including the following areas:

1. Development of the Single Plan for Student Academic Achievement (Advises the School Site Council)
2. The school's program for English Learners
3. The development of the following:
 - a. ELAC needs assessment
 - b. Language Consensus
 - c. Efforts to make parents aware of the importance of regular school attendance



Funding

The EL Program is supported by State and Federal funds, which include Title I, Title II, and Title III, as well as LCAP (Local Control and Accountability Plan) monies.

District funds are used to fund the purchase of core materials for ELD, teacher and instructional assistant salaries, and all services regularly provided to English only students. These monies are used to supplement, not supplant, the services and materials that English Learners receive in their core programs. School Site Council and DELAC receive full disclosure of any and all District and local site funds allocated to serve English Learners.

Honoring and Celebrating Biliteracy

Atascadero Unified School District believes that students' ability to communicate in multiple languages should be honored and celebrated. We have implemented the State Seal of Biliteracy. The State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Fluency in more than one language has always been an admirable skill, biliteracy is increasingly important to employment in an international and global context. To be awarded the State Seal of Biliteracy students must demonstrate: completion of all English Language Arts requirements, passage of the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts or other state or local approved assessment, proficiency in one or more languages other than English, and if the student's primary language is other than English they must demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC).