



Templeton Unified School District
English Learner Master Plan
2024-2027



Reviewed and Approved by District English Learner Advisory Committee
May 7, 2024

TUSD Board Approved
May 9, 2024

Board of Trustees

Ted Dubost, President
Janel Armet, Clerk
Nelson Yamagata
Jennifer Grinager
Cheryl Parks

Superintendent

Aaron Asplund

Assistant Superintendent Educational Services

Ian Trejo

Director of Student Services and Programs

Julie Davis



Acknowledgements

Templeton 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 TUSD English Learner Committee.

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, Atascadero 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.

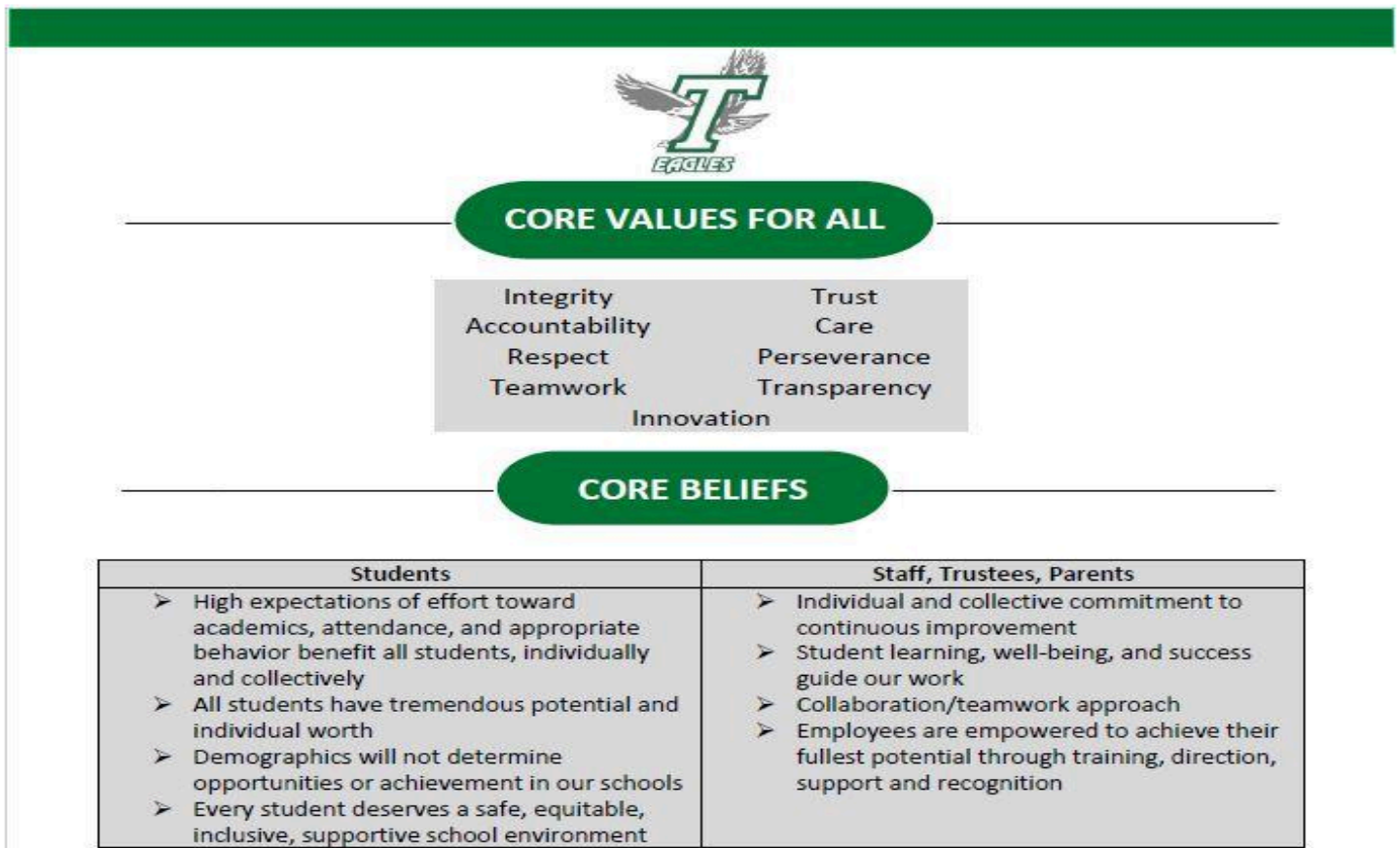


Our Vision

As we foster a legacy of sustained excellence in all that we do, our students will consistently develop their full potential, entering adulthood positioned for whatever level of success they may desire, and as significant contributors to society.

Our Mission

We will consistently provide exceptional opportunities for learning and personal growth, nurture a joy for learning, and foster a culture of excellence and care for all students. As a result, Templeton students will graduate from TUSD fully prepared with the knowledge, aptitude, skill, habits, and character to excel in any post-secondary academic, vocational, or other pursuit.





Introduction to the TUSD English Learner Master Plan:

Templeton Unified School District is located in Templeton, CA. Our district serves approximately 2,310 students TK-12, and about 2.4% are English Learners. TUSD is committed to providing 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 of our four sites has an ELD Teacher that monitors the progress of all ELs and Reclassified Fluent English Proficient (RFEP) (during their 4 year watch window).

Reclassification Process

ELs shall be reclassified 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, TUSD will utilize 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-ELL students who take the California Adapted Assessment 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 (secondary)
3. Placement in Reading, Writing, or Mathematics support/ intervention

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 presentations designed for students who are learning the English language. Templeton Middle School and Templeton High School have access to a bilingual paraeducator 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: peer tutoring (high school), paraeducator support (elementary and secondary as needed) and ELD intervention (elementary).

English Learner Programs Settings TK-12

Type of Setting	Students Served	Program Components	Staffing Requirements
Structured English Immersion	6th-12 Grade English Learners: <ul style="list-style-type: none"> • Newcomers and Emerging level students • Expanding level students • Early Bridging 	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	BCLAD or CLAD



	Level students	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	
English Language Mainstream	TK-5 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 ELD teacher. Integrated ELD: Program may include coaching support to classroom teachers from ELD TOSA. 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 instruction from the ELD Teacher. Professional Development for ELD teaching strategies is available on our online program management data system (Ellevation). Elementary and Secondary teachers are teaching Integrated ELD lessons within their ELA curriculum as well as through the utilization of Thinking Maps across all content areas.

Secondary English Learner students are enrolled in a specific Designated ELD class to support their specific English Learning level. 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 is offered before or after school for secondary students.

Recruitment and Hiring

In compliance with State and federal regulations, Templeton 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 services must be appropriately trained to utilize district curriculum initiatives including, but not limited to:



Thinking Maps, Inc.

English Language Development standards and California English Learners Roadmap

California Common Core State Standards

Core Curriculum including ELD components

Professional Development

As a means of providing access to the curriculum for all students and developing the language abilities of our English Learners, the Templeton 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
- Ellevation Strategies Platform
- Department and Grade Level Meetings focused on data tracking, analysis, and action planning
- Literacy PD for ELD Teachers
- ELPAC and ELPAC Interim Assessment Training for EL Site Representatives and Testing Coordinators
- Quarterly English Learner Committee Meetings

Parent Outreach and Involvement

Encouraging parent and community participation and connection is within the goals of the Templeton 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 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 Master Plan for English Learners, taking into consideration the Local Control and Accountability Plan.
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 assistant 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.

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

Templeton Unified School District believes that students' ability to communicate in multiple languages should be honored and celebrated. Beginning in the 2024-2025 school year, we will implement 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).