Conejo Valley Unified School District
Multilingual Learner Master Plan

September 20, 2023

CONTENT

Asset-Based Pedagogy:
Student, Family, and Community Engagement for the Academic and Social-Emotional Learning of Multilingual Students

Students' families and communities are very important. I make sure to integrate knowledge about students' lives in my class because they need to see themselves in the curriculum. It affirms their identity. It makes school relevant. It encourages their sense of purpose.
-Mr. Gonzalez, seventh-grade social studies teacher, April 8, 2018

Source: Improving Education for Multilingual Learner Students (2020)

INTRODUCTION

CVUSD believes in providing our Multilingual Learner students with the best equitable education and social emotional support they need to have a successful and positive experience.

This plan values the rich and diversified backgrounds of our Multilingual Learners. It was updated to represent the partnership between the students, staff, parents, and community.

This master plan will be adapted annually to meet the evolving needs of our Multilingual Learners.

Multilingual Learner Master Plan Process

- Ten three-hour virtual sessions took place every week from January 18, 2023, to March 29, 2023. Some of the topics included:
  - California English Learner Roadmap
  - English Language Proficiency Assessment of CA (ELPAC)
  - Integrated and Designated ELD
  - English Learner policies, laws, and regulations
  - ELD Standards to support Instructional decisions
- A consultant from the California Association of Bilingual Education (CABE) facilitated the process.
- A total of 17 members were part of the committee.
- A writing committee was formed to complete the plan.
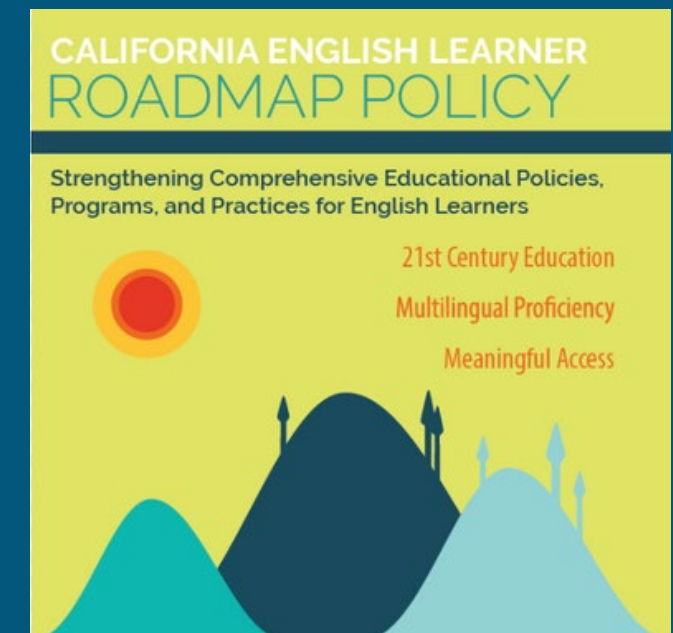
Multilingual Learner Master Plan Committee

- Dr. Ricardo Araiza - Director (Multilingual Learners)
- Dr. Shanna M. Egans - Assistant Superintendent, Student Services (District Office)
- Paige Gonzales - Dean of Students (Middle School)
- Heather Lane – Assistant Principal (Middle School)
- Helena Krostag - Bilingual Facilitator (High School)
- Marga Marshall - California Association of Bilingual Education (CABE)
- Maria Melendez - Bilingual Facilitator (Elementary School)
- Michelle Pineda - Social Worker (Newcomer Academy)
- Dr. Claudia Salguero - Bilingual Paraeducator (High School)
- Diana Sarceño - District English Learner Advisory Committee (Parent)
- Dr. Dena Sellers - Director, Elementary Education (District Office)
- Kate Scattergood - Teacher (Elementary School)
- Susie Stanziano - Multilingual Learners Program Specialist (District Office)
- Dr. Sonia Wilson - Director, Middle Schools (District Office)
- Dawn Thomas – Director, Special Education, Secondary (District Office)
- April Vazquez - Inclusion TOSA (District Office)
- Nicole Wall - ELD Teacher (Middle School)

OUR WRITING TEAM

Ricardo Araiza, Ed.D.
Director, Multilingual Learners

April Vazquez
Dean of Students

Nicole Wall
Middle School ELD Teacher

Kate Scattergood
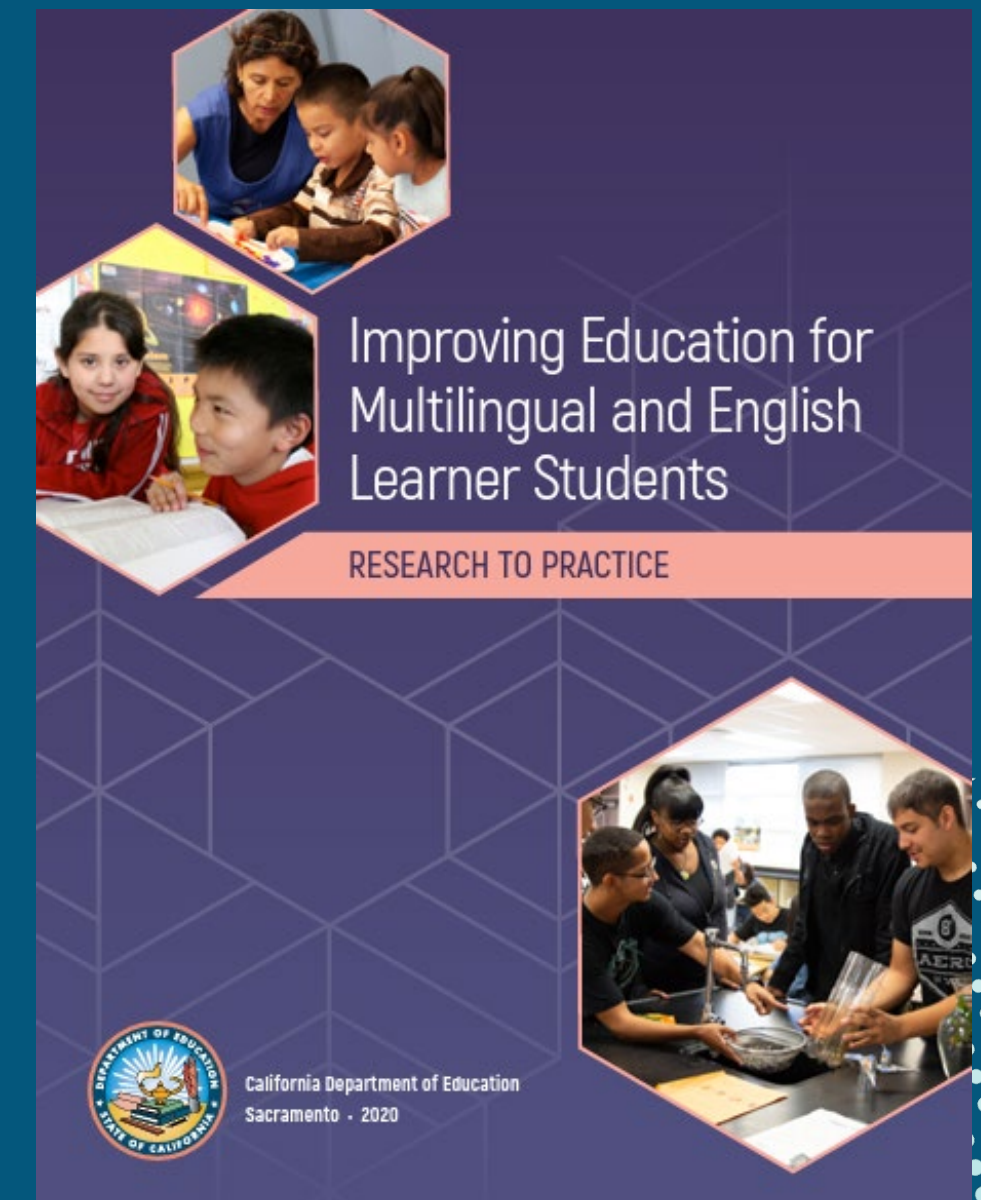**Elementary Teacher**

Edith Cortes
High School Counselor

Susie Stanziano
Multilingual Learner Program Specialist

Other Collaborators

- Ana Alvarez - Community Outreach Specialist (Elementary School)
- Stefanie Caswell – Gifted and Talented Education TOSA (District Office)
- Kimberly Gold – Coordinator of Communication, Community Engagement and Marketing (District Office)
- Andrea Jacobo - Counselor (High School)
- Priscilla Montero - Counselor (High School)
- Eileen Moore - Teacher (High School)

Improving Education for Multilingual and English Learner Students

RESEARCH TO PRACTICE

California Department of Education
Sacramento · 2020

Translation Team

- Sandra Hernandez - Bilingual Facilitator (Elementary School)
- Helena Krostag - Bilingual Facilitator (High School)
- Anna Medina - Bilingual Facilitator (Middle School)
- Maria Melendez - Bilingual Facilitator (Elementary School)
- Nancy Moreno - Multilingual Learner Department Secretary (District Office)
- Magda Simonini - Bilingual Facilitator (Elementary School)
- Susie Stanziano - Multilingual Learner Program Specialist (District Office)
- Daryl Miller - EL Digital Platforms Support - Bilingual Paraeducator (District Office)

1. Identification, Assessment, and Placement

- Registration Process
- Home Language Survey
- Initial ELPAC
- Transfer Students
- Program Placement
- EL Typologies

Section 1: Identification, Assessment, and Placement

1.1 Registration and Home Language Survey

1.2 Initial ELPAC

1.3 Transfer Students

1.4 Multilingual Learner Program Placement (TK-12)

1.5 Multilingual Learner Typologies

2. Instructional Programs

- Integrated and Designated ELD
- Structured English Immersion
- English Language Mainstream
- Dual Language Immersion
- Newcomer Academy

Section 2: English Language Development Instructional Programs

2.1 Integrated and Designated English Language Development

2.2 Structured English Immersion (SEI) and English Language   Mainstream

2.3 Dual Language Immersion (DLI)

2.4 Newcomer Academy

3. Monitoring and Reclassification

- Monitoring of Multilingual English Learners
- Summative ELPAC
- Smarter Balanced Assessments
- English Learner Progress Indicator
- Reclassification to Fluent English Proficient (RFEP)
- Monitoring of Reclassified Students
- Ellevation Process
  - Language Appraisal Team Meetings
  - Monitoring Form

Section 3: Monitoring and Reclassification
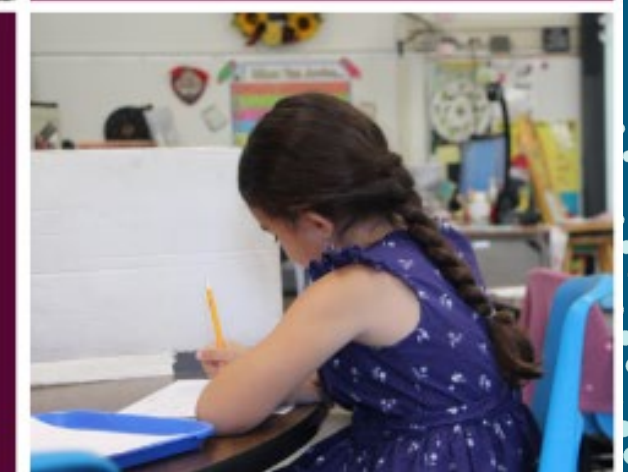
3.1 Monitoring of Multilingual Learners (MLs)

3.2 Summative English Language Proficiency Assessment of California (ELPAC)

3.3 Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics

3.4 Reclassification to Fluent English Proficient (RFEP)

3.5 Monitoring of Reclassified Students

3.6 Multilingual Learner Monitoring Processes

4. Multilingual Learners with Diverse Learning Needs

- Gifted and Talented Education (GATE)
- Special Education
- Alternate ELPAC
- Reclassification of Multilingual Learners with IEPs

Section 4: Multilingual Learners with Diverse Learning Needs

4.1 Gifted and Talented Education (GATE)

4.2 Special Education

4.3 English Language Proficiency Assessment (ELPAC)

4.4 Reclassification of Multilingual Learners with IEPs

5. Staffing and Professional Development

- Staff Certification
- Recruitment and Hiring
  - BCLAD Stipend
- Professional Development

Section 5: Staffing and Professional Development

5.1 Staff Certification
5.2 Recruitment and Hiring
5.3 Professional Development

6. Program Support, Monitoring, and Evaluation

- Curriculum Adoption
- Program Evaluation for Site Accountability
- Program Monitoring for Site Accountability

Section 6: Program Support, Monitoring, and Evaluation

6.1 Curriculum Adoption

6.2 Program Evaluation for Site Accountability

6.3 Program Monitoring for Site Accountability

7. Family and Community Engagement

- Family and Community Engagement Model
- Authentic and Meaningful Family-School Partnerships
- Diverse Educational Partner Engagement and Input
- Family/Parent Learning Opportunities
- Family Advisory Committees
- Language Access

Section 7: Family and Community Engagement

7.1 Family and Community Engagement Model

7.2 Authentic and Meaningful Family-School Partnerships

7.3 Diverse Educational Partner Engagement and Input

7.4 Family/Parent Learning Opportunities

7.5 Family Advisory Committees

7.6 Language Access

8. Funding, Evaluations, and Accountability

- Funding for Multilingual Learner Programs and Services
- Monitoring of Multilingual Learner Funding
- State and Federal Accountability
  - LCAP
  - School Plan

Section 8: Funding, Evaluation, and Accountability

8.1 Funding for Multilingual Learner (EL) Programs and Services

8.2 Monitoring of Multilingual Learner (EL) Funding

8.3 State and Federal Accountability

Next Steps

- Board Adoption
- Roll-out and Implementation
- Plan Updates

We have a growing body of research that makes clear that students who are bilingual have advantages, not only in their literacy development, but in the development of problem-solving skills and other areas of cognition. What we see now is that bilingualism is a gift that we can give to our students and to our communities.

– Former US Secretary of Education John King'

QUESTIONS?