

Madera Unified School District

**Title III
Local Educational
Agency (LEA)
Plan**

Year 4+

Revised on December 17, 2014

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL Goal 1A: Proficiency in Reading/Language Arts

The 2013/14 AYP State Reading/Language Arts Assessment report shows that Madera Unified School District achieved a 41.5% of all students at the Proficient or Advanced level. The district failed to meet the target percentage of 89% and the Safe Harbor Alternative Method. Our English Learner subgroup performed at the 30.8% in Reading/Language Arts. The gap between all students and English Learners is 10.7%.

For the 2014/15, Madera Unified School District will use the SMARTER Balance results as a baseline year in the implementation of the Common Core State Standards (CCSS).

Filing Cabinet Count	0	Budgeted:	\$3,976,023.00
Resources and state requirements for this goal Available	5		

STRATEGY Supplemental Support Staff

Supplemental support staff has been hired to provide additional assistance in the area of Reading/Language Arts to increase student achievement.

Filing Cabinet Count	0	Budgeted	\$3,955,023.00
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ACTION STEP Reading/Language Arts C&I TSA

Twenty-two Curriculum & Instruction (C&I) Teachers on Special Assignment (TSAs) provide support in the area of Reading/Language Arts, K-12. The C&I TSAs provide assistance with curriculum planning on developing Units of Study, lesson demonstrations, analysis of formative data, assessment development aligned with SBAC, implementation of SDAIE instructional strategies, etc.

Status	In Progress 12/04/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$1,870,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Primary Literacy Support Specialists (PLSS)

Nineteen Primary Literacy Support Specialists (PLSS) provide intensive small group instruction to struggling readers in grades TK-1. Depending on the needs of the school, PLSS teachers are assigned to each K-6/K-8 schools.

Status	In Progress 12/01/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$1,615,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Elementary C&I District Academic Coaches (DACs)

GOAL Goal 1A: Proficiency in Reading/Language Arts**STRATEGY Supplemental Support Staff****ACTION STEP Elementary C&I District Academic Coaches (DACs)**

Four elementary District Academic Coaches (DACs) provide site support to 17 K-6/K-8 schools. Routine meetings with administration are conducted on a monthly basis to evaluate services rendered and determine specific next steps for that particular site. Based on the identified need/s, the DACs develop a customized plan of support may ranging from designing specialized trainings, assisting with lesson design, demonstrating lessons, analyzing assessment data, etc.

Status	In Progress 12/04/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015	Budgeted	\$360,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Library Media Technician (LMT)

The Library Media Technician (LMT) provides support to the instructional program by maintaining the library collections, identifying age appropriate resources for students and teachers and by selecting appropriate items in support of classroom instruction.

Status	In Progress 12/16/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015	Budgeted	\$110,023.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

STRATEGY Curriculum Refinement in Reading/Language Arts

Periodic and/or annual refinement of the Reading/Language Arts Units of Study and assessments are conducted.

Filing Cabinet Count	0	Budgeted	\$21,000.00
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ACTION STEP Elementary Refinement of Rdg/Lang. Arts

Refinement of Reading/Language Arts Units of Study for grades 2nd-6th will occur prior to the end of the academic year. Teachers will work collaboratively to make adjustments using the feedback gathered from each of the four Unit Assessments.

Status	Not Begun 12/04/2014	Filing Cabinet Count	0
Start-End Dates	05/03/2015 - 06/30/2015	Budgeted	\$6,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Middle School Refinement of Rdg/Lang Arts

GOAL Goal 1A: Proficiency in Reading/Language Arts**STRATEGY Curriculum Refinement in Reading/Language Arts****ACTION STEP Middle School Refinement of Rdg/Lang Arts**

Middle School ELA teachers will partake in the refinement of Reading/Language Arts Units of Study prior to the end of the academic year. Teachers will work collaboratively to make adjustments using the feedback gathered from each of the four Unit Assessments.

Status	Not Begun 12/17/2014	Filing Cabinet Count	0
Start-End Dates	05/03/2015 - 06/30/2015	Budgeted	\$15,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

Madera Unified - 20652430000000**GOAL Goal 1B: Proficiency in Mathematics**

The 2013/14 AYP State Mathematics Assessment report shows that Madera Unified School District achieved a 47.5% of all students at the Proficient or Advanced level. The district failed to meet the target percentage of 89.1% and the Safe Harbor Alternative Method. Our English Learner subgroup performed at the 42.2% in Mathematics. The gap between all students and English Learners is 5.3%.

For the 2014/15, Madera Unified School District will use the SMARTER Balance results as a baseline year in the implementation of the Common Core State Standards (CCSS).

Filing Cabinet Count	0	Budgeted:	\$28,250.00
Resources and state requirements for this goal Available	4		

STRATEGY Mathematics Common Core Professional Development

Teachers in grades TK-1 participate in the district's Mathematics Common Core Professional Development.

Filing Cabinet Count	0	Budgeted	\$17,250.00
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ACTION STEP TK/K and First Grade Mathematics Training

Mathematics training workshops are offered to all TK/K and 1st grade teachers. During the interactive workshop, teachers will develop greater understanding of instructional strategies that add depth to their teaching. Concepts using concrete pictorial-abstract learning progression to anchor learning in real-world and hands-on experiences will be provided to teachers. Professional development was provided on the ancillary materials available on the electronic Math core curriculum.

Status	Not Begun 12/01/2014	Filing Cabinet Count	0
Start-End Dates	01/12/2015 - 05/29/2015	Budgeted	\$17,250.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

STRATEGY Curriculum Refinement

Periodic and/or annual refinement of Math Curriculum Maps and assessments are conducted.

Filing Cabinet Count	0	Budgeted	\$11,000.00
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ACTION STEP Elementary Refinement of Math Units of Study

GOAL **Goal 1B: Proficiency in Mathematics**STRATEGY **Curriculum Refinement**ACTION STEP **Elementary Refinement of Math Units of Study**

Refinement of Mathematics Units of Study for grades 2nd-6th will occur prior to the end of the academic year. Teachers will work collaboratively to make adjustments using the feedback gathered at the end of all 4 unit assessments.

Status	Not Begun 12/04/2014	Filing Cabinet Count	0
Start-End Dates	05/03/2015 - 06/30/2015	Budgeted	\$6,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP **Middle School Refinement of Math Units of Study**

Middle School teacher will refine the Mathematics Units of Study and their Unit Assessments. Teachers will continue to refine scoring rubrics and identify essential curriculum resources for the following courses: 7 Math, 8 Math, 7 Accelerated and Algebra I.

Status	Not Begun 12/03/2014	Filing Cabinet Count	0
Start-End Dates	01/11/2015 - 06/30/2015	Budgeted	\$5,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English.

- By June 2015, the percentage of English learners learning English will increase from 57.8% to 60.5%, in order to move toward state defined growth expectations as measured by CELDT.

Filing Cabinet Count	0	Budgeted:	\$77,025.00
Resources and state requirements for this goal Available	3		

STRATEGY Strengthen English Language Proficiency

English Language Development program services and strategies are implemented to accelerate English language acquisition.

Filing Cabinet Count	0	Budgeted	\$77,025.00
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ACTION STEP Appropriate ELD Placement

Multiple measures are used to determine the most appropriate ELD placement for English Learners. Adjustments to student placement are performed on a continuous basis by analyzing student growth in language acquisition and academic achievement.

Status	In Progress 12/17/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Academic Vocabulary & Language Frames

Tier II and III academic vocabulary and language sentence frames are used to increase student lexicon, listening and reading comprehension. Tier II words are incorporated across curricular subjects to reinforce the application of language and vocabulary.

Status	In Progress 12/05/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP ELD Units of Study

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English**STRATEGY Strengthen English Language Proficiency****ACTION STEP ELD Units of Study**

Secondary ELD teachers meet regularly to develop ELD Units of Study using the CCSS that incorporate the three parts of the ELD standards and create assessments that include performance tasks to inform instruction and monitor student growth.

Status	In Progress 11/25/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$35,525.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Professional Dev. on Language Strategies

ELD District Academic Coaches (DAC) provide professional development to secondary ELD teachers on incorporating language strategies in the content to increase the attainment of the English language acquisition.

Status	In Progress 12/16/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015	Budgeted	\$1,500.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Supplemental Material

Supplemental material is purchased to fill deficiencies in the core curriculum and/or enhance instruction.

Status	In Progress 12/17/2014	Filing Cabinet Count	0
Start-End Dates	10/01/2014 - 06/30/2015	Budgeted	\$40,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 2B: AMAO 2 - English Proficiency

An increasing percentage of English learners will attain English language proficiency annually.

- By June 2015, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 19.8% to 24.2%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.
- By June 2015, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 43.5% to 50.9%, in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

Filing Cabinet Count 0

Resources and state
requirements for this goal
Available 3

STRATEGY Advancement of English Language Proficiency

Content and language standards are taught in tandem to amplify English language proficiency.

Filing Cabinet Count 0

ACTION STEP SDAIE Instructional Strategies

Elementary and secondary content teachers in Math, ELA, and ELD utilize SDAIE instructional strategies to increase student participation and augment student understanding of the content.

Status	In Progress 12/15/2014	Filing Cabinet Count	0
Start-End Dates	08/17/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Targeted Instruction

Teachers design lessons using the ELD CCSS as the focal point of instruction when developing curriculum. Core and supplemental materials are used to support instruction of the identified standards.

Status	Not Begun 12/16/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP English Learner Administrative Meetings

GOAL Goal 2B: AMAO 2 - English Proficiency**STRATEGY Advancement of English Language Proficiency****ACTION STEP English Learner Administrative Meetings**

Administrative meetings are held with each site administrator to discuss classroom observations, level of SDAIE strategy implementation, status of academic vocabulary roll out, item agendas presented during Professional Learning Communities (PLC) focused on English Learners and data used to measure English Learner growth in language and academic achievement.

Status	In Progress 12/15/2014	Filing Cabinet Count	0
Start-End Dates	10/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

STRATEGY Support Services for At-Risk and LTEL

Using the CALPADS report on Long Term English Learners (LTEL) and At-Risk ELs of becoming LTEL, the district and each school will identify supplemental services to address the academic deficiencies for the identified students.

Filing Cabinet Count 0

ACTION STEP Intervention Services for LTEL and At-Risk ELs

Provide extended day intervention services to LTEL and At-Risk ELs.

Status	Not Begun 12/01/2014	Filing Cabinet Count	0
Start-End Dates	01/18/2015 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP PLC Admin. Meetings Focused on LTEL & At-Risk

Hold frequent PLC meetings with site administrators to discuss current and recommended support services for our LTEL and At-Risk LTEL.

Status	Not Begun 12/15/2014	Filing Cabinet Count	0
Start-End Dates	01/25/2015 - 06/30/2016		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

An increasing percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.

- By June 2015, the percentage of English learners attaining proficiency in reading/language arts will increase from 30.8% to 35%, as measured by the CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.
- By June 2015, MUSD will meet the 95% participation rate for English learners assessed in Reading/Language Arts of the SMARTER Balance Assessment.
- By June 2015, the percentage of English learners attaining proficiency in Mathematics will increase from 42.2% to 46%, as measured by the CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- By June 2015, MUSD will meet the 95% participation rate for English learners assessed in Mathematics of the SMARTER Balance Assessment.

Filing Cabinet Count	0	Budgeted:	\$1,189,587.00
Resources and state requirements for this goal Available	3		

STRATEGY Instructional Technology

Instructional Technology support services are provided district-wide to integrate technology in the classrooms.

Filing Cabinet Count	0	Budgeted	\$540,000.00
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ACTION STEP Instructional Technology District Academic Coaches

Six Instructional Technology District Academic Coaches provide in-class support in the integration of technology programs/applications.

Status	In Progress 12/15/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$540,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Chromebook Support

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**STRATEGY Instructional Technology****ACTION STEP Chromebook Support**

The Instructional Technology coaches provide professional development in the integration of the Chromebooks to teachers in grades 4-6 and grades 7-12 in the area of Reading/Language Arts and ELD.

Status	In Progress 12/15/2014	Filing Cabinet Count	0
Start-End Dates	11/02/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

STRATEGY Partnership with Merced, COE for Migrant Services

Merced County Office of Education (MCOE) works collaboratively in partnership with Madera Unified School District to determine Migrant services to our TK-12 students. According to our CALPADS data, a large number of our Migrant students are English Learners.

Filing Cabinet Count	0	Budgeted	\$214,217.00
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ACTION STEP Migrant STEAM program

The Migrant STEAM (Science, Technology, Engineering, Art, and Mathematics) Program was offered to the 7th and 8th grade migrant students at Martin Luther King Middle School. A total of 39 students were enrolled in the Saturday program. The program offered a total of 8 Saturday sessions.

Status	Completed 12/15/2014	Filing Cabinet Count	0
Start-End Dates	10/02/2014 - 12/13/2014	Budgeted	\$57,854.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Migrant A-G Advising Service

Educational Leadership Foundation provides Migrant A-G Advising Service to Migrant students at the two comprehensive high schools.

Status	In Progress 12/12/2014	Filing Cabinet Count	0
Start-End Dates	12/01/2014 - 06/30/2015	Budgeted	\$37,537.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Migrant CAHSEE Academy- Bali Learning Center

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**STRATEGY Partnership with Merced, COE for Migrant Services****ACTION STEP Migrant CAHSEE Academy- Bali Learning Center**

Migrant CAHSEE Academy will be offered to the 10th-12th grade students who are migrant eligible. A total of 80 migrant students will be serviced at Madera South High School during the Spring semester which will consist of 8 Saturday sessions.

Status	Not Begun 12/12/2014	Filing Cabinet Count	0
Start-End Dates	02/15/2015 - 06/30/2015	Budgeted	\$52,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP 2015 Summer School, K-6

Migrant Summer School will be offered to our district-wide migrant students in grades Kinder through 6th. To promote high engagement and high interest, all Migrant students will construct Lego Robotics and use technology in the classroom.

Status	Not Begun 12/12/2014	Filing Cabinet Count	0
Start-End Dates	06/07/2015 - 06/30/2015	Budgeted	\$66,826.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

STRATEGY Curriculum Assessments

Curriculum assessments are developed to assess student's understanding of content knowledge and to measure student growth overtime.

Filing Cabinet Count	0	Budgeted	\$52,000.00
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ACTION STEP Amplify (Intel-Assess)

Schools use Amplify as a resource to develop Common Formative Assessments (CFAs) and assessments aligned to the Unit of Study using the following types of item bank responses: Performance Tasks, Constructive Responses and Selected Responses.

Status	In Progress 12/04/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015	Budgeted	\$52,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**STRATEGY Response to Intervention (Rtl)**

Response to Interventions (Rtl) services are provided to struggling students to address academic deficiencies in their learning.

Filing Cabinet Count 0

ACTION STEP Response to Intervention (Rtl)

Response to Intervention (Rtl) support services are identified at each school site to assist struggling English learners.

Status	In Progress 12/15/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

STRATEGY Supplemental Support Staff

Supplemental support staff at the High Schools has been hired to provide additional assistance and guidance in the area of Reading/Language Arts, Mathematics and ELD to increase language and academic achievement for English Learners.

Filing Cabinet Count 0 Budgeted \$383,370.00

ACTION STEP Curriculum & Instruction Vice-Principal

Three Curriculum & Instruction (C&I) Vice-Principals have been hired at the comprehensive High Schools to supervise and coordinate curriculum and instructional programs to increase English Learner academic achievement.

Status	In Progress 12/17/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$383,370.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 2D: High Quality Professional Development

Madera Unified School District (MUSD) will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

- By June 2015, 90% of MUSD teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the district needs assessment.
- By June 2015, 98% of MUSD administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the district needs assessment.
- By June 2015, 100% of teachers of English Language Development will be authorized to teach ELD.
- By June 2015, 98% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.

Filing Cabinet Count	0	Budgeted:	\$615,737.00
Resources and state requirements for this goal Available	1		

STRATEGY SDAIE Professional Development

District-wide SDAIE Professional Development training is provided by the Leadership and Learning Center (Houghton Mifflin).

Filing Cabinet Count	0	Budgeted	\$615,737.00
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ACTION STEP SDAIE Instructional Strategies

SDAIE professional development is provided to teachers in grades 3rd-6th and ELA and ELD teachers in grades 7th-12th. The training is focused on using SDAIE strategies to increase student engagement and to accelerate the academic achievement of English Learners in core instruction. Third through twelfth grade receive 2 days of training on SDAIE strategies and 2 days of on-site coaching support.

Status	In Progress 12/05/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$615,737.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP SDAIE Professional Development for Administrators

GOAL **Goal 2D: High Quality Professional Development**STRATEGY **SDAIE Professional Development**ACTION STEP **SDAIE Professional Development for Administrators**

SDAIE professional development training was provided to all administrators prior to the start of the school year. Administrators were frontloaded with the SDAIE strategies to support teachers in the implementation.

Status	Completed 12/05/2014	Filing Cabinet Count	0
Start-End Dates	08/03/2014 - 08/15/2014		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP **Professional Development Strategies**

District Academic Coaches trained in Direct Instruction, Common Core and Cognitive Coaching Strategies will provide grade level specific training to teachers in the use of research based strategies.

Status	Completed 11/25/2014	Filing Cabinet Count	0
Start-End Dates	08/08/2012 - 06/05/2013		
Timeline Notes	The district coaches provide ongoing training in instructional strategies for new and veteran teachers throughout the year.		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

Madera Unified - 20652430000000**GOAL Goal 2E: Parent and Community Participation**

Madera Unified School District (MUSD) will promote the involvement of parents and community members in the education of English learners.

- By June 2015, MUSD will improve and increase parent outreach strategies so that 30% of parents are active participants in the education of their children.

Filing Cabinet Count	0	Budgeted:	\$537,000.00
Resources and state requirements for this goal Available	1		

STRATEGY Increase Home School Connection

Support staff has been hired to bridge the communication between home and school in order to increase parental participation.

Filing Cabinet Count	0	Budgeted	\$250,000.00
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ACTION STEP District Translator/Interpreter

All parent communication mailed home is provided in two languages, English and Spanish. Spanish speaking parents are provided with a Spanish interpreter at the site to bridge communication between administration, teachers, and parents.

Status	In Progress 12/05/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$70,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Family Liasion

Family Liasions are assigned at the Middle and High Schools to provide increase communication with parents. Family Liasions assist the school in addressing truancy issues, through making home visits, connecting with parents and students, enforcing the SARB process, and assisting attendance clerks in monitoring student attendance.

Status	In Progress 12/01/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$180,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 2E: Parent and Community Participation**STRATEGY Parent Engagement Activities**

Parent engagement activities will be offered to create a strong home-school connection and improve communication with parents.

Filing Cabinet Count	0	Budgeted	\$287,000.00
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ACTION STEP English Learner Advisory Committee (ELAC)

English Learner Advisory Committee (ELAC) is held at each school site with 21 or more English Learners. The committee informs parents of the programs and services offered at the school site as well as the Single Plan for Student Achievement (SPSA).

Status	In Progress 12/17/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP District English Learner Advisory Committee, DELAC

District English Learner Advisory Committee (DELAC) is held several times during the school year to inform English Learner parents of the programs and services offered to the students. At least one parent representative and/or alternate attends the meetings if the school has more than 21 English Learners.

Status	In Progress 12/15/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP School Site Council (SSC)

School Site Council (SSC) develops the Single Plan for Student Achievement (SPSA), approves the plan, recommends it to the local governing board for approval, monitors its implementation, and evaluates the effectiveness of the planned activities at least annually.

Status	In Progress 12/17/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Parent Institute for Quality Education (PIQE)

GOAL Goal 2E: Parent and Community Participation**STRATEGY Parent Engagement Activities****ACTION STEP Parent Institute for Quality Education (PIQE)**

Parent Institute for Quality Education (PIQE) educates parents on how to foster a positive educational environment at home and at school. Parents attending PIQE are empowered with knowledge about how grades are used for college admittance; what classes are important and needed to attend college, how to navigate the school system and other information vital to academic success. A total of 6 cohorts are provided and each cohort encompasses 9 weeks of parent training.

Status	In Progress 12/03/2014	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 06/30/2015	Budgeted	\$55,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP ESL Parent Classes

English as a Second Language (ESL) is a quarter length program that meets two to three days a week at Madera Adult School's main campus and at four elementary schools (Sierra Vista, Washington, Millview and starting in January 2015 at Monroe). Each quarter is approximately 8-10 weeks. Distance Learning and EL Civics Programs are also offered to the parents.

Status	In Progress 12/03/2014	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 06/30/2015	Budgeted	\$50,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Parenting Partners

Parenting Partners is a comprehensive, dynamic program offered at 18 schools (Elementary, Middle and High) that gets parents on-board with updating their parenting skills as well as focusing on their child/children's academic success. The program operates as an 8 week course, 1.5 hours per session.

Status	In Progress 12/03/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015	Budgeted	\$78,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Parent Resource Centers (PRCs)

GOAL Goal 2E: Parent and Community Participation**STRATEGY Parent Engagement Activities****ACTION STEP Parent Resource Centers (PRCs)**

Parent Resource Centers (PRCs) provide meaningful parent education trainings and workshops that help gain insight on the importance of positive parenting and student achievement. PRCs also offer supplemental materials for parents to help their children, educational games and activities to stimulate and excite students on the road to their academic success. PRC also

Status	In Progress 12/03/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015	Budgeted	\$55,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Madera Coalition for Community Justice (MCCJ)

Madera Coalition for Community Justice (MCCJ) develops advocacy skills combined with "hand-on" activities that build capacity for parent leadership. Parents learn how to overcome language and cultural barriers, gain an in-depth understanding of their responsibilities as parents. A total of 4 cohorts are provided in Spanish and English.

Status	Not Begun 12/03/2014	Filing Cabinet Count	0
Start-End Dates	01/11/2015 - 06/05/2015	Budgeted	\$49,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 2F: Parental Notification

Madera Unified School District (MUSD) will provide required communications to parents in a timely manner.

• By February 27, 2015, MUSD will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:

- identification as EL;
- program placement options;
- program placement notification;
- English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
- academic achievement level;
- redesignation information; and
- at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

Filing Cabinet Count	0	Budgeted:	\$15,000.00
Resources and state requirements for this goal Available	1		

STRATEGY Parent Notification Letters

Title I and Title III Parent Notification Letters are sent home in Spanish and English to all parents of English learners.

Filing Cabinet Count	0	Budgeted	\$15,000.00
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ACTION STEP Title III CELDT Parent Notification Letter (PNL)

Initial and Annual CELDT Parent Notification Letters (PNL) are mailed home to parents in Spanish and English. The letter includes all the required Title III components referenced in Goal 2F.

Status	In Progress 01/22/2012	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$5,000.00
Timeline Notes			
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Title I and Title III AMAO Parent Letter

GOAL Goal 2F: Parental Notification**STRATEGY Parent Notification Letters****ACTION STEP Title I and Title III AMAO Parent Letter**

Title I and Title III AMAO (Annual Measurable Achievement Objective) Parent Notification Letters (PNL) are mailed home in English and Spanish soon after the California Department of Education (CDE) has released the official results.

Status	Completed 12/05/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 10/30/2014	Budgeted	\$10,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 2G: Services for Immigrant Students

Madera Unified School District applied for Title III Immigrant funds and was not eligible.

Support services offered by the district and sites to increase student achievement are provided to all students including immigrant students who have received instruction in the US less than 3 years.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

Madera Unified - 20652430000000**GOAL Goal 3: Highly Qualified Teachers**

For the 2014/15 school year, 96.02% of all teachers in Madera Unified School District met the highly qualified teacher requirement.

Based on the data, our district goal is to increase the percentage of highly qualified teachers on a yearly basis.

Filing Cabinet Count	0	Budgeted:	\$21,000.00
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STRATEGY Highly Qualified Teacher (HQT) Requirement/s

Human Resource Office monitors all teacher credentials to ensure teachers meet the NCLB (No Child Left Behind) Highly Qualified Teacher (HQT) requirement/s.

Filing Cabinet Count	0	Budgeted	\$21,000.00
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ACTION STEP HQT Parent Notification Letter

HQT Parent Notification Letters are mailed to all parents notifying them that their child has received instruction by a teacher who has not met the NCLB HQT requirements for four or more consecutive weeks.

Status	Completed 12/05/2014	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 10/30/2014	Budgeted	\$5,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Assignment of Teachers to Departmentalized Classes

Notification was given to the board of the Assignment of Teachers to Departmentalized Classes who do not hold the appropriate credential/s. Resolution Nos. 25 through 35-2014/2015 and Resolution Nos. 37 and 38-2014/2015 were approved by the Board on November 18, 2014 for the 2014/15 academic year.

Status	Completed 11/26/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP VPSS Training

GOAL **Goal 3: Highly Qualified Teachers**STRATEGY **Highly Qualified Teacher (HQT) Requirement/s**ACTION STEP **VPSS Training**

VPSS (Verification Process for Special Settings) training is recommended to 14 teachers pending HQT status.

Status	In Progress 11/26/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$10,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP **California Subject Examination for Teachers (CSET)**

California Subject Examination for Teachers (CSET) is recommended to 1 teacher that is not HQT for the 2014/15 academic year. Prior to the end of the year, the teacher will need to demonstrate mastery by passing the CSET exam.

Status	In Progress 12/01/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$6,000.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 5A: Increase Graduation Rates

Our LEA graduation target for 2015 is 84.38% which includes all students. For the class of 2013/14, the English Learner graduation target is 73.35%.

Filing Cabinet Count	0	Budgeted:	\$48,461.00
Resources and state requirements for this goal Available	1		

STRATEGY Evaluation of Senior English Learner Transcripts

Evaluate senior English Learner transcripts to identify students who are deficient in graduation credits and coordinate services to ensure they are on the graduation pathway.

Filing Cabinet Count	0	Budgeted	\$48,461.00
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ACTION STEP Counselor Monitoring of English Learner Progress

High School counselors will meet regularly with English Learners to monitor their academic progress. Counselors will recommend and enroll students in receiving support services if the need is identified.

Status	In Progress 12/17/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Credit Recovery

Cyber High Online Learning Solutions will be offered to high school students who are deficient in graduation credits. English Learner students are expected to enroll in credit recovery to ensure they have sufficient credits to met the graduation requirement.

Status	In Progress 11/26/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$48,461.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP CAHSEE Extension Opportunities

GOAL Goal 5A: Increase Graduation Rates**STRATEGY Evaluation of Senior English Learner Transcripts****ACTION STEP CAHSEE Extension Opportunities**

CAHSEE extension opportunities for English Learners are extended to include: 1) CAHSEE support classes; 2) Test make-up or retesting; and 3) Migrant Ed. CAHSEE Academy.

Status	In Progress 08/14/2012	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Timeline Notes	Services are provided throughout the school year.		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

STRATEGY Summer School Opportunities

Summer School services will be available to English Learners who are deficient in graduation credits. Students will take retake courses to receive grade replacement.

Filing Cabinet Count 0

ACTION STEP 2015 Summer School

All students including English Learners will be provided the opportunity to attend the 2015 Summer School. English Learners will retake courses for grade replacement to ensure they are on the graduation pathway.

Status	Not Begun 11/26/2014	Filing Cabinet Count	0
Start-End Dates	06/07/2015 - 07/24/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

GOAL Goal 5B: Decrease Dropout Rates

Madera Unified School District's dropout rate has decreased yearly since 2012-13. For the 2014/15 CALPADS reporting period, the district had a total of 55 English Learners compared to 95 in 2012/13. By June 30, 2015, the goal for English Learners dropout rate is 10%.

Filing Cabinet Count	0	Budgeted:	\$492,145.00
Resources and state requirements for this goal Available	1		

STRATEGY Decrease Dropout Rates for English Learners

The district has implemented systems to decrease English Learner dropout rates.

Filing Cabinet Count	0	Budgeted	\$492,145.00
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ACTION STEP Professional Development for Inactive Enrollment

Professional development will be provided to office staff at the schools and district on how to appropriately code inactive students using the Student Information System, AERIES.

Status	In Progress 12/02/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Freshman Academy

Each High School offers Freshman Academy to transition students from the Middle School into the High School. All students including English Learners are provided with an orientation of the school that includes services available and a tour of the campus.

Status	In Progress 12/02/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Identification of At-Risk Students

GOAL Goal 5B: Decrease Dropout Rates**STRATEGY Decrease Dropout Rates for English Learners****ACTION STEP Identification of At-Risk Students**

High Schools counselors identify English Learners who are at-risk of dropping out and provide intervention programs and/or credit recovery courses.

Status	In Progress 12/02/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP High School Preview

In the Spring, eighth grade students are provided with a tour of their feeder high school that includes all the career schools, elective courses, and an opportunity to meet the counselors.

Status	Not Begun 12/02/2014	Filing Cabinet Count	0
Start-End Dates	02/01/2015 - 02/27/2015		
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Community Support Specialist

The Community Support Specialist provides case management and wraparound services to at-risk students and their families. At risk students include: home problems, violence abuse, police/probation/gang affiliation/association, family dynamics, parenting challenges, and safety matters.

Status	In Progress 12/16/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$87,305.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

ACTION STEP Academic and Behavioral Counselors

The four elementary counselors provide academic and personal counseling services and communicate with families and appropriate district staff regarding student academic and behavioral progress.

Status	In Progress 12/16/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2015	Budgeted	\$404,840.00
Tags	T3Y4		
Persons Responsible	Alma De Luna		

LEA PLAN

Madera Unified - 20652430000000

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$7,000,228.00
Actual	\$0.00