

Multilingual English Learner Master Plan



VALUES



FIRST CLASS



TEAMWORK & TRUST



PEOPLE, NOT PROGRAMS



A FAIR BREAK FOR EVERY KID

OUR VISION

To be America's benchmark for excellence in education

OUR MISSION

To be a quality educational system providing the resources for ALL students to reach their potential in mind, body and spirit

OUR AIMS

- I. Maximize Achievement for ALL Students
- II. Operate with Increasing Efficiency and Effectiveness
- III. Hire, Develop, Sustain and Value a High-Quality Diverse Workforce





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[*A list of common acronyms can be found here.](#)



Introduction

The Clovis Unified School District (CUSD) Multilingual English Learner Master Plan was created in partnership with CUSD staff, students, and parents.

The plan is designed to encompass the four guiding principles that are established in the California Department of Education's English Learner Roadmap and is adapted to meet the needs of our CUSD students and families.





Purpose of Our Multilingual EL Master Plan

Although state's roles in education vary, relevant English Learner (EL) research paired with federal and state mandates for EL education provide clear guidance for policymakers and educational systems to transform teaching and learning for our nation's five million English learners, 1.1 million of whom reside in California. The recent adoption of the CA English Learner Roadmap comprehensive policy for EL education affords Local Educational Agencies (LEA) the opportunity to align EL local policy to a framework that is research-based and builds upon EL strengths through coherent approaches that address key barriers in education to bolster EL students' educational opportunities and to create systems that support the realization of their academic, linguistic, and social potential.¹

The EL Master Plan serves as the LEA's collective commitment to "shift the paradigm to focus on the provision of opportunities to learn for ELs."²

¹ Umansky, I. M., & Porter, L. (2020). State English learner education policy: A conceptual framework to guide comprehensive policy action. *Education Policy Analysis Archives*, 28(17). <https://doi.org/10.14507/epaa.28.4594>

² <https://www.colorincolorado.org/article/language-policy-recommendations-policymakers-and-educators>



Guiding Principles

The [California English Learner Roadmap](#) from the California Department of Education aligns four principles to guide the work of districts around multilingual students. These four principles guide the work that CUSD is doing to ensure equitable access and achievement for our multilingual students and has provided a foundation for our work. As a district, we have adapted and expanded on them to meet the needs of our students.

1 *Assets-Based Education: Schools and educators foster asset-oriented environments grounded in sociocultural competence*

Students are valued for who they are and what they bring to the classroom. Teachers acknowledge that every student comes to school with a different skillset and with different backgrounds. This information is utilized to help the whole class learn and grow. Our classrooms teach acceptance and inclusion and focus on having an asset-based mindset.

2 *Rigorous Academics: Students engage in academically rigorous learning that cultivates high achievement*

Students are provided a rigorous, standards-based curriculum that meets the high expectations of CUSD. Teachers utilize strategies that support the development of the English language and are infused with critical thinking, problem solving, and high-leverage vocabulary.

3 *Systematic Support: Our sites provide systematic supports that are infused with data-driven decision making, continuous improvement, and capacity building for staff*

At the district and site level, staff members are focused on providing resources to support multilingual students and to build the capacity of educators. Our staff is provided with research-based professional learning opportunities that focus on the linguistic needs of students as well as cultural proficiency, data, Professional Learning Communities (PLC), Multi-Tiered Systems of Support (MTSS), and more.

4 *Alignment & Articulation: Programs are articulated and aligned in order to best prepare students to be college and career ready*

Our multilingual students are provided access to a full curriculum that is standards-based at all grade levels, regardless of their English proficiency. Additional supports are provided based on student needs.

Principle 1

CUSD is home to over 42,000 students with over 2,000 of them being designated as multilingual English Learner (EL) students. Within the district, we serve families that speak over 50 different languages, and it is our goal to ensure an equitable learning environment for every student who steps foot onto our campuses.



To provide a high-quality education, we must look at the whole child and create learning environments that meet the needs of every student. For our multilingual EL students, that starts with the designation process.

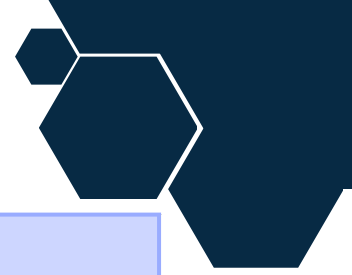
The designation process has several steps to help ensure that we are identifying every student who qualifies for English Learner supports but starts with a belief that all students will achieve greatness and that our multilingual EL students have an asset that many of their peers may not have—the ability to speak, read, and/or write in a second language.

Assets-Based Belief

- In CUSD, multilingual EL's or those who are identified as Limited English Proficient (LEP) have historically been seen as having a deficit due to their lack of English proficiency; however, being multilingual is an asset that needs to be recognized and promoted.
- The Curriculum, Instruction, and Accountability (CIA) Department of CUSD will continue to communicate the importance of asset-based thinking, the significance of valuing multiple languages, and the value of learning and teaching in a diverse community to staff, students, parents, and other educational partners.
- CUSD has continued to expand cultural awareness within our classrooms and community and will stay focused on our work in this area to ensure that our students and staff feel welcomed and accepted on every school site.
- CUSD recognizes that our young people are assets to our state and their communities. Like all students, our multilingual EL students bring a rich cultural and linguistic heritage to our classrooms, making our schools more vibrant and diverse.

Enrollment, Initial Identification, & Placement

- Upon school registration, all parents complete a Home Language Survey (HLS). This document is utilized to determine a student's primary language. A sample of this document can be found here: [Home Language Survey Sample](#)
- Students may also be given a Primary Language Survey to gather more information regarding their home language.
 - If a parent/guardian's response to any of the first three questions is any language other than English, the student is assessed for English language proficiency with the initial English Language Proficiency Assessments for California (ELPAC) within the first 30 calendar days of enrollment. Based on these results, students are designated as Initial Fluent English Proficient (IFEP) or as multilingual EL; parents/guardians are **notified** of these results and are advised of placement.
 - All students who are designated as multilingual ELs are assessed annually with the summative ELPAC in the spring.
- Students who are designated as multilingual ELs receive instruction at varying levels based on their proficiency and grade level as it is our expectation that all students (including our multilingual ELs) will illustrate academic growth throughout the year.
 - All multilingual EL students are placed into a Structured English Immersion (SEI) English class where they are provided with core English instruction by a teacher who has an appropriate EL authorization. Additionally, students receive designated English Language Development (ELD) instruction to support cultural and linguistic development.
 - It is expected that students make annual progress as defined by the [California Department of Education](#) calculator.
 - The annual progress of our students is analyzed throughout the school year by our school staff within their PLCs. The outcome of this data analysis could result in an adjustment to the type and level of instruction a student receives to provide the most impactful learning experience for students.
 - Newcomers (students who are new to the United States within the past year), At-risk Long-Term English Learners (AR-LTEL), and Long-Term English Learners (LTELs) may receive more specialized instruction to help them to progress at a quicker rate. This placement is based on their language needs.



Newcomers	AR-LTEL	LTEL
All Grades	Grades 4 & 5	Grades 6 and Above
Any Student NEW to the US in the last year	4 or more years in US schools	6 or more years in US schools
*A newcomer who is reclassified will be moved out of the EL pathway	1 or 2 on ELPAC	Did NOT make annual progress on ELPAC
	Standards not met on CAASPP	Standards not met on CAASPP

More information on the typologies can be found [here](#).

- Students who test as IFEP are placed into an appropriate English class not needing ELD specific supports.

Reclassifications

- Reclassified Fluent English Proficient students (RFEPs) are students who were initially designated as multilingual EL students upon enrollment to school but have since illustrated proficiency in the instructional program as evidenced on state and local assessments.
 - The CUSD reclassification guidelines can be found [here](#).
 - The CUSD board policy regarding reclassification can be found [here](#).
 - While students who have been RFEP'd have illustrated academic achievement in alignment with state and district guidelines, we recognize that some students may have further need for support. To achieve this, and in accordance with the Every Student Succeeds Act (ESSA), all RFEP students are continually monitored for four years following reclassification. More information about this requirement can be found on the [reclassification page](#).

Provisions for English Learners with Disabilities

Our multilingual EL students who are dually identified may need additional supports and/or accommodations. This knowledge enables our site teams to work collaboratively with our Special Education teams, ensuring that all students are provided with the individual supports needed for success.



- A multilingual EL student who is not making adequate progress even with the support of interventions may be recommended to the Student Study Team (SST). The SST will further analyze individual student data and will recommend additional steps which could include increased interventions or other assessments.
 - Students who are referred for further assessments, if qualified, could be placed onto an Individualized Education Plan (IEP) which would include specified goals, interventions, and would outline supports/people responsible for providing the support the student needs. [\[EC\] 306\[c\]/\[EC\]56026](#)
 - Qualifying an EL student for an IEP includes special considerations including but not limited to:
 - Identifying the differences between language acquisition delays and delays related to a potential disability, and
 - Investigating and understanding the student's language levels in English and in their home language.
 - The IEP documents any provisions needed in relation to English language development.
 - The IEP document will be translated for parents as appropriate.
 - Students on an IEP will continue to receive ELD instruction in conjunction with their core curriculum as appropriate to their individual needs.
 - CUSD follows the state recommended guidelines for the reclassification of Students with Special Needs. More information about these reclassification guidelines can be found [here](#).
 - "When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP". (5 CCR Section 11518.30)


Principle 2



Aim I in our strategic plan is to Maximize Achievement for ALL Students and this cannot be accomplished without holding high-standards for our staff and students. Our staff is focused on meeting this aim through the work that they do with the instructional programs across the district—including the work they do with our multilingual students.

Instructional Programs

- In CUSD, our multilingual EL students are provided with a challenging curriculum and instruction that is standards-based and designed to allow them to achieve at the same levels as their peers.
 - The CUSD staff understands the importance of collaborative conversations and the use of academic vocabulary in the development of the English language throughout the school day and in all subject areas.
 - CUSD's adopted English Language Arts curriculum, including but not limited to Benchmark and Collections, includes integrated and designated ELD and aligns with the California ELD standards.
 - The district also provides supplemental curriculum to school sites that support both integrated and designated ELD time.
 - Supplemental curriculum, including online resources, are also utilized to support language acquisition.
- All multilingual EL students are placed into a Structured English Immersion (SEI) setting with their peers which includes access to the core content, grade-level standards, and integrated ELD instruction.
 - Because our multilingual EL students are placed in SEI classrooms, they receive the same rigorous standards-based curriculum that every student receives.
 - The curriculum and strategies utilized within the classroom may be differentiated to meet the variety of needs of students within the classroom.
 - Staff utilize a variety of student engagement techniques to encourage the participation of students from all student groups.
 - Teachers also use visuals, a variety of question types, and other research-based strategies to encourage discourse, language development, and critical thinking.
 - Seating, anchor charts, modeling, and other evidence-based practices are also utilized within our classrooms.

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- Our multilingual EL students receive daily designated ELD instruction that is aligned with the CA ELD standards and directly addresses their language proficiency level.
 - Tutoring and additional intervention supports are also made available for our Multilingual EL students through their school sites and through district-provided programs.
 - This includes the opportunity for our multilingual EL students to attend summer school and our newcomers to attend Newcomer Summer Academy where academics, language acquisition, and civics education is included.
 - General fund resources, Title III, and LCAP funds are used to provide services and programs for our multilingual EL students to support language and cultural development, additional support, and summer learning opportunities.

Parent Notification

- Parents/guardians of multilingual EL students are notified of the student's placement in a language development program after their initial ELPAC assessment is completed and on an annual basis.
 - At this time, parents have the opportunity to opt out of services for their students; however, an opt out does not exclude students from being assessed via the ELPAC annually.
- Parents/guardians are provided feedback on their student's progress throughout the school year. This feedback varies by school site and grade level.
- Multilingual ELs on an IEP may have modifications or accommodations specific to their needs written into their IEP, and parents/guardians should work with the IEP team regarding any questions or concerns.
- Parents/guardians of students who are eligible for reclassification, receive communication from their school sites regarding this, and parents are invited and encouraged to help us celebrate their student's accomplishments.
- Parents of students who require summer intervention or other interventions are notified directly by their school site.

Cultural Identity

- CUSD values the cultural diversity of the staff, students, families, and educational partners and understands the importance of having an asset-oriented view of our multilingual EL students.
- The district staff and educational partners understand that being multilingual helps contribute to the community and will allow our students to be better prepared for college and for future careers.
- Our sites utilize texts and activities that are engaging to students that are also reflective of the diverse culture of our school sites.
- Students are given the opportunity to share about their own cultures and to learn about others through classroom lessons, events, and activities at our school sites.
- Each school site within CUSD provides students with social emotional learning opportunities throughout the day that are focused on building relationships, creating safe learning environments, and are inclusive and affirming.
 - This is done through district-supported curriculum including, but not limited to, Positivity Project, Second Step, and Mind Up.
- School sites also teach about acceptance and inclusion through a variety of site-based events including events such as Mac N Kids, Unity Week, and Food Fairs.
- Core English Language Arts curriculum is also infused with both diverse literature and cultural representations.




Principle 3

Aim III in our strategic plan discusses the importance of hiring, developing, and sustaining a diverse workforce which are critical attributes to principle 3 of our master plan.


Assessments and Monitoring

- CUSD is focused on ensuring academic success for all students and works with site leaders to build the capacity of their teams through the PLC process and emphasizes the importance of analyzing not only overall data but also subgroup data. The analysis of the data not only informs teaching but provides for a cycle of continuous improvement for our teams.
 - Site and district leaders look at the progress of our multilingual ELs regularly. At each progress monitoring point in the school year, data is analyzed to ensure students are progressing through the use of benchmark assessments such as iReady diagnostics and Inspect assessments. LTEL and reclassification numbers are also a part of this ongoing analysis.
 - Each multilingual EL has an online portfolio that stores information regarding their EL status, academic progress, and monitoring which is reviewed regularly by the classroom teacher and district administration.
- Our multilingual ELs are assessed via Common Formative Assessments (CFAs) throughout the year as well as through district diagnostics, and the California Assessment of Student Performance and Progress (CAASPP) which is given to all students. Additionally, our multilingual ELs are assessed for progress utilizing the ELPAC assessment and other district benchmark assessments.
 - State and local assessment information can be found [here](#).
 - ELPAC score ranges can be found [here](#).
 - Sample ELPAC score reports can be found [here](#).
- Each of the assessments given to our multilingual ELs, combined with teacher observation and work samples aid in providing appropriate instruction and intervention for students.
- Interventions are provided both during the school year and during the summer to support student language acquisition and standards-based learning.

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- CUSD’s goal is to reclassify all of our multilingual ELs making reclassification rates a critical tool and one of our primary focuses and measures of success.
 - Our reclassification guidelines can be found [here](#).
 - CUSD prioritizes funding to support the language needs of our multilingual EL students.
 - General fund resources are used to provide services to our multilingual ELs.
 - CUSD utilizes Title III and funding designated through actions within our Local Control and Accountability Plan (LCAP) to supplement the general fund resources. These supplemental materials and resources may include, but are not limited to:
 - Staff development for instructing multilingual ELs,
 - Supplementary research-based materials, and
 - Title III Instructional Aides or other staff.

Professional Development and Leadership Development

- In CUSD, leaders are provided Professional Development (PD) in a variety of areas, including, but not limited to:
 - PLC's,
 - MTSS,
 - Cultural competency, and
 - Social Emotional Supports.
- Additionally, leaders are able to take part in an EL coaching team that focuses on best practices, strategies, support for multilingual EL students, critical reflection of practices, and coaching teachers.
- At the district level, PD is provided to teachers, instructional aides, site leaders, and other staff. These opportunities include but are not limited to:
 - PD around PLC’s and data analysis which is designed to increase the teacher's ability to modify their teaching based on what the data shows, as well as provide additional support or acceleration for students based on their needs.
 - Ongoing PD that is designed to embrace the diversity of our classrooms and community, while providing teachers with research-based strategies that will empower students to do their best.
 - Ongoing PD that focuses on the language acquisition and literacy needs to succeed in grade level content.
 - PD that focuses on strategies to accelerate student learning and support students in small group settings.

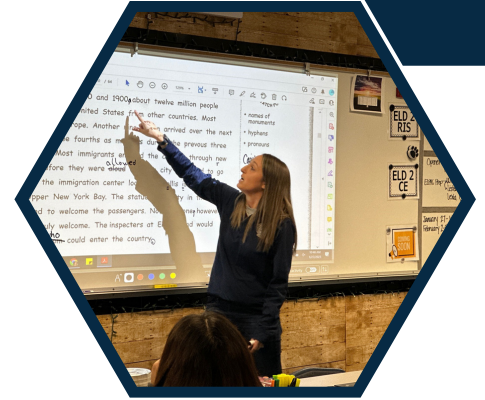
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- In addition to district-led PD, sites may provide PD by partnering with outside agencies to address the specific academic needs of their students.
 - CUSD has designed these PD opportunities based on feedback from school sites, our ELD teachers, our new teacher induction program as well as the state testing gaps and areas of improvement illustrated district-wide through data analysis.
 - Staff members attend regular PLC meetings which provide them the opportunity to collaborate, review student data, lesson plan, and plan for integrated and designated ELD time.
 - CUSD hires teachers who are highly qualified for the position that they assume and hold Cross-cultural, Language, and Academic Development (CLAD) or Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) credentials.
 - In the case that a teacher who holds an intern permit, Provisional Internship Permit (PIP), or Short-term Staff Permit (STSP) is hired, site administration works closely with the individual to ensure they are working to get properly credentialed, and parents are notified. These individuals are also assigned a mentor teacher for support.

Program Monitoring and Evaluation

- District and site leaders are responsible for evaluating the effectiveness of the curriculum, strategies and overall program for our multilingual EL students.
 - This effectiveness is determined by a number of factors including annual progress, reclassification rates, LTEL numbers, and stakeholder feedback.
- The Accountability Department works with site leaders to evaluate the multilingual EL programs and to support the continuous improvement processes.
 - This evaluation includes ensuring students have access to standards-based instruction and both designated and integrated ELD time.
- The Multilingual English Learner Master Plan serves as a framework to support strategies for our multilingual ELs. Specific actions and services are outlined in CUSD's LCAP including the Federal Addendum that ensures compliance with state and federal guidelines.

Principle 4

For a multilingual EL program to be successful and the most beneficial for students, a clear alignment is necessary. Aim II in CUSD is to work with efficiency and effectiveness, which can only be done through clear goals, articulation, and clear communication.



Alignment & Articulation

- CUSD's belief in site-based leadership allows each school site to create a schedule and system that works best for their site, staff, and community.
- Starting at the preschool level, each of our preschool sites have parents complete a home language survey that was created specifically for our youngest learners.
 - Our preschool sites take this information and follow-up with parents via personal interview for any student who indicated their student may be a multilingual English Learner.
 - Preschool teachers provide language support to their students to help them develop the English language in their classrooms.
 - Parents of multilingual EL preschoolers are invited to two conferences within each school year to discuss progress in addition to regular parent contact.
- Within each site program, vertical articulation, use of adopted core curriculum, utilization of research-based supplemental materials, and bilingual instructional aides are used to support language development starting with our youngest learners.
- Secondary sites have created English Language Development (ELD) pathways to support ELD instruction on their campuses. A sample can be found [here](#).
- CUSD's belief in promoting biliteracy begins with communicating the benefits of being multilingual to our community and encouraging students from a young age to work towards achieving the California Seal of Biliteracy at graduation.
- School site schedules include designated time before, during, and/or after school to provide additional support for students as needed.
 - These supports are provided by certificated and classified staff and are intended to support student academic success in the core subject areas and language development.
- Additionally, CUSD offers 24/7 online tutoring services in multiple languages to support students with academic needs at home.

Family and Community Engagement

- CUSD values the partnership of staff, parents, and community members and has a number of ways for each of these individuals to be involved in the education of our children.
 - Every school site within CUSD also has many opportunities for parent involvement. These opportunities include, but are not limited to:
 - School Site Council (SSC),
 - English Language Advisory Committee (ELAC),
 - Intercultural Diversity Advisory Committee (IDAC),
 - Parent Teacher Club (PTC), and
 - District Parent Information Nights.
 - Site-specific information can be found at your student's school's website.
- Pursuant to the state of [California](#) and EC 52176(b), all school sites with 21 or more multilingual EL students must maintain a site-based English Learner Advisory Committee (ELAC) in which parents of multilingual ELs constitute at least the same percentage of the committee members as their students represent of the student body. The goal of the ELAC is to promote positive collaboration between the parents of multilingual ELs, schools, and the district. More information on our District ELAC can be found [here](#).
- Pursuant to the state of [California](#) and EC 52176(b), a District English Learner Advisory Committee (DELAC) is also in place. The DELAC provides an opportunity for parent training, but also provides parents the opportunity to advise the board on programs and services for our multilingual EL students that are aligned to the goals of the California EL Roadmap. DELAC feedback is also a part of the development of the LCAP.
- CUSD also has many other opportunities for parents and our educational partners to be involved.
 - CUSD parent committee information can be found [here](#).
- Additionally, our Supplemental Services Department works collaboratively with our site Transition Teams to host a variety of parent nights throughout the year.
 - These events are free educational events for our students and families and more information can be found [here](#).
 - We also offer newcomer nights throughout the school year that are focused on ensuring our newcomer families are aware of both district and community resources available to them.

- There is also a collaborative effort between CUSD and community-based organizations. This helps us to ensure we can provide a range of support that our families may need. Community Partners include, but are not limited to:
 - [Clovis Unified Health Center](#),
 - [Comprehensive Wellness Project](#),
 - [Child Care Options](#),
 - [Clovis Adult School](#),
 - [Help Me Grow Community Program](#) through Fresno County Superintendent of Schools, and
 - [All 4 Youth](#).



Special Thanks

Thank you to our teachers, administrators, parents, community members, and students for being a part of the process of evaluating and rewriting our Multilingual EL Master Plan. Each of you play a critical role in the education of our students!



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