

Multilingual Learner Strategic Plan 2024-2027



MULTILINGUAL LEARNER STRATEGIC PLAN

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We appreciate the challenging work, countless hours, and dedicated efforts of our Multilingual Learner Leadership Team, the 2023-24 and 2024-25 DELAC members whose input saw this plan to completion and school board submission for approval. Their work to analyze current research, state and county guidelines, synthesize information in conjunction with input from our certificated and classified staff through community input sessions from October 2023 through October of 2024 have resulted in a revised Multilingual Learner Strategic Plan that will serve as a resource for our shared work toward ensuring increased academic outcomes from our Multilingual Learner (formerly termed EL, English Learner) students.

The work of this Multilingual Learner Strategic Plan builds from AUSD's 2019 EL Master Plan for English Learners, and aligns with California Department of Education guidelines, the California English Learner Roadmap, and recommendations from the Center for Equity for English Learners, English Learner Master Plan Playbook.

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Message From the Associate Superintendent of Educational Services

The Antioch Unified School District is home to a rich tapestry of students who speak a multitude of languages, each bringing their unique cultural and linguistic heritage to our schools. This plan reflects our unwavering commitment to fostering an inclusive learning environment where multilingualism is valued and celebrated, and all scholars learn at grade level or above.

By providing tailored support and honoring the strengths of our English learners, we aim to ensure that every student has equitable access to the educational opportunities they deserve. We believe that the diverse linguistic backgrounds of our students are assets that enrich the entire learning community, and through this plan, we will continue to promote academic achievement while nurturing their multilingual identities.

Together, we will build a brighter future for all of our students as they grow into empowered, successful global citizens.

Warm regards,

Christine Ibarra

Associate Superintendent of Educational Services

Antioch Unified School District

Why the Shift from “English Learner” to “Multilingual Learner?”

The California Department of Education's asset-based goal for English learners (ELs) focuses on leveraging the linguistic and cultural assets that these students bring to the classroom. This approach emphasizes recognizing and building upon the strengths of ELs, rather than solely addressing deficits.

Key components of this goal include:

1. **Valuing Multilingualism:** Encouraging the development of both English and students' home languages.
2. **Culturally Relevant Teaching:** Integrating students' cultural backgrounds into the curriculum to enhance engagement and relevance.
3. **Equitable Access:** Ensuring that ELs have access to high-quality instruction and resources that support their academic and language development.

Overall, the asset-based approach aims to create a more inclusive and supportive learning environment that recognizes the potential of all students.

To be in alignment with this goal, the Antioch Unified School District is shifting from using the term “English Learner” which often emphasizes a deficiency or a lack of language proficiency, which can lead to negative perceptions and limitations in educational contexts. In contrast, “multilingual learner” recognizes and values the diverse linguistic backgrounds of students, framing their experiences as assets rather than shortcomings.

This shift in terminology promotes inclusivity by acknowledging the multiple languages that students bring to the classroom, which can enrich the learning environment for all. It encourages educators to leverage students' multilingual skills, fostering a more holistic view of their abilities and potential. Additionally, using “multilingual learner” aligns with asset-based approaches in education, highlighting the strengths of learners and promoting a more positive and empowering narrative that supports their growth and success.

Overall, adopting “multilingual learner” enhances cultural responsiveness, validates students' identities, and contributes to more equitable educational practices.

Multilingual Learner Strategic Plan for Success: Unlocking the World of Multilingualism

Introduction

The Antioch Unified School District (AUSD) serves approximately 16,171 students in grades TK-12, of whom 3,045 are multilingual learners. Our district includes twenty-five schools: three comprehensive high schools, two continuation high schools, four middle schools, thirteen elementary schools, two K-8 schools (one of which is virtual), and one alternative education school. AUSD is committed to providing our multilingual learners with an equitable educational experience.

Spanish is the home language with highest percentage spoken (84.47%), followed by Farsi (2.68%), Tagalog (2.61%), Pashto (1.64%), Arabic (1.41%), and Vietnamese (1.18%). The remaining 6.1% of our multilingual students speak another of the more than 33 home languages represented in our district. The predominant ethnicities of our student population include Latine (49.7%), African American (23.5%), Caucasian (10.4%), Two or More Races (5%), Filipino (4.8%) and Asian (4.4%).

Our students come to us with a wide range of rich experiences, skills, and strengths. The AUSD Multilingual Learner Strategic Plan articulates a comprehensive vision for students' linguistic and academic growth through a focus on multiliteracy, equity, and inclusivity. It articulates the six key principles for multilingual learner instruction, describes our approach to English language development (ELD), and explains the model for instruction being implemented districtwide. This Multilingual Learner Strategic Plan responds directly to the data collected from our trimesterly monitoring of student progress, needs, and classroom practices and procedures.

The Vision for Multilingual Learners in the Antioch Unified School District

To ensure success for all multilingual learners in AUSD, and to guide shifts and changes to current practice reflected in this plan, The MLL Strategic Plan Leadership Team developed the following vision for multilingual learners that embodies the aspirations of MLLs, families, educators, and community members.

Vision Statement

In partnership with the educational community (students, staff, and families), AUSD is committed to valuing, maintaining, and celebrating the cultural and linguistic assets of multilingual learners to promote multiliteracy, equity, and inclusion.

Mission Statement

AUSD multilingual learner students will graduate empowered members of society who are college and career ready through research-based instructional practices that address their linguistic, academic, and social-emotional needs.

The AUSD vision articulates ambitious goals for all our multilingual learners. The purpose of the vision is to guide the development of the Multilingual Learner Strategic Plan and will continue to provide the foundation for continuous improvement as AUSD implements this plan over the next several years.

The California English Language Development Standards, Stanford University's Six Key Principles for EL Instruction (2013), and the California English Learner Roadmap (2017) informed the development and refinement of the following three components for change: AUSD's Language Development Approach, Core Educator Capabilities, and Instructional Program Models.

Overview of the Structure of the Multilingual Learner Strategic Plan

The Multilingual Learner Strategic Plan provides a roadmap for implementation that includes a robust Theory of Action, a set of Key Components, and an Oversight Structure that must be implemented to improve learning outcomes for multilingual learners. The Theory of Action defines how the district will prioritize and conduct the changes needed to improve educational quality for Multilingual learners. The Key Components identify the critical elements that must be in place throughout the district and address core responsibilities of district educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for Multilingual learners. The Oversight Structure identifies the milestones for monitoring progress as well as the communication strategies that will be in place to ensure all stakeholders are aware of implementation successes and challenges.

Theory of Action

The Antioch Unified School District is committed to improving outcomes for all students who are learning English and ensuring all students reach their full potential, graduating from AUSD fully ready to enter college and/or careers that will allow them to contribute fully to a global society. To do this, the district is ready to commit to engaging in systemic improvement efforts to support all educators in ways that will strengthen teaching and learning and ensure safe,

respectful learning environments exist for all AUSD students and their families. AUSD stakeholders worked collaboratively to develop a Theory of Action to guide the focus and supports that will lead to improved outcomes for all multilingual learners in AUSD. The AUSD Theory of Action identifies five strategic goals and high-leverage strategies that support their attainment. These high-leverage strategies emphasize the specific ways that will allow the district to achieve lasting improvements. The table below outlines AUSD’s Theory of Action that will build systemic coherence and improve outcomes for multilingual learners.

Figure 1.0, Theory of Action

Strategic Goal 1: Improve the quality of instruction for all English learners	We will achieve this goal by:
	• Ensuring all identified English learners are provided with designated ELD instruction within the first 30 days of school • Adopting AUSD’s Vision for English Learners, the Language Development Approach, and enacting the Six Key Principles for EL Instruction in all classrooms, using district-adopted curriculum • Increasing opportunities for teachers to deeply understand and implement all CA Standards through collaboration and training • Providing systems for teachers to engage in regular collaboration and ensure high-quality instruction in all classrooms • Ensuring instruction is planned with EL students in mind, through the analysis of student work and the development of rigorous lessons based on formative and summative student data • Supporting all schools to participate in the instructional rounds process to gauge implementation of the Language Development Approach • Guaranteeing instructional materials are aligned to the CA ELD Standards, the Master Plan for English Learner Success, are age-appropriate, and are linguistically and culturally sensitive

Strategic Goal 2: Improve the quality of assessments and monitoring processes for all English learners	We will achieve this goal by:
	• Utilizing authentic formative assessment practices that gauge student application of oral and written language embedded within authentic, rich content that is aligned to the CA ELD Standards and proficiency levels • Building educator capacity to understand the purpose, proficiency demands, and interconnectedness of summative assessments (ELPAC, CAASPP, curriculum assessments, etc.) and their effects on instructional planning • Ensuring all teachers regularly monitor progress of all EL students in their classes in the four domains of speaking, listening, reading, and writing outlined in the ELD Standards through benchmarking • Ensuring all sites monitor students of all EL statuses at each marking period and determine if EL students, including newcomer and LTEL students, are making adequate progress toward reclassification and RFEP students are succeeding academically • Ensuring that EL support plans are in place and articulation between ELD levels and grade levels is occurring
Strategic Goal 3: Engage all AUSD educators and leaders as learners through ongoing professional learning to build their	We will achieve this goal by:

capacity to serve English learners	
	• Through surveys and conversations, seeking teacher input and feedback on what supports and training they feel are necessary to ensure they are able to routinely meet the needs of diverse ELs • Providing all educators and administrators with professional learning and collaboration about diverse ELs (LTELs, RFEPs, ELs in Special Education, and Newcomer ELs) and reclassification expectations and criteria; for example, sessions for administrators around EL requirements, data reviews, ELPAC practice sessions, and agency meetings for teachers and students • Designing a substantial and sustained ongoing professional learning plan to ensure all educators understand best practices for ELs and can successfully implement AUSD's Language Development Approach, including: ○ Six Key Principles for EL instruction ○ rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards ○ scaffolding ○ frequent opportunities to engage in academic discourse (oral and written) ○ intentional use of designated and integrated ELD ○ culturally and linguistically responsive teaching ○ providing equity training for all staff that increases understanding and awareness of cultural diversity
Strategic Goal 4: Support the diverse English learners, build on their assets, and provide them with equitable opportunities	We will achieve this goal by:

	• providing differentiated supports to ensure high quality instruction for diverse ELs (LTEs, RFEPs, ELs in Special Education, and Newcomer ELs) that builds on their assets and addresses their specific needs through articulation and staff training • prioritizing designated ELD scheduling and the needs of diverse ELs at the district and site levels to maximize their educational opportunities • leveraging specific support opportunities offered through supplemental programs, such as after-school programs, summer programs, etc. • acknowledging the diversity of our EL population, including origins of Spanish speakers and speakers of other languages, and providing bilingual supports such as classroom aides or iPads when appropriate • connecting diverse EL students with appropriate electives, AP/Honors classes, or other courses that build on individual talents and interests • providing support to Newcomer ELs through iPad translation devices and materials from the Newcomer Center
Strategic Goal 5: Encourage family and community participation	We will achieve this goal by:
	• Creating welcoming, culturally aware environments at all schools by all staff: bus drivers, secretaries, cafeteria staff, para-educators, teachers, administrators, and district office staff • Providing all parents equitable opportunities to participate in school/district organizations, committees, events, and parent classes and trainings by ensuring: • meeting times are flexible • translation services are available

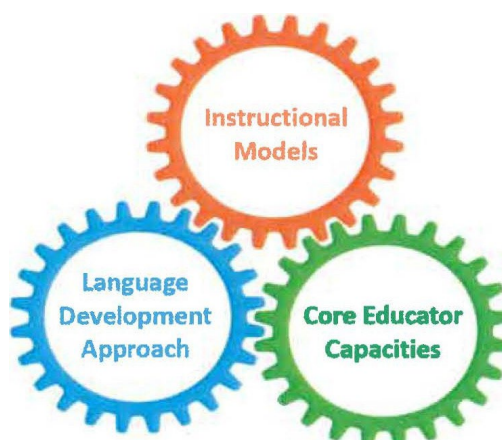
	• fees are not required • all meetings are held at school sites and/or are hybrid • reminders about events and activities are communicated frequently through various means (tabling, etc.) • increasing opportunities for parent and teacher collaboration centered around student learning • communicating with families using parent-friendly language and multilingual resources • administering annual parent and district surveys seeking input and feedback • supporting community connections for families and students through events such as family nights, etc.
By achieving our goals, we are communicating and ensuring that:	All ELs will be engaged in rigorous learning at grade level and beyond, leading to:
	• a higher number of EL students who are college- and career-ready • more EL students feeling valued and connected to the community • increased EL parent participation in conferences, school events, and committees such as DELAC, SSC, etc. • increased number of EL students in AP/Honors and elective classes • improved attendance rates for EL students • a districtwide gain in academic achievement for EL students across content areas, measured by formative, summative, and standardized assessments

	• an increase in the reclassification rate and a decrease in the number of LTEL students • a rise in graduation rates for all EL students • better understanding of and engagement with AUDS's pathway system by EL students • closure of the achievement gap between EL students and All Students
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Key Components

The Key Components identify essential elements that must be in place throughout the district and address core responsibilities of district educators and leaders to improve the quality of instruction, language development, academic achievement, and graduation rates for multilingual learners. AUDS's key components are: 1) AUDS's Language Development Approach, 2) Instructional Models, and 3) Core Educator Capacities.

Figure 1.1



Language Development Approach

All multilingual learners have the double challenge of mastering academic content and academic English simultaneously. To help them meet this challenge, AUDS's Language Development Approach (LDA) was designed to identify essential components of instruction that must be present in all classrooms and content areas, every day, to ensure the success of all our multilingual learners. Our LDA is guided by Stanford University's Six Key Principles for EL Instruction (2013) and explains how our district will ensure academic achievement for all

learners. We believe the Language Development Approach embraced by AUSD is the best way to guarantee an equitable education for all learners.

In AUSD we believe that any instructional model for effective language development will include the following components that ensure all multilingual learners receive high-quality instruction in all classrooms throughout our district. The essential components include:

- Five Key Principles for MLL Instruction
- Rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards
- Scaffolding
- Frequent opportunities to engage in academic discourse (oral and written)
- Intentional use of designated and integrated ELD opportunities
- Culturally and linguistically responsive teaching

Principles for Effective Multilingual Learner Instruction

Common Core State Standards in English Language Arts and Math, as well as the Next Generation Science Standards require that multilingual learners meet rigorous academic expectations. For multilingual learner instruction to be effective, it is essential that it promote elevated levels of linguistic proficiency, academic language, and academic achievement. The following principles are meant to guide teachers, coaches, administrators, and other essential staff as they work to develop instruction for multilingual learners.

- **Assets-oriented mindset** instruction values and affirms the culture and language that students bring to the learning environment and aims to empower their voice and learning experiences. The teacher bridges prior knowledge to new knowledge and makes the content meaningful and comprehensible. Content is contextualized to reflect the cultural and linguistic diversity of the student population and promotes a sense of belonging and a feeling of being valued and respected.
- **Quality Instruction** engages multilingual learners in intellectually rigorous learning experiences aligned to both content and ELD standards. Students are given opportunities to describe their thinking, share explanations, argue evidence, justify conclusions, and negotiate meaning from complex texts. Support is carefully and intentionally provided to scaffold for content understanding based upon their developing levels of English proficiency.
- **Academic Language Instruction** fosters use of academic language preparing multilingual learners with the strategies necessary to understand and use language in a variety of academic settings. Multilingual learners construct meaning through participating in academic discussions and express themselves in writing across a variety of content areas and complex tasks. Instruction reinforces academic language through listening, speaking, reading, and writing tasks throughout content instruction.

- **Programs Instruction** is supported using quality curriculum that is research based, culturally inclusive, and developmentally appropriate. In tandem, instructional strategies that are scaffolded and modified to ensure that multilingual learners are provided the opportunity to fully engage and participate in instruction at all times.
- **Systems Instruction** of multilingual learners is regarded as a shared responsibility in which educators and administrators work collaboratively in educating and monitoring the progress of multilingual learners. Both are accountable and responsive to the diverse needs of multilingual learners through formative assessment and programmatic review.

Alignment to California State Standards

It is essential that multilingual learner students have access to grade-level content so that they can acquire the skills and knowledge to be successful learners. For students to be successful, they must master the grade-level content called out in the CCSS, NGSS, and CA English Language Development (ELD) Standards. The CA ELD Standards must be deemed as core standards, just as important as the content standards. Teachers must firmly embed them into all instruction, in every classroom, every day.

The CA ELD Standards are not a supplemental set of standards but are of equal importance to the content standards and must be explicitly taught and integrated across subject areas so that all students have access to grade-level content as they develop language. Instruction must be intentionally planned in interdisciplinary ways so that multilingual learners have opportunities to practice their developing language. The ELD Standards are designed to ensure all students have equitable access to the core curriculum and must be used in both planning and instruction so that students develop content and language through analytical thinking and discourse with other students.

Scaffolding

All teachers must set high expectations for all students and facilitate intentional student learning, with the end goal of student autonomy. Scaffolding is specialized, temporary support focused on bridging the gap between what students can do with assistance and what they can do independently. It requires teachers to know their students - including their linguistic proficiency, content knowledge, challenges, and strengths - well enough to provide effective supports that guarantee access to rigorous, grade-level content while developing fluency in English. Scaffolding should not simplify content and learning but allow students to access content in a meaningful way.

Scaffolds should be removed when they are no longer needed. For our multilingual learners, scaffolds must be provided so that all students can access grade-level content and support their social-emotional and linguistic needs. Academic conversations and student groupings are examples of high-leverage scaffolds for multilingual learners.

There are two types of scaffolding that all teachers should understand and use: planned scaffolding and just-in-time scaffolding. Planned scaffolding requires teachers to anticipate potential challenges in content and language prior to instruction. Since even the most carefully planned lessons will not be able to predict all the challenges students will face, teachers must also be able to adapt their instruction in the moment (just-in-time scaffolding), making refinements and adjustments based on student learning. Both types of scaffolding are specialized, temporary, and intentional choices about how to support a learners' future independence. They are dependent on information from ongoing formative assessment practices and when used regularly, will enable students to master grade-level standards and develop English proficiency.

Academic Discourse

Extended and sustained uses of disciplinary language for academic purposes can generally be described as "academic discourse." The sooner multilingual learners start being able to understand and use a series of connected sentences, or back and forth exchanges of sentences to express ideas for academic purposes, the sooner they will be able to tackle grade-level content and concepts. It is important that content and language be taught simultaneously - not waiting until students have mastered all the vocabulary and grammar they need, but rather helping them to learn the vocabulary and grammar that is embedded in the oral and written academic texts.

For multilingual learners to acquire English, teachers must understand and explicitly teach students how to shift register. Register is the specific language, words, sentence structures, and even body language you choose to appropriately communicate based on your purpose and audience. For example, when students discuss the steps of the water cycle with their peers on the water cycle, they may choose a more informal register as they work on understanding the scientific concepts (I think first the water goes up, then it rains down). When they write, or give a class presentation about the water cycle, they need to shift to a more formal register, using more academic vocabulary and language (Water evaporates into a gas and rises to form clouds. As it condenses it gets heavier until it can't stay in the air anymore and falls to the ground as rain.) Students need to be supported with sentence frames and opportunities to practice shifting register, and to consider the purpose of their communication as well as the audience they are communicating to, in order to appropriately choose how they will talk and write about a topic and be successful.

As called out in California's ELA/ELD Framework to build the oral language skills that are the foundation for written language skills, students need frequent opportunities to engage in extended, sustained academic discussions in all subject areas. Multilingual learners need to practice academic discussions around academic ideas. Responding with words, short phrases, or even complete sentences to questions asked by the teacher is not enough. To engage in academic discourse that builds content and language simultaneously, teachers need to consider the following things for multilingual learners when they plan for academic discussions (Gibbons, 2014):

- Learners need to understand what is said to them and what they read - not through simplifying the content, but ensuring the content is a little above what students can read and produce on their own with supports to understand the meaning.
- Learners need to use the new language themselves - having multiple opportunities to practice both what they are saying and how they are saying it.
- Learners need opportunities to use "stretched" language - or language that goes a little beyond what they are currently comfortable using
- Learners need models of new language, especially the academic registers of school - which all staff need to explicitly model.
- Learners need opportunities to build on the resources of their home language - and should be supported to speak and write in it to deepen and express their content knowledge.
- Second language learning is facilitated when students are using new language to learn other things, such as subject content- therefore language learning should be integrated with content learning.

Understanding that academic discourse is much more than a "turn-and-talk" has substantial implications for how teachers plan lessons, select and design materials, gather and respond to evidence of learning, and invite and support students to participate. It also has significant implications for how instructional leaders observe classroom interactions and provide feedback to teachers. All teachers need to support student engagement in academic discourse using language in sustained, content-specific ways. All teachers will be intentional in the development of short- and long-term plans that value all students' developmental levels and ensure the academic success of all students.

Integrated and Designated ELD

Integrated ELD occurs throughout the day and across all disciplines by all teachers. For multilingual learners students to be academically successful, they need to develop conceptual understandings of academic content, analytical practices, and sophisticated uses of English at the same time. It is critical that all teachers see themselves as teachers of English, and all teachers take responsibility for contributing to the development and reclassification of all multilingual learners in AUSD.

Multilingual learners should engage in activities that are interactive, engaging, meaningful, relevant, intellectually rich, and challenging as they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, multilingual learners develop an understanding of how language is a complex, dynamic, and social resource for making meaning, and they develop language awareness. Students demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. (California ELA/ELD Curriculum Framework, 2015)

Designated ELD is a protected time where teachers use the CA ELD Standards as the lesson focus in order to develop critical English language skills necessary for success in the content areas. Some essential features of designated ELD include a focus on forms, scaffolding, planned and sequenced events, meaning, academic English, intellectual quality, and extended language interactions.

Schedules should be made with every effort to group students by proficiency level for designated ELD instruction. The specific plan for accomplishing this grouping will be decided at the school level, based on data analysis of the levels existing within the school's multilingual learner population. Grouping is flexible, allowing students to move through the levels upon meeting the criteria for more advanced groups.

The following table shows how designated and integrated ELD work together to provide a comprehensive approach to English language development.

Figure 1.2

DESIGNATED ELD	BOTH	INTEGRATED ELD
Separate and protected time during the regular school day	Developing the language of learning	All day long, above & beyond Designated ELD
CA ELD are focal standards that build into and from content standards	Use ELD standards	Focus on content standards with necessary language for English Learners
Address specific demands of EL proficiency levels	Engage students with rigorous content	Support EL's linguistic and academic progress
Focus on the critical language students need to develop for content learning	Qualified Teachers	Content & Language Objective
ELs are grouped by similar English proficiency level	Language Objectives	ELD standards used in tandem with content standards

Culturally and Linguistically Responsive Teaching

Students learn better when they feel included, see themselves reflected in their classrooms, are encouraged to feel proud of their culture and language, and can express their views, opinions, and unique perspectives. Culturally and linguistically responsive teaching (CLRT) considers the languages, cultures, and backgrounds of students and values them as assets that the students bring, not deficits that need to be overcome. CLRT is essential for students to thrive and reach their highest potential.

Teachers in culturally responsive classrooms build on students' cultural experiences and backgrounds, encourage students to use their home languages and create classroom environments that include multicultural displays, posters, literature, art projects, and lessons. Teachers are aware of what is displayed in their classrooms and consider if the literature, posters, and student work represent a culturally aware classroom. They support students to value each other's unique cultures by modeling appropriate speaking and listening skills. By valuing all cultures, the teacher is in turn, valuing the individual student. When a student feels valued, he/she will feel comfortable to share their thoughts and feelings, take risks, and learn. When an entire classroom is willing to share their thoughts and feelings, a culturally diverse environment will flourish.

Some shifts in classroom practices because of building culturally and linguistically responsive environments include the following:

- Re-framing the way teachers think of "errors". (see Figure 1.4 below)
- Providing writing and other assignments addressing a variety of audiences and purposes rather than focusing solely on academic expository writing. This allows students to become comfortable code-switching and using a variety of registers.
- Seeing home language use in the classroom as positive, encouraged, and honored.
- Recognizing that the majority minority (Spanish-speakers in AUSD) receive a lot of attention, but the "minority minorities" should feel equally represented and reflected in classrooms.
- Teachers and all students - English learners and English-only students -will no longer have a "deficit" mindset towards multilingual learners.

Figure 1.3 New Way of Talking About Language

Instead of	Try this
Thinking in terms of • Proper or improper • Good or bad	See language as • Appropriate or inappropriate • Effective or ineffective in a specific setting
Talking about grammar as • Right or wrong • Correct or incorrect	Talk about grammar as • Patterns • How language varies by setting and situation

Thinking that students • Make mistakes or errors • Have problems with plurals, possessives, tense, etc. • "left off" and -s, -s's, -ed	See students as • Following the language patterns of their home language or home varieties of English • Using grammatical patterns or vocabulary that is different from Standard English
Saying to students • "should be", "are supposed to be", "need to correct"	Invite students • To code-switch (choose the type of language appropriate for the setting and situation)
Red notes in the margin • Correcting students' language	Lead students to • Compare and contrast language • Build on existing knowledge and add new language (standard English) • Understand how to code-switch appropriately

Contributing to the motivation and engagement of diverse learners, including multilingual learners, is the teachers' and the broader school community's open recognition that students' primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and can also be leveraged to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genesee 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students' cultural and linguistic background knowledge and experiences and how individual students interact with their home language and cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum.
- Use texts that accurately reflect students' cultural, linguistic, and social backgrounds so that students see themselves in the curriculum.

- Continuously expand understandings of cultures and languages so as not to oversimplify approaches to culturally responsive pedagogy (CA ELA/ELD Framework, p. 64).

Instructional Models

Antioch Unified School District currently offers two models. The primary model ensures multilingual learners acquire the necessary English language skills and core content knowledge needed to graduate and be prepared for college and career. Furthermore, AUSD also provides a dual immersion model that is designed to build conceptual understanding and language competence focused on bilingualism, biliteracy, academic achievement, and sociocultural competence.

The primary model of Antioch Unified is an instructional model for multilingual learners at all ELPAC levels that includes comprehensive integrated and designated ELD instruction. The model aims to develop full proficiency in English, and mastery of all grade-level core curriculum standards. English learners receive core content area instruction (integrated ELD) with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students reclassified from English learners to Fluent English Proficient (RFEP). ELs in this model also receive targeted English language development instruction (designated ELD), which includes the use of the home/primary language and appropriate EL instructional supports to enrich comprehension and engagement. Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline specific uses of language. In our primary model, content-area instruction is taught in English using specific research-informed instructional strategies.

Figure 1.4 AUSD Primary Instructional Model (Structured English Immersion):

Goal	MLL Students Served	Language Development Approach Components	Language of Instruction
To support multilingual learners in all classrooms as they master grade-level core content, progress toward English language proficiency and reclassification, and attain cultural proficiency.	MLLs at all ELPAC proficiency levels	All instructional models offered in AUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA): • Six Key Principles for EL Instruction • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards • scaffolding • frequent opportunities to engage in academic discourse (oral and written) • intentional use of designated and integrated ELD opportunities • culturally and linguistically responsive teaching	Instruction is predominantly in English, with home/primary language support offered to facilitate English acquisition.

AUSD Dual Language Model

Goal	MLL Students Served	Language Development Approach Components	Language of Instruction
A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/ Kindergarten (TK/K) and is projected to continue through 5th grade.	MLLs at all ELPAC proficiency levels	Native language taught at least 50%. Meaningful interactions and subject specific teaching strategies. Content instruction through oral language and literacy development. High quality core academics that include integrated program designed to meet the needs of varied population. Using students' native language in a strong, supportive learning environment to build their confidence as learners, build English Skills, and help them acquire academic content to be more successful.	Dual language instructional models differ in the initial time allotted to instruction in both the primary language and English, with some maintaining 50 percent instruction in each language, and others beginning with 90 percent instruction in the primary language and increasing the time of instruction in English each year.

Middle and High School Program Options

Multilingual learners at all ELPAC proficiency levels enrolling in middle school and high school have diverse needs. They cannot be well-served by a single program, setting, or approach. It is the intent of the district to frequently update our

professional understanding of specific student strengths and needs and to adapt the instructional program to meet the individual needs of students.

Diverse Groups of English Learners

Multilingual learners enrolling in school are a truly diverse population. To facilitate proper program placement and to best ensure that multilingual learners will succeed in school it is useful to informally identify broad categories of multilingual learners. Grouping students this way is not intended to track students into pre-determined schedules. Rather, it is intended as a tool to help sites gather student information and assist with program placement and support.

There are five groups of multilingual learners within Antioch Unified School District. These include:

- Newcomer multilingual learners with adequate formal schooling;
- Newcomer multilingual learners with limited formal schooling;
- Long-term multilingual learners (>6 years as ELs) who are not meeting benchmark or expected progress; and
- Multilingual learners who are meeting benchmarks and making expected progress toward language and academic goals
- English Learners with Disabilities (EL SWD) are dually identified multilingual learners who receive special education services.

Our program is designed to meet the needs of students in each of these groups as outlined in this section.

Newcomer Multilingual Learners with Adequate Formal Schooling

Newcomer students are classified by their recent arrival to the United States. Often, these students enter school with little or no English language proficiency. They may or may not have had exposure to the formal study of English; however, they have had a formal educational program in their native country. These students are challenged with the need to master English quickly to complete all district high school graduation requirements.

They must also meet district and state content and performance standards. Time becomes the critical factor for these students. These students need an accelerated designated ELD program that is rigorous, yet flexible. They must be able to progress at their own rate. Opportunities to move between levels must be frequent (at quarter or semester if appropriate). Attention to content instruction is also important. These students need to successfully complete the high school course of

study. Whenever possible, the program must reduce the language barrier utilizing bilingual personnel or other forms of language assistance. Delaying enrollment in higher end courses until they master English may be an option for students who have earned credit for course work already completed in their native country. The typical four-year trajectory may not apply for some of these students, and they may require an additional year of high school in order to master English and meet course requirements for graduation or be offered adjusted graduation requirements under AB2121.* In all cases, it is important that these students be counseled correctly, be made aware of the challenges ahead of them, and be given a definite learning plan that will enable them to successfully complete high school. In addition to receiving instruction that incorporates all components of AUSD's Language Development Approach, newcomer students receive specialized support, as determined by the multilingual learners site team, that may include:

- newcomer students being assigned to one classroom at their grade level and are
- "clustered" with other newcomer students when possible
- intensive ELD
- initial enrollment in non-language dependent electives required for graduation (secondary students)
- setting academic and social goals
- targeted counseling, mentoring, tutoring
- developing an individualized, differentiated plan to help reach their goals
- using technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, tracking of student progress)
- providing extra learning time through after school programs, summer school, and/or vacation institutes
- engaging parents/guardians by teaching them about schooling in the United States and showing them how to be involved in their children's education

Newcomer Multilingual Learners with Limited Formal Schooling

The students who enter at the secondary level with little or no prior schooling face a daunting challenge and require a unique focus. Not only do these students require an intensive ELD program, but they also need specialized content instruction that lays the foundation for high school curriculum. These students often benefit from intensive initial literacy development. The under-schooled student who enrolls for the first time at the high school level will need additional time to develop English language proficiency and to complete all requirements for high school graduation. Careful counseling, development of a long-range learning plan, and articulation between school levels, including Adult School are essential. In addition to receiving

instruction that incorporates all components of AUSD's Language Development Approach, newcomer students receive specialized support, as determined by the multilingual learner's team, which may include:

- being assigned to one classroom at their grade level and are "clustered" with other newcomer students when possible
- intensive designated ELD
- initial enrollment in non-language dependent electives required for graduation (secondary students)
- setting academic and social goals
- targeted counseling, mentoring and tutoring o developing an individualized, differentiated plan to help reach their goals
- using technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, tracking of student progress)
- providing extra learning time through after school programs, summer school, Saturday Academy, and/or vacation institutes, etc.
- engaging parents/guardians by teaching them about schooling in the United States and showing them how to be involved in their children's education

Long-Term Multilingual Learners

"Long-term English learner" (LTEL) means an English learner who has been enrolled in schools in the United States for more than six years and has not met the criteria for reclassification. The students among this growing sub-group of identified English learners are often not immigrants, but rather students who were born in the United States and have attended United States schools for their entire lives. Some may have entered as immigrants in their early elementary years. These students often demonstrate native like oral fluency in English yet for a variety of reasons they have not yet achieved levels of academic proficiency in reading and writing. They fail to score high enough on standardized tests to meet reclassification requirements.

In addition to receiving instruction that incorporates all components of AUSD's Language Development Approach, LTEL students need intensive and purposeful differentiated supports to be successful. To this end, Antioch USD proposes to actively pursue AVID training for new teachers, prioritizing teachers of LTEL students. District data has demonstrated promising, positive results for students in AVID programs. By providing structured, intentional instruction for LTEL students that maximizes academic discourse, engaging curriculum, and strategies for academic success, we will be better prepared to reduce the number of LTEL students and prepare them for success in and beyond the AUSD system.

Building and fostering strong, caring relationships is also critical for LTEL success. LTEL students should be placed with ELD teachers who understand the needs of these students and can connect them with tutors and academic counselors who can help them understand the importance of reclassification, the reclassification process, and encourage their personal buy-in to achieve success. Assigning a specific staff member to each LTEL student, to check in on a regular basis about school, aspirations, and to provide support can increase a student's chance of reclassification and on-time graduation.

Additional supports for LTEL students, as determined by the EL Team, may include:

- An accelerated standards-based articulated ELD curriculum, either through an English Language Arts class with accommodations and interventions for the student's level of English proficiency, or an intervention class that addresses designated ELD, language, and literacy skills.
- Placement in an instructional setting for the core academic subjects with integrated
- ELD, provided by an appropriately credentialed CLAD or BCLAD teacher.
- Counseling and frequent achievement/benchmark monitoring to ensure that the student is making adequate and accelerated progress in classes that meet high school graduation and post-secondary requirements.
- Intervention support during the school day. In addition to support provided during the school day, intervention support may be provided before and/or after school.

Multilingual Learners Who are Meeting Benchmarks

Multilingual learners in Grades TK-12 are offered designated ELD for each of the four levels of proficiency as part of our primary instructional model. Students are provided designated and integrated ELD based on initial assessment scores on the ELPAC for new students, annual ELPAC scores, and local assessments. Flexibility for students to advance in ELD levels during the year, when assessment results indicate they meet the criteria for entry into the next level, is built into the school's master schedule. At the high school, students receive credit toward graduation for all designated ELD courses, including any that have been repeated upon completion of English 1 with a passing grade. ELD courses shall be monitored for effective implementation to ensure that students are progressing through the courses within the timeframe of the design.

The goal of designated ELD is for students to develop proficiency in English as rapidly as possible. Students are supported to develop at their own pace to *move*

up English Language Proficiency (ELP) levels whenever necessary. Change in ELP levels will be based on the data including, but not limited to, the following:

- District approved ELPAC progress indicators
- Classroom performance samples
- Designated ELD curriculum-embedded assessments
- Teachers' anecdotal recommendations based on daily observation and student work examples

A member of the multilingual learner's team conducts periodic reviews (at least once within the semester) to collect and analyze the *above* data to identify English learners who meet or exceed course benchmarks. Students who are successful in completing coursework ahead of schedule shall be immediately accelerated to the next level of ELD.

Multilingual Learners with Disabilities

Students that have a current Individualized Education Plan (IEP) and have also been identified as an English Learner are identified as EL Students with Disabilities (EL SWD). To progress toward meeting grade-level standards and English language proficiency, EL SWDs need special education services, supports, and appropriate accommodations.

EL SWDs benefit from linguistically appropriate, individualized differentiated instruction to meet their unique language and learning needs in addition to evidence-based instructional strategies, instructional materials that accelerate acquisition of academic English proficiency. EL SWDs require appropriate accommodations to ensure access to grade-level content.

Core Educator Capacities

Core educator capacities define the essential skills for rigorous grade-level, standards-based instruction that all educators need to effectively support multilingual learners across the AUSD system. Currently the majority of AUSD's students who are learning English as a second language are placed in classrooms with teachers who have limited preparation related to English Language Development and are appropriately scaffolding core content instruction for ELs aligned to the standards. To address this challenge, AUSD will provide opportunities for teachers to develop core capacities through professional learning opportunities both within the instructional day and outside of it for willing participants. Core educator capacities for rigorous grade-level standards- based

instruction that all teachers need to develop and apply in their classrooms with multilingual learners are listed below.

Teacher Actions

Each of the Six Key Principles for EL Instruction charges educators to examine their classroom practices and understand what must be in place to maximize multilingual learners access to and success with these new standards that prepare multilingual learners for college and careers. The set of principles can be used to initiate discussions among practitioners who share similar roles and responsibilities or have unique responsibilities. What immediately follows are descriptions of some of the implications for teachers in the classroom across the areas of instruction, curriculum, assessment, and professional learning.

Instruction

- Teachers value students' native language(s), draw on students' home language(s), and instruction leverages multilingual learners' experiences, perspectives, strengths, needs, home language(s), cultural assets, prior knowledge, and English proficiency to accelerate disciplinary content and language learning.
- Teachers provide opportunities for students to engage in linguistically complex and content-rich tasks, including negotiating meaning through disciplinary discourse.
- Teachers are highly skilled and intentional about the design and use of temporary scaffolds so that students experience rigor and struggle productively.
- Teachers clearly communicate to students the academic expectations of the classroom (i.e. goals, objectives, and their rationale), ultimately strengthening students' metacognitive abilities.
- Teachers design and foster multiple learning opportunities centered on students' interests, aspirations, and achievements that build partnerships with parents.

Curriculum

- Instruction simultaneously develops multilingual learners conceptual understandings, analytical practices, and academic language at grade-level discourse and standards-aligned content learning

Assessment

- Students engage in oral and written discourse, in which they argue from evidence, present explanations, describe their reasoning, make conjectures, justify conclusions, and validate findings.
- Teachers understand and use formative and summative assessment results to improve instruction and provide students with timely and useful feedback that encourages students to reflect on their own learning and thinking.

Professional Learning

- Teachers meet with colleagues to reflect and co-plan instruction that accelerates competencies, content, and English language proficiency.
- Teachers collaborate to analyze texts and tasks for discipline-specific language, practices, and content demands as well as to analyze student work products for discipline-specific language proficiency, practices competencies, and content knowledge.

School Leader & Administrator Actions

The principles require school leaders/administrators and districts to carefully address the needs of multilingual learners when designing the infrastructure and supports that will help maximize multilingual learners progress toward meeting the core content and ELD standards. What follows are descriptions of overarching considerations for school leaders/administrators and district leaders. This is an opportunity for leaders to examine current practices and evaluate their impact on multilingual learners' attainment.

The core content and ELD standards pose significant demands for multilingual learners and will require that AUSD administrators establish new practices to help multilingual learners meet them.

Responsive and Rigorous Instruction and Curriculum

- School leaders carry out the district's Vision for English Learners, have clear and high expectations for all multilingual learners, and provide socioemotional supports to students who have experienced or are experiencing turmoil because of their immigration and/or reunification circumstances.
- School leaders implement the district's multilingual learners Response to Intervention (RTI) / multi-tiered system of support models to ensure they meet the needs of multilingual learners.

Resources and Funding

- School leaders ensure that human and fiscal resources are maximized for discipline specific learning, language, and literacy development.

Professional Learning

- School leaders ensure that teachers of multilingual learners receive professional development on discipline- specific language and literacies development and have time to co-construct lessons and units that integrate content and language development including ways to differentiate instruction for multilingual learners (Newcomers, Long-term ELs, ELs with IEPs, etc.).
- School leaders provide all teachers of multilingual learners the time to develop their expertise in meeting the needs of multilingual learners.

School Environment Supportive of Quality Instruction

- School leaders design and work to provide structures and time for common planning so that all teachers, including ELD/bilingual teachers and content area teachers, share the responsibility of educating students and understanding the cognitive demands and discipline-specific language challenges of curriculum, instruction, and assessments.
- School leaders create opportunities that strengthen the capacity of parents of multilingual learners to support learning, language, and literacy in the discipline.
- School leaders prioritize the scheduling of designated ELD instruction.
- School leaders ensure that the content area teachers are providing rich, discipline specific integrated ELD instruction.

Data Used to Diagnose and Inform

- School leaders collect, disseminate, and analyze data (i.e. nativity, proficiency levels, years of services, home language, prior schooling) to inform culturally relevant curriculum and instructional practices.
- School leaders seek observable evidence of integrated and designated ELD instructional practices and can articulate means for improving implementation when teachers need support.
- School leaders ensure that multilingual learners are assessed in fair and equitable ways. Assessments should evaluate content knowledge. This means that at times, testing in the native language may be appropriate.

District Leader Competencies and Actions Responsive and Rigorous Instruction and Curriculum

- The district prioritizes socioemotional supports for multilingual learners along with an emphasis on rigorous academic instruction.
- The district develops a system-wide model for Response to Intervention {RTI} specifically for multilingual learners.

Resources and Funding

- The district intentionally sets aside funds in support of making this vision a reality.
- District adopts and purchases a variety of high-quality, age- and grade-appropriate materials that support rigorous instruction in all content areas in English and the students' native languages.

Professional Learning

- The district ensures that site based professional learning opportunities provide time and structures for all teachers of multilingual learners to learn from each other and plan instruction for multilingual learners.
- The district builds the educators' knowledge base so that all recognize and can articulate the diversity among multilingual learners and plan instruction accordingly, rather than treating them as monolithic in nature. This includes recognizing their diversity of language, culture, and prior school experience. Students' diversity is considered when making decisions at the district, school, and classroom level.

District Environment Supportive of Quality Instruction

- The district builds a culture of collaborative inquiry through professional learning plans that bring a focus to multilingual learners and help build capacity for quality teaching.
- The district supports and encourages bilingual staff/paraeducators to become credentialed teachers/administrators.

Data Used to Diagnose and Inform

- The district creates structures and systems that enable schools to access and analyze data relevant to multilingual learners student performance and progress.
- The district supports and facilitates groups of educators engaged in developing curriculum promoting formative assessment practices for bilingual classrooms.

Professional Learning

Professional Learning Structure

AUSD believes that investing in sustained and targeted professional learning is vital to fully implementing the Strategic Plan for Multilingual Learner Success. The goal of creating and enacting an integrated professional learning system is to guarantee all District decisions and actions are tightly aligned with the California EL Roadmap and the AUSD Strategic Plan for Multilingual Learner Success and to ensure we provide all students, especially multilingual learners, with teachers and staff who are equipped to support their academic progress and success. All educators in AUSD need to have a foundational understanding of high-quality integrated and designated ELD instruction and effective ways of implementing this in their classrooms.

Furthermore, the California ELA/ELD Framework highlights the research base that identifies the essential need for deep, ongoing professional learning as a key driver for change in academic outcomes for ELs. AUSD believes that professional learning must go beyond traditional presenter-centered approaches and engage teachers and administrators in a process of continuous improvement through analysis of student data, reflection on individual and collective practices, and collaboration with colleagues in support of refining knowledge and skills to improve instruction, school leadership, and student learning. The center of all professional learning should focus on increasing student achievement and building educator capacity – leveraging existing relationships and resources – to engage in ongoing cycles of continuous improvement.

Professional learning should also be carefully tailored to support district initiatives and accountability measures to ensure that all teachers are effectively implementing relevant standards-based curricula and utilizing best practices that maximize access for English learners.

The leadership team that facilitated the creation of the Strategic Plan for Multilingual Learner Success used a professional learning protocol to identify and substantiate important content aligned to quality instruction and practices for multilingual learners that teachers, school leaders, and district leaders need. The team identified the following areas of growth for TK-12 teachers and coaches:

- Understanding the diversity of our multilingual learners
- Understanding current achievement levels of multilingual learners
- Academic Discourse: Developing a deep knowledge of content-area vocabulary, language functions, and discourse that multilingual learners need and learning

how to structure multiple opportunities for students to actively use language in various contexts

- ELA/ELD Integration, Math/ELD Integration, Science/ELD Integration, and Social Studies/ELD Integration: Developing an understanding of academic language and literacy that introduces teachers to scaffolds and strategies aligned to language functions and structures in the ELA, math, science, and social studies content areas; supports the design of tasks; provides coaching; and allows time for reflection during implementation
- Designated ELD: Developing a foundational understanding of language development and strategies for teaching English learners within the content areas
- Language Transfer: Developing a deeper understanding of how a second language is developed and strategies to transfer language skills from one language to another
- Academic Writing: Learning a coherent pedagogical approach, such as the Teaching and Learning Cycle, for scaffolding deeper thinking, extending discussions, engaging students in interactive reading, and enhancing language development, including high-quality writing
- EL Formative Assessment: Learning a wide variety of methods to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course
- Cultural Sustainability: Learning how to work closely with students and families to identify, protect, enhance, and advocate for important traditions, ways of life, cherished spaces, and our vital relationships to each other and the world
- Coaching: Coaches learning how to build the will, skill, knowledge, and capacity of teachers by looking at the intellect, behaviors, practices, beliefs, values, and feelings of individual educators; learning how to foster conditions in which deep reflection and learning can take place, where teachers can take risks to change their practice, where powerful conversations can occur, and where growth is recognized and celebrated; trainings for administrators, teachers, paraeducators, and parents on the essentials of AUSD's ELD programs and services
- Long-term ELs: Learning instructional design for course work as well as strategies for developing student autonomy
- Newcomer ELs: Learning best practices for welcoming newcomers and establishing partnerships with families, as well as subject-specific teaching strategies for newcomers; educating teachers, paraeducators, students, and parents about the Newcomer Center through site-level outreach, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Local Control and Accountability Plan (LCAP), School Site Council

(SSC), and Parent Advisory Committee (PAC) meetings; introducing new families to the Newcomer Center through outreach at the time of enrollment

- Dual Language Programs: Understanding the benefits to all students of offering high-quality dual language programs
- Curriculum Design: Creating lessons, units, and courses that simultaneously develop multilingual learners' conceptual understandings, analytical practices, and academic language and are designed to engage students in productive struggle with central ideas in the content areas as students build knowledge and develop rich content area-specific language and discourse
- Instructional Materials Selection/Adaptation: Learning how to review, select and adapt culturally responsive materials in native languages and English; learning to make use of English language proficiency levels that are appropriate for the grade level spans and aligned with the standards when planning individual and group learning experiences that accelerate multilingual learners' development
- Language Supports and Scaffolds: Learning how to create classrooms that are supportive of using and learning language
- Instructional Framework and Guiding Principles for EL Instruction: Developing an understanding of the shifts required in curriculum, instruction, and assessment for implementation of the CA ELD standards and providing hands-on opportunities to learn ways to purposefully plan teaching strategies that respond to these shifts.
- Parent Engagement: Facilitating and organizing ELAC and DELAC meetings and other strategies to engage parents in meaningfully contributing to their child's academic success
- School site and district leaders need professional development on the same topics, with additional attention to systems transformation, classroom observation, providing relevant feedback, supporting teachers in the development of effective instructional practices, and parent engagement. Each year, the Educational Services Team will assist in providing an extensive program of staff development opportunities for administrators, teachers, and paraeducators, as well as parents and guardians of English learners. Trainings for administrators include professional learning communities, specialized EL induction services for new leaders, and specialized professional learning sessions to address specific needs. Offerings for teachers consist of yearly ELPAC training, sessions on best practices for designated and integrated ELD instruction, monthly newsletter tips to improve multilingual learner instruction, walkthroughs to identify individual and sitewide strengths and areas of improvement, and other trainings to support the implementation of strategies that improve multilingual learners' success. Supports for paraeducators include yearly ELPAC training, meetings to discuss best practices for assisting multilingual

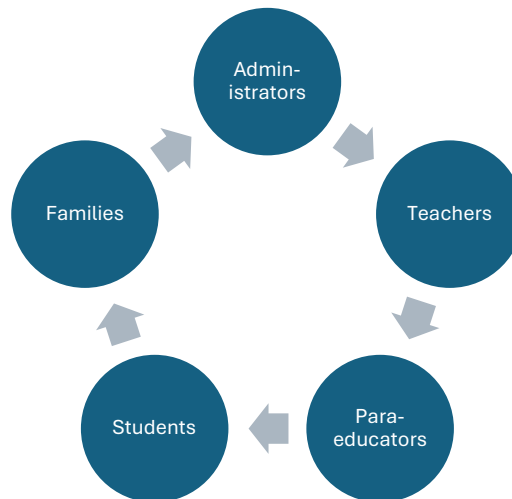
learners in the classroom, and “intervention bags” – toolkits consisting of materials to use in their daily work with students, which include supports for listening, speaking, reading, and writing, as well as strategies from the C6 Biliteracy Framework.

Outreach to students includes “agency meetings,” during which students explore their own journey toward reclassification and make an individualized plan to achieve that goal. Through ELAC/DELAC, LCAP, SSC and PAC meetings and other outreach efforts such as informational parent nights, parents remain informed about the ELD programs and services at their sites, districtwide topics of interest, and parent classes offered by the district.

The graphic below illustrates the interconnectedness of stakeholders in a student’s reclassification journey, as well as the specific professional development each stakeholder group receives.

Figure 1.5 Professional Learning Structure

Professional Learning Structure



Administrators

- Professional learning communities
- EL induction services for new leaders
- Specialized professional learning sessions for specific needs

Teachers

- ELPAC training
- Best practices instruction for designated and integrated ELD
- Monthly newsletter tips
- Strategy trainings
- Walkthroughs

Paraeducators

- ELPAC training
- Best practices instruction
- Intervention bags / toolkits

Students

- Agency meetings
- ELPAC practice tests

Families

- ELAC / DELAC, LCAP, SSC, PAC meetings
- Parent nights
- Parent classes

Building the Core Educator Capacities

To effectively carry out the Master Plan for English Learner Success, AUSD is committed to ensuring all teachers have the necessary understanding and skills to implement the Language Development Approach. All educators will be encouraged to progress through a series of professional learning sessions around the components of the Language Development Approach and the Core Educator Capacities. In these learning sessions, they will become informed about California's EL Roadmap, build a solid foundational understanding of California's ELA/ELD Framework, improve their ability to provide appropriate grade-level scaffolds and withdraw them as appropriate, increase culturally and linguistically responsive teaching practices and asset based instruction, and improve their ability to collaborate with peers to ensure student work is used to improve further instruction in both integrated and designated ELD. All staff in the district will begin the learning journey by having the opportunity to become familiar with the Strategic Plan for Multilingual Learner Success and its key components (Vision for English Learners, Language Development Approach, Core Educator Capacities, Instructional Models), the overall strategies for improvement described in the Theory of Action, and their associated responsibilities to successfully implement the plan. All AUSD educators will have ongoing opportunities to reflect on current instructional practices as individual educators and as a school community and determine areas of growth for each school year. Each staff member will develop individual goals, and school staff will collaborate to construct the site's professional learning plan, which will be integrated into the School Plan for Student Achievement. The district will provide multiple and sustained opportunities for the deliberate integration of resources and expertise to deepen and accelerate teacher learning and pedagogical practices that lead to strengthened learning opportunities and outcomes for multilingual learners.

Evaluation and Accountability

Oversight Structure at a Glance

The Strategic Plan for Multilingual Learner Success is designed to ensure that the Strategic Goals and High-Leverage Strategies articulated in the Theory of Action are implemented, that systemic and instructional practices are continually improving, and that all stakeholders are learning to increase their effectiveness within the system. To accomplish this, the team that facilitated the creation of AUSD's Strategic Plan for Multilingual Learner Success will establish a set of critical annual milestones to measure progress, as well as a set of communication strategies to share progress with stakeholders.

The Strategic Plan for Multilingual Learner Success serves as an evaluation tool for all services for English learners that ensures educational access and helps maximize the success of all multilingual learner students. By monitoring the extent to which multilingual learners are acquiring English and achieving the state's academic content standards, AUSD is positioned to strengthen systemic supports, instruction, access, and the overall implementation of The Strategic Plan for Multilingual Learner Success.

English Learner District Leadership Team

The EL District Leadership Team is charged with the task of continuously monitoring and supporting the effective implementation of The Strategic Plan for Multilingual Learner Success and ensuring attainment of AUSD's Vision for Multilingual Learners. The Leadership Team is created to ensure that there is a process for planning and coordinating optimal programs for the success of our English learners and is led by a Director of Educational Services. The Leadership Team includes district administration, site administrators, instructional coaches, teachers, and paraeducators. The team meets bi-annually (in December and May) to discuss topics pertaining to the implementation of our programs for English learners.

The Strategic Plan for Multilingual Learner Success Learner Leadership Team also:

- Plans and monitors system-wide professional learning structures for all educators
- Ensures that practices, resources, and personnel are effectively utilized to implement the AUSD Strategic Plan for Multilingual Learner Success
- **Communicates regularly to the Superintendent** and community about implementation progress, successes, and challenges
- Ensures integration and brings clarity, cohesion, compliance, and continuing improvement to the district's programs for multilingual learners

At the district level, the annual analysis of student outcomes determines the level of effectiveness of AUSD multilingual placement, programs, and services. **This information is used to determine professional development to teachers, administrators, parents/guardians and staff. The annual evaluation report is shared at a regular meeting of the Board of Education. Data from the annual evaluation is also shared with site principals and DELAC members, who may make use of it in framing their input to the Board.**

Milestones

Performance targets will mark our milestones for successful implementation and increased opportunities and outcomes for ELs and former ELs in these areas:

- Increased EL graduation rates annually, including the percentage of students enrolling in, and completing A-G courses at the high-school level
- Increased EL enrollment and attainment of Advanced Placement course credits
- Increased EL enrollment in GATE, AVID, and other specialized programs
- Increased number of students graduating with the Seal of Biliteracy
- Increased number of students reclassifying as Fully English Proficient annually
- Increased percentage of parents participating in school activities and contributing to their child's education
- Decreased LTEL rate in middle and high schools annually

Communication Strategies (LCAP)

AUSD strongly believes that creating transparent processes to communicate regularly with stakeholders is a key driver to ensuring that the Vision for Multilingual Learners is realized. The Strategic Plan's Theory of Action articulates specific and actionable goals to support the district's Vision for English Learners and Local Control and Accountability Plan (LCAP). AUSD plans to share progress toward the goals outlined in the plan and results of ongoing professional learning to help school communities adopt successful practices. The district is committed to investing in opportunities to maximize learning gains for both students and adults, as educators collaborate to change outcomes for multilingual learner students. Each site will strive to educate its parents on the key components of this plan, and, furthermore, offer any parent education nights that help them better understand its overall purpose. An annual report will be presented to the Superintendent and community, including a summary of progress made and milestones attained. The annual summary of progress will be presented by the Educational Services Department to the Superintendent and the Board of Education. The report will include a summary of the current implementation of the Strategic Plan for Multilingual Learner Success, including successes, challenges, and recommendations to increase teacher effectiveness and improve outcomes for all multilingual learner students.

Monitoring the Strategic Plan for Multilingual Learner Success

The Strategic Plan for Multilingual Learner Success is designed to significantly improve the quality of instruction for multilingual learners by addressing the essential elements

within a school system that influence multilingual learners access to standards-aligned education. The Key Components presented must be implemented throughout the district to maximize ELs' potential and reach AUSD's ambitious improvement goals for multilingual learners. The strategic goals listed below are aligned to AUSD's goals for all students and represent significant systemic shifts that will attend specifically to issues of equity facing our multilingual learner students. District and site staff will periodically monitor implementation of the Strategic Plan for Multilingual Learner Success. The primary goal of the monitoring is to ensure that every school in the district has the capacity to effectively and successfully implement the Key Components to maximize systemic change and rapidly increase positive outcomes for multilingual learner students.

The AUSD monitoring process:

- Establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved
- Promotes full involvement of all stakeholders (administrators, teachers, parents/guardians and students) in all phases of planning, implementation and evaluation
- Provides for high levels of coordination between district-level and site-level improvement efforts
- Ensures that evaluation is an integral part of school improvement initiatives and activities.

Evaluation Design

Educational Services will conduct an annual evaluation of the implementation of the Strategic Plan for Multilingual Learner Success, structured around the five strategic goals in the Theory of Action and the articulated milestones. The evaluation will focus on the questions and desired outcomes listed in Table 1.5 to address high-priority areas of service to and outcomes (goals) for English learners. The evaluation data gathered, and the

analyses performed provide a rich source of information on the implementation of the Strategic Plan for Multilingual Learner Success and outcomes for students. The data will be used at the district and site levels to inform future planning and cycles of improvement. The evaluation rubric can be found in the appendix section.

Monitoring at the School Site Level

School principals are responsible for the daily, site-level implementation of the Strategic Plan for Multilingual Learner Success. Principals are provided with annual training on the Theory of Action and Key Components of the plan and on their role in ensuring complete implementation at their sites. Throughout the academic school year, principals' complete sections of the Principal's Assurances Checklist for EL Program Services and submit them to their supervisor and the Educational Services Department. This facilitates ongoing communication with the supervisor and the district EL Program leadership. The Superintendent/designee reviews all Principal's Assurances Checklists at the end of the academic year.

Sites are encouraged to use the evaluation criteria above (Table 1.5) to conduct self-assessments at their sites to determine strengths and areas of need to adjust accordingly. In addition, the Multilingual Learner Strategic Plan Rubric should also be used. After gathering, analyzing, and discussing the information, each site develops its School Plan for Student Achievement, including objectives, activities, and timelines for addressing the areas of need. The site also compares student outcomes at the site level to the district goals for EL students and uses this information to address identified areas of improvement in services for ELs. This information is included in the school's presentation of data results to the board of trustees. A formal, district-level monitoring review of each site's data results, and school plan is conducted each year, providing feedback to site administration. The principal facilitates modifications of the school plan to reflect suggestions from the district-level review. District staff uses these reviews as an additional way to identify site-level support needs.

The State Evaluation and Accountability Systems

The California Department of Education (CDE) has established two interrelated systems of accountability, evaluation, and continuous improvement for California schools and districts. These are:

- a rubric for evaluating Local Control and Accountability Plans, making use of required metrics for evaluating progress in each of the State Priority areas that district LCAP plans must address, and
- an Accountability and Continuous Improvement Program (California School Dashboard) that provides an in-depth, multidimensional picture of school and district performance as well as improvement over time.

Conclusion

Antioch Unified School District is committed to working in concert with administrators, teachers, support staff, district staff, community members, students, and parents to provide effective instruction for all English learners. The district is committed to closing the achievement gap for all students. English learners must receive ongoing, systemic support through the cycle of instruction, assessment, monitoring, and evaluation. By regularly monitoring student achievement data, AUSD leaders will be able to address student academic needs as well as identify and support the implementation of effective instructional strategies for ELs in a systematic way. Rather than considering evaluation as a specific event or an annual report, we must consider it to be a part of our daily work. We are all responsible for ensuring that EL programs are optimally effective. It is with unwavering commitment that AUSD has created a transformational Strategic Plan for Multilingual Learner Success: that will cohesively guide the district's efforts and resources to continuously improve outcomes for our students. Through this process, the district has engaged in a long-term commitment to reform and improvement in service of our multilingual learner students and their families who are depending on us to ensure they all graduate with multiple opportunities for success. The district has intentionally engaged in a deep process of learning and inquiry through examination of the systems, practices, and results that comprise our current reality.

Appendices

Goal Progress

	Strategic Goal 1: Improve the quality of instruction for all English learners	Performance Rating for Year _____		
We will achieve this goal by:	- Ensuring all identified English learners are provided with designated ELD instruction within the first 30 days of school - Adopting AUSD's Vision for English Learners, the Language Development Approach, and enacting the Six Key Principles for EL Instruction in all classrooms, using district-adopted curriculum - Increasing opportunities for teachers to deeply understand and implement all CA Standards through collaboration and training - Providing systems for teachers to engage in regular collaboration and ensure high-quality instruction in all classrooms - Ensuring instruction is planned with EL students in mind, through the analysis of student work and the development of rigorous lessons based on formative and summative student data - Supporting all schools to participate in the instructional rounds process to gauge implementation of the Language Development Approach - Guaranteeing instructional materials are aligned to the CA ELD Standards, the Master Plan for English Learner Success, are age-appropriate, and are linguistically and culturally sensitive	MID YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
		END OF YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
Comments				

	Strategic Goal 2: Improve the quality of assessments and monitoring processes for all English learners	Performance Rating for Year_____		
We will achieve this goal by:	- Utilizing authentic formative assessment practices that gauge student application of oral and written language embedded within authentic, rich content that is aligned to the CA ELD Standards and proficiency levels - Building educator capacity to understand the purpose, proficiency demands, and interconnectedness of summative assessments (ELPAC, CAASPP, curriculum assessments, etc.) and their effects on instructional planning - Ensuring all teachers regularly monitor progress of all EL students in their classes in the four domains of speaking, listening, reading, and writing outlined in the ELD Standards through benchmarking - Ensuring all sites monitor students of all EL statuses at each marking period and determine if EL students, including newcomer and LTEL students, are making adequate progress toward reclassification and RFEP students are succeeding academically - Ensuring that EL support plans are in place and articulation between ELD levels and grade levels is occurring	MID YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
		END OF YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
Comments				

	Strategic Goal 3: Engage all AUSD educators and leaders as learners through ongoing professional learning to build their capacity to serve English learners	Performance Rating for Year_____		
We will achieve this goal by:	- Through surveys and conversations, seeking teacher input and feedback on what supports and training they feel are necessary to ensure they are able to routinely meet the needs of diverse ELs - Providing all educators and administrators with professional learning and collaboration about diverse ELs (LTELs, RFEPs, ELs in Special Education, and Newcomer ELs) and reclassification expectations and criteria; for example, sessions for administrators around EL requirements, data reviews, ELPAC practice sessions, and agency meetings for teachers and students - Designing a substantial and sustained ongoing professional learning plan to ensure all educators understand best practices for ELs and can successfully implement AUSD's Language Development Approach, including: - Six Key Principles for EL instruction - rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards - scaffolding - frequent opportunities to engage in academic discourse (oral and written) - intentional use of designated and integrated ELD - culturally and linguistically responsive teaching - providing equity training for all staff that increases understanding and awareness of cultural diversity	MID YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
		END OF YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
Comments				

	Strategic Goal 4: Support the diverse English learners, build on their assets, and provide them with equitable opportunities	Performance Rating for Year_____		
We will achieve this goal by:	- providing differentiated supports to ensure high quality instruction for diverse ELs (LTELs, RFEPs, ELs in Special Education, and Newcomer ELs) that builds on their assets and addresses their specific needs through articulation and staff training - prioritizing designated ELD scheduling and the needs of diverse ELs at the district and site levels to maximize their educational opportunities - leveraging specific support opportunities offered through supplemental programs, such as after-school programs, summer programs, etc. - acknowledging the diversity of our EL population, including origins of Spanish speakers and speakers of other languages, and providing bilingual supports such as classroom aides or iPads when appropriate - connecting diverse EL students with appropriate electives, AP/Honors classes, or other courses that build on individual talents and interests - providing support to Newcomer ELs through iPad translation devices and materials from the Newcomer Center	MID YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
		END OF YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
Comments				

	Strategic Goal 5: Encourage family and community participation	Performance Rating for Year_____		
We will achieve this goal by:	- Creating welcoming, culturally aware environments at all schools by all staff: bus drivers, secretaries, cafeteria staff, para-educators, teachers, administrators, and district office staff - Providing all parents equitable opportunities to participate in school/district organizations, committees, events, and parent classes and trainings by ensuring: - meeting times are flexible - translation services are available - fees are not required - all meetings are held at school sites and/or are hybrid - reminders about events and activities are communicated frequently through various means (tabling, etc.) - increasing opportunities for parent and teacher collaboration centered around student learning - communicating with families using parent-friendly language and multilingual resources - administering annual parent and district surveys seeking input and feedback - supporting community connections for families and students through events such as family nights, etc.	MID YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
		END OF YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
Comments				

	By achieving our goals, we are communicating and ensuring that:	Performance Rating for Year_____		
All ELs will be engaged in rigorous learning at grade level and beyond, leading to:	- a higher number of EL students who are college- and career-ready - more EL students feeling valued and connected to the community - increased EL parent participation in conferences, school events, and committees such as DELAC, SSC, etc. - increased number of EL students in AP/Honors and elective classes - improved attendance rates for EL students - a districtwide gain in academic achievement for EL students across content areas, measured by formative, summative, and standardized assessments - an increase in the reclassification rate and a decrease in the number of LTEL students - a rise in graduation rates for all EL students - better understanding of and engagement with AUD's pathway system by EL students - closure of the achievement gap between EL students and All Students	MID YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
		END OF YEAR		
		BEGINNING	PROGRESSING	PROFICIENT
Comments				

Glossary of Terms

Academic Language	Language used in the teaching and learning of academic subject matter in formal schooling.
Alternative Program	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. A parent waiver must be submitted annually by the parent. There must be 20 parents in a given grade level for Antioch to configure such a classroom/program or to allow students to attend a school where such a program exists.
AMAO 1	Annual Measurable Achievement Objective which specifies the annual percentage of students making at least one year's progress in learning English as measured by the English Language Proficiency Assessments for California.
AMAO 2	Annual Measurable Achievement Objective which specifies the annual progress in the percentage of students who become proficient in English
AMAO 3	Annual Measurable Achievement Objective which specifies academic targets in English-language arts and mathematics
AVID	Advancement Via Individual Determination is a student-centered college and career readiness program that provides students with the opportunity to develop the skills necessary to be successful in their post secondary goals.
BCLAD	Bilingual, Cross-cultural, Language and Academic Development. A credential or certificate which authorizes the holder to teach ELD, SDAIE, and primary language content instruction.
BCLAD authorization	Bilingual Cross-Cultural Language and Academic Development. The BCLAD is a State certification that supplements the base teaching credential. It authorizes the holder to teach students in a language other than English (as listed on the certificate.)
Bilingual	Able to use two languages with native or near-native ability
CAA	California Alternative Assessment for special education students who qualify for an alternative assessment state test.
CABE	California Association for Bilingual Education
CAPA	California Alternate Performance Assessment for special education students who qualify for an alternative assessment state test.
CCSS	Common Core State Standards. Part of an education reform movement aimed at raising academic standards, graduation requirements, improving assessments, and strengthening accountability in all 50 states. The standards are a coherent progression of learning expectations in English language arts and mathematics designed to prepare K-12 students for college and career success.

CDE	California Department of Education. The CDE is the state agency that regulates and monitors public schools in California.
CLAD	Cross-Cultural, Language and Academic Development. A State certification granted to teachers who have mastered competencies related to providing English language development instruction .
Content standards	Statements of what students should know and be able to do in each area of the curriculum.
Core curriculum	The basic course of study deemed critical and usually made mandatory for all students of a school or school district.
DELAC	District English Learner Advisory Committee that advises the district's governing board on programs and services for ELs; comprised of site ELAC chairpersons.
Designated ELD	A protected time during the regular school day during which qualified teachers work with Multilingual Learners (ELs) grouped by similar English language proficiency levels and focus on the critical language students need to develop to be successful in school subjects.
DI	Dual-Language Immersion Program, also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
Differentiated instruction	The process of designing lesson plans that meet the needs of the entire range of learners in the classroom.
Dually identified students (ELLWD)	Multilingual Learners with special needs, i.e., students who have an IEP and have also been identified as English Learners.
EL	English Learner. Synonymous with the term Multilingual Learner.
ELA	English Language Arts
ELAC -English Learner Advisory Committee	(ELs) are enrolled at a school, regardless of language, the site is required to establish a functioning English Learner Advisory Committee (ELAC). The ELAC plays an active role in the development of the Single Plan for Student Achievement and otherwise ensures that the parents of Multilingual Learners (ELs) are actively involved in the school.
ELD	English Language Development. A specialized instruction for Multilingual Learners (ELs) that includes Designated and Integrated ELD. It includes speaking, listening, reading and writing at developmentally appropriate language levels.
ELPAC	English Language Proficiency Assessments for California. This state-mandated test determines the student's level of proficiency in English. The Initial ELPAC is administered only once at the time of enrollment and the Summative ELPAC is administered annually, until the student is fully proficient in English.

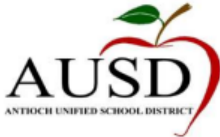
English Fluency	English language proficiency on state-designated assessment instruments.
English Language Mainstream	A classroom setting for English Learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English Learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
EO	English Only student. A student whose native language is English.
ESL	English as a Second Language
Federal Program Monitoring (FPM)	The Federal Program Monitoring (FPM) Office coordinates reviews through a combination of data and document review and on-site visits to monitor implementation of categorical programs operated by local educational agencies.
FEP	Fluent English Proficient. Students whose home language is other than English and whose oral and written English skills are comparable to native English speakers.
GATE	Gifted and Talented Education
Home language	The language the child first learned and/or the language used in the home to communicate.
Home Language Survey (HLS)	Required to be completed by all student in K-12 California public schools at registration.
IEP	Individualized Education Plan. An IEP is developed for students who have a disability/ies that require specialized academic instruction. It identifies and coordinates the programs and services to be given to a child identified in need of a program of Special Education.
Initially Fluent English Proficient IFEP	Initially Fluent English Proficient. A child classified as IFEP met the criteria for fluent English proficient upon initial language assessment using ELPAC.
Integrated ELD	(CA ELD Standards, p. 9)
Language Census Report	A state report of each K-12 public school which reports through CALPADS the number of English Learners, IFEP, RFEP students, staffing information, and services provided.
LEA	Local Education Agency. Usually refers to a school district, but may also refer to a County Office of Education, or an independent charter school.
LEP	Limited English Proficient
LTEL	Long Term English Learner. Students who have over six years of uninterrupted schooling in the United States and have not yet met reclassification criteria are classified as Long Term English Language Learners in California
MLL	Multilingual learners are students that are developing proficiency in multiple languages. In our district this includes students learning English as an additional language in school and are

	often referred to as English learners (ELs) or English language learners (ELs).
Newcomer	A Multilingual Learner (EL) at ELPAC proficiency level 1 or 2 who has been enrolled in a U.S. school for less than three years.
OCR	Office for Civil Rights
Language Acquisition Program	Parents/Legal Guardians may request their student be placed in classes where they are taught English and other subjects through bilingual instructional techniques or other generally recognized educational methods permitted by law. A parent waiver must be submitted annually by the parent. There must be 20 parents in a given grade level for Antioch to configure such a classroom/program or to allow students to attend a school where such a program exists.
Parent Interview	Parent questionnaire to assist in determining the level of proficiency in primary language of EL students who speak a primary language other than Spanish.
Parent Notification Letter	Parents are notified of the results of initial assessment of English proficiency and recommended program placement on the Parent Notification Letter (PNL).
Primary Language Support	Utilization of the primary language of the student by the teacher or aide to motivate, clarify, direct, support, and explain.
Principals' Assurances Checklist	A checklist of deadlines and duties for the principals to facilitate the needs of English Learners.
Professional Standards for Teaching Multilingual Learners (ELs)	Competencies that teachers are expected to demonstrate related to teaching Multilingual Learners (ELs). Berkeley's Professional EL Teaching Standards are aligned with the California Standards for the Teaching Profession.
Reclassification	When a student has met all criteria, according to state and district guidelines, to be reclassified from EL to R- FEP (Reclassified Fluent English Proficient), also known as "redesignated". The process that determines whether a Multilingual Learner (EL) is ready to be reclassified as Fluent English Proficient (RFEP).
Response To Intervention (RTI)	A systematic way of implementing assessments, academic interventions, and progress monitoring in order to help students progress to proficient levels of performance on grade-level standards.
RFEP student	A student who has met district criteria for reclassification as fluent English proficient
SDAIE	Specially Designed Academic Instruction in English. An instructional technique used by teachers who possess the competency to make academic content comprehensible to EL/LEP students. This approach emphasizes the development of grade level to advanced academic competencies and should be

	viewed as one component within a comprehensive program for English Learners.
SPSA	Single Plan for Student Achievement. California Education Code (EC) Section 64001 and the Every Student Succeeds Act Section 1114(b) requires schools that operate a Title I, Part A Schoolwide Program (SWP) annually develop and implement a SWP plan. The SPSA is a one-year plan that is intended to be developed by the school's SSC and approved by the school district's governing board or body before or during the school year for which the plan is being implemented.
SSC	School Site Council. The SSC is a committee of school staff, parents and sometimes students. The SSC advises the principal on development of the school plan, including allocation of funds. SSC has the responsibility to approve the school plan before it is sent to the Governing Board.
SST	Student Success (Study) Team. A site team comprised of educators, parent/s of the student, administrators, interpreter (when needed), and the student (when age appropriate) convene to discuss a plan on how to assist the student who is having difficulty with academic and/or behavioral success.
Standards-Based Instruction	California state standards in ELD and ELA that are part of the curriculum for ELs. Differentiation of instruction for proficiency levels in English are based on student scores as measured on state mandated English proficiency assessment.
Structured English Immersion (SEI) Program	A 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 and presentation designed for children who are learning the language.
SWD	Students with Disabilities is an identifier in CALPADs that identifies students who are eligible for and participating in special education and students who are eligible but not participating in special education (or not enrolled). The term, generally, means students who may have challenges in seeing, hearing, talking, thinking, moving, or emotional/behavioral health, requiring varying degrees of accommodation and/or specialized instruction.
Title I	The Title I program is a federally funded program authorized under the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the Every Student Succeeds Act (ESSA). It provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.
Title III	Title III is officially known as the Language Instruction for English Learner and Immigrant Students Act. This federal funding source provides additional supplementary funds to ensure that English

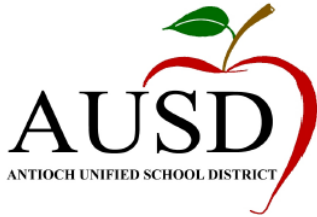
	learner (EL) students, including immigrant children and youth, attain English language proficiency (ELP) and meet the same challenging state academic standards that other students are expected to meet.
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Reclassification Criteria

Reclassification Criteria 2024-2025					
Fall (August-November)					
Criterion	TK- 3 rd grade	4 th -5 th grade	6 th -8 th grade	9 th -12 th grade	
ELPAC (English Language Proficiency Assessment for California)	(Grades K-12) An overall ELPAC score of 4 or Alternate ELPAC score of 3				Guidelines for applying CDE Reclassification Criteria to Students with Moderate/Severe Disability
Basic Skills Assessment District Benchmark	iReady Reading Benchmark: Grade Level-Specific Cut Point Ranges: K: 423 1 st : 456 2 nd : 465 3 rd : 503	SBAC An ELA SBAC minimum score of Standard Nearly Met -or- iReady Reading Benchmark: Grade Level- Specific Cut Point Ranges: 4 th : 530 5 th : 556	SBAC An ELA SBAC minimum score of Standard Nearly Met or- iReady Reading Benchmark: Grade Level- Specific Cut Point Ranges: 6 th grade: 578 7 th grade: 583 8 th grade: 599	SBAC An ELA SBAC score of Standard Met or Standard Exceeded. (11 th grade only) or- iReady Reading Benchmark: Grade Level-Specific Cut Point Ranges: 9 th grade: 605 10 th grade: 625 11 th grade: 637 12 th grade: 645	<u>Reclassification criteria for students who are receiving special education services and who are English Learners includes:</u> a. Demonstration of language proficiency b. Alternate performance assessment c. IEP Case Manager recommendation d. Parent/guardian consultation e. Specialized academic instruction f. IEP team judgment <u>Reclassification of an English Learner with an IEP is an IEP team decision and must follow reclassification of special education English Learner guidelines.</u>
	A score of 2 or above on all ELA and literacy standards included under the following: Reading Literature Reading Informational Text Listening, Speaking, and Writing		Grade of C- or above in English on most recent report card. (Grades 6-12)		
Parent Approval	Parent Conference				

Forms

Initial English Language Proficiency Assessment Letter



Administrative Offices
510 G Street
Antioch, CA 94509-0940

Preparing Students for Success in College, Career, and Life.

**English Language Proficiency Assessments for California (ELPAC)
Initial ELPAC Computer-Based Assessment
Parent and Guardian Notification Letter
For 2024-2025 new enrollment**

Dear Parent/Guardian:

When registering your child for school, you listed that your child speaks a language other than English. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is a required test that will help identify students who need help learning English by determining whether the student is an English learner or is fluent in English. This is important so they can get the support they need to do well in all school subjects. Your child's voice is being recorded as part of the Speaking portion of the computer-based test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated.

Based on the Home Language Survey results, your child will be assessed with the Initial ELPAC.

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child or have your child read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

You also can review sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>.

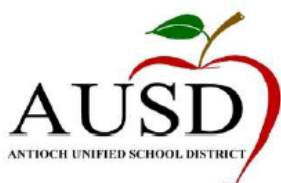
If you have any questions about your child taking the ELPAC, please contact Essence Phillips, Director, Equity and Social Emotional Support at 925-779-7500 x 40524 or EssencePhillips@antiochschools.net.

Sincerely,

Essence J. Phillips

Essence J. Phillips
Director, Equity and Social Emotional Support

Initial Parent Guardian Notification Results Letter



INITIAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements

Preparing Students for Success in College, Career, and Life

Date

To parents/guardians of:

Date Testing Completed:

Student State ID:

School:

Grade:

DOB:

Primary Language:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. The Initial English Language Proficiency Assessments for California (ELPAC) identifies students as an English learner (EL) student or as initial fluent English proficient. State and federal laws require us to assess your child and notify you of your child's English language proficiency level. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child. This letter also identifies the criteria for a student to exit the EL status.

Language Assessment Results

Composite Domains	Initial ELPAC Performance Level
Overall	Status: Score:
Oral Language (Listening and Speaking)	
Written Language (Reading and Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an _____ student.

Your child is participating in an Individualized Education Program (IEP), which is on file: _____

A description of how your child's program placement will contribute to meeting the objectives of the IEP, if applicable, is contained in the current IEP.

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Antioch Unified School District exit (reclassification) criteria are listed below.

Required Criteria	Antioch Unified School District Reclassification Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Grades TK-5: must have "2" or better in all areas reported on report card. Grades 6-12: must have "C-" or better for the most recent grade level English class.
Parental Opinion and Consultation	Parent consultation
Comparison of Performance in Basic Skills	Student must earn a passing score or higher on the Smarter Balanced Assessment Consortium (SBAC) or on iReady (our locally determined assessment) in English Language Arts for student's grade level.

Graduation Rate for English Learners

The expected rate of graduation for students in this program is 75.5 percent. The graduation rate displayed on the Graduate Data report is available on the California Department of Education [DataQuest](https://dq.cde.ca.gov/dataquest/) web page at <https://dq.cde.ca.gov/dataquest/>.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child. Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to EL students based on the state-adopted academic content standards, including English language development (ELD) standards.

Language Acquisition Programs Offered

We are required to offer, at minimum, a Structured English Immersion program option. We also offer the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Spanish Dual-Language Immersion Program: Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program begins in transitional kindergarten/kindergarten (TK/K) and continues to sixth grade, but can continue through high school.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact Essence Phillips at EssencePhillips@antiochschools.net or (925) 779-7500 x 40524 to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational program.

Statewide Notification Letter



English Language Proficiency Assessments for California (ELPAC) Summative ELPAC Parent and Guardian Notification Letter

Preparing Students for Success in College, Career, and Life.

January 25, 2024

Dear Parent/Guardian:

We know that your child brings many strengths with them to school, but also may need extra support in the classroom. As an English learner student, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring.

The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English.

This year, the Antioch Unified School District will give the Summative ELPAC in person.

The testing schedule is: February 1, 2024 – May 31, 2024

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can do the following:

- Explain to your child that this test is used as a tool to help them learn, and that they should not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best and are there to help, every step of the way.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.
- Explore the practice tests with your child on the ELPAC Online Practice and Training Tests web page at www.elpac.org/resources/online-practice-and-training-test so they can become familiar with the platform and setup of the test.

You will receive your child's results at or before the beginning of the next school year. Test results will identify areas where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom. To learn more about this test, go to the ELPAC Starting Smarter website at elpac.startingsmarter.org or review the CDE Parent Guides to Understanding web page at www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

If you have any questions about your child taking the Summative ELPAC, please contact *Essence Phillips* by phone (925) 779-7500 x 40524 or by email EssencePhillips@antiochschools.net.

Sincerely,

Essence J. Phillips

Essence J. Phillips
Director, Equity and Social Emotional Support

Summative Results Letter



ANNUAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

Preparing Students for Success in College, Career, and Life

August 23, 2024

To parents/guardians of:

Date Testing Completed:
Student State ID:
School:
Grade: DOB:
Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner (EL) student. Each year, we are required to assess your child and notify you of your child’s English language proficiency level. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child. This letter also identifies the criteria for a student to exit the EL status.

Language Assessment Results

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall		
Oral Language		
Written Language		

Domain	ELPAC Performance Level
Listening	
Speaking	
Reading	
Writing	

Your child is participating in an Individualized Education Program (IEP), which is on file:
A description of how your child’s program placement will contribute to meeting the objectives of the IEP, if applicable, is contained in the current IEP.

Academic Achievement Results

Skill Area	Smarter Balanced Assessment Consortium or Local Measures
English Language Arts	
Mathematics	

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Antioch Unified School District exit (reclassification) criteria are listed below.

ANNUAL PARENT NOTIFICATION LETTER

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Required Criteria	Antioch Unified School District Reclassification Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Grades TK-5: must have "2" or better in all areas reported on report card. Grades 6-12: must have "C-" or better for the most recent grade level English class.
Parental Opinion and Consultation	Parent consultation
Comparison of Performance in Basic Skills	Student must earn a passing score or higher on the Smarter Balanced Assessment Consortium (SBAC) or on <u>iReady</u> (our locally determined assessment) in English Language Arts for student's grade level.

Graduation Rate for English Learners

The expected rate of graduation for students in this program is 75.5 percent. The graduation rates displayed on the Graduate Data report, is available on the California Department of Education DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child. Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to EL students based on the state-adopted academic content standards, including English language development (ELD) standards.

Language Acquisition Programs Offered

We are required to offer, at a minimum, a Structured English Immersion program option. We also offer the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Dual-Language Immersion Program: A language acquisition program also referred to as **Two-Way Immersion** that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program should be designed using evidence-based research and include both designated and integrated ELD. This program begins in transitional kindergarten/kindergarten (TK/K) and continues to sixth grade.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan. If interested in a different program from those listed above, please contact Essence Phillips, Director, Equity and Social Emotional Support at 925-779-7500 x 40524 or EssencePhillips@antiochschools.net to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs.

Reclassification Form



Reclassification to Fluent English Proficient Reclasificación a Dominio Competente del Inglés

Student's Last Name / Apellido del alumno	Student's First Name / Nombre del alumno	
School / Escuela	Student ID / ID del alumno	Grade/Grado

Your student has met all of the requirements for reclassification from English Learner (EL) to Fluent English Proficient (FEP) established by the Antioch Unified School District:

Su alumno ha cumplido con todos los requisitos establecidos por AUSD para ser reclasificado de: un alumno de aprendices de inglés (EL) a un alumno reclasificado con capacidad en inglés (RFEP):

1	English Language Proficiency Assessments for California (ELPAC) Results: Student received an overall score of "4" or higher on the 2023-24 Summative ELPAC or a score of "3" on the 2023-24 Alternate ELPAC. Resultados de la prueba de aptitud en el dominio del idioma inglés de California (ELPAC): El alumno recibió una calificación de "4" o mayor en la prueba sumativa ELPAC o una calificación de "3" en la prueba de ELPAC alternativa del 2023-2024.	Overall Score / Puntuación General					
		Date/ Fecha					
2	State Test Results: Student earned a passing score or higher on the Spring 2024 SBAC or on iReady, a locally determined assessment in English Language Arts for student's grade level. Resultados de la prueba estatal: El alumno obtuvo una puntuación aprobatoria o alta en la primavera del 2024 en el SBAC o iReady, una prueba local seleccionada para la evaluación de artes del lenguaje inglés de nivel del grado del alumno.	☐ SBAC _____ Score/Puntuación _____ Date/Fecha ☐ iReady _____ Score/Puntuación _____ Date/Fecha					
3	Course Grades: Students in primary grades must have a "2" or better in all areas of English Language Arts. Students in secondary must receive a "C-" or better in English Language Arts. Calificaciones: Alumnos en grados de primaria deben tener un "2" o mayor en todas las áreas de inglés/lenguaje y literatura. Alumnos de secundaria deben tener una "C-" o mayor en inglés/lenguaje y literatura.	ELA Report Card Grade / Calificación de ELA en la boleta <table border="1"> <tr> <td>Grade/grado</td> <td>Date/Fecha</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		Grade/grado	Date/Fecha		
Grade/grado	Date/Fecha						
4	Teacher recommendation / Recomendación del maestro _____ Teacher Signature / Firma del maestro	_____ Date/Fecha					

- ☐ I agree with the decision to reclassify my child as Fluent English Proficient (FEP).
Estoy de acuerdo con la decisión de reclasificar a mi hijo como Dominio Competente del Inglés (FEP).
- ☐ I disagree with the decision to reclassify my child as Fluent English Proficient (FEP).
No estoy de acuerdo con la decisión de reclasificar a mi hijo como Dominio Competente del Inglés (FEP).

Parent Signature / Firma del padre/tutor

Date/Fecha

Principal Signature / Firma del principal

Date/Fecha

Director, Equity and Social Emotional Support / Director, Equidad y apoyo socio emocional

Date/Fecha

REV:2024.07.29-bf

Individual Learning Plan (ILP) Opt Out Form



English Language Development (ELD) Individualized Learning Plan 2024-2025

Student's Last Name				Student's First Name			
School				Student ID		Grade	
ELPAC Score	ELPAC Date	SBAC Score	SBAC Date	iReady Score	iReady Date	English Grade	Grade Date

The purpose of this English Language Development (ELD) Individualized Learning Plan (ILP) is to differentiate the ELD instruction provided to the above named student. The parent/guardian is requesting to initiate the state/federal guidelines as stated:

Parents of ELs have a right to decline or opt their children out of a school district's EL program or out of particular EL service(s) within an EL program (20 United States Code Section 7012(a)(8), and 5 CCR Section 11301(b)). However, LEAs are still obligated to provide the student with language acquisition services (5 CCR Section 11302) until the student is reclassified.

As part of the process, the Parent/Guardian has met with the site principal who has explained the goals and benefits of the English Learner program. In addition, the Principal has reviewed the current data with the Parent/Guardian indicating your student's progress in ELD and academic progress in general.

Reclassification Criteria		
ELPAC	Comparison of Performance of Grade Level Basic Skills	Teacher Evaluation of Student Academic Performance
Overall score of 4 out of 4 with no subtest less than a 3.	A mid-basic score or above on the State mandated English Language Arts standardized test (SBAC) Smarter Balanced Assessment Consortium and on our locally determined assessment (iReady) will be utilized.	Students in grades K-5th must receive a 2 or better in ELA; and students in 6-12th must receive a C- or better for their most recent English class at time of reclassification review.
Overall score of 3 on Alternate ELPAC.		

Based on your student's current level of proficiency with English language acquisition, their ELD instruction will be provided to the level of their need. They will receive their ELD instruction through their English teacher. The English teacher will utilize the ELD standards determined appropriate for grade level. To support your student's eligibility for reclassification, your student will receive instructional support to improve their grade in English and maintain their English Language Arts (ELA) basic skills to at least the level that will meet the minimum



English Language Development (ELD) Individualized Learning Plan 2024-2025

ELA requirement for reclassification in 2024-25.

The following conditions still apply:

It does not change their status as an English Learner. Your child will continue to be identified as an English Learner until they reclassify as Fluent English Proficient.

We will administer the State mandated ELPAC assessment or successor test to your child every year until they meet the criteria to reclassify.

The school and this office will periodically review their language/academic assessments and grades to ensure that they are making progress towards meeting the reclassification criteria. If progress is not made, we will contact you to discuss this matter.

This ILP will be valid through (June 10, 2025).

A copy of this ILP will be sent to the principal or designee with instructions to adjust student's schedule to not include a designated ELD course instructional setting, understanding that their EL status and their academic support as an EL student has not changed. A copy will also be placed in the student's cumulative record folder. If you decide to change student's ELD instructional setting, please contact the principal, who will contact the district office.

All signing parties are aware of the ILP and its contents.

Parent/Guardian (print, sign, and date)

Principal/Vice-Principal (print, sign, and date)

Teacher (print, sign, and date)

Director, Equity and Social Emotional Support (sign and date)
Dr. Essence J. Phillips