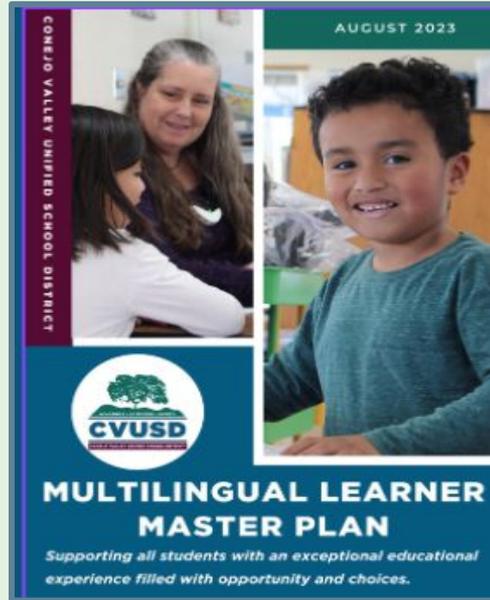# CVUSD Multilingual Learners Master Plan

DELAC Presentation
January 23, 2024

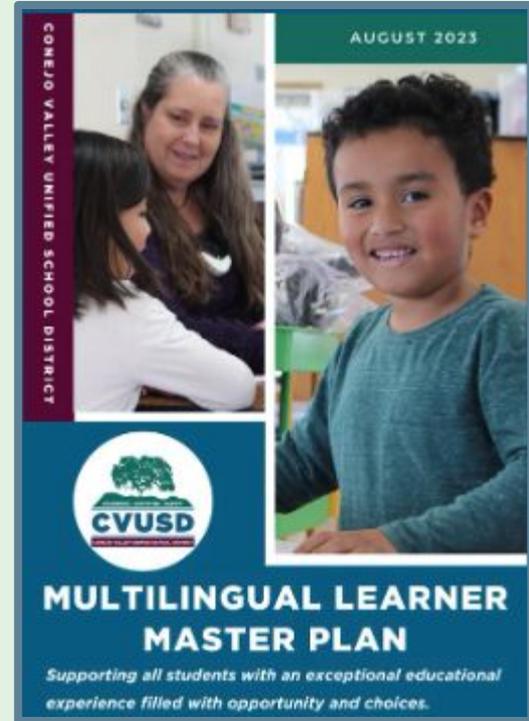# Table of Contents

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Section Summaries

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Introduction

- Provide students with the best equitable education and social emotional support
- Partnership between students, staff, parents, and community
- Process
  - Committee
  - Writing Team
  - Translation Team
- Living document

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

AUGUST 2023

CVUSD

MULTILINGUAL LEARNER MASTER PLAN

Supporting all students with an exceptional educational experience filled with opportunity and choices.

Section 1: Identification, Assessment, and Placement

- Registration Process
- Home Language Survey
- Initial ELPAC
- Transfer Student
- 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

Registration Process

- Online Pre-Enrollment
- School Choice
- Inter-district Transfer

Home Language Survey

- State mandate for **all** students at time of enrollment
- Questions 1-3 identifies the primary language and provides the student's home language status (English Only or To Be Determined)

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

Initial English Language Proficiency Assessment for California

- **Purpose: Initial Fluent English Proficient (IFEP) or English Learner (EL)**
- Students in grades TK - 12 entering for the first time a California public school
- Process must be completed within 30 days of enrollment
- Four performance areas are assessed: Listening, Speaking, Reading & Writing
- Six Grade Spans: K, 1, 2, 3-5, 6-8, 9-12
- 2023 - 2024 Testing Window: July 1, 2023 - June 30, 2024
- Weighted scores:

Grade (s)	Oral Language		Written Language	
	Listening	Speaking	Reading	Writing
K	45%	45%	5%	5%
1	35%	35%	15%	15%
3 - 12	25%	25%	25%	25%

Transfer Students

- Transfer within CVUSD
- Transfer from another school district
- Transfer from a private school or from another state

Program Placement for Multilingual Learners

- Elementary
  - Structured English Immersion (SEI)
  - Dual Language Immersion (Conejo Academy)
- Middle and High School
  - Emergent Learners are enrolled in Designated and Integrated ELD classes that are self-contained
  - Expanding and Bridging Learners are enrolled in mainstream English for their Integrated and Designated English Language Development
  - Student's placement is reevaluated each school year (ELPAC scores, ELD Team input, Grades, District Benchmarks, Lexile scores, etc.)

Multilingual Learners Typologies

- Newcomer: 2 years or less
  - Formal Schooling
  - Limited/Interrupted Formal Schooling

- On track: Less than 4 years and meeting minimum progress expectations

- At-Risk: 4 - 5 years

- Long Term: 6+ years

Section 2: Instructional Programs

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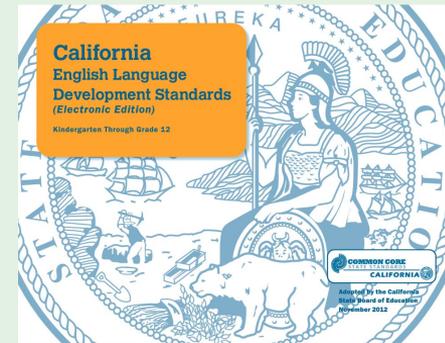- Dual Language Immersion
- Newcomer Academy

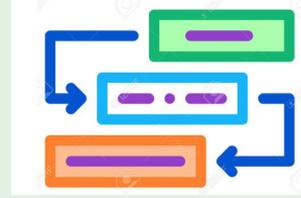**Section 2: English Language Development Instructional Programs**

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

Integrated and Designated English Language Development (ELD)

- **Integrated ELD:** State Adopted Academic Content Standards in tandem with ELD Standards
  - Integrated ELD is being taught through a specific subject (i.e. Math, History, etc.)
- **Designated ELD:** Focused instruction on the State adopted ELD Standards
  - Teaches language
  - Taught daily by certificated staff
    - Elementary Program: Wonders ELD
    - Secondary Program: iLit

California
English Language
Development Standards
(Electronic Edition)
Kindergarten Through Grade 12

COMMON CORE
STATE STANDARDS
CALIFORNIA
Adopted by the California
State Board of Education
November 2012

Structure English Immersion (SEI)

- Students at the Emerging or Expanding level
- Survival English skills and Language
  - The ability to understand and express themselves with simple, present progressive sentences, classroom direction, and personal needs.
  - The letters and sounds needed for beginning reading (long vowel sounds)
  - The ability to write the letters for the English sounds
- Primary Language support is vital
- Scaffolding support

English Language Mainstream

- Multilingual Learners at the Summative ELPAC Bridging level (reasonable fluency)
- Moderate to light scaffolding support
- English is the language of instruction for all subjects
- Path to Reclassification (RFEP)

Dual Language Immersion (DLI) Program

- Offered at Conejo Academy of Leadership and Language Immersion
- 50/50 Model
- Three Pillars
    - Bilingualism and Biliteracy
    - Grade Level Academic Achievement
    - Cross-Cultural Competence

Newcomer Academy

- Offered at Newbury Park High School
- Less than 2 years in the country
- Free Transportation for TOHS & WHS students
- Assembly Bill 2121 - High School Diploma
- Understanding and supporting families
- Primary language support
- Social Worker

Section 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
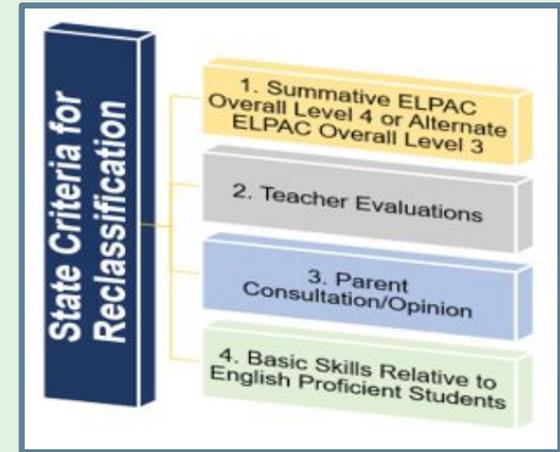

Section 3: Monitoring and Reclassification

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
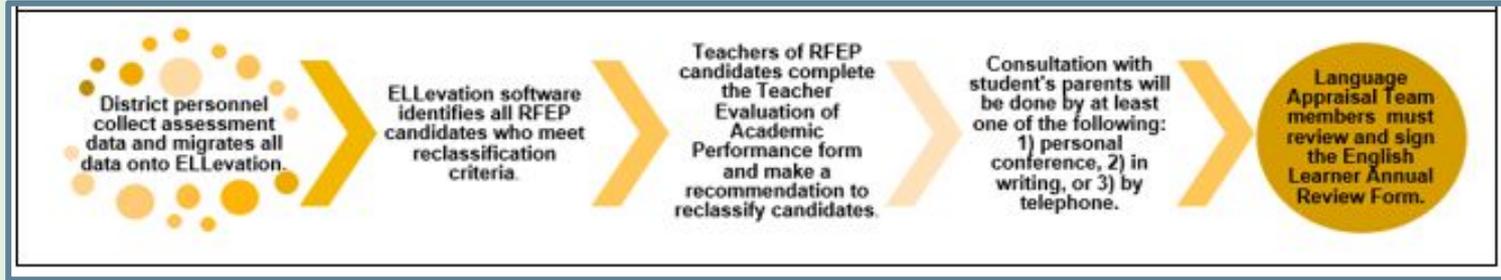
3.6 Multilingual Learner Monitoring Processes

Monitoring of English Learners

- Evaluation of all MLs and RFEP (less than 4 years as RFEP)
  - Data: ELPAC, CAASPP, Grades, Lexile Scores
- Language Appraisal Team (LAT) using Ellevation
  - Newcomer Meetings
    - After Initial ELPAC
    - Set Goals
  - Intensive Meetings (At - Risk & LTEL)
    - Meetings occur in December
    - Set Interventions
  - Normative Developing
  - RFEP Candidate Meetings
    - MLs that meet State criteria
    - 2023-24 Reclassification Chart Rev. 12.13.23.pdf
- A copy of all meetings are sent to parents

State Criteria for Reclassification
1. Summative ELPAC Overall Level 4 or Alternate ELPAC Overall Level 3
2. Teacher Evaluations
3. Parent Consultation/Opinion
4. Basic Skills Relative to English Proficient Students

Reclassification Process

District personnel collect assessment data and migrates all data onto ELLevation.

ELLevation software identifies all RFEP candidates who meet reclassification criteria.

Teachers of RFEP candidates complete the Teacher Evaluation of Academic Performance form and make a recommendation to reclassify candidates.

Consultation with student's parents will be done by at least one of the following: 1) personal conference, 2) in writing, or 3) by telephone.

Language Appraisal Team members must review and sign the English Learner Annual Review Form.

Monitoring of RFEP Students

- First 4 years - Twice a year
- Usually December and May
- Monitored by General Education Teacher, ELD or English Teacher

Summative ELPAC

- **Purpose: To measure progress towards English Proficiency**
- General Overview
  - ELPAC Results - Educational Placement
  - ELPAC Level 4 - Criteria needed for a student to be reclassified
- State Mandated
- Aligned with the 2012 ELD Standards
- Grades K-2: One on one Administration for the ELPAC Assessment
  - Grade 2 writing: Can be done in small groups (10 max)
- Grades 3-12: Speaking portion is administered in a one on one setting. The rest of the ELPAC test is likely administered in a group setting
- <u>2023-24 Summative ELPAC Parent Notification Letter</u>

- Administered by trained Test Examiners who must calibrate
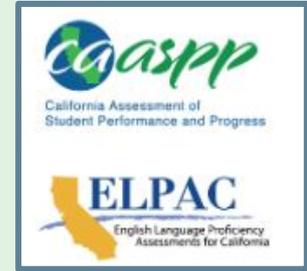
ELPAC Domains

Oral Language

Listening

Speaking

Written Language

Reading

Writing

Test Administration Window

Test	Start Date	End Date
Initial ELPAC & Initial Alternate ELPAC	July 1, 2023	June 28, 2024
Summative ELPAC & Summative Alternate ELPAC	February 1, 2024	May 31, 2024

Summative ELPAC Estimated Testing Times

Grade Span	Testing Times	Walking/Prep Time	Total Minutes
TK-K	55 -75	15	90
1	75 - 110	15	125
2	75 - 110	15	125
3 - 5	110 - 185	15	200
6 - 8	115 - 200	15	215
9 - 10	120 -205	15	220
11-12	120 -205	15	220

Form 4 and 5 Estimated Testing Times

Interim Assessments Practice & Training Test

- New this school year!
- Standardized or non-standardized options
- Supports Teaching & Learning

Practice & Training Test

- Can be done at home or school
- Same Grade Spans
- https://www.elpac.org/resources/onl ine-practice-and-training-test/

Online Practice and Training Tests

Administration of Practice and Training Tests is optimized in supported versions of Chrome, Firefox, and Safari web browsers. Use of the Microsoft Edge and Internet Explorer web browsers is not recommended.

To access the online Practice and Training Tests, please select one of these buttons.

Test Administrator and Test Examiner Practice and Training Site

If you are a test examiner, select this button to access and administer the online Practice and Training Tests.

Test Examiner Resources for Practice and Training Tests

If you are a test examiner, select this button to access resources, including *Directions for Administration (DFAs)* and Scoring Guides. Test examiners will need to use the computer-based ELPAC *DFAs* and follow the instructions when administering the online practice and training tests.

Student Interface Practice and Training Tests

If you are a student, select this button to access the Practice and Training Tests for the online tests.

Section 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
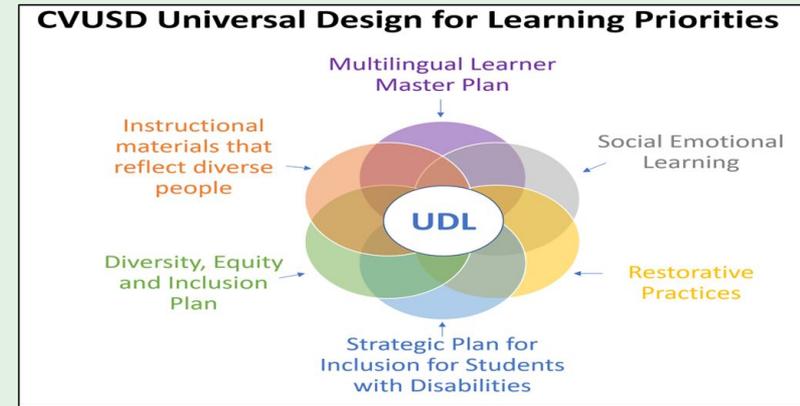
MLs with Diverse Needs

- **GATE**
  - Universal Screening measures
  - Opt-out system for GATE Testing (Pictorial)
  - Enrichment Activities for All
- **Special Education and 504 Plan**
  - Linguistic appropriate goals
  - Designated Supports & Accommodations for testing (if needed)
    - ELPAC Accessibility Resources
  - Initial & Summative Alternate ELPAC
    - ELs with the most severe cognitive disabilities whose primary language is not English
    - Students can use their preferred mode of communication
   - One-on-one testing with SPED Teacher

Universal Design for Learning (UDL)

- Best practice for teaching all students in an inclusive learning environment
  - There is no "one size fits all"
- Three Main Principles:
  - Engagement - The "why" of learning
    - Provide Multiple Means
    - Social Emotional: Mental Health
    - Expanding core literature for under represented groups
  - Representation and Action - The "what" of learning
    - Importance of using different strategies
  - Expression - The "how" of learning
    - Access to chromebooks
    - Students have options on how to provide evidence

CVUSD Universal Design for Learning Priorities

Multilingual Learner Master Plan

Instructional materials that reflect diverse people

Social Emotional Learning

UDL

Diversity, Equity and Inclusion Plan

Restorative Practices

Strategic Plan for Inclusion for Students with Disabilities

Section 5: Staffing and Professional Development

- Staff Certification
  - Meet State requirements
- Recruitment and Hiring
  - BCLAD Stipend for DLI Spanish Speaking Teachers
- Professional Development
  - Ongoing Training on Designated & Integrated ELD
  - ELD Teacher Advisors Monthly Meetings
  - ELPAC Training for certificated and classified staff
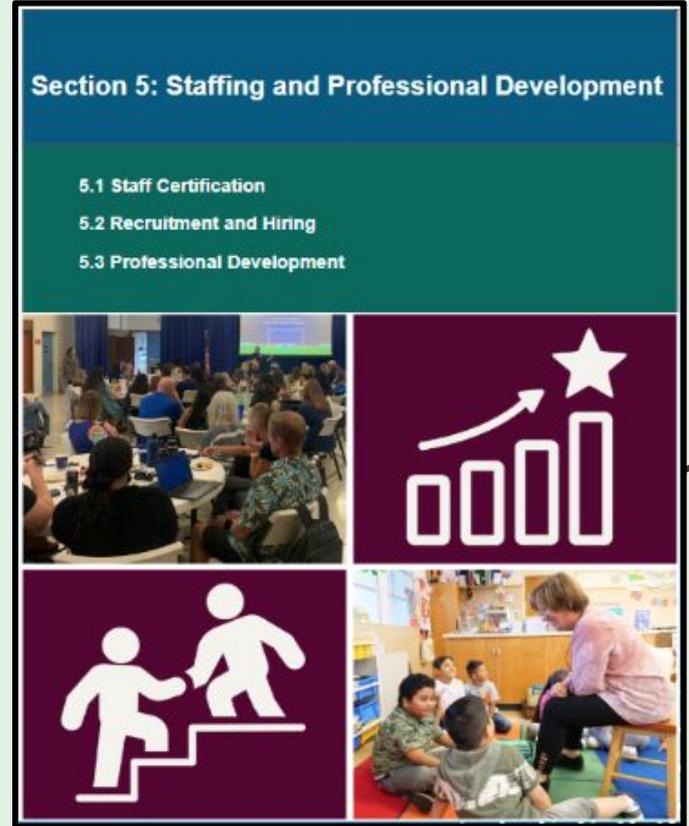
Section 6: Program Support, Monitoring, and Evaluation

- Curriculum Adoption
  a. Grades K - 5: Wonders
  b. Grades 6 - 12: iLit
- Program Evaluation for Site Accountability
  a. Progress one level each year
     i. Typically 4-5 years to reclassify
  b. Review ELPAC results
  c. Local assessments (SRI/SRM)
  d. LAT Meetings
- Program Monitoring for Site Accountability
  a. Site Level Monitoring - "FPM" visits
  b. Benchmarks and other assessments
  c. Ellevation
  d. Q - Student Information System

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
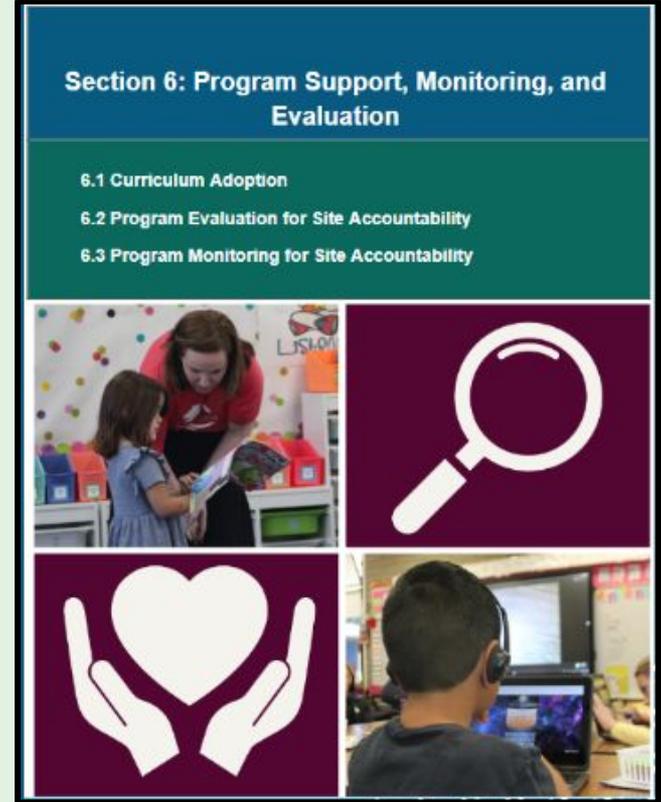
Section 7: Family & Community Engagement

- Welcoming environment in all CVUSD schools and offices
- Asset-based approach that affirms all languages, cultures, talents, and lived experiences of the families/parents/guardians of CVUSD
- Integral partnership with families in the learning process
- Opportunities for input to inform district and site-level decisions about Multilingual Learner programs and services
- Parent outreach to maximize family/parent participation
- ELAC/ DELAC
- Community Outreach Committee Meetings

Section 7: Family and Community Engagement

7.1 Intro/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

The Four Stages of Immigrant Parent Involvement (Han & Love 2015)

- Cultural Survivors
  - Concerned about securing food and shelter
- Cultural Learners
  - Somewhat at ease with the school and US Education System
  - Starts communicating with the help of qualified interpreters
  - Feel more comfortable participating in workshops, meetings, etc.
- Cultural Connectors
  - Become familiar with the educational terminology, policies and procedures
- Cultural Leaders
  - They are "the voice" of their ethnic and language community
    - Advocate

Language Access

- CVUSD Priority
  - Interpretation/Translation services available to all families (IEP, Parent Teacher Conferences, etc)
- CVUSD has over 48 languages
  - Spanish, Mandarin, Korean, Farsi & Russian
- CVUSD hires bilingual staff to reduce the language barrier
  - Spanish
  - Russian/Ukrainian
  - Mandarin
  - Outside company for other languages
- Classroom Support - 27 Bilingual Paraeducators
- Office and Program Support - 21 Bilingual Facilitators

Section 8: Funding, Evaluation, and Accountability

- General Funds

- Supplemental Funds

- District staff monitors their individual department funds following federal, state and local guidance

Federal Program Monitoring (FPM)

- **Purpose: To ensure Title III funds are spent appropriately**

- *2022-23 FPM In-Person Visit: Zero Findings of Non-Compliance*

State and Federal Accountability

- Local Control Accountability Plan (LCAP) Process
  - Stakeholders are involved in the decision making
- Local Control Funding Formula (LCFF)
- School Plan for Student Achievement (SPSA)
- The California Dashboard
  - Chronic Absenteeism
  - Suspension Rate
  - English Learners Progress
  - Graduation Rate
  - College/Career Readiness
  - English Language Arts Progress
  - Mathematics Progress

I – Involvement
- EL 1: English Learner Advisory Committee (ELAC)
- EL 2: District English Learner Advisory Committee (DELAC)

II – Governance & Administration
- EL 3: English Learner Identification & Assessment
- EL 4: Implement, Monitor and Revise Title III Plan
- EL 5: EL Program in the SPSA (Schoolwide)
- EL 6: Title III (Equipment) Inventory

III – Funding
- EL 7: Supplement, Not Supplant, with Title III
- EL 8: Time and Effort Requirements

IV – Standards, Assessment, and Accountability
- EL 9: Evaluation of Title III-Funded Services and Programs
- EL 10: Reclassification

V – Staffing and Professional Development
- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English Learners

VI – Opportunity and Equal Educational Access
- EL 13: Language Acquisition Program Options and Parent Choice

VII – Teaching & Learning
- EL 14: English Language Development (ELD)
- EL 15: Access to Standard Instructional Program

Questions