MADERA BELIEVES IN MULTILINGUAL ME! EDUCATION

Creating Citizens of the World

A District Master Plan for English Learner Success

OCTOBER 2018

WE BELIEVE MADERA UNIFIED

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Madera USD
Master Plan for English Learner Success

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madera.k12.ca.us

The district gratefully acknowledges material developed for English Learner master plans in several California school districts. We are particularly appreciative of the examples provided by San Francisco USD, Palmdale SD, San Bernardino City USD, and Morgan Hill USD, and guidance materials from the California Department of Education, including the English Learner Roadmap Policy.

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Setting the Course

Introduction

Building on Our Assets & Aspirations

The Madera Unified School District has many assets upon which to build its future successes. With a superintendent committed to the high achievement of all students and the nurturing of a respectful and collaborative district culture, the District is poised to experience transformational changes. Staff and community both have expressed their appreciation for the openness and transparency of this process.

Also notable is the focus on English Learners. This includes support for robust instructional programs, professional development, and parent education. Issues of alignment are being discussed as a way of strengthening results. There is palpable energy and enthusiasm about what is possible. English Learners themselves are taking up a much more visible role in determining their own futures and in voicing their perspectives. Teachers, administrators, and support staff are thinking deeply about their roles and responsibilities in this new era. The idea of what constitutes powerful education for English Learners is being re-envisioned, and multilingual learning opportunities, the arts, technology, and much more are now being surfaced as essential to a well-rounded education for global competitiveness. There is growing excitement about the possibility that by committing to quality education for English Learners, the District may be moving to enhancing education for all its students.

Community relationships and partnerships are growing, and the city infrastructure as well as the local universities and advocacy organizations are working hand-in-hand with the District to support students and families. The idea of Madera emerging as a national model of excellence is empowering. There are conversations taking place about what it would take to make that a reality. There is a burgeoning passion around making Madera schools the best in the nation, not only for English Learners, but for all students.

Envisioning the Future

Imagine all English Learners in the District, upon graduation, academically successful, as well as fluent and literate in two or more languages. It's happening now for some students. What MADERA BELIEVES IN ME! strives to accomplish is to expand these opportunities for ALL English Learners.

MUSD is on the cusp of a major, ground breaking effort to design an overarching plan for a new approach to English Learner education, one that provides multiple pathways for engaging all English Learners in high level multilingual learning opportunities that prepare them for success in a global, 21st century environment. Named MADERA BELIEVES IN ME!, this plan strives to ensure that English Learners are fully included in coherent, connected, and powerful learning by providing guidance to our schools and community about how best to serve English Learners and honor the protections guaranteed them by state and federal regulations and case law. It addresses the educational success of English Learners in a comprehensive manner that builds on their languages, cultures, experiences, skills, and resources to graduate them prepared for success in college, career, and the global world. As a fundamental approach to creating this plan, MUSD has committed to a process of community engagement, with the anticipation that relationships among and

Introduction

across a most diverse group of stakeholders will be strengthened, and ownership of the issues will result. This monumental and innovative effort to move the district and community to the forefront of powerful and transformative education for every one of its English Learners creates a unique opportunity to make an incredible and sustainable impact for Madera's students, families, schools, and community.

Taking Up the Challenge

In the preface of international human and linguistic rights advocate Tove Skutnabb Kangas's book, *Multilingual Education Works*, Adama Ouane, Director of the UNESCO Institute for Lifelong Learning, says:

> The challenge that education systems now face is to provide quality education that takes learners' needs into consideration, whilst at the same time balancing these with contemporary social, cultural and political demands. A multilingual educational approach, in which language is recognized as an integral part of a student's cultural identity, is an important factor for inclusion, participation and democracy. It promotes respect, tolerance and equality for others. Educating "in and for diversity" teaches us how to live together. It also enables us to develop new ways of learning to do, learning to know and learning to be based on pluralism, mutual understanding and respect, democratic relationships and fundamentally human values. It is for these reasons that it should be recognized as a crucial part of all educational systems.

For this and many other reasons, while MADERA BELIEVES IN ME! focuses on English Learners, it also provides an opportunity to rethink the education of all Madera's students and to adopt a broader, more aspirational vision of what might be powerful education in general. As we take up this challenge, we will build and deepen partnerships and collaborations, exploring possibilities together about how to best invest in our students' futures through building their multilingual capacities. Collectively, we will build on our experiences to move multilingual learning into a new arena. This collaboration will provide many opportunities for leaders, teachers, students, parents, and community partners to share their practice, learn from one another, and together, engage in innovative design of 21st century multilingual pathways for our students' success.

Creating a Master Plan to Make Multilingual Success the Norm

In response, the Madera community has created MADERA BELIEVES IN ME! to ensure that every Madera USD English Learner graduates from our schools prepared to succeed in a globalized 21st century world. MADERA BELIEVES IN ME! needs everyone's input and support to become a sustainable and integrated aspect of how we do business in Madera. This is transformative and innovative work!

Our overarching goal is to design a new English Learner Master Plan for Madera Unified School District (MUSD) that reflects the district's new vision for English Learners and that guides the District in keeping its commitment to ensure all our English Learners succeed in school and beyond. It contains the vision and foundational assumptions behind this cutting-edge commitment to providing all English Learners in the district with a powerful 21st century education.

Introduction

This plan will guide our efforts to prepare Madera English Learners to become global citizens. Our English Learners are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages, as well as the language of technology, in order to be able to navigate it with ease and to develop deeper understanding of the world's economic, social, and political issues. After all, the world has changed:

- Economies are more interdependent and more connected to international trade.
- American society is more diverse.
- Global challenges are more complex, calling for coordinated global responses. Such timely responses require an understanding of different languages and cultures to facilitate communication.
- Multilingual competence enhances overall academic achievement: Learning additional languages makes us smarter, more cognitively flexible, and more creative.
- Technology has shrunk the vast distances between continents and time zones so that instantaneous communication is now possible, no matter the geographic divides.

To prepare our English Learners for these realities, the education we provide them must help them learn languages of the world, including their own, respect for other cultures and languages, and knowledge of the world geography, history, current events, and cultures that give life and are the context in which these languages are used.

Madera is the right place to advance a district-wide cutting edge English Learner Master Plan that innovates, inspires, and re-imagines what is possible. Through its new English Learner Master Plan - Madera Believes in ME! -, MUSD will model for school districts everywhere what it means to prepare English Learners for the global world of today.

To this end, a broad group of stakeholders was established with representation from parents, students, district staff, and the community. These groups met to obtain, review, and assess multiple sources of information to guide the development of a plan of action. This Master Plan will serve to implement a variety of learning experiences, programs, and pathways grades PreK-12, with the ultimate goal of having all English Learners, upon graduation, attain academic excellence and become multilingual in English and their home language, minimally, and very possibly, in a third or fourth world language.

We have an opportunity to make incredible and sustainable impact for our students, our families, our schools, and our communities. Based on research, best practice, and overwhelming evidence, we are optimistic that MADERA BELIEVES IN ME! will yield positive results and outcomes, and reach far beyond what we can imagine today.

Introduction

MADERA BELIEVES IN ME!'s cutting edge work will build on our collective knowledge and research on the power of multilingual learning to transform lives. In this time when California has launched huge reforms in funding and shifted to the Common Core Plus standards, our efforts will certainly generate national interest. As researchers have explicitly determined, multilingual learning significantly advances individual, community, and national/international development. MADERA BELIEVES IN ME! is an opportunity to build leaders for innovation and utilize our collective strengths, resources, and intellectual understandings to design and implement what promises to be a national model of excellence.

MADERA BELIEVES IN MULTILINGUAL ME! EDUCATION

Our Journey to Madera Believes in ME!

Phase 1: Assess Current State

The planning process included plotting a path to our desired future. We did this in part by reviewing existing plans, documents, initiatives and the like, as well as reviewing key district demographic, achievement, and programmatic data. We also conducted brief interviews with a broad set of stakeholders, analyzed the various data collected, and create an accurate synthesis that is a snapshot of the district at this moment in time. (See Appendix A)

Phase 2: Envision the Future We Want for English Learners & Community

The focus of Phase 2 is to envision the future that as a district we want for our English Learners and community. This phase included conducting student focus groups and community forums to get their input on the future they want for English Learners in Madera and their ideas about how to achieve that future. We also convened the Superintendent's Cabinet to come to agreement on a new set of English Leaner fundamentals, including values, vision/mission, definition of English Learner success, principles, strategic goals, and instructional priorities.

This phase was very much about honing in on our hopes for Madera's future. We all have hopes for how we want our community to be, what we want our schools to achieve. Sometimes, though, we hold back on those hopes because we become overwhelmed by our fears for what might get in the way or go wrong. Since the beginning, our process has been shaped by the powerful hopes of our community.

When we met with our community advocates and influencers in October 2017, the group began the meeting by voicing their hopes for the future. At that meeting, we were able to provide our advocates with an introduction to the proposed English Learner Master Plan design process and purpose. We stressed that our stakeholder convenings would be places where they could dream big and make their best hopes for our children actionable. And we underscored that part of our job would be to make sure all of our stakeholder representatives could contribute our best thinking in order to create a plan that would make those hopes be true.

Finally, we asked this group to recommend a compelling name for the new plan. Names matter. A name can serve several key purposes. It can provide insight into the nature or intent of a project, even while it's still being conceptualized. It makes a project real, memorable, and recognizable. A good name can facilitate communication about the project, and support people connecting to the project and developing ownership of the project.

MADERA BELIEVES IN MULTILINGUAL ME! EDUCATION

Our Journey to Madera Believes in ME!

We asked our community advocates to reflect on what we should name our new plan. What sort of name resonates with you? What would communicate the most powerful message about this plan? What name would be most likely to engage the broadest sector of our community? Then, we took the results of that reflection and voted on our best choice for a name. We identified our top choices, and from their recommendation, MADERA BELIEVES IN ME! was born:

MADERA BELIEVES IN MULTILINGUAL ME! EDUCATION

What images come to mind when you hear or read the words BELIEVE and ME? Commitment? Trust? Making it personal? Having confidence? Considering something as true? To hold in esteem? The origins of the word BELIEVE are from an Old English word that meant to hold dear, to love. When we add the ME (multilingual excellence) we add even more depth and resonance to our proclamation of belief, regard, and esteem.

As part of our plan name, we communicate that we BELIEVE in our students, our educators, our community -- we make our commitment PERSONAL, and we equate this work with MULTILINGUAL EXCELLENCE. Through implementation of the new plan, we are making a commitment to our students and our community to go beyond what exists today to create an educational system much more reflective of the way the world has changed over time. We are using the positive associations that exist with BELIEVE to communicate something vital about what's at the heart of our plan: that we commit to being in positive, trusting, and esteemed relationship with our community in order to find, create, and provide whatever might be needed to build our English Learners' capacities, and that commitment will yield positive outcomes for our English Learners and our communities. This is a metaphor in action.

Two days later, the MUSD extended cabinet met for an orientation to the design process and to establish the MADERA BELIEVES IN ME! fundamentals: values, vision/mission/definition of student success, theory of action, principles, strategic goals, instructional priorities.

Phase 3: Design the New English Learner Plan

Phase 3 is about broad-based engagement of the community, ownership of the process and the results, and development of a common understanding of the district vision and direction. Our strategy for doing this was to organize a stakeholder orientation in November 2017 to kick off the design work. Staff, students, parents, and community members were invited to become part of the stakeholder design team. They were oriented to the English Learner Master Plan design process and the stakeholder roles/responsibilities, and provided feedback on the MADERA BELIEVES IN ME! draft fundamentals.

Our Journey to Madera Believes in ME!

From January to April 2018, as part of these monthly meetings, our stakeholders formed Strategic Goal Teams and began their work. As a result of our team's strong work, we were be able to develop a plan draft based on (1) assessment of current state; (2) desired future envisioned by the Cabinet and supported by the Stakeholder Team; (3) contributions of the stakeholders; (4) ideas contained in other relevant plans, such as the LCAP; and (4) relevant research and expertise. The resulting Master Plan draft was reviewed by both the stakeholder team, a group of parents that included DELAC members, and the District executive leadership, and finalized.

Phase 4: Approve and Communicate the New Master Plan

The final plan went before the Board of Trustees for approval. After receiving Board approval of the plan, we scheduled events to share the plan widely in the community. As we share the plan, stakeholders should be able to see their recommendations, perspectives, and ideas woven through the document.

Phase 5: Design Implementation Plans for Action

In order to move the plan to action, key staff will be convened in October 2018 to develop common sense work plans. We intend to start by identifying project leads or managers for each component of the plan, internal staff who will have the district's support in convening work teams to first develop the work plans and then engage them and others in implementation.

Beyond the Plan

This plan calls for the design of actionable implementation, with diverse and interdependent teams taking responsibility for moving the work forward so that progress is continuous until the big goal is achieved. The implementation must operate within a structure that facilitates coordination of the work, that empowers team leads and members to take action, that expects teams to regularly assess their progress and process and adjust as necessary, and that places their work in the public eye so that the community feels a part of the work and feels ownership of the results.

Our journey unfolds as we strive to believe that large-scale success is possible, envision clearly that success, and then create that success for English Learners by inspiring multilingual achievement, and as a result of these connected and concerted efforts, we begin a journey to national excellence.

Madera Through Lines

MADERA BELIEVES IN ME! features several through lines that we should expect to see in every school across the District as basic characteristics of MUSD schools that our staff, students, parents, and community are able to recognize, describe, and promote as hallmarks of quality English Learner education in Madera:

PreK-12 Coherence

English Learner parents and students should expect a seamless journey beginning with preschoolers and culminating in multilingual/multicultural college, career, and globally ready graduates with multiple post-secondary options. Staff plan, coordinate, and align their English Learner curricular and extracurricular content and practices within grades/subject areas, across grades/subject areas, and across schools/grade spans.

Global Curriculum, Pedagogy, & Assessment

English Learner parents, students, and staff should expect English Learner curriculum, pedagogy, and assessment that reflect the demands of a global, knowledge-based, creative-age society and economy, incorporate the new Common Core Plus Standards, support integrated learning, and build on the strengths and needs of diverse learners. This includes the incorporation of technology as a key component of teaching, learning, and assessment, and the development of high levels of multiple literacies, including biliteracy, to prepare English Learners for the globalized 21st century world.

College and Career Readiness

English Learner parents, students, and staff should expect that all English Learners will graduate multilingual/multicultural and prepared for college and careers. English Learner pathways have been designed for this purpose and utilize a robust system of indicators that provides a more complete picture of school performance, including broader measures of growth and learning that better assess global readiness skills and application of content and literacy skills to real world issues and challenges. English Learners are supported in developing benchmark projects/portfolios and defense presentations that demonstrate their mastery of the expected standards in two or more languages, including English.

Quality & Committed Educators

English Learner parents and students should expect expert English Learner teachers and school leaders who are focused on improving English Learner engagement, achievement, and global success through the use of powerful practices, including frequent collegial collaboration and inquiry. Staff receive continuous support in becoming more expert and successful.

Values-Driven, Principles-Based, Research-Informed Programs & Practices

English Learner parents, students, and staff should expect that our English Learner programs and practices reflect our District values and principles, and are supported by the existing research on English Learner program effectiveness. Our highest priority programs are those that have been shown to have the highest likelihood of helping our English Learners reach our definition of student success.

MADERA BELIEVES IN MULTILINGUAL ME! EDUCATION

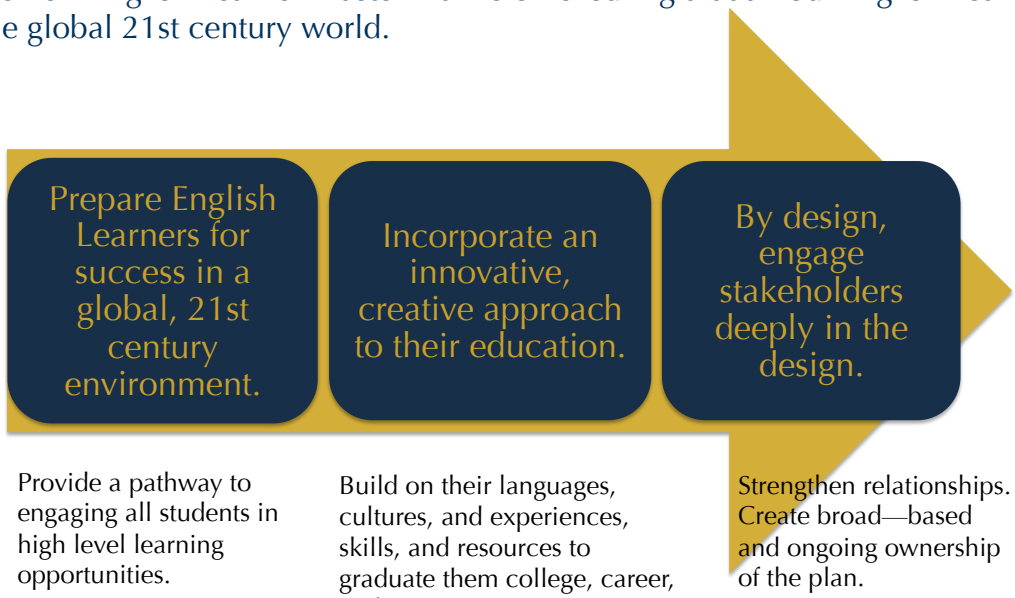
Madera Fundamentals

Framework for Success

Our framework for success redefines reform: In MUSD, successful reform means optimizing the conditions that manifest high quality operations fostering transformative instructional leadership practices that result in all English Learners graduating with multilingual capacities and college and career path ready with the skills/capacities required for successful global citizenship. The **MADERA BELIEVES IN ME!** Fundamentals combine to give us a picture of what it will take for us to achieve this overarching District goal.

Our Commitments

Our focus for the new English Learner Master Plan is on ensuring that all our English Learners are prepared for success in the global 21st century world.



A New Leadership Strategy

Madera Believes in ME! represents our new leadership strategy for dramatically improving educational outcomes for Madera's English Learners. The District leadership, based on community and staff input and the expert English Learner knowledge/research base drafted a set of six Fundamentals. These were later vetted with the broad-based stakeholder team.

- Vision/Mission & New Definition of Student Success
- Values & Beliefs
- Theory of Action
- Principles
- Strategic Goals
- Instructional Priorities

Madera Fundamentals

Our Vision, Mission, & New Definition of English Learner Success

Built on the core District vision and mission, the Madera vision and mission around English Learners and our definition of student success paint the picture of our desired future.

English Learner Vision

The futures of Madera's students' will be driven by their aspirations and inspired by their circumstances. We will ensure every student is educated for COLLEGE, equipped for CAREER, empowered with CHARACTER, and prepared to COMPETE in a global world.

English Learners Graduate as Citizens of the World: College, Career, Character, Globally Competitive

English Learner Mission

To support our vision for English Learners, we will partner with staff, students, parents, and community to create globally competitive learning environments that model our values and successfully prepare English Learners for college/career and today's globalized and multilingual world.

21st Century Skills

- Academic Preparation
- College and Career Readiness
- Mastery of Advanced Literacies and 3M Skills (Multimedia, Multilingual, and Multicultural)
- Innovation, Creativity, and Solution Seeking Competencies
- Social, Civic, and Environmental Responsibility
- Technological Fluency
- Strength of Body, Mind, and Character

Redefining English Learner Success

Embedded in the vision statement is a redefinition of English Learner success. We want it to be something memorable, compelling, and concise. We have to be able to remember it!

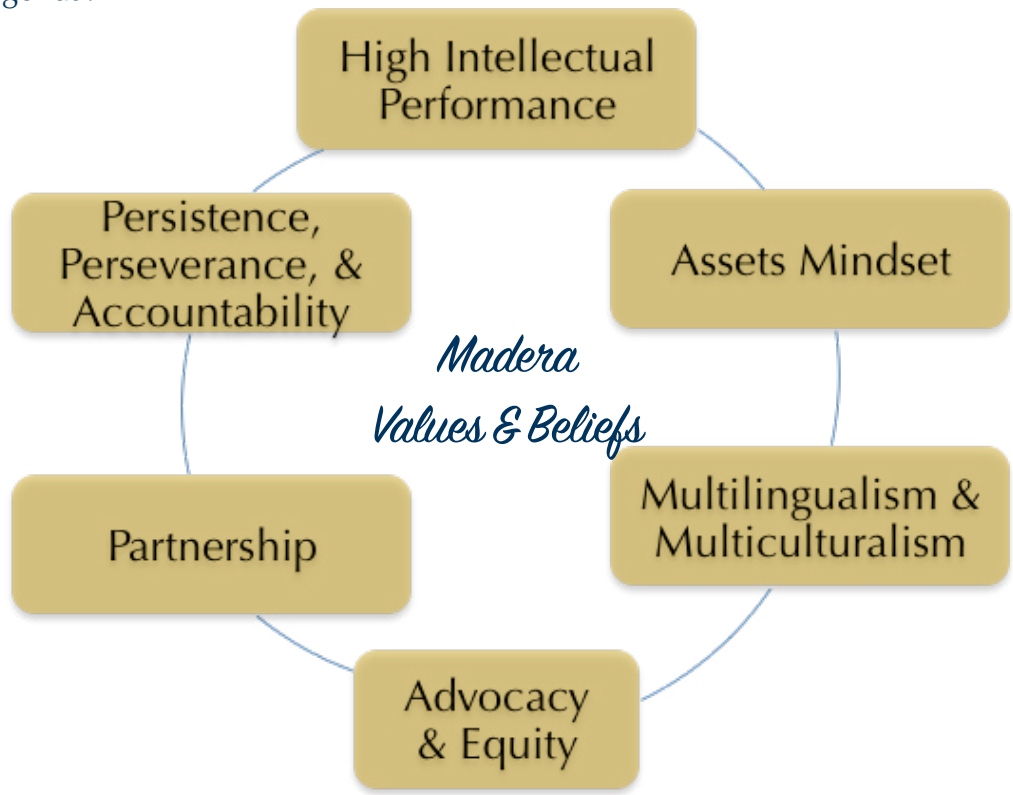
What does it mean to be ready for college, career and the global world? It means that not only will Madera English Learner graduates leave high school ELIGIBLE to enter a CSU or UC, they will have self-confidence and initiative, and they will also demonstrate the skills, dispositions, and capacities that are required for success in today's global economy and environment. Because of the education and interactions our English Learners experience in our schools, they will be prepared to live to their fullest potential in their lives beyond high school.

Our Core Values & Beliefs

In an organization, values are particularly important because they form the foundation for the organization's vision and mission and its strategies, decisions, and actions. When everyone within an organization has shared values/beliefs, these can become an essential tool not only for making judgments and decisions, but

also for determining what the outcomes of that decision making might be and for deciding which of many alternatives or options we should take.

After reviewing the current values vs current realities and a globalized 21st century environment, Madera USD has established a new set of six values that form the foundation for its English Learner efforts and that reflect the District's most inspired sense of identity. Because our stated values define the nature of our District, they are a reminder to stakeholders and a message to everyone else of what the District stands for with regard to English Learners. As a District, we will rely on these six key values to guide our English Learner reform agenda.



1. **High Intellectual Performance**: We have a steadfast commitment to providing the highest quality education for all students in order to maximize the INTELLECTUAL POTENTIAL of all English Learners so they graduate prepared for college/career and today's global world environment. Intellectual potential is unlimited. It is not defined by language or culture. We have the responsibility to create environments that allow for English Learners' intellectual potential to blossom and to fully develop across all dimensions that make us human. In part, we do this by treating our English Learners as potential scholars fully capable of performing at gifted levels when we deploy certain essential pedagogical practices and coherent educational programs and pathways that maximize achievement.

Madera Fundamentals

2. **Advocacy & Equity**: Every English Learner deserves a champion, and together as English Learner champions we will advocate for EQUITY for all our students, schools, and communities as reflected in outcomes and opportunities. Equity means having a deep understanding of the communities we serve so we may better personalize our work for students, families, schools, and communities. Equity also means allocating resources towards students and schools traditionally underserved by our institutions and systems so that every English Learner has equitable opportunities.

3. **Assets Mindset**: The futures of Madera's students' will be driven by their aspirations and inspired by their circumstances. We facilitate and support this for English Learners by BUILDING ON THEIR STRENGTHS, CULTURES, LANGUAGES, and experiences to create new successes.

4. **Multilingualism & Multiculturalism**: We value MULTILINGUALISM and MULTICULTURALISM as individual, community, national, and global assets. Research confirms that when students achieve proficiency in two or more languages, not only do students themselves benefit in multiple powerful and life-changing ways, but their families and communities benefit as well. Those benefits also accrue to our society and our world, transforming the way that human beings relate to each other.

5. **Partnership**: We work in trusting partnership with our staff, students, parents, and community; we rely on each other as a committed team. When we do this successfully, we maximize the probability of English Learner success in our schools and community.

6. **Persistence, Perseverance, and Accountability**: We believe that we can accomplish anything if we persist and persevere and hold ourselves accountable for the results we say we want. We can be a national model of English Learner excellence, and we hold ourselves accountable for living this belief by ensuring our decisions are driven by our values and informed by research, data, and evidence. We provide our staff with the support and learning opportunities they require to engage English Learners in powerful instruction, engagement, and interaction. We find powerful options and paths that provide the most positive impact on English Learners and the staff and community that support them.

Madera Fundamentals

Our Theory of Action

How can we translate our intentions into actions that yield the results we say we want? A good theory of action helps us ensure an accurate translation. Our theory of action states that:

WE COMMIT TO A VISION OF STUDENT SUCCESS that has at its center: engaged and achieving multilingually and multiculturally competent English Learners prepared for college, career, and global success;

WE ARE FOCUSING ON IMPROVING, CLARIFYING, AND SUPPORTING CLASSROOM LEADERSHIP designed to improve the quality of classroom instruction and interactions leading to multilingual/multicultural competency for all English Learners through the use of essential pedagogical practices for environments of high intellectual expectations and performance and global culturally and linguistically responsive curriculum, pedagogy, resources, and assessments;

WE ARE BUILDING AND SUPPORTING SCHOOL LEADERSHIP that provides instructional clarity and coherence for optimal learning for English Learners through effective principals, leaders, and teachers, caring staff, and engaged families and community;

WE ARE ORGANIZING DISTRICT LEADERSHIP around our core values and instructional priorities to most effectively provide the resources and responsive professional development, nurture the positive and trusting relationships, and enact the mutual accountability our schools need to do what we are asking them to do for our English Learners' success;

WE ARE PARTNERING WITH OUR COMMUNITY to implement strong family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge and cultural/linguistic resources to inform, support, and enhance multilingual and multicultural teaching and learning for every group of English Learners we serve;

WE ARE ACTIVELY SEEKING AND CREATING ADDITIONAL RESOURCES to support successful multilingual/multicultural teaching and learning in our schools and community;

BECAUSE WE HAVE COMMITTED TO DOING ALL OF THESE THINGS, WE ARE ON THE ROAD TO BECOMING A DISTRICT OF HIGHLY EFFECTIVE AND EQUITABLE SCHOOLS that fully engage all English Learners in multilingual/multicultural learning to succeed in school and beyond, defying the predictability of demographics, and that prepare all English Learners as high achieving and creative, multilingual/multicultural, responsible, and successful global citizens who will live their lives to their fullest potential.

Madera Fundamentals

Our Principles

To support our vision of student success, Madera has identified a set of principles that operationalize our values. These principles serve as guidelines for our work with schools, communities, and partner organizations. They define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with repetitive patterns of negative thinking and doing that surface as barriers and obstacles.

1. Values-Driven, Principles-Based Decision-Making
2. Purposeful Action
3. Resource Allocation
4. Diversity
5. Passion, Commitment, Empowerment, & Professionalism
6. Progress Monitoring & Continuous Improvement
7. Transparency & Trust
8. Out of the Box Learning Experiences

Values-Driven, Principles-Based Decision-Making. Our decision-making is driven by our values, guided by our principles, and informed by the relevant data, research, and evidence.

Purposeful Action. Our actions reflect the best interests of our English Learners and enact our vision, mission, and sense of purpose. At every level and in every instance, our actions are based on the expectation that they will move us closer to our vision of English Learner success.

Resource Allocation. To ensure high levels of student engagement and success, we align and prioritize adequate resources to support the adopted English Learner goals and priorities.

Diversity. We acknowledge and honor diversity and support responsiveness to English Learners' diverse strengths and needs with resources to ensure every student succeeds.

Madera Fundamentals

Passion, Commitment, Empowerment, & Professionalism. We experience enthusiasm and encouragement as evidenced by our excitement and joy in what we do every day. Our behavior reflects pride, motivation, empowerment, and professionalism through involvement and providing superior customer service to all. We are encouraged to act in the best interests of our students, staff, and community, as guided by our values, vision/mission, and theory of action.

Progress Monitoring & Continuous Improvement. We are active learners even as we seek to educate. We adjust our strategies and tactics as new data become available, constantly learning from our mistakes and successes. We use quality improvement processes to effectively monitor, evaluate, improve, or remove initiatives. We work collaboratively to produce exemplary outcomes for our Madera community.

Transparency & Trust. We involve the stakeholders most impacted by decisions (including English Learners, families, employees, and policy makers) from the beginning. We are ultimately accountable to them. Our decisions, interactions, and communications are characterized by honesty, transparency, and collaboration.

Out of the Box Learning Experiences. Learning requires risks. Mistakes are inevitable, but by staying focused, engaged, and accountable, we identify and avoid repeating our mistakes in the future, instead using them as opportunities for learning and growth.

Our Strategic Goals

Based on our review of the current status of English Learners, the requirements of the 21st century, the research and evidence related to the most successful English Learner programs, and the desires voiced by staff, students, parents and community members, Madera has endorsed the following overarching strategic goals, aligned to Madera's four educational pillars and the four principles of the new California Department of Education *English Learner Roadmap Policy*. These five goals will form the framework for the powerful and sustainable transformation of English Learner education in Madera.

1. Dramatically improve English Learner engagement and achievement through access to coherent PreK-12 multilingual learning pathways.
2. Create and sustain 21st century multilingual learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for English Learners, including the development of high levels of multilingual competency.
3. Provide strategic direction and support to district staff and sites focused on improving the quality of instruction and interaction for English Learners in every classroom in every school.
4. Create and support safe, affirming, equitable, and enriched multilingual and multicultural school environments for English Learners.
5. Engage English Learner families and communities in powerful multilingual learning, collaboration, and leadership.

Madera Fundamentals

The Madera Pillars & the CDE English Learner Roadmap Principles

Equitable Access to Rigorous High-Level Programs

CDE EL Roadmap Principle 2: Intellectual Quality of Instruction and Meaningful Access

Data-Driven Professional Learning & Collaboration

CDE EL Roadmap Principle 3: System Conditions that Support Effectiveness

Safe & Healthy Environments for Learning & Work

CDE EL Roadmap Principle 1: Assets-Oriented and Needs-Responsive Schools

Strong Relationships with Families and Community

CDE EL Roadmap Principle 4: Alignment and Articulation within and across Systems

Our Instructional Priorities

The strategic goals go hand-in-hand with two clear Instructional Priorities. (These two instructional priorities are described in greater detail in Appendix E.

PRIORITY #1

First, we must create and sustain globally-competitive multilingual/multicultural learning environments of high intellectual performance for English Learners. This priority requires that we understand and operationalize three embedded concepts:

- What do we mean by learning environments?
- What do we mean by globally-competitive multilingual/multicultural learning?
- What do we mean by high intellectual performance?

What do we mean by learning environments?

By learning environments we mean culturally and linguistically responsive learning spaces in our classrooms, our schools, and our community where every English Learner is considered high status and that positively develop and affirm each English Learner's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency. In these spaces, educators and staff intentionally plan and structure instruction and interactions to develop a sense of community, self-determination, trust, and democracy.

Madera Fundamentals

What do we mean by globally-competitive multilingual/multicultural learning?
Globally-competitive multilingual/multicultural learning refers to a set of specific skills, capacities, and dispositions that prepare English Learners to thrive in and out of school. These skills, capacities, and dispositions include:

a) Academic Preparation
b) College and Career Readiness
c) Mastery of Advanced Literacies and 3M Skills (Multimedia, Multilingual, and Multicultural)
d) Innovation, Creativity, Critical Thinking, Communication, Collaboration, and Solution-Seeking Competencies
e) Social, Civic, and Environmental Responsibility
f) Technological Fluency
g) Strength of Body, Mind, and Character

Additionally, we know that unless our young people develop fairly high levels of GLOBAL COMPETENCE, including multilingualism and interculturality, they will be at a profound disadvantage in the world they hope to navigate. Globally competent students deploy and develop this global competence as they (1) investigate globally significant issues in the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research; (2) recognize perspectives of others' and their own, articulating and explaining such perspectives thoughtfully and respectfully; (3) communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers; (4) and take action to improve conditions, viewing themselves as players in the world and participating reflectively.

What is high intellectual performance?
High Intellectual Performance is an overarching concept that encompasses seven essential pedagogical practices. We support high intellectual performance when we consistently deploy these pedagogical practices, which we intend to support as core MUSD practices that should be in evidence in every one of our classrooms:

- Identify and build on student strengths.
- Establish powerful relationships that nurture success.
- Elicit high intellectual performance.
- Engage students actively in the learning.
- Create environments of enrichment not remediation.
- Situate learning in the lives of students.
- Address the prerequisites for learning.

Madera Fundamentals

PRIORITY #2:

Second, in the context of English Learners, we must make multilingual/multicultural learning (and the teaching that leads to powerful multilingual/multicultural learning) public and visible to our entire Madera community. We must create classrooms, schools, and communities where English Learners, teachers, administrators, staff, and parents:

- Know what powerful English Learner teaching and learning looks like and see it exhibited regularly in and out of school.
- Know what to do to produce consistently high quality English Learner learning results.
- Hold each other responsible for high quality English Learner teaching and learning.
- Expect that work is "done" only when it meets publicly agreed-upon standards of quality.
- Work together to create English Learner environments of high intellectual performance throughout the school and community.

Findings & Strategic Recommendations

Introduction

MADERA BELIEVES IN ME! sets out the guidelines for how English Learners will be served within the District. It includes a comprehensive set of findings and recommendations for enacting its overarching goal of ensuring that every English Learner graduates prepared to succeed in a globalized 21st century world that prioritizes multilingual/multicultural skills. These findings and recommendations, which emerged from the District's stakeholders as well as from the most current research about powerful education for English Learners, are far-reaching and include a range of actions that build on the good work already happening in the District.

We recognize that implementation of MADERA BELIEVES IN ME! will require a transformation of District priorities, policies, and practices. The findings represent a partial picture of the current status of English Learner education in Madera, and establish the basis for the recommendations that follow, and the recommendations and actions provide a blueprint for realizing our vision of success for English Learners and include short term, medium term, and long term actions.

Because a recommendation or action appears in MADERA BELIEVES IN ME!, it is not meant to imply that some aspects of that work are not already in place. Rather, an attempt has been made to ensure that the recommendations, when taken as a whole, paint a picture of the District we strive to become for our English Learners and their families. As the implementation plans are developed, each action will acknowledge the current state related to that action and how the action steps will build on what already is working well in the District.

Findings Statements

The stakeholder group teams, with assistance from the strategic planning facilitator and other experts, crafted a finding statement for each big area of work, as represented by the five strategic goals. These statements represent a partial picture of the current status of English Learner education in Madera, and establish the basis for the strategic recommendations that follow.

In general, findings statements have three parts. First, there is a claim about the current status. Second, there is evidence to support that claim. Third, the claim is connected to our new vision and goals, providing the basis for the subsequent recommendations for action. As our stakeholders worked on developing and refining these findings statements, they focused on four criteria:

- CLEAR: Is our statement clear? Will those who read it understand it?
- CONCISE: Is it concise? Is it succinct?
- COMPELLING: Is it compelling? Does it make its case? Is it convincing?
- CORRECT: Is it correct? Are the claims it makes true and empirically verifiable?

Findings Statement #1

Currently, English Learners in Madera USD have limited access to high level and rigorous curriculum and courses, perform at less than optimal levels, as high-level multilinguals. The problem is exacerbated by the California Education Code requiring English learner students to receive a designated time of English Language Development content, since in our current time-bound system, it limits English Learners' access to a full range of academic courses within a traditional six-period day. As a consequence, after four years of a high school education,, some of the English Learners are ineligible to enter the California university system or to successfully navigate an increasingly complex, multilingual, globalized world.

As evidence of this, we can point to the fact that one out of every five of the current 7th grade students who have been enrolled in MUSD for five or more years and entered MUSD as English Learners are classified as long term English Learners; in the 2016-2017 school year, 60.8% of 7-12 grade English Learners, compared to 42.6% of non-English Learners receive two or more D or F grades; only 70 students (EL and non-EL combined) received the Seal of Biliteracy; and 7.9% of English Learner graduates successfully met the UC/CSU a-g requirements, which is an increase from the previous year.

In order for MUSD to realize its vision of ensuring every student is educated for college, equipped for career, empowered with character, and prepared to compete in a global world, we must dramatically improve English Learner engagement and achievement through access to coherent PreK-12 multilingual pathways that incorporate high interest curriculum.

Findings Statements

Findings Statement #2

Currently, very few of Madera's English Learners have the opportunity to participate in learning environments that maximize their intellectual potential and prepare them to succeed in a global multilingual world community and workforce. As evidence of this, we can point to the fact that only 1.3% of Madera's English Learners receive instruction in a language other than English, only .4% are enrolled in advanced placement courses, only 57% are enrolled CTE pathways, only 6.2% of English Learners met or exceeded standards (CAASPP) in language arts and only 8.7% in mathematics, few participate in classrooms where the instruction reflects the consistent use of powerful pedagogical practices, and there are few multilingual and multicultural instructional resources available for their use, including technological devices and software, and there are only 60 bilingually-certified teachers, most of whom do not provide primary language instruction.

In order for MUSD to realize its vision of ensuring every student is educated for college, equipped for career, empowered with character, and prepared to compete in a global world, we must create and sustain 21st century multilingual learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for English Learners, including the development of high levels of multilingual competency.

Findings Statement #3

Currently, secondary-level English Learners are overrepresented (35%) in Special Education categories and underrepresented in college preparatory courses. This underscores the need for the consistent use of focused teacher classroom practices proven to result in high intellectual performance among English Learners as well as for district-wide common expectations, benchmarks, practices, protocols, and professional development to support high level achievement and success for every English Learner, regardless of assigned classroom or school.

In order to accomplish this, there is a need to increase the number of site-based coaches with English Learner expertise and implement a common classroom observation protocol to ensure that the most powerful English Learner pedagogical practices and strategies are consistently used across all classrooms and sites. Given the current performance of English Learners in the district, we also see a need for a common monitoring protocol to ensure every English Learner is progressing at a rate sufficient to allow him/her to meet the District vision for English Learner success by 12th grade, and a district-wide system of culturally and linguistically responsive professional development or benchmark and classroom assessments reflective of the district vision of success for English Learners.

In order for MUSD to realize its vision of ensuring every student is educated for college, equipped for career, empowered with character, and prepared to compete in a global world, we must provide strategic direction and support to district staff and sites focused on improving the quality of instruction and interaction for English Learners in every classroom in every school.

Findings Statements

Findings Statement #4

Currently, English Learners in our District are less likely than their monolingual English-speaking peers to have access to/participate in school leadership and enrichment activities/programs. English Learners are more likely to experience negative or threatening interactions and to feel less safe physically, culturally, and emotionally; and to experience subtractive school environments that often include lower quality customer service.

As evidence of this, we can point to the fact that English Learners are under-represented in school/district student leadership positions, few English Learners have access to the same number of electives as their English speaking peers, few English Learners participate in expanded day enrichment activities, English Learners are disproportionately disciplined, and a disproportionate number English Learners report negative interactions with staff.

In order for MUSD to realize its vision of ensuring every student is educated for college, equipped for career, empowered with character, and prepared to compete in a global world, we must create, support, and sustain safe, affirming, equitable, and enriched multilingual and multicultural school environments for English Learners.

Findings Statement #5

Currently, English Learner parents are demonstrating greater interest in accessing school resources, participating in parent training opportunities, and volunteering in their children's schools. As evidence of this, we can point to the increasing number of English Learner parents enrolling and participating in parent education, leadership, and academic skill building resources offered by the District. During the 2016-2017 school year, Parent Resource Centers sustained an increase of 70% of parents served (1,969) over the previous school years. Parent Resource Centers served 6,722 parents, 650 parents completed a leadership program, 488 enrolled in English as a Second Language (ESL) classes, and 48 students were promoted to the Madera Community College Center to continue in their quest for higher education.

English Learner parents report beginning to forge a better understanding of the district's programs/services for English Learners and for entrance to the university and whether their children are being adequately prepared for that. Parents have expressed interest in being able to communicate adequately with their children's teachers and being better able to support their children at home for school success, while feeling that their languages and cultures are not always respected in the school environment.

In order for MUSD to realize its vision of ensuring every student is educated for college, equipped for career, empowered with character, and prepared to compete in a global world, we must engage English Learner families and communities in powerful multilingual learning, collaboration, and leadership.

Goal 1 Recommendations for Action

1.0 Dramatically improve English Learner engagement and achievement through access to coherent Pre K-12 multilingual learning pathways.		
#	Focus	Recommendation
1.1	PreK-12 English Learner Pathways	Establish high quality (coherent, articulated, and aligned) PreK-12 English Learner pathways designed to result in high levels of multilingual proficiency, academic achievement, and global/multicultural competency for every English Learner.
1.2	Monitoring Student Achievement	Establish a process to continuously monitor English Learner progress in all the areas identified in the district definition of English Learner success and to use the data resulting from that monitoring to improve English Learner pathways, programs, services, and experiences.
1.3	Technology	Support technology use in English Learner pathways that promotes integration, interaction, imagination, innovation, and intelligence.
1.4	Staffing & Recruitment	Establish policies, protocols, and procedures to recruit, hire, place, support, and retain highly qualified and diverse bilingual/multilingual and multiculturally competent teachers, administrators, and other support staff.

1.1 PreK-12 English Learner Pathways

Establish high quality (coherent, articulated, and aligned) PreK-12 English Learner pathways designed to result in high levels of multilingual proficiency, academic achievement, and global/multicultural competency for every English Learner.

1.1.1 ESTABLISH PREK-12 ENGLISH LEARNER PATHWAYS.

To maximize access to a quality education, the District will expand current and phase in new Pre K-12 programs and pathways that result in high quality development in English and provide full access to the District's comprehensive grade-level academic program (language arts, mathematics, science, history/social science, visual and performing arts, physical education, and world languages), and global/multicultural competency. See Appendix D for a listing and description of potential pathways.

1.1.2 ENSURE THAT ALL ENGLISH LEARNER PROGRAMS/PATHWAYS SHARE THE SAME PARAMETERS.

- Are additive in nature.
- Are designed for fidelity to the selected program model.
- Avoid linguistic isolation.
- Provide a minimum of 45 minutes of designated ELD.
- Utilize curriculum aligned to California State Standards.
- Utilize primary language and specially designed academic instruction in English (SDAIE)/Integrated ELD methodologies.

Goal 1 Recommendations for Action

- Ensure all teachers are appropriately credentialed.
- At the secondary level, include college preparatory/support programs as part of the pathways.
- Adhere to core programmatic principles for effective English Learner programs.
- Include equitable visual and performing arts and career/technical education access.
- Lead to achievement of the California Seal of Biliteracy.

1.1.3 SITUATE AND CONSOLIDATE ENGLISH LEARNER PROGRAMS TO PROVIDE GREATER ACCESS TO AND PARTICIPATION IN CONTINUOUS ENGLISH LEARNER PATHWAYS.

The District shall consider the optimal location for placement of English Learner programs and pathways within sites across the District in order to maximize access of English Learners to the most powerful program pathways, and to support a reasonable opportunity for program continuity with adequate services and resources PreK-12. A phase-in proposal will recommend how to situate and consolidate English Learner programs with the goal of providing PreK-12 pathways that minimize the need for families to balance program choices against transportation concerns. English Learner program placement practices will be reviewed to ensure that they support (1) student linguistic and academic strengths, needs, and interests; (2) informed parent choice; (3) the District's student placement priorities; and (4) PreK-12 program continuity and viability.

1.1.4 PROVIDE OPPORTUNITIES FOR STUDENTS TO LEARN A THIRD LANGUAGE.

Expand dual language/bilingual programs with an enhanced/third language or multiple additional languages from which parents and students can select. Where possible, incorporate world language learning opportunities in site after school programs.

1.1.5 PROVIDE ALL ENGLISH LEARNERS WITH ACCESS TO FULL DAY EARLY CHILDHOOD EDUCATION, TRANSITIONAL KINDERGARTEN, AND KINDERGARTEN, AND ENSURE THAT THESE ARE ESTABLISHED AS PART OF ENGLISH LEARNER PATHWAYS.

Currently only some English Learners have access to early childhood education, transitional kindergarten and kindergarten, and often when they do have access, the programs are not aligned to multilingual pathways. In order to provide optimal support for English Learner success, every English Learner should have access to culturally and linguistically responsive ECE, TK, and K programs that form the foundation for entry into the English Learner multilingual pathways, which have been proven to increase cognitive flexibility, creativity, and academic performance. The models/programs selected should be ones shown to lead to high levels of multilingual competency.

1.1.6 SHOWCASE MULTILINGUAL EXCELLENCE.

Showcase excellence in multilingual programs, services, practices, and achievement to promote multilingualism for all District students and support for multilingualism among students, parents, educators, and community members. Feature prominently the Seal of Biliteracy and the Pathways to Biliteracy awards.

Goal 1 Recommendations for Action

1.1.7 MAKE LEARNING VISIBLE.
Create tools, protocols, and processes to make language and subject matter learning (and the teaching that leads to such powerful learning) public and visible to our entire Madera community.

1.2 Monitoring Student Achievement

Establish a process to continuously monitor English Learner progress in all the areas identified in the district definition of English Learner success and to use the data resulting from that monitoring to improve English Learner pathways, programs, services, and experiences.

1.2.1 MONITOR ENGLISH LEARNER ACHIEVEMENT IN AGGREGATED, DISAGGREGATED, AND INDIVIDUAL FORMATS.
The District will develop and implement a comprehensive monitoring process and annual audits to address the consistent provision of English Learner services. This process will include the development of individual English Learner progress monitoring plans that provide frequent actionable student feedback.

1.2.2 IDENTIFY AND CELEBRATE SUCCESS.
Develop and implement strategies, protocols, and procedures to identify, recognize, communicate, and celebrate student, site, and district successes.

1.2.3 PROVIDE COHERENT AND ARTICULATED OPPORTUNITIES FOR ACCELERATED LEARNING FOR ENGLISH LEARNERS
Properly identify, support, and monitor English Learners who should be placed in accelerated programs. Design, implement, monitor, and improve accelerated programs for English Learners as needed. Consider establishing Dual Enrollment and Early College programs that allow English Learners to earn college credit while still in high school.

1.3 Technology

Support technology use in English Learner pathways that promotes integration, interaction, imagination, innovation, and intelligence.

1.3.1 CONTINUE TO ENSURE TECHNOLOGY ACCESS & INTEGRATION FOR ENGLISH LEARNERS.
Continue to expand and radically transform the educational possibilities available to English Learners by

harnessing the power of technology to integrate learning across time, space, language, culture, and content, to provide opportunities to interact within global communities and across languages, cultures, and interests, and to promote deeper learning through creative and critical inquiry. Technology systems and processes should be the driving force behind a multilingual/multicultural, integrated, cross-disciplinary learning environment that emulates the real world.

1.3.2 ADOPT MULTILAYERED STRATEGIES FOR TECHNOLOGY ACCESS AND INTEGRATION IN THE DISTRICT'S ENGLISH LEARNER PATHWAYS.

The District will support innovative technology-related collaborative endeavors with a focus on diversity, equity, and access. This type of integration of technological systems and processes in the classroom will have a profound effect on schools. The very relationship between English Learners and teachers will be challenged because the technologies enable English Learners to gain control of their own learning. This leads implicitly to the practical need for fundamental restructuring of our schools where technology can act as a catalyst for the collaborative critical inquiry that is essential in preparing English Learners to participate actively in a democratic society.

1.4 Staffing & Recruitment

Establish policies, protocols, and procedures to recruit, hire, place, support, and retain highly qualified and diverse bilingual/multilingual and multiculturally competent teachers, administrators, and other support staff.

1.4.1 PROVIDE ALL ENGLISH LEARNERS WITH WELL-PREPARED, KNOWLEDGEABLE, AND COMMITTED MULTILINGUAL TEACHERS, ADMINISTRATORS, AND OTHER STAFF.

Moving forward, as positions become open in the district, make it a priority to fill those positions with qualified diverse bilingual/multilingual staff in order to grow the district's capacity over time to provide multilingual learning opportunities to all students. Recommended strategies include:

- Building relationships with local institutions of higher education for a potential District Intern Program.
- Operating a Para-To-Teacher program ("PTTP"), to place homegrown teachers from diverse backgrounds in shortage areas.
- Recruiting at events targeting multilingual educators and in locations where bilingual teachers are available.
- Applying for grants that support teachers from other countries to work in the District.

1.4.2 ESTABLISH A PROCESS FOR THE MOST RESPONSIVE AND STRATEGIC PLACEMENT OF MULTILINGUAL TEACHERS, ADMINISTRATORS, AND OTHER STAFF AT SITES AND IN PATHWAYS.

Human Resources, in collaboration with key site administrators and district-level English Learner leaders, will develop a process for determining where there is the greatest need for multilingual staff at every level and for placing multilingual staff so that the benefit to English Learners is maximized. To the extent that this

is a negotiable issue, the District will enter into collaborative conversations with the appropriate bargaining units to establish staff placement processes that are responsive to the needs of the students we serve.

1.4.3 EXPLORE FINANCIAL INCENTIVES TO ATTRACT AND RETAIN ENGLISH LEARNER TEACHERS. When and if there is a shortage of bilingually-certified/multilingual teachers, the District will explore negotiating an agreement with the teacher bargaining unit to provide financial incentives to attract teacher candidates who possess bilingual certification, demonstrated expertise in teaching English Learners, and/or high-level bilingual/biliterate skills.

Goal 2 Recommendations for Action

2.0 Create and sustain 21st century multilingual learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for English Learners, including the development of high levels of multilingual competency.		
#	Focus	Recommendation
2.1	Challenging & Relevant Curriculum	Engage every group of English Learners in well-articulated and age-appropriate multilingual curriculum that purposefully builds a full range of language, literacy, and commu-nication skills, including minimally, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging, and by design, develops technological fluency and critical/creative capacities in every English Learner.
2.2	Empowering Pedagogy & Instructional Approaches	Use culturally and linguistically responsive pedagogy that maximizes learning, actively accesses and develops English Learners' multilingual voices, and provides opportunities for leadership for every group of English Learners. Implement innovative and high-leverage strategies, approaches, and programs that are proven to dramatically improve school results for English Learners.
2.3	High Quality Instructional Resources	Provide and utilize a broad array of high quality standards-aligned instructional resources in English and the primary languages that provide each group of English Learners with equitable access to core curriculum and academic language in the classroom, school, and community.
2.4	Valid & Comprehensive Assessment	Build and implement valid and comprehensive multilingual multiple measure assessment systems designed to promote reflective practice and data-informed planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of English Learners.

2.1 Challenging & Relevant Curriculum

Engage every group of English Learners in well-articulated and age-appropriate multilingual curriculum that purposefully builds a full range of language, literacy, and communication skills, including minimally, bilingualism, biliteracy, and multiculturalism, and that leads to achievement of the Seal of Biliteracy. This curriculum is cognitively complex, coherent, relevant, and challenging, and by design, develops technological fluency and critical/creative capacities in every English Learner.

2.1.1 IDENTIFY VERTICALLY AND HORIZONTALLY-ALIGNED PREK-12 PRIORITY STANDARDS FOR EACH CURRICULUM AREA AND GRADE.

Identify an articulated sequence of priority standards for all areas of the curriculum, including L1 and L2 language arts, ELD (designated and integrated), the full span of subject matter areas, career/technical courses, technology, and any other areas identified by the District as core curriculum, Pre K - 12. These standards should be available in English and Spanish.

Goal 2 Recommendations for Action

2.1.2 CONTINUE TO TRANSLATE THE PRIORITY STANDARDS INTO ANCHOR CURRICULUM UNITS IN SPANISH AND SDAIE FOR ALL COURSES THAT ARE PART OF ENGLISH LEARNER PATHWAYS TO ENSURE THAT THERE IS CLARITY AMONG STAFF, STUDENTS, AND PARENTS ABOUT THE IDENTIFIED PRIORITY STANDARDS AS A FOCUS OF INSTRUCTION.

Engage teachers and students in collaborative activities to translate the priority standards into actual anchor curriculum units for the Spanish and SDAIE courses. One outcome will be to increase clarity among staff, students, and others about what should be the focus of instruction. Over time, these anchor curriculum units can be augmented so that eventually they grow into a solid knowledge-based integrated curriculum centered on authentic interconnected texts and tasks in every grade and discipline.

2.1.3 AS CURRICULUM RESOURCES ARE DEVELOPED AND/OR ADOPTED, ENSURE THAT THE MATERIALS ADDRESS LANGUAGE DEVELOPMENT, ACADEMIC ACHIEVEMENT, AND GLOBAL/MULTICULTURAL COMPETENCY, AND THAT THEY ARE CULTURALLY AND LINGUISTICALLY RESPONSIVE.

Develop a process/protocol for adopting/developing curriculum resources so that regardless of the subject area, the materials address language development (in English or Spanish, as appropriate, engage students in high-level intellectual performances, utilize brain-compatible approaches and strategies proven to yield greater than year-for-year growth, address global and multicultural competencies, and reflect and respond to English Learners' languages, cultures, aspirations, and lived experiences. Engage teachers, students, and parents in the design and implementation of the process/protocol.

2.1.4 INCREASE THE RIGOR, RELEVANCE, and RESPONSIVENESS OF THE CURRICULUM FOR ENGLISH LEARNERS.

Prioritize curriculum themes and texts that allow English Learners to engage in interdisciplinary learning to facilitate their learning across the curriculum; build regular applied learning activities into curriculum units, including work-based learning opportunities, mentoring, and job shadowing; and embed rich culminating tasks and projects into the curriculum.

2.1.5 INTRODUCE THE USE OF A CROSS-CURRICULAR INTERVENTION STRATEGY TO SUPPORT ENGLISH LEARNER SUCCESS.

Across the District, train staff, students, and parents in the use of a high-leverage intervention strategy proven to improve students' success in carrying out their curricular tasks. For every assignment, teachers make sure that English Learners:

- Know the purpose of the assignment.
- Have an explanation of how the assignment is related to the objectives of the class/course.
- Know the steps required to complete the assignment.
- Understand how the assignment benefits their learning.
- Can explain how their work will be evaluated.
- Have access to annotated examples of past students' work that represents high quality.
- Are provided with tools to assess the quality of their and others' work.

Goal 2 Recommendations for Action

2.1.6 PROVIDE ENGLISH LEARNERS WITH MULTILINGUAL EXTENDED LEARNING ENRICHMENT-FOCUSED OPPORTUNITIES.
Develop a wide array of extended learning enrichment and credit earning opportunities for English Learners in their primary languages, and where appropriate, in English. These opportunities should include before and after school, intersession, Saturday, and summer multilingual learning programs, as well as evening, online, and other credit recovery options designed to expand English Learners' access to a full curriculum and opportunities to enhance their learning and engagement and to meet district promotion and graduation requirements and the UC a-g requirements, as well as to achieve the Seal of Biliteracy.

2.2 Empowering Pedagogy & Instructional Approaches

Use culturally and linguistically responsive pedagogy that maximizes learning, actively accesses and develops English Learners' multilingual voices, and provides opportunities for leadership for every group of English Learners.

2.2.1 IMPLEMENT INNOVATIVE AND HIGH LEVERAGE STRATEGIES, APPROACHES, AND PROGRAMS THAT ARE PROVEN TO DRAMATICALLY IMPROVE SCHOOL RESULTS FOR ENGLISH LEARNERS.
Identify research-informed high leverage practices, programs, models, and approaches that are aligned with our values and that have some evidence/promise (theoretical or empirical or both for significantly improving the engagement, motivation, achievement, and/or 21st century success of English Learners. Determine which of these would be best adopted district-wide and which should be locally selected and implemented. Make these known to schools for them to incorporate into their Single Plans for Student Achievement, and feature these in the district Local Control Accountability Plan. Provide the necessary training and support for successful implementation. Monitor progress.

2.2.2 IMPLEMENT A SET OF CORE PEDAGOGICAL PRACTICES DISTRICT-WIDE TO SUPPORT POWERFUL ENGLISH LEARNER TEACHING AND LEARNING.
Ensure that every classroom maximizes English Learners' intellectual potential by deploying a set of identified core pedagogical practices. (See Appendix E for a description of these practices. These practices are supported by district, site, and bargaining unit leadership. Engage teachers in collaboration to develop specific interactive classroom strategies to operationalize these essential pedagogical practices. Establish vehicles for teacher demonstrations and sharing of the interactive classroom strategies. Guide principals in observation and feedback practices that support improved implementation of the practices and corresponding strategies. Develop video clips of these practices/strategies in action in Madera USD classrooms.

2.2.3 DEVELOP A PREK-12 COLLEGE GOING CULTURE FOR ENGLISH LEARNERS THAT INCLUDES ACCESS TO AVID/AVID STRATEGIES.
Beginning at the PreK level, establish college going culture introductory activities, projects, and other

similar mechanisms for engaging English Learners and their parents and developing a college-going culture in school, in the home, and in the community. Provide opportunities for parents and families to support college-going efforts. Engage community partners in this effort as well, including possibly creating partnerships with universities, alumni associations, educationally oriented sororities and fraternities, and ethnic professional organizations. As part of this work, implement AVID and AVID strategies district-wide, targeting the enrollment of English Learners in elementary, middle, and high school AVID, and ensuring that every English Learner is aware of the various college entrance requirements, financial assistance options, college-level academic expectations, and the nature of college life.

2.3 High-Quality Instructional Resources

Provide and utilize a broad array of high quality standards-aligned instructional resources in English and the primary languages that provide each group of English Learners with equitable access to core curriculum and academic language in the classroom, school, and community.

2.3.1 IDENTIFY CORE SPANISH LANGUAGE INSTRUCTIONAL RESOURCES.

The District will collaborate with various stakeholders to determine which core Spanish language standards-aligned instructional resources shall be used in the English Learner programs/pathways. The District's goal is to be able to centrally identify and purchase these core resources with stakeholder input. The District may need to stagger its purchase of these materials as alternative funding becomes available. The District will develop a plan to phase in identification, purchase, and use of parallel core primary language instructional resources in other languages used in the District's English Learner programs/pathways.

2.3.2 IDENTIFY THE MOST EFFECTIVE STANDARDS-ALIGNED ENGLISH LANGUAGE DEVELOPMENT (INTEGRATED AND DESIGNATED) RESOURCES.

Convene a committee of various stakeholders to assess the quality and adequacy of existing English Learner ELD instructional resources (both for designated and integrated ELD/SDAIE) to support focus on all four domains of language development (reading, writing, speaking, listening), and across all the disciplines of study, and the availability of needed materials appropriate to the different levels of English Learners' linguistic and academic strengths and needs. This assessment will determine the best use of funding available to augment or replace these resources.

2.3.3 UPGRADE THE LIBRARY HOLDINGS AT EACH SITE AND IN EACH CLASSROOM TO REFLECT SUFFICIENT PRIMARY LANGUAGE PRINT, VISUAL/GRAPHIC, DIGITAL, AND OTHER MATERIALS IN LINE WITH THE RECOMMENDATIONS OF THE INTERNATIONAL READING ASSOCIATION, AND PROVIDE PROFESSIONAL DEVELOPMENT TO THE LIBRARY STAFF.

There is a direct correlation between high quality school library programs and student achievement. More access to books results in increased and higher quality reading. The District will support the expanded acquisition of reading materials for school and classroom libraries, including guiding school sites in

allocating funds to purchase materials in support of this effort. Professional development will be provided to certificated and classified staff, including librarians and library aides.

2.4 Valid & Comprehensive Assessment

Build and implement valid and comprehensive multilingual multiple measure assessment systems designed to promote reflective practice and data-informed planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of English Learners.

2.4.1 DESIGN AND IMPLEMENT AN ENGLISH LEARNER PERFORMANCE-BASED ASSESSMENT SYSTEM.
Design and implement a performance-based assessment system focused on having English Learners develop and demonstrate mastery of identified key standards and skills and that builds the interaction between English Learners and consequential assessment. Create a catalogue of common project-based multilingual interdisciplinary tasks for English Learners at every grade level that require English Learners to integrate their learning across the curriculum and that require the use of technology and a second language. Facilitate teacher development, with input from parents, students, and community, of these projects, which English Learners will present publicly. Work with teachers to identify and publicly display quarterly common projects. Incorporate a culminating project with a career/college component at the end of identified grade spans. Phase in the design of these assessments starting with one common assessment per grade level, leading eventually to the design of sufficient projects so that they are available every six to eight weeks.

2.4.2 ESTABLISH PATHWAY PLACEMENT & PROGRESS MONITORING PROTOCOLS.
Establish clear pathway descriptors and guidelines to determine which pathway might be the best placement for particular English Learners. Develop benchmarks or protocols to confirm proper placement of English Learners in the pathways/programs and to determine that sufficient progress is being made.

2.4.3 MONITOR THE PROGRESS OF ENGLISH LEARNERS TO ENSURE STUDENTS MAKE APPROPRIATE PROGRESS IN TARGET/PRIMARY AND ENGLISH LANGUAGE DEVELOPMENT AND ACADEMIC ACHIEVEMENT.
Monitor English Learners on a frequent basis in order to ensure that every student makes appropriate progress in target/primary language development and English language development and academic achievement across the curriculum. District and site staff will monitor and analyze student data in order to ensure that students are making expected progress and meeting District learning expectations. Students will be monitored using identified multiple measures aligned to the District's definition of English Learner success.

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2.4.4 ESTABLISH COMMON PRIMARY LANGUAGE ASSESSMENT PRACTICES & PROTOCOLS THAT DEMONSTRATE PROGRESS AND ACHIEVEMENT AND THAT CAN BE USED IN THE ABSENCE OF ASSESSMENTS COMPARABLE TO THE CAASPP.

Establish alternative assessments and assessment protocols for English Learners that allow the schools and the district to demonstrate English Learner progress and achievement in Spanish until such time as formal state assessments are available. Use the results of these assessments to identify achievement trends and patterns and to determine the needed design, professional learning, and practice modifications to improve achievement and strengthen the pathways. Communicate the results and the implications to staff, students, parents, and the community in ways that give these at least as much status and importance as the English language assessments.

2.4.5 ESTABLISH KEY PERFORMANCE INDICATORS FOR MULTILINGUAL LEARNING.

Consider benchmarks for the English Learners' multilingual learning to be included as district Key Performance Indicators (KPIs). These metrics should include measures for English and target/primary language learning. One key performance metric should be achievement of the Seal of Biliteracy. Progress on these key indicators should be regularly communicated to students, staff, parents, and the community.

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3.0 Provide strategic direction and support to district staff and sites focused on improving the quality of instruction and interaction for English Learners in every classroom in every school.

#	Focus	Recommendation
3.1	High Quality Professional Learning, Leadership, & Support	Provide coherent, comprehensive, and ongoing professional preparation and support using multiple platforms (in person, online, blended), based on well-defined standards of practice related to English Learners and aligned to a common professional learning framework. These programs are designed to create professional learning communities and networks that support administrators, teachers, and other staff to implement a powerful vision of excellent teaching and multilingual achievement for all English Learners and to support English Learner best practices, support, research, policies, and materials/resources.
3.2	Advocacy-Oriented Site Support	Provide guidance, support, coaching, and direction to sites in order to engage them in continuously improving (analysis, reflection, and action) their English Learner programs, pathways, and services, ensuring compliance with state and federal laws and regulations, modeling the MADERA BELIEVES IN ME! fundamentals, and demonstrating quality implementation of the pertinent MADERA BELIEVES IN ME! recommendations.
3.3	Advocacy-Oriented Data Systems	Expand the capacity of the District student information and other data systems to accurately document English Learner demographic, programmatic, and achievement status, make visible longitudinal trends and patterns of Pre K-college completion, substantiate the effectiveness of English Learner pathways and services, and facilitate data-informed deci-sion making at every level.
3.4	Advocacy-Oriented Communications Systems	Expand the District's current communication system to a multifaceted advocacy-oriented system with the capacity to provide stakeholders with access to the information they require to most effectively and successfully implement and support MADERA BELIEVES IN ME! and to engage the full community as active advocates.
3.5	Advocacy-Oriented Funding, Budgeting, and Resource Allocation System	Develop a funding framework driven by the MADERA BELIEVES IN ME! vision for English Learner success and operationalize it through budgeting and resource allocation principles that allow the District to adequately fund the MADERA BELIEVES IN ME! recommendations through existing revenues and through additional fund development.

3.1 High Quality Professional Learning, Leadership, & Support

Provide coherent, comprehensive, and ongoing professional preparation and support using multiple platforms (in person, online, blended, based on well-defined standards of practice related to English Learners and aligned to a common professional learning framework. These programs are designed to create professional learning communities and networks that support administrators, teachers, and other staff to implement a powerful vision of excellent teaching and multilingual achievement for all English Learners and to support English Learner best practices, support, research, policies, and materials/resources.

3.1.1 DEVELOP A PROFESSIONAL LEARNING FRAMEWORK.

Develop and disseminate a common professional learning framework to develop and sustain the highest

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quality teachers, administrators, and support staff who are prepared to engage and support high achieving and joyful global language learners.

3.1.2 PROVIDE PROFESSIONAL DEVELOPMENT ON ENGLISH LEARNER PROGRAMS/ PATHWAYS; PRIMARY LANGUAGE, ELD, AND SDAIE/INTEGRATED ELD INSTRUCTION; RELEVANT CULTURAL AND MULTICULTURAL TOPICS; AND DIVERSE PARALINGUISTIC AND NONVERBAL COMMUNICATION SYSTEMS.

Develop and roll out professional development on the English Learner programs/pathways and on primary language; ELD, and SDAIE/Integrated ELD instruction; relevant cultural and multicultural topics; and diverse paralinguistic and nonverbal communication systems; as well as on powerful, high-leverage, and well-documented instructional approaches. This professional development will be required training for all school site administrators and teachers in schools currently serving English Learners. It will include a full array of professional development opportunities from traditional professional development sessions and programs, to onsite coaching and mentoring. Professional development will be planned for before the start of school, during the school year, and during the summer break. The District will begin offering this training in the 2018-2019 school year. The District will continue to develop its professional development strategies as part of the Local Control Accountability Plan (LCAP) design/revision process.

3.1.3 TRAIN ALL DISTRICT AND SITE LEADERS IN HIGH-LEVEL FACILITATIVE LEADERSHIP.

In order to support Madera's leaders in providing the necessary leadership in adaptive times, train all district and site leaders in high-level facilitation focused on enhancing our internal capacity for leading and sustaining the types of positive transformation that our schools require and our students deserve. Utilize a comprehensive program to develop the skills and knowledge professionals need so that they can design, implement, and sustain strategic initiatives in schools in order to dramatically improve achievement for all English Learners, and to close the achievement and access gaps that currently exist between groups of students.

Focus on three interconnected areas of study - Leadership, Systems, and Facilitation Process Skills. Ensure each program is uniquely designed to embed such skill development into the actual strategic work of our District and schools. Invite sites to bring leadership teams to the training. Schedule two cohorts/per year until all are trained. Identify potential facilitators in each cohort and engage them in a trainer of trainers module.

3.1.4 LAUNCH A MADERA BELIEVES IN ME! MENTORING AND LEADERSHIP PROGRAM TO GROW AND SUPPORT ENGLISH LEARNER ADVOCATES AND LEADERS.

Design and implement mentor/apprentice and leadership programs that provide opportunities for more novice teachers and administrators to receive assistance and guidance from more expert teachers and administrators and to refine their facilitative leadership skills; and for the District to identify, grow, and support an increased number of emerging English Learner leaders and advocates with the skill, capacity, and commitment to actively support continued implementation of MADERA BELIEVES IN ME!

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3.1.5 IDENTIFY DEMONSTRATION SCHOOLS AND DISTINGUISHED TEACHERS, AND ESTABLISH PROFESSIONAL LEARNING SCHOOL NETWORKS.
The District will identify demonstration schools that are examples of quality implementation of the various English Learner pathways. These schools will provide other sites with opportunities to visit and observe. School networks will be established that include both demonstration schools and high need/underperforming schools so that learning about successful implementation of powerful program pathways can extend across the District. The District will also establish a process for identifying Distinguished Teachers. These are excellent teachers who have mastered the art of consistently high quality classroom instruction and interaction in the various English Learner programs/pathways and who are respected for their ability to dramatically improve English Learner performance in sustainable ways and to inspire their colleagues and students to ever-higher levels of performance. These Distinguished Teachers will be available for other teachers to observe, both in real time and through video. There will be a classroom and school visitation process developed to provide opportunities for best practices to spread across classrooms and schools in the District.

3.1.6 ANNUALLY RE-ASSESS LANGUAGE LEARNING PROFESSIONAL DEVELOPMENT NEEDS.
Each year, the District and school sites will structure professional development to respond to quality of learning issues identified by the District's review and evaluation processes to support new pathways and curriculum, and will integrate English Learner issues into new District Initiatives and corresponding professional development that is developed over time.

3.1.7 PROVIDE OPPORTUNITIES FOR STAFF TO LEARN SPANISH AND OTHER RELEVANT LANGUAGES.
The District will identify and host opportunities for staff to develop their own multilingual capacities. These opportunities could include partnerships with Institutions of Higher Education (IHEs), community-based organizations, world language organizations, and embassies/consulates.

3.2 Advocacy-Oriented Site Support

Provide guidance, support, coaching, and direction to sites in order to engage them in continuously improving (analysis, reflection, and action their English Learner programs, pathways, and services, ensuring compliance with state and federal laws and regulations, modeling the MADERA BELIEVES IN ME! fundamentals, and demonstrating quality implementation of the pertinent MADERA BELIEVES IN ME! recommendations.

3.2.1 IDENTIFY, TRAIN, AND ASSIGN DESIGNATED MADERA BELIEVES IN ME! SPECIALISTS/COACHES TO WORK ON-SITE.
The District will identify (and assign/hire as necessary sufficient MADERA BELIEVES IN ME! coaches with high-level facilitation skills and English Learner expertise and experience to support the sites that serve English Learners. Using a mix of on-site and off site support, English Learner Coaches will coach general education, designated ELD, primary language, and SDAIE/Integrated ELD teachers on implementing differentiated instruction that provides access to grade-level curriculum for English Learners at varying

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English fluency levels, as well as classroom engagement strategies that translate the essential pedagogical practices into coherent classroom practice. This includes supporting/guiding teacher collaboration and common planning activities. English Learner Coaches will also be trained to monitor and coach schools for consistent implementation of English Learner programs/pathways, and to promote uniformity and quality of approach and practice in classroom instruction. English Learner Coaches will have responsibility for assisting site administrators with the reclassification process and monitoring students who have been reclassified.

3.2.2 DEVELOP/ADOPT, PILOT TEST, AND TRAIN MULTIPLE DISTRICT-LEVEL TEAMS ON THE USE OF AN OBSERVATION PROTOCOL TO ENSURE CONSISTENCY AND QUALITY OF IMPLEMENTATION OF THE ENGLISH LEARNER PROGRAM PATHWAYS AND SERVICES AND THE ESSENTIAL PEDAGOGICAL PRACTICES.

The District will adopt or develop an Observation Protocol that will provide a consistent and uniform measure of consistency and quality of implementation of the English Learner program pathways and services and the essential pedagogical practices. The District will pilot test all components of the Observation Protocol for content and functional validity. Based on the results of the pilot testing, the District will rework the Observation Protocol, as necessary, so that the District can conduct a subsequent large-scale test of the Protocol. Assuming that the pilot testing does not reveal major problems with the design or implementation of the Observation Protocol, the District will make necessary revisions and begin to train its principals, specialists, coaches, facilitators, and other groups that monitor implementation of the Plan in the effective use of the Observation Protocol. This training will include effective use of the Observation Protocol to monitor the quality, consistency, and coherence of the programs/pathways and to ensure program/pathway fidelity across grades and schools.

3.2.3 ESTABLISH SYSTEMS FOR SITE LEADERS TO SUPPORT AND MONITOR TEACHER PRACTICE.

Through a collaborative process with site leaders, teachers, and students, develop systems, protocols, and practices to support, enhance, and monitor teacher practice and reflection on student engagement, achievement, and 21st century success.

3.2.4 ESTABLISH SYSTEMS FOR DISTRICT LEADERS TO SUPPORT/MONITOR PRINCIPAL PRACTICE.

Through a collaborative process with site leaders, teachers, and students, develop systems, protocols, and practices to support, enhance, and monitor principal and other site administrator practice and reflection on student engagement, achievement, and 21st century success.

3.2.5 PROVIDE SITES WITH ACCESS TO INTERPRETATION AND TRANSLATION SERVICES.

Establish a district system that allows sites to request and access interpretation and translation services for such things as parent conferences, IEPs, progress monitoring/reporting meetings, legal proceedings, disciplinary actions, and other critical events/meetings.

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3.2.6 ESTABLISH A BIMONTHLY STANDING AGENDA ITEM AT CABINET AND PRINCIPAL MEETINGS TO RAISE AND RESOLVE MAJOR ISSUES RELATED TO IMPLEMENTATION OF MADERA BELIEVES IN ME! AND ENGLISH LEARNER ACCESS, ACHIEVEMENT, AND ACCOUNTABILITY.
Use existing Cabinet and principal meeting structures to regularly focus on the implementation of MADERA BELIEVES IN ME! in ways that provide a safe and collegial space to address and resolve significant issues that arise, share emerging insights, reflect on progress, identify what's working well, celebrate successes, and explore how to bring local successes across the district.

3.3 Advocacy-Oriented Data Systems

Expand the capacity of the District student information and other data systems to accurately document English Learner demographic, programmatic, and achievement status, make visible longitudinal trends and patterns of PreK-college completion, substantiate the effectiveness of English Learner pathways and services, and facilitate data-informed decision making at every level.

3.3.1 AUGMENT THE DISTRICT DASHBOARD TO REFLECT METRICS ALIGNED TO THE VARIOUS DIMENSIONS OF THE DISTRICT DEFINITION OF ENGLISH LEARNER SUCCESS.
Incorporate English Learner metrics and data responsive to the District's definition of English Learner success in the District dashboard. Ensure the system can track progress in achieving the Seal of Biliteracy.

3.3.2 IMPROVE THE ABILITY OF SCHOOL SITES TO ACCESS AND USE ENGLISH LEARNER DATA.
Through professional development for administrators and teachers, the District will improve the use of the student data warehouse and student information system to improve the quality, timeliness, usability, and accessibility of English Learner data, and increase the use of English Learner data at the school sites to support improved student engagement and achievement and the development of the annual site plan.

3.3.3 EVALUATE THE CURRENT STUDENT INFORMATION SYSTEM AND ENSURE DATA ACCURACY, SUFFICIENCY, AND RELIABILITY BASED ON THE DATA AND REPORTING REQUIREMENTS OF MADERA BELIEVES IN ME!, INCLUDING STUDENT IDENTIFICATION, ASSESSMENT, PLACEMENT, LANGUAGE PROFICIENCY, AND ACHIEVEMENT. ENSURE THE SYSTEM HAS THE CAPACITY TO TRACK STUDENTS LONGITUDINALLY AND PROVIDE INSIGHT INTO THE EFFECTIVENESS OF ENGLISH LEARNER PROGRAMS/PATHWAYS.
The District's primary goal in the area of data evaluation is to ensure the accurate entry of data with the capability to show program change longitudinally for each student. In order to accomplish this goal, the District will establish systems to ensure data accuracy, sufficiency, and reliability. The District will build in validity checks and establish a system to monitor the input of the data. The District will convert existing data such that the system is operable within a timeline that allows it to meet the needs of the English Learner pathways. Once the target English Learner metrics and data elements/points have been identified,

the District will begin collection of data for longitudinal evaluation. Program impact cannot be determined longitudinally until the programs/pathways have been implemented for at least 3-5 years. English Learners will also be monitored once they are reclassified and when they exit a pathway to assess their post-reclassification, post exit academic success. All data will be disaggregated by pathway, student language status, language proficiency level, and length of time in the program.

3.3.4 CONDUCT AN ANNUAL PATHWAY-LEVEL ANALYSIS TO EVALUATE ENROLLMENT AND EFFECTIVENESS OF THE ENGLISH LEARNER PATHWAYS.

The District will conduct annually a program/pathway-level analysis to evaluate the enrollment and effectiveness of its English Learner programs/pathways over the past year, including student academic achievement, the acquisition of the target language and English, progress toward global readiness, and achievement of the Seal of Biliteracy, by school and by pathway, as assessed by district-identified multiple measures. Over the next five years, the District will build its capacity to track longitudinal trends on the academic and linguistic performance and global readiness of the students enrolled in the pathways and evaluate effectiveness with multiple measures.

3.4 Advocacy-Oriented Communications System

Expand the District's current communication system to a multifaceted advocacy-oriented system with the capacity to provide stakeholders with access to the information they require to most effectively and successfully implement and support MADERA BELIEVES IN ME! and to engage the full community as active advocates.

3.4.1 DEVELOP AND PUT INTO EFFECT A MULTIFACETED ADVOCACY-ORIENTED COMMUNICATIONS AND MARKETING PLAN TO SECURE COMMUNITY-WIDE SUPPORT FOR MADERA BELIEVES IN ME!.

Institute an advocacy-oriented communications and marketing system to support successful implementation of MADERA BELIEVES IN ME!. Include specific protocols for use with and by administrators, teachers, support staff, parents, students, and community members. Create better means of communication with our families and community through the use of parental portal, social media, and local news agencies and businesses.

3.4.2 BUILD UNDERSTANDING AND COMMITMENT AMONG DISTRICT OFFICE LEADERSHIP AND STAFF.

Design facilitated activities around MADERA BELIEVES IN ME! to build shared understanding and commitment at the district office level. Engage district office staff in learning about the benefits of multilingual learning and in identifying their specific roles and responsibilities in implementing and advocating for MADERA BELIEVES IN ME!

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3.4.3 ENGAGE SITES IN DEVELOPING DEEP UNDERSTANDING OF AND ENACTING THE DISTRICT VISION FOR ENGLISH LEARNERS, INSTRUCTIONAL PRIORITIES, AND EXPECTATIONS FOR 21ST CENTURY SUCCESS AND HIGH INTELLECTUAL PERFORMANCE.
Work with sites to identify and calendar specific meetings to facilitate staff conversations about the MADERA BELIEVE IN ME! vision and mission and implications for the school and for them in their roles as administrators, teachers, and support staff; identify a shared understanding of instructional priorities, expectations for English Learners and high intellectual performance, and English Learner monitoring systems.

3.4.4 ENSURE SITES HAVE THE CAPACITY TO PROVIDE ALL SCHOOL-RELATED INFORMATION IN MULTIPLE LANGUAGES, BASED ON THEIR TARGET AND COMMUNITY LANGUAGES.
Provide resources and support to sites so that all parent/student communications can be provided in multiple languages. Where there are district-wide communications, ensure these are available in the community languages. This includes websites and other digital/online information.

3.4.5 TRAIN FRONT OFFICE STAFF AND OTHERS WHO REGULARLY COMMUNICATE AND INTERACT WITH ENGLISH LEARNER FAMILIES, COMMUNITY, AND THE PUBLIC.
Provide training and support to front office staff, classroom teachers,and key others on excellent customer service practices for interacting with English Learner parents and the community. Create and implement District Office support services to ensure our English Learner parents and community experience high quality, friendly, helpful, and professional interactions with district and site staff.

3.5 Advocacy-Oriented Funding, Budgeting, and Resource Allocation System

Develop a funding framework driven by the MADERA BELIEVES IN ME! vision for English Learner success and operationalize it through budgeting and resource allocation principles that allow the District to adequately fund the MADERA BELIEVES IN ME! recommendations through existing revenues and through additional fund development.

3.5.1 DEVELOP A FUNDING FRAMEWORK THAT SUPPORTS & PRIORITIZES MADERA BELIEVES IN ME!.
Develop a funding framework driven by/aligned to the District MADERA BELIEVES IN ME! fundamentals and designed to facilitate implementation of the strategic goals, recommendations, and actions.

3.5.2 DEVELOP BUDGETING AND RESOURCE ALLOCATION PRINCIPLES AND TIMELINES TO OPERATIONALIZE THE FUNDING FRAMEWORK.
Staff will develop a set of budgeting and resource allocation principles to operationalize the funding framework and to clarify how the budgeting process works and how resources are then allocated in ways that ensure successful MADERA BELIEVES IN ME! implementation. These principles are shared with internal and external stakeholders to promote understanding and transparency.

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3.5.3 EVALUATE SITE ALLOCATIONS AND BUDGETING GUIDANCE PROVIDED TO SITES TO ENSURE THAT SITES FULLY SUPPORT THE MADERA BELIEVES IN ME! IMPLEMENTATION PLAN.
The District will assess how sites are currently funded and how they are guided in developing their site budgets in order to ensure that the sites allocate sufficient funds to the MADERA BELIEVES IN ME! implementation efforts, especially as they affect site operations.

3.5.4 PRIORITIZE TITLE III FUNDS FOR MADERA BELIEVES IN ME! IMPLEMENTATION.
The District receives federal Title III funds to support English Learners. The District will allocate Title III funds to support the implementation of the English Learner Master Plan.

3.5.5 WORK WITH A FUND DEVELOPMENT SPECIALIST TO IDENTIFY AND SECURE ADDITIONAL FUNDING TO SUPPORT MADERA BELIEVES IN ME! IMPLEMENTATION.
Full implementation of MADERA BELIEVES IN ME! will require the acquisition of additional resources. The District will identify and access such resources, including building relationships and establishing connections with local community funders, state and federal grants programs, foundations and corporations, and foreign governments.

3.5.6 IDENTIFY LCFF FUNDS TO SUPPORT TIMELY AND SUCCESSFUL IMPLEMENTATION OF MADERA BELIEVES IN ME! WORK PLANS.
The District receives targeted funding for English Learners, foster youth, and low-income students. The allocation of the LCFF funds will reflect clear support for implementation of the MADERA BELIEVES IN ME! work plans.

3.5.7 IMPLEMENT A REPORTING SYSTEM TO THE COMMUNITY ON RESOURCE ALLOCATION.
Establish a reporting system to inform the community on a regular basis about how English Learner resources/ funds are allocated and expended at the district and school levels.

Goal 4 Recommendations for Action

4.0 Create and support safe, affirming, equitable, and enriched multilingual and multicultural school environments for English Learners.		
#	**Focus**	**Recommendation**
4.1	Affirming Multicultural & Multilingual School Environments for English Learners	Create a safe, affirming, enriched, supportive, and responsive environment for participatory and inclusive multilingual learning for English Learners that values and builds on their cultural and linguistic assets. This includes classrooms, libraries, offices, and any spaces where English Learners interact.
4.2	Student Voice & Leadership	Create a diverse portfolio of PreK-12 opportunities for English Learners to develop leadership skills and take on leadership roles in the school and community and to have their voices heard and respected in decision-making that affects them, their education, and their futures.
4.3	Creating Globally & Multiculturally Competent Citizens of the World	Provide English Learners with the knowledge, skills, capacities, and dispositions to successfully navigate a global and multicultural environment where they are able to skillfully investigate globally significant issues in the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research; recognize perspectives, others' and their own, articulating and explaining such perspec-tives thoughtfully and respectfully; communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers; and take action to im-prove conditions, viewing themselves as players in the world and participating reflectively.
4.4	Interventions & Supports	Provide appropriate support, targeted instruction, literacy intervention, and acceleration designed to address learning prerequisites while engaging English Learners, including those identified for special education services, in enriched learning experiences that identify their strengths and interests and use those to build future success.

4.1 Affirming Multicultural & Multilingual School Climate & Environment

Create a safe, affirming, enriched, supportive, and responsive environment for participatory and inclusive multilingual learning for English Learners that values and builds on their cultural and linguistic assets. This includes classrooms, libraries, offices, and any spaces where English Learners interact.

4.1.1 UNDERTAKE A SUITE OF COORDINATED CLIMATE IMPROVEMENT STRATEGIES DESIGNED TO CREATE EXCITING, ENERGIZED AND SUPPORTIVE MULTILINGUAL, MULTICULTURAL SCHOOL AND COMMUNITY ENVIRONMENTS.

Design and implement coordinated climate improvement strategies at each site to create a positive multilingual, multicultural environment that extends into the community. Among these strategies, consider:

- Conduct an annual English Learner survey.
- Organize multicultural and multilingual family/community events.
- Establish multilingual recognition programs.
- Implement multicultural/multilingual community service requirements.

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- Identify and showcase opportunities to affirm multilingualism and multiculturalism to integrate languages and cultures.
- Feature recognition events for students achieving the Seal of Biliteracy and those successfully progressing on the Pathways to Biliteracy.

4.1.2 IMPROVE THE TRANSITION FOR ENGLISH LEARNERS BETWEEN KEY GRADE SPANS.
Transitions between key grade spans represent opportunities for English Learners to falter. Transition programs address the academic, social, and procedural elements and develop a sense of belonging and connectedness to the future school. Review the current transition processes and evaluate the results. Strengthen the protocols, processes, and procedures to improve English Learner academic success, connectedness, and belonging. Consult with English Learners and parents to gather information about what's working and what's not, and what would help. Incorporate these data into decisions about changes in current practice. Establish a system for ECE/TK/K teachers to collaborate frequently with elementary school teachers, for elementary teachers to collaborate with middle school teachers, and for middle school teachers to collaborate with high school teachers.

4.1.3 IMPLEMENT NO-COST CULTURALLY AND LINGUISTICALLY RESPONSIVE ENRICHMENT STRATEGIES AND ACTIVITIES SO THAT EVERY ENGLISH LEARNER HAS ACCESS TO ENGAGING ACTIVITIES WITHIN AND BEYOND THE SCHOOL DAY.
Implement a portfolio of culturally and linguistically responsive in-school, extended day, and extracurricular leadership and enrichment strategies and activities (at no cost to students or parents) designed to build a sense of inclusion and belonging among English Learners, make them feel valued, and help them connect to and integrate with their schools and their peers. This is also an opportunity for English Learners' languages and cultures to be showcased, and for others to develop their own multicultural knowledge and skills.

4.1.4 UTILIZE RESTORATIVE PRACTICES TO ADDRESS ENGLISH LEARNER DISCIPLINE ISSUES.
Design and implement a Restorative Practices system for English Learners that promotes and strengthens positive school culture for English Learners, enhances pro-social relationships within the school community that include English Learners, and reduces suspensions and other disciplinary actions for English Learners.

4.2 Student Voice & Leadership

Create a diverse portfolio of PreK-12 opportunities for English Learners to develop leadership skills and take on leadership roles in the school and community and to have their voices heard and respected in decision making that affects them, their education, and their futures.

4.2.1 ESTABLISH OPPORTUNITIES FOR ENGLISH LEARNERS TO DEVELOP THEIR VOICE AND LEADERSHIP.
Establish opportunities for English Learners PreK-12 to develop their voice and leadership in ways that respect and affirm their multiple identities and to participate in decision-making around issues where they

are key stakeholders. Conduct an analysis at each school to identify the English Learner influencers/leaders (traditional and nontraditional). Ensure the identified leaders represent the diversity of the school's English Learners. Engage them in leadership activities that develop their adaptive leadership and facilitation skills and that embed them in advisory and decision-making bodies in the district. Convene these English Learner leaders to identify school, district, and community level leadership opportunities for other English Learners.

4.2.2 IMPLEMENT ACTIVITIES AND EXPERIENCES TO HELP ENGLISH LEARNERS DEVELOP THEIR CONFIDENCE AS LEARNERS AND THEIR SENSE OF SELF AND BELONGING.
Often, English Learners experience a sense of being outsiders, of not fitting i n. I dentify E nglish Learner advocates at every site who can work with English Learners to help them develop their confidence as learners, self-esteem, and their sense of belonging.

4.3 Creating Globally & Multiculturally Competent Citizens of the World

Provide English Learners with the knowledge, skills, capacities, and dispositions to successfully navigate a global and multicultural environment where they are able to skillfully investigate globally significant issues in the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research; recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully; communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers; and take action to improve conditions, viewing themselves as players in the world and participating reflectively.

4.3.1 IDENTIFY GLOBAL COMPETENCY/MULTICULTURAL STANDARDS.
Identify standards across the curriculum that support global competency/multiculturalism, and engage teachers in creating multilingual multidisciplinary projects, activities, and units that embed those standards at every grade level. Identify core and supplementary supporting primary language and English materials.

4.3.2 INTEGRATE GLOBAL LEARNING PROJECTS AT EVERY GRADE LEVEL.
Integrate global learning projects at every grade span. These can be facilitated through technology and can build on existing civic efforts. Consider implementing Global Learning Networks (GLN) at every site. This creates opportunities for English Learners to communicate with peers in other parts of the state, nation, and world and to develop a wide range of multicultural communication skills.

4.4 Interventions & Support

Provide appropriate support, targeted instruction, literacy intervention, and acceleration designed to address learning prerequisites while engaging English Learners, including those identified for special education services, in enriched learning experiences that identify their strengths and interests and use those to build future success.

Goal 4 Recommendations for Action

4.4.1 ALIGN THE MULTITIERED SYSTEM OF STUDENT SUPPORT (MTSS) EXPECTATIONS, STANDARDS, AND PROTOCOLS WITH THE DISTRICT VISION FOR ENGLISH LEARNER SUCCESS AND IMPLEMENT DISTRICTWIDE WITH FIDELITY.

Ensure that all teachers, staff, administrators, and parents understand the processes and procedures for MTSS and how it supports English Learners and the English Learner pathways. Engage fully in that process to quickly and effectively identify English Learner academic, emotional, and social needs and then provide the appropriate enrichment intervention. Ensure that teachers and administrators know by course/grade level those English Learners who are not reaching proficiency and engage in frequent conversations around support for those English Learners, monitor English Learners' progress, and relentlessly ensure all English Learners reach the goal outlined in the English Learner Master Plan.

4.4.2 CONVENE AN MTSS TO DEVELOP A CATCH-UP PLAN WHEN ENGLISH LEARNERS ARE NOT MAKING EXPECTED PROGRESS.

When an English Learner is not making expected progress in target/primary or English language development and/or academic achievement, an MTSS meeting will be conducted in order to provide appropriate support, targeted instruction, literacy intervention, and acceleration designed to meet the specific needs of each individual student, including clear expectations for special education English Learners. In every case, the approach taken will be one that identifies student strengths and uses those to build future success.

4.4.3 DEVELOP ENGLISH LEARNER SUCCESS PLANS TO SUPPORT THEIR WHOLE SUCCESS.

Develop digital success plans or roadmaps for English Learners that engage teachers, counselors, administrators, and students in working collaboratively to ensure access to the needed resources and support for all English Learners to achieve the Seal of Biliteracy, graduate and continue to higher education, and that can address any social-emotional or other needs. By making these plans "digital," they can be easily accessed by teachers across grade levels. These plans should identify/assess English Learner strengths, "whole child" needs, academic and language acquisition progress and status and can also be used to identify readiness for reclassification or need for intervention and/or acceleration.

Goal 5 Recommendations for Action

5.0 Engage English Learner families and communities in powerful multilingual learning, collaboration, and leadership.

#	Focus	Recommendation
5.1	Board Advocacy, Engagement, & Leadership	Support the Board in expanding their advocacy and leadership on behalf of English Learners and quality implementation of MADERA BELIEVES IN ME!, including allocating the necessary resources to sustain high quality English Learner programs and services.
5.2	Powerful Parent/ Family Engagement & Partnership	Implement strong family engagement programs that build leadership capacity, value and draw upon family funds of knowledge and cultural/linguistic resources, and seek partnership to inform, support, and enhance multilingual/multicultural experiences and outcomes for English Learners.
5.3	Powerful Community Engagement & Partnership	Implement strong community engagement programs that build leadership capacity, value and draw upon community funds of knowledge and cultural/linguistic resources, and seek partnership to inform, support, and enhance multilingual/multicultural teaching and learning for English Learners.

5.1 Board Advocacy, Engagement, & Leadership

Support the Board in expanding their advocacy and leadership on behalf of English Learners and quality implementation of MADERA BELIEVES IN ME!, including allocating the necessary resources to sustain high quality English Learner programs and services.

5.1.1 PROVIDE REGULAR UPDATES TO THE BOARD TO KEEP THEM INFORMED ABOUT IMPLEMENTATION PROGRESS AND BARRIERS.

Make a MADERA BELIEVES IN ME! update a regular monthly board agenda item. Invite board members to become "defenders" of MADERA BELIEVES IN ME! by protecting their investment in the students, staff, and community. Encourage board members to sign on to a particular strategic goal or recommendation and to serve as ambassadors to the community for that effort. Identify other ways that board members can become active, outspoken supporters.

5.2 Powerful Parent/Family Engagement & Partnership

Implement strong family engagement programs that build leadership capacity, value and draw upon family funds of knowledge and cultural/linguistic resources, and seek partnership to inform, support, and enhance multilingual/multicultural experiences and outcomes for English Learners.

5.2.1 DESIGN AND CONDUCT AN ANNUAL ENGLISH LEARNER FAMILY SURVEY.

In order to ascertain the strengths, resources, and needs of English Learner families so that services can be tailored to them and community resources identified and matched to student/school needs, the District will conduct an annual survey to be completed by each English Learner family. Results will be disaggregated by school, language group, and other relevant characteristics and analyzed and shared with site staffs. Sites will respond to the identified implications in their site plans and through their site-level activities. Central office

staff will identify district-wide implications and respond with specific actions. Parents will be informed of the specific staff with responsibility for assisting them in connecting to available district and community resources.

5.2.2 IN COLLABORATION WITH PARENTS, DESIGN A COMPREHENSIVE ENGLISH LEARNER PARENT/FAMILY ENGAGEMENT STRATEGY FOCUSED ON TRANSFORMING THE QUALITY AND QUANTITY OF PARENT ENGAGEMENT.

Develop innovative strategies to reach disengaged English Learner parents. Set measurable targets to increase English Learner parent participation at each school. Include strategies to engage difficult to reach families/parents, including those who work multiple jobs and are not available during the regular school day.

5.2.3 IN COLLABORATION WITH PARENTS, ORGANIZE A MENU OF ENGLISH LEARNER PARENT EDUCATION EVENTS DESIGNED TO GROW PARENTS' CAPACITY TO ADVOCATE ON THEIR CHILDREN'S BEHALF AND TO SUPPORT IMPLEMENTATION OF THE MASTER PLAN.

Plan a series of leadership institutes, as well as an annual convening and other events (i.e., parent academies, college nights), designed to (a) expand parents' knowledge of the purpose and goals of the District's English Learner Master Plan and how to support implementation of the Plan; (b) make parents knowledgeable about the English Learner program/pathway options and long-term impact on student success and college readiness; (c) share information about the Seal of Biliteracy and the Pathways to Biliteracy; and (d) train parents/families on how to successfully navigate the school system and ensure their children enter and graduate from college/university.

5.2.4 CREATE PARENT INFORMATION/ENGAGEMENT MATERIALS AVAILABLE IN MULTIPLE LANGUAGES AND MODES.

Create multilingual brochures, videos, radio announcements, and other materials to inform parents on key topics, including program/pathway options and long-term impact on student success and college readiness; communicating with the school/teachers; college eligibility requirements; strategies for supporting their children's linguistic, academic, and social development, and services/programs available to parents.

5.2.5 PROVIDE ENGLISH LEARNER PARENTS WITH MULTIPLE OPTIONS FOR PARTICIPATING IN THE SCHOOL AND IN THEIR CHILDREN'S CLASSROOMS.

At the beginning of each school year, and quarterly, remind English Learner parents of the variety of options available to them for participating in their children's school and classroom. Ensure that the menu of options includes nontraditional options and options where English Learner parents are able to share/showcase their cultural and linguistic resources.

5.2.6 ESTABLISH MULTILINGUAL/MULTICULTURAL PARENT CENTERS AT SCHOOLS.

Multilingual/multicultural parent centers provide opportunities for parents of English Learners to support their children and their schools --by serving as language models, volunteering in the classroom, the garden,

the playground, field trips, and school events. Having multilingual parents on campus helps make schools safer, more respectful, and better connected to the home and community and connects parents to English Learners' learning experiences. The establishment of these centers can be phased in over time. Sites that are interested in establishing their own parent centers will be supported and assisted by the District.

5.2.7 INCORPORATE PARENT COMMUNICATION STRATEGIES INTO SCHOOL PLANS.
Require that each school site include in its school's Single Plan for Student Achievement (SPSA) a Parent Involvement and Communication component addressing how the school will work to specifically engage and communicate with parents of English Learners and identify needs, if any, to effectively communicate with these parents. For example, school site plans should consider issues such as comprehensible and welcoming signage and visual displays in the schools, English Learner parent access to meetings or information, and customer service in the language of the community. Communication efforts should include structured opportunities/forums for English Learner families to learn about and discuss the English Learner services, programs, and pathways and their children's academic needs.

5.2.8 ENGAGE PARENT ADVISORY COMMITTEES AS ADVOCATES FOR ENGLISH LEARNER STUDENTS AND MADERA BELIEVES IN ME!.
Provide master plan, pathway/program, and achievement/progress information to parent/community advisory groups, including SSC, DELAC, DAC, and ELAC in order to ensure that parents/community are well informed and supportive.

5.2.9 CONTINUE TO ENSURE THAT DISTRICT AND SCHOOL FAMILY/COMMUNITY ENGAGEMENT PROGRAMS BUILD LEADERSHIP CAPACITY AND VALUE/DRAW ON COMMUNITY FUNDS OF KNOWLEDGE.
Powerful family and community engagement programs should build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for English Learners. This means putting in place specific practices to help the parents of English Learners:

- Get oriented to the school system.
- Acquire strategies for supporting their student's success.
- Establish a college-going culture in their homes and communities.
- Share family and community resources.
- Become part of the school decision-making process.
- Develop as strong leaders and advocates on behalf of their own and other children.

At the district and site levels, specific parent leadership programs will be identified and supported.

Goal 5 Recommendations for Action

5.3 Powerful Community Engagement & Partnership

Implement strong community engagement programs that build leadership capacity, value and draw upon community funds of knowledge and cultural/linguistic resources, and seek partnership to inform, support, and enhance multilingual/multicultural teaching and learning for English Learners.

5.3.1 PARTNER WITH COMMUNITY AND BUSINESS ORGANIZATIONS TO CREATE MULTILINGUAL/MULTICULTURAL LEARNING ENVIRONMENTS BEYOND THE CLASSROOM.

Work collaboratively with community and business partners, as well as with educators, parents, and English Learners themselves, to create learning environments in and out of classrooms that will equip English Learners with the linguistic, intellectual, cultural, technological, and career resources crucial for success in the multilingual/multicultural national and global societies they will help form.

5.3.2 IDENTIFY COMMUNITY LANGUAGE RESOURCES AND MAKE THOSE ACCESSIBLE TO STAFF AND STUDENTS IN ENGLISH LEARNER PATHWAYS.

Create a directory or other compendium of community language resources and make this available to staff, students, and parents as a way of expanding access to language learning. Collaborate with community leaders, universities and colleges, business and community partners, and local consulates in the identification process. Utilize these community language resources as a vehicle for strengthening school/community interaction and partnership.

5.3.3 COLLABORATE WITH THE MEXICAN CONSULATE TO ESTABLISH A *PLAZA COMUNITARIA* IN THE DISTRICT.

Plazas Comunitarias, a program developed by the Mexican Government, provides Mexicans living abroad the opportunity to begin or continue their education. The District will work with the nearest Mexican Consulate to establish at least one Plaza Comunitaria within the District.

Extend opportunities to other foreign entities/consulates to establish Plaza Comunitaria-like centers/programs that offer the opportunity for youth and adults to have literacy courses and to start or continue their elementary, middle, and high school education in other languages.

5.3.4 HOLD COMMUNITY FORUMS.

At least annually, the District will hold a community forum at which it will update the public as to the state of English Learner programs/pathways in the District. The District shall: a) solicit public comment on the District's English Learner programs/pathways; and b) answer questions about the District's English Learner Master Plan and the English Learner programs/pathways from members of the public. The District will solicit advice from the DELAC, the LCAP Committee, and other community groups, particularly those groups that serve English Learner communities, about effective outreach efforts to interested individuals and groups, and about the timing, location, and content of the forum.

Goal 5 Recommendations for Action

5.3.5 PARTNER WITH LOCAL CIVIC AND SERVICE ORGANIZATIONS TO ENLIST THEIR SUPPORT FOR THE DISTRICT'S ENGLISH LEARNER MASTER PLAN.

Civic and service organizations can play an important role in supporting a community's schools. Establish partnerships and collaborations with local community-based organizations, nonprofit organizations, service clubs, local consulates, community leagues, businesses, churches, community centers, community colleges, and universities to enlist their active support of the District's English Learner Master Plan and promote multilingual excellence, including sharing resources and expertise to benefit our English Learner students and families.

5.3.6 PARTNER WITH THE CITY TO SUPPORT THE DISTRICT'S ENGLISH LEARNER MASTER PLAN, INCLUDING THROUGH ACCESS TO ADDITIONAL RESOURCES.

Partner with the city to enlist its support for the District's English Learner Master Plan and to explore access to the city's many resources. This will include working with the Mayor's Office, the City Council, its various commissions and task forces, or its parks and recreation, library, and cultural organizations.

Structural Recommendations

1.0 Initial English Learner Identification & Assessment

Proper identification and assessment of students' language status is a foundational component for ensuring appropriate placement and access to services. The initial identification and assessment procedures are described in Appendix C and the accompanying narrative. In addition to these established procedures and processes, it is recommended that the District take the following steps to support the proper identification and assessment of English Learners:

1.0 Initial English Learner Identification & Assessment

#	Focus	Recommendation
1.1	Professional Development	Ensure site and district staff and administrators are provided professional development on initial identification, assessment, and parental rights/informed consent.
1.2	Enrollment, Identification, & Placement Process	Redesign the district enrollment, identification, and placement process.
1.3	Foreign Transcripts	Analyze foreign transcripts to more effectively place and serve secondary English Learners.
1.4	Student Rosters	Provide teachers with student rosters identifying EL and language levels for their classrooms.
1.5	Parent Information	Inform parents about the identification & assessment process.

1.1 ENSURE SITE AND DISTRICT STAFF AND ADMINISTRATORS ARE PROVIDED PROFESSIONAL DEVELOPMENT ON INITIAL IDENTIFICATION, ASSESSMENT, AND PARENTAL RIGHTS/INFORMED CONSENT.

It is important that staff at all sites be expert in carrying out the procedures outlined in Appendix C. Each site will select key staff who will take responsibility for each of the steps described and develop the necessary knowledge and skills to implement them effectively. The District provides ongoing professional development for administrators and staff, including special education teachers and staff, on legal requirements and District procedures relating to the implementation of MADERA BELIEVES IN ME!, including:

- Initial Identification
- Assessment
- Parents' Rights and Informed Consent
- Review of Forms and Data Entry Process for English Learners

The persons required to participate in the professional development include staff members who work with English Learner student records, school administrators and office staff members, English Learner Support

1.0 Initial English Learner Identification & Assessment

Teachers, special education specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child. Professional development for site staff takes place at least annually, prior to or within 10 days of the opening of the schools for the year.

1.2 REDESIGN THE DISTRICT ENROLLMENT, IDENTIFICATION, AND PLACEMENT PROCESS.

Redesign the District enrollment, identification, and placement process to ensure that there is consistency across schools in how (a) students are enrolled, identified as English Learners, and assessed as to their language and academic status, (b) results are communicated to students, parents and staff, (c) pathway placement recommendations are determined and communicated, and (d) parents are counseled on their options, the benefits of particular program pathways, and the likely social, linguistic, and academic results associated with particular pathways.

1.3 ANALYZE FOREIGN TRANSCRIPTS TO MORE EFFECTIVELY PLACE AND SERVE SECONDARY ENGLISH LEARNERS.

The District's English Learner Team will incorporate analysis of foreign transcripts, when available, into the initial assessment process of newly arrived students from foreign schooling systems. The English Learner Team will provide the school sites with information regarding academic mastery and earned credits to assist in appropriate placement and assignment of academic credits. Such identification will assist the school sites in identifying necessary support services for such students.

1.4 PROVIDE TEACHERS WITH ROSTERS IDENTIFYING ENGLISH LEARNER STUDENTS IN THEIR CLASSROOMS.

The teachers will be provided information on English Learners by name regarding their current and former English learner proficiency levels and subscores, grade point averages, and "typologies." The rosters will also provide standardized and formative assessment results and multiple year growth trends. English Learner Teachers on Special Assignment/Coaches will provide support to teachers in understanding the instructional implications of these data and in approaching lesson planning to address the differentiated needs of their English Learner students. The class rosters will identify English Learners by name, their English Learner status, and their current English Learner proficiency levels level and subscores available by the start of the 2018-2019 school year. Other information such as GPAs and multiple-year growth trends will be added for the 2019-20 year, based on available and accurate English Learner data and formative assessments.

1.5 INFORM PARENTS ABOUT THE IDENTIFICATION & ASSESSMENT PROCESS.

The District will provide all parents/guardians with information about how student identification and assessment takes place in the top three languages of the District, and will provide parents/guardians with the results of the assessments. Parents of English Learners will be notified of their child's English language and

primary language test results. Parents will also receive an explanation of placement recommendations and program/pathway options and descriptions. Certificated staff will conduct parent consultations to explain initial assessment results and program/pathway options.

The District will ensure that parents/guardians have access to further assistance as necessary. Through its website, the District will provide parents/guardians with a telephone number for the staff person(s) available to provide further assistance in understanding the assessments.

2.0 Program Placement

MUSD's student assignment process places English Learners based upon the English Learners' language and program needs, according to availability and in consultation with parents, when necessary. Appropriate placement depends, therefore, upon the quality of information parents/guardians receive about their students' language and academic assessments, and the available language learning program models/pathways.

In order to ensure the appropriate placement of English Learners into the programs/pathways that will provide the most effective bilingual/multilingual language development (English and home language) and access to rigorous grade-level curriculum, the District will take the following steps:

2.0 Program Placement		
#	Focus	Recommendation
2.1	Informed Parents	Inform parents of English Learner program/pathway options and long-term impact on English Learner success and college readiness.
2.2	Preferred Placement	Designate the dual language and biliteracy pathways as the preferred placement for English Learners.
2.3	Placement for Secondary ELs	Develop guidelines for appropriate placement for secondary English Learners.
2.4	Training for Placement Staff	Provide training to placement staff to enable them to better counsel parents on program models/pathways.
2.5	Website Information	Post English Learner program information on the MUSD website.
2.6	Information for SSC/ ELAC/DELAC	Provide English Learner program information to the School Site Councils (SSC), English Learner Advisory Committees (ELAC), and District English Learner Advisory Committee (DELAC).
2.7	Training for Secondary School Counselors	Train secondary school counselors on appropriate student placement in English Learner programs/pathways.
2.8	Documentation of Parental Change Requests	Establish a process for documenting parental requests for changes in English Learner services/placements.
2.9	Placement Monitoring	Monitor placement of English Learners.

2.1 INFORM PARENTS OF ENGLISH LEARNER PROGRAM/PATHWAY OPTIONS AND LONG-TERM IMPACT ON ENGLISH LEARNER SUCCESS AND COLLEGE READINESS.

The District will develop an informational brochure (available in written, audio, and electronic formats in multiple languages) that clearly describes the various English Learner program/pathway options, the research/data behind each, and the long-term impact of each option on English Learners' likelihood of

achieving academic success, college readiness, and full proficiency in English and the home language. This information will be designed to provide parents and other stakeholders annually with easy to understand information critical to them making an informed choice about which instructional option to select. Staff will be trained on this information and the most effective ways of communicating the information to parents and others.

2.2 DESIGNATE THE DUAL LANGUAGE AND BILITERACY PATHWAYS AS THE PREFERRED PLACEMENT FOR ENGLISH LEARNERS.

For English Learners whose primary language is a language utilized in the dual language or bilingual/biliteracy program pathways, that will be the preferred placement. These programs have been proven to yield the best linguistic and academic results for English Learners, including English proficiency, mathematics achievement, and college readiness. Parents may opt out of this placement upon written request and in person counseling on the potential linguistic, academic, and social consequences of alternative placements.

When 30 or more parents in a school or 20 or more parents of students in a given grade level request a multilingual program, a pathway will be established, if one does not exist. If there are fewer than 20 students at a grade level interested in a dual language or bilingual/biliteracy pathway, they will be offered the opportunity to transfer to a school that has such a program.

2.3 DEVELOP GUIDELINES FOR APPROPRIATE PLACEMENT FOR SECONDARY ENGLISH LEARNERS.

The District will develop a set of student placement guidelines for English Learners in secondary schools. These guidelines will address appropriate placement in English Learner programs/pathways and courses (primary/heritage/world language as well as English Language Development/ELD), the types of academic course placements appropriate for English Learners at differing home language and English fluency levels, and the different English Learner "typologies" (e.g., newcomers, long term English Learners). The guidelines will include definitions of the appropriate program and pathway for long term English Learners and newcomers/late entry students. These guidelines will be developed during the 2018-2019 school year.

2.4 PROVIDE TRAINING TO PLACEMENT STAFF TO ENABLE THEM TO BETTER COUNSEL PARENTS ON PROGRAM MODELS/PATHWAYS.

Placement staff will receive training in understanding the differing goals of the various English Learner program models/pathways offered by MUSD, the program structures, and the implications for appropriate student placement. Placement staff will use this information to counsel parents regarding the various English Learner program choices. The District will provide this training on an annual basis.

2.5 POST ENGLISH LEARNER PROGRAM INFORMATION ON THE MUSD WEBSITE.

The District will provide information on its website, in the top three languages spoken by families in the District, about the English Learner program models/pathways and their goals. An informational brochure and the website will provide parents/guardians with a telephone number for the staff person(s) available to

provide further assistance in understanding the pathways.

2.6 PROVIDE ENGLISH LEARNER PROGRAM INFORMATION TO SCHOOL SITE COUNCILS (SSC), ENGLISH LEARNER ADVISORY COMMITTEES (ELAC), AND DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC).

The District will work with SSCs, DELAC, and ELACs to make sure that parents receive adequate information about how placement in English Learner programs/pathways takes place, and about the available English Learner program models/pathways – their goals, structure, and duration. An annual topic for these parent group meetings will include the benefits of multilingualism and the impact of school practices and community/home practices on the development of English and multilingualism.

2.7 TRAIN SECONDARY SCHOOL COUNSELORS ON APPROPRIATE STUDENT PLACEMENT IN ENGLISH LEARNER PROGRAMS/PATHWAYS.

The District will provide all secondary school counselors with professional development on the above-described guidelines for appropriate English Learner placement, including training on reviewing foreign transcripts and placement of English Learners in Acceleration Plans and in Special Education. This training will be provided in counselor meetings that are held monthly.

2.8 ESTABLISH A PROCESS FOR DOCUMENTING PARENTAL REQUESTS FOR CHANGES IN ENGLISH LEARNER SERVICES/PLACEMENTS.

For those few instances where parents insist on changes to the recommended services for English Learners, even after they have been counseled and the academic, linguistic, and social consequences have been thoroughly explained to them, the District will develop a documentation process that includes both parents/guardians' signature. It should be made clear that while parents may request a change of services, this does not relieve a district of the legal obligation to ensure that English Learners receive the support they need to succeed in school. Parents do not have the right to change their child's language classification even when they request a change of services.

2.9 MONITOR PLACEMENT OF ENGLISH LEARNERS.

Within two weeks of the start of each school year, Educational Services staff, in collaboration with site staff, will monitor whether all English Learners, including Long Term English Learners (LTELs), are appropriately placed in an English Learner program/pathway, including special education students, based on their academic and linguistic, needs, strengths, and interests. This process will randomly select students based on program/pathway, grade level, and language proficiency assessment level/language status across all sites in the District.

3.0 Reclassification

A critical feature of effective English Learner programs is the monitoring of changes in students' language competency and classification. In order to determine both individual student success within the District's programs and overall effectiveness of specific programs and pathways, it is essential to have in place a robust system of indicators to determine when English Learners have achieved sufficient English proficiency and academic success to warrant their reclassification from English Learner to Fluent English Proficient status. This process is known as reclassification.[1] To this end, the District will:

3.0 Reclassification

#	Focus	Recommendation
3.1	Reclassification Monitoring	Implement and monitor the district reclassification procedures to ensure that each English Learner who meets the district reclassification criteria is reclassified to fluent English proficient (R-FEP) status in a timely manner.
3.2	R-FEP Monitoring	Monitor reclassified students twice yearly for a minimum of four years.
3.3	Program Reclassification v. Exit	Establish and communicate a clear differentiation between RECLASSIFICATION and EXIT.

3.1 IMPLEMENT AND MONITOR THE DISTRICT RECLASSIFICATION PROCEDURES TO ENSURE THAT EACH ENGLISH LEARNER WHO MEETS THE DISTRICT RECLASSIFICATION CRITERIA IS RECLASSIFIED TO FLUENT ENGLISH PROFICIENT (R-FEP) STATUS IN A TIMELY MANNER.

On a quarterly basis, principals or their designees will regularly review the progress of English Learners to determine whether they are eligible for reclassification from English Learner (EL) to Fluent English Proficient (R-FEP) status. Students who meet the criteria listed on the table on page 69 will be considered as candidates for reclassification.

A parent consultation will be held for parents of any students meeting these criteria to provide an opportunity for parents to ask questions and give input as to the student's readiness for reclassification. Parents receive a copy of the approved reclassification form.

English Learners who are also identified for special education services will be considered for reclassification as appropriate, based on their Individualized Education Plan (IEP) goals. When an English Learner is not meeting all expected reclassification criteria in a timely manner or is in danger of reaching LTEL status, parents will be notified.

1 It's important to clarify that reclassification does not equal exit from a program. Where the goals of the program are to achieve high levels of bilingualism, English Learners are expected to remain in the program often many years beyond reclassification.

3.0 Reclassification

Except in rare and unusual circumstances, English Learners will not be considered for reclassification before 2nd grade since there is ample evidence that until students have had the opportunity to develop academic language and literacy skills, reclassification may be premature. English Learners are a special class of students who have state and federal protections, and reclassification terminates many of these protections. To ensure that English Learners are not denied these and other protections inappropriately, the District will make every effort to document that reclassification candidates have achieved the necessary academic language, literacy, and content skills to succeed in an English only environment without additional supports.

3.2 MONITOR RECLASSIFIED STUDENTS TWICE YEARLY FOR A MINIMUM OF FOUR YEARS.

The school will monitor all reclassified students every six months for a minimum of four years. If a reclassified student is not meeting all monitoring criteria, the school must convene a meeting to evaluate the student's progress and develop an acceleration plan[2]. Appropriate acceleration measures are required and may include specialized instructional strategies, extended learning opportunities, tutoring/mentoring, and other such approaches. The District will keep a copy of the Acceleration Plan on file.

3.3 ESTABLISH AND COMMUNICATE A CLEAR DIFFERENTIATION BETWEEN RECLASSIFICATION AND PROGRAM EXIT.

The District will develop a clear statement that distinguishes reclassification from program exit and will ensure that this statement is widely disseminated among and understood by students, staff, and parents. Often there is significant pressure to reclassify English Learners and to be able to show that they are no longer English Learners but have become English Proficient. Many times, unfortunately, we confuse RECLASSIFICATION with EXITING a program. In Madera, we support program models that have the goal of achieving high levels of bilingual proficiency, academic achievement, and multicultural competency, and we want students to stay in the programs as long as possible, ideally through high school. Once students are formally reclassified, they remain in the program as English Proficient students who are still developing increasingly higher levels of bilingual proficiency and academic language in the target language.

2 To reflect our core value of an assets-based orientation, rather than a deficit orientation, we utilize the word ACCELERATION PLAN rather than remediation or intervention plan.

3.0 Reclassification

Reclassification Criteria Components	Specific Standards or Evidence of Success	State/MUSD Requirements
English Language Proficiency	**ELPAC Summative Assessment** **Grades K- 12:** Overall mid point score of 3+ (see Chart for eligible scores)	Assessment of English language proficiency. *(EC* § 313[f][1]; 5 *CCR* § 11303[a].)
Teacher Evaluation	**Grades 2-6: Academic Progress** of **C** or better for **two** consecutive semesters in ELA and/or ELD **AND** **Grades TK- 6: Language Matrix Observational Checklist** - Expanding Level or Higher (Matrices Provided Separately) **Grades 7-12: Academic Progress** of **C** or better for **two** consecutive semesters in ELA and/or ELD **OR** (Use if Academic Progress is below **C**) **Grades 7-12: Language Matrix Observational Checklist** - Expanding Level or Higher (Matrices Provided Separately)	Teacher evaluation that includes, but is not limited to, the student's academic performance. The term 'teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. *(EC §* 313[f][2J; 5 *CCR* 11303[b].)
Parent Consultation	Parent approval not required, but desired	Opportunities for parent opinion, consultation, and involvement during the reclassification process. *(EC* 313{f][3]; 5 *CCR* 11303[c].)
Basic Academic Skills	**Grades K-2: K-2 Next Step Guided Reading Assessment** - Exceeds Expectations (Based on Fountas & Pinnell Reading levels correlation - chart provided separately) **Grades 3-12: Scholastic Reading Inventory (SRI) Lexile Scores** - See chart by grade level (Lexile cutoffs vary by grade level.) **OR** **Grades 3-12: CAASPP ELA Achievement Level-** Standard Met (3) /Standard Exceeded(4) **OR** **Grades 2- 11: NWEA ELA Achievement-** See chart for district determined eligible scores	Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. *(EC* § 313[fJ[4]; 5 *CCR* § 11302, 11303[dj.)

4.0 Staff Qualifications

Qualified staff are essential to providing effective instruction for English Learners that yields powerful results. California has established specific requirements and authorizations for staff providing instruction to English Learners. Additionally, there is increasing evidence that teacher quality is a key factor in determining student success. Therefore, the District will take the following steps:

4.0 Staff Qualifications		
#	Focus	Recommendation
4.1	Primary Language Teachers	Teachers assigned to teach in the primary language will hold the appropriate CTC bilingual teaching authorization.
4.2	ELD Teachers	Teachers assigned to teach ELD will hold the appropriate CTC teaching authorization.
4.3	Primary Language Teacher Shortage	Where there is a documented shortage of primary language teachers, the district will collaborate with CTC and the local bargaining unit to consider establishing an internship or teacher preparation program to respond to that shortage while assisting otherwise qualified candidates to attain the appropriate certification.
4.4	Staff Language Development Support	Establish a program to support existing staff in developing high levels of proficiency in Spanish and other district target languages.
4.5	Teacher Incentives	Explore the options for offering incentives to teachers with a bilingual teaching authorization who teach in the primary language in one of the English Learner pathways for three years or longer.

4.1 TEACHERS ASSIGNED TO TEACH IN THE PRIMARY LANGUAGE WILL HOLD THE APPROPRIATE CTC BILINGUAL TEACHING AUTHORIZATION.

Human Resources will ensure that any teacher assigned to teach in the primary language holds the appropriate CTC authorization (currently Bilingual Authorization [with a valid credential], Bilingual Crosscultural, Language, and Academic Development [BCLAD] credential or certificate, or Bilingual Certificate of Competence [BCC]).

4.2 TEACHERS ASSIGNED TO TEACH ELD WILL HOLD THE APPROPRIATE CTC ELD TEACHING AUTHORIZATION.

Human Resources will ensure that any teacher assigned to teach ELD to English Learners holds the appropriate CTC authorization (currently SB 2042, Crosscultural, Language, and Academic Development [CLAD], Bilingual CLAD [BCLAD], Language Development Specialist [LDS], or equivalent certificate).

4.0 Staff Qualifications

4.3 WHERE THERE IS A DOCUMENTED SHORTAGE OF PRIMARY LANGUAGE TEACHERS, THE DISTRICT WILL COLLABORATE WITH CTC AND THE LOCAL BARGAINING UNIT TO CONSIDER ESTABLISHING AN INTERNSHIP OR TEACHER PREPARATION PROGRAM TO RESPOND TO THAT SHORTAGE WHILE ASSISTING OTHERWISE QUALIFIED CANDIDATES TO ATTAIN THE APPROPRIATE CERTIFICATION.

In those cases (i.e., low-frequency languages where there is a documented shortage of qualified teachers holding the appropriate CTC authorizations, the District will make every effort to establish teacher preparation/induction programs to assist otherwise qualified candidates in attaining the appropriate certification. When these candidates are placed in a classroom, they are provided with regular classroom-based support from expert teachers as well as with additional support such as coaching, university classes, etc. The District will also establish a career ladder program for bilingual/biliterate classified staff who would like to become certificated.

4.4 ESTABLISH A PROGRAM TO SUPPORT EXISTING STAFF IN DEVELOPING HIGH LEVELS OF PROFICIENCY IN SPANISH AND OTHER DISTRICT TARGET LANGUAGES.

In collaboration with local Institutions of Higher Education (IHEs), foreign governments, and other community resources, establish opportunities for current staff to develop high levels of proficiency in the languages of the District's current and future English Learner pathways. These opportunities could include courses, tutorials, summer intensive programs, study abroad, etc. For teachers currently teaching in the primary languages, provide them with professional learning opportunities in those languages in order to enhance their academic language knowledge.

4.5 EXPLORE THE OPTIONS OF OFFERING INCENTIVES TO TEACHERS WITH A BILINGUAL TEACHING AUTHORIZATION WHO TEACH IN THE PRIMARY LANGUAGE IN ONE OF THE ENGLISH LEARNER PATHWAYS FOR THREE YEARS OR MORE.

In collaboration with the bargaining unit and other interested parties, explore the options for designing and offering incentives to classroom teachers who hold a bilingual teaching authorization (currently BILA, BCLAD [credential or certificate], or BCC and teach in the primary language in one of the English Learner pathways for three or more years. In order to be eligible for such an incentive, teachers must maintain a satisfactory or better evaluation each year.

5.0 Recruitment, Hiring, & Placement/Assignment

Strong recruitment and hiring practices are a crucial factor in ensuring that districts have in place the staff necessary to successfully implement powerful programs and pathways for English Learners. It is important that there be identified processes for placing and assigning staff once they are hired so that staff skills and competencies are deployed for maximum benefit of the students to be served. Therefore, the District will take the following steps:

5.0 Recruitment, Hiring, & Placement/Assignment		
#	Focus	Recommendation
5.1	Multilingual Preference	Where possible, give preference to multilingual candidates for every open position.
5.2	Hiring Priorities	Set a high priority on hiring teachers with bilingual authorization/world languages certification, demonstrated expertise in teaching language learners, and high-level bilingual/biliterate skills.
5.3	Recruitment of Diverse Staff	Make particular efforts to recruit diverse bilingual/multilingual educators. Expand efforts with California State University, Fresno in building current teachers multilingual/multicultural capacity.
5.4	Teacher Assignment	Assign the most expert and most experienced teachers to classrooms of the English Learner groups with greatest needs.
5.5	Dual Language Site Administrators	Ensure that each school site with a dual language, biliteracy, or one-way immersion program is staffed by at least one administrator who is bilingual/biliterate in the target language.
5.6	Educator Exchange Programs	Establish educator exchange/recruitment programs with target language countries.

5.1 WHERE POSSIBLE, GIVE PREFERENCE TO MULTILINGUAL CANDIDATES FOR EVERY OPEN POSITION.

In order to expand the District's multilingual capacities, whenever an administrative, certificated, or classified position opens, the Human Resources Department (HR) will give preference to a candidate who has proficiency in English and one or more languages, all other qualifications being equal.

5.2 SET A HIGH PRIORITY ON HIRING TEACHERS WITH BILINGUAL AUTHORIZATION/WORLD LANGUAGES CERTIFICATION, DEMONSTRATED EXPERTISE IN TEACHING LANGUAGE LEARNERS, AND HIGH-LEVEL BILINGUAL/BILITERATE SKILLS.

Human Resources will develop a teacher candidate recruitment process that identifies and gives preference to applicants for any teaching position who possess one or more of the following qualifications: CTC Bilingual Authorization or World Languages certification, demonstrated expertise in teaching language learners, and high-level bilingual/biliterate skills. Applicants who do not have these qualifications will be required to commit to enrolling in a program toward authorization prior to being hired by the District.

5.0 Recruitment, Hiring, & Placement/Assignment

5.3 MAKE PARTICULAR EFFORTS TO RECRUIT DIVERSE BILINGUAL/MULTILINGUAL EDUCATORS. EXPAND EFFORTS WITH CALIFORNIA STATE UNIVERSITY FRESNO IN BUILDING CURRENT TEACHERS MULTILINGUAL/MULTICULTURAL CAPACITY. The District's Human Resources Department will utilize strategies to identify and attract diverse bilingual/multilingual educators. These strategies will change and adapt to changing circumstances, and include:

- Strengthening relationships with local institutions of higher education. A close relationship between MUSD and the university programs will also allow District input into course development so that candidates exit with the skills necessary to be effective English Learner educators in the district.
- Operating a Paraprofessional-To-Teacher program ("PTTP"), to draw on community resources and grow our own teachers in shortage areas.
- Operating a program to identify community members who were educators in their countries of origin and supporting these educators in attaining California certification.
- Recruiting at events targeting multilingual educators, such as California Association of Bilingual Education Statewide Conference.
- Recruiting in countries where the target languages are the native languages.
- Partnering with foreign governments to identify and recruit teachers from other countries.

5.4 ASSIGN THE MOST EXPERT AND MOST EXPERIENCED TEACHERS TO CLASSROOMS OF THE ENGLISH LEARNER GROUPS WITH GREATEST NEEDS.
The District will work with the collective bargaining unit to support the assignment of the most expert and experienced teachers to teach the English Learner populations with greatest needs, and teachers with near-native levels of bilingual/biliterate skills to teach in English Learner programs that provide primary language instruction.

5.5 ENSURE THAT EACH SCHOOL SITE WITH A DUAL LANGUAGE, BILITERACY, OR ONE-WAY IMMERSION PROGRAM IS STAFFED BY AT LEAST ONE ADMINISTRATOR WHO IS BILINGUAL/BILITERATE IN THE TARGET LANGUAGE.
The District will ensure that each school with a dual language, biliteracy, or one-way immersion program is staffed by an administrator who is bilingual/biliterate in the target language in order to facilitate effective communication in the target language with parents, staff, and students, and to conduct professional learning sessions in that language.

5.6 ESTABLISH EDUCATOR EXCHANGE/RECRUITMENT PROGRAMS WITH TARGET LANGUAGE COUNTRIES.
In collaboration with the appropriate governmental entities, establish teacher and principal exchange programs with countries where the English Learner pathway primary languages are spoken. As part of these programs, include orientation, ongoing support, and mentoring for candidates coming to the District. To address District shortages, identify countries with a surplus of teachers with the required language/content skills and establish recruitment programs.

6.0 Funding

Current and future funding sources must be identified to support full implementation of the English Learner Master Plan. The District will incorporate processes and protocols into the budget development process to ensure adequate and timely funding for the Plan. The District will ensure that the Local Control Funding Formula (LCFF) allocations reflect priority for the English Learner Master Plan and that the Plan recommendations are reflected prominently in the Local Control Accountability Plan (LCAP).

6.0 Funding		
#	Focus	Recommendation
6.1	LCFF Funding	Identify LCFF funds to support timely and successful implementation of MADERA BELIEVES IN ME! work plans.
6.2	LCAP/SPSA Priorities	Continue to ensure school site SPSAs and LCAP are aligned to the goals of the MADERA BELIEVES IN ME! plan.
6.3	Fund Development	Work with a fund development specialist to identify and secure additional funding to support MADERA BELIEVES IN ME! implementation.
6.4	Community Reporting	Implement a reporting system to the community on resource allocation.
6.5	Resource Allocation	Create a resource allocation process to fully support implementation of MADERA BELIEVES IN ME!.
6.6	Site Allocations & Budgeting Guidance	Evaluate site allocations and budgeting guidance provided to sites to ensure that sites support the MADERA BELIEVES IN ME! implementation plan appropriately.

6.1 IDENTIFY LCFF FUNDS TO SUPPORT TIMELY AND SUCCESSFUL IMPLEMENTATION OF MADERA BELIEVES IN ME! WORK PLANS.

The new funding formula for California schools provides great local control over how those funds are expended. Additionally, districts receive targeted funding for English Learners, foster youth, and low-income students. The English Learner Master Plan provides a vehicle for transforming schooling for English Learners in Madera USD. The allocation of the LCFF funds will reflect clear support for implementation of the English Learner Master Plan as outlined in the MADERA BELIEVES IN ME! work plans.

6.2 CONTINUE TO ENSURE SCHOOL SITE SPSAs AND LCAP ARE ALIGNED TO THE GOALS OF THE MADERA BELIEVES IN ME! PLAN.

The Local Control Accountability Plan represents a district's plan to achieve success for its students. The Single Plan for Student Achievement reflects the school-level plan to achieve success for its students. MADERA BELIEVES IN ME! reflects a reform agenda with proven approaches for reaching high levels of English Learner success, including global readiness. As such, the recommendations of the Plan should have a prominent place in the LCAP and the school SPSA.

6.0 Funding

6.3 WORK WITH A FUND DEVELOPMENT SPECIALIST TO IDENTIFY AND SECURE ADDITIONAL FUNDING TO SUPPORT MADERA BELIEVES IN ME! IMPLEMENTATION.

Full implementation of MADERA BELIEVES IN ME! will require the acquisition of additional resources. The District will identify a fund development specialist and task that person with identifying and accessing such resources, including building relationships and establishing connections with local community funders, state and federal grants programs, foundations and corporations, and foreign governments.

6.4 IMPLEMENT A REPORTING SYSTEM TO THE COMMUNITY ON RESOURCE ALLOCATION.

Establish a reporting system to inform the community on a regular basis about how English Learner resources/ funds are allocated and expended at the district and school levels. Include the School Site Councils and the English Learner Advisory Committees.

6.5 CREATE A RESOURCE ALLOCATION PROCESS TO FULLY SUPPORT IMPLEMENTATION OF THE ENGLISH LEARNER MASTER PLAN.

As part of the work plan development process, the MUSD Business Division will assist in creating a budgeting system for each work plan. This system will quantify, integrate, and weight Plan needs, site capacity, and access to external resources to determine which resources of those available to the District should be allocated to each work plan.

6.6 EVALUATE SITE ALLOCATIONS AND BUDGETING GUIDANCE PROVIDED TO SITES TO ENSURE THAT SITES SUPPORT THE MADERA BELIEVES IN ME! IMPLEMENTATION PLAN APPROPRIATELY.

The District will assess how sites are currently funded and how they are guided in developing their site budgets in order to ensure that the sites contribute as appropriate to the MADERA BELIEVES IN ME! implementation efforts, especially as they affect site operations.

7.0 Accountability

Without a clear accountability mechanism, it will be impossible to ensure consistent high level implementation of MADERA BELIEVES IN ME!. Clear accountability measures will enable site and district leaders to measure and demonstrate progress, to communicate in transparent ways with their communities, and to adjust implementation efforts as needed.

7.0 Accountability		
#	Focus	Recommendation
7.1	Project Management	Utilize a project management system to implement the master plan and monitor progress, and establish an online project management system.
7.2	Central Office PLCs	Conduct professional learning communities across the central office departments in order to ensure the successful implementation of MADERA BELIEVES IN ME!.
7.3	Annual Progress Report	Support monitoring processes and protocols, and develop an annual report on progress on implementing MADERA BELIEVES IN ME!.
7.4	Annual Pathway Audit	Conduct an annual audit of English Learner program pathways and services.
7.5	Compliance	Ensure compliance with all state and federal compliance requirements, including the development and monitoring of site and district plans.

7.1 UTILIZE A PROJECT MANAGEMENT SYSTEM TO IMPLEMENT THE MASTER PLAN AND MONITOR PROGRESS, AND ESTABLISH AN ONLINE PROJECT MANAGEMENT SYSTEM.

The administrator responsible for implementation and all key staff involved in implementing MADERA BELIEVES IN ME! will be trained in project management, an approach for executing projects effectively and efficiently. Each major component of MADERA BELIEVES IN ME! will become a "project," with a project manager who will put together a project team to develop the project work plan. The District will also put into place an online project management system so that each work team is able to post progress that can be accessed by other work teams, staff, and, in some cases, the public. All work teams and interested others will be trained in the use of this system.

7.2 CONDUCT PROFESSIONAL LEARNING COMMUNITIES ACROSS THE CENTRAL OFFICE TO ENSURE THE SUCCESSFUL IMPLEMENTATION OF MADERA BELIEVES IN ME!.

In order to move MADERA BELIEVES IN ME! forward, it is key to identify the various levels of district/central office support that are vital to supporting implementation. The relationship and connection between the Business and Human Resources divisions and the Educational Services division is crucial as to how they each respond to the plan. This strategic response is part of a key district Performance Management effort to begin creating the connections and relationships to operationalize MADERA BELIEVES IN ME! and to integrate district support as a core aspect of the MADERA BELIEVES IN ME! implementation.

7.0 Accountability

Under the leadership of the administrator with primary responsibility for implementation of MADERA BELIEVES IN ME!, in collaboration with the Superintendent's Cabinet, the District will identify the departments across the central office that impact school performance and the implementation of MADERA BELIEVES IN ME!. Assistance will be provided so each department can conduct a self-assessment, using a reflective tool (rubric to be created) to determine how it is organized and functions to operationalize MADERA BELIEVES IN ME! and to provide service and support to schools. Then, professional learning communities will be created across the central office to assist departments in playing key roles in the successful implementation of MADERA BELIEVES IN ME!, identifying alternate ways of operation when necessary, and organizing to support the District's most underserved/impacted schools in attaining the vision of English Learner success articulated by MADERA BELIEVES IN ME!. The District, in collaboration with sites, will consider alternative ways of clustering schools for maximum support and monitoring during the implementation process.

7.3 SUPPORT MONITORING PROCESSES AND PROTOCOLS, AND DEVELOP AN ANNUAL REPORT ON PROGRESS ON IMPLEMENTING MADERA BELIEVES IN ME!.

The District will provide staff support for monitoring MADERA BELIEVES IN ME! implementation progress. The District will provide the Board and community with an annual report on the implementation of MADERA BELIEVES IN ME!, which will include aggregated and disaggregated data obtained from the monitoring instrument used in observations throughout the year, and the results of annual audits. The District will also continue to participate in program monitoring required by the California Department of Education and the United States Department of Education. The District will provide the report annually on September 30 for the preceding academic year. The report will include the data described in Appendix H.

7.4 CONDUCT AN ANNUAL AUDIT OF ENGLISH LEARNER PROGRAM PATHWAYS AND SERVICES.

The District will establish an auditing team to conduct an annual internal audit that includes unannounced school site visits and review of data from a randomized selection of 8-10 school sites (at least one high school, one middle school, and three elementary schools). The Superintendent's Advisory Council (SAC) will assist in conducting that audit, and the District will provide the auditing team with necessary data and information on the sites to be visited. For the schools that are visited, the auditing team will assess the following:

- Identification of English Learners;
- Assessment and placement of English Learners (including special education English Learners);
- Consistency and fidelity of English Learner programs/pathways offered;
- Quality and consistency of target/primary language, designated ELD, and SDAIE/Integrated ELD instruction for English Learners;
- Target/primary language, designated ELD, and SDAIE/Integrated ELD instructional resources, including library books and digital and other resources;
- English Learners' access to special education and GATE services;
- Monitoring of English Learners' and RFEPs' achievement and success;
- Professional development for English Learner program/pathway staff;
- Parent involvement and outreach.

7.0 Accountability

7.5 ENSURE COMPLIANCE WITH ALL STATE AND FEDERAL COMPLIANCE REQUIREMENTS, INCLUDING THE DEVELOPMENT AND MONITORING OF SITE AND DISTRICT PLANS.

The District's Educational Services Division, including the State/Federal Programs Office, and English Learner Team, will review state and federal compliance requirements annually to ensure MADERA BELIEVES IN ME! complies with these. If new requirements emerge that cause MADERA BELIEVES IN ME! to be in violation of state/federal requirements, this finding will be communicated to the administrator responsible for implementation of MADERA BELIEVES IN ME!, who will have responsibility for adjusting the plan accordingly. The District's Educational Services Division, including the State/Federal Programs Office, and English Learner Team, will also review any compliance documents, practices, or policies in use by the District and align these to MADERA BELIEVES IN ME!. In the event of a state or federal compliance review, the District's Educational Services Division, including the State/Federal Programs Office, and English Learner Team, will work with the administrator responsible for implementation of MADERA BELIEVES IN ME! to ensure that there is clear communication about the plan and that to the extent possible, those reviews support continued MADERA BELIEVES IN ME! implementation measures.

The site principal shall coordinate the development of the Single Plan for Student Achievement (SPSA), prioritizing needs based on data collection, and convening the necessary approval and advisory groups. It is the principal's responsibility to ensure that the SPSA is aligned to and supports site-level implementation of MADERA BELIEVES IN ME!. The SSC approves and the ELAC advises on the expenditures of any state/federal categorical funds.

The Accountability Department shall coordinate the development of the Local Educational Accountability Plan (LEAP), prioritizing needs based on data collection, and convening the necessary approval and advisory groups. It is the Department Head's responsibility, in collaboration with the MADERA BELIEVES IN ME! administrator, to ensure that the LEA Plan is aligned to and supports district-level implementation of MADERA BELIEVES IN ME!. The DELAC advises the District Advisory Council (DAC) on budget development and expenditures for all state/federal categorical programs. The DAC approves the LEA Plan and submits it to the Board of Education for final approval.

The Director of Accountability shall coordinate the annual revision of the LCAP, ensuring that it reflects the MADERA BELIEVES IN ME! vision, goals, objectives, and recommendations. The DELAC and DAC advise the revision process.

8.0 ELAC/DELAC

ELACs (English Learner Advisory Committees) and the DELAC (District English Learner Advisory Committee) are primary official vehicles for English Learner parents to engage with the site and district leadership and to serve in an advisory capacity in the design, implementation, and monitoring of services for English Learners.

8.0 English Learner Advisory Committees/District English Learner Advisory Committee (ELAC/DELAC)		
#	Focus	Recommendation
8.1	Supporting ELACs/ DELAC	Provide information to support school site ELACs/district DELAC.
8.2	Informed Parents	Inform parents about ELAC, DELAC, SSC, and other pertinent parent advisory council meetings.
8.3	ELAC	Ensure that every school with 21 or more English Learners has a functioning ELAC.
8.4	DELAC	Ensure there is a functioning DELAC.
8.5	Collaboration	Establish protocols for institutional collaboration among ELACs, SSCs, and Home & School Clubs.

8.1 PROVIDE INFORMATION TO SUPPORT SCHOOL SITE ELAC/DISTRICT DELAC.

At lease once a year, the District will provide information to ELACs/DELAC about the: (a) proper formation of the ELAC/DELAC; (b) effective ELAC/DELAC recruitment strategies to maximize parent representation and involvement; (c) proper election of members and officers of the ELAC/DELAC; (d) proper function of the ELAC/DELAC; and (e) the availability of, and the procedures for parents to follow to obtain translation and interpreter services at no cost.

8.2 INFORM PARENTS ABOUT ELAC, DELAC, SSC, AND OTHER PERTINENT PARENT ADVISORY COUNCIL MEETINGS.

Provide parents of English Learners with notice of regular meetings of the English Learner Advisory Committees, School Site Councils, District English Learner Advisory Committee, and all other pertinent parent advisory groups. ELAC and SSC meetings serve as vehicles for parents of English Learners to provide input to individual school sites, while the DELAC makes recommendations to the MUSD Board of Education. Encourage parent participation in the various parent advisory groups supported by the District.

8.3 ENSURE THAT EVERY SCHOOL WITH 21 OR MORE ENGLISH LEARNERS HAS A FUNCTIONING ELAC.

The percentage of parents of English Learners on the ELAC must be at least the same as that of English Learners at the school. The school-level committee must provide opportunities for parents of English Learners to give input on any decisions directly affecting any EL/LEP funds and programs. The school must communicate all

school advisory decisions to the parents of English Learners. School sites must hold a minimum of five ELAC meetings per year.

Elections: Each school must conduct an election, notifying all parents of English Learners of the election. The election must be held at least every other year in accordance with the school's ELAC bylaws. The duties and responsibilities of membership in ELAC should be clearly stated prior to an election being held. Requirements for ELAC elections include:

- Parents or guardians of English Learners elect members of the school committee or subcommittee. Each school committee shall elect at least one parent member and alternate to the DELAC.

Responsibilities: These include advising the SSC on the development of the Single Plan for Student Achievement (SPSA); advising the principal and staff on the school's program for English Learners; assisting in the development of the school's needs assessment; and assisting in efforts to make parents aware of the ELACs (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee) are primary official vehicles for English Learner parents to engage with the site and district leadership and to serve in an advisory capacity in the design, implementation, and monitoring of services for English Learners. importance of regular school attendance.

Training: The District and schools shall provide all ELAC members with appropriate training and materials to assist each member to carry out his/her required legal responsibilities. Training shall be planned in full consultation with ELAC members. District funds are used to cover the costs of training, child care and translation/interpretation).

8.4 ENSURE THERE IS A FUNCTIONING DELAC.

Whenever the District has 51 or more English Learners, it will have a functioning DELAC. A designee of the District in accordance with DELAC bylaws will have responsibility for coordinating and conducting the monthly DELAC meetings. Parents or guardians of English Learners not employed by the District must constitute a majority of the DELAC membership. Each school's ELAC shall elect at least one parent member and alternate to the DELAC. DELAC representatives shall report information provided at the DELAC meeting to their ELAC or school site committees.

Purpose: The purpose of the DELAC is to advise and make recommendations, on an annual basis, to the MUSD Board of Education on the following programs and services for English Learners:

- Development or revision of MADERA BELIEVES IN ME!, which provides details of education programs and services for English Learners, taking into consideration the schools' Single Plan for Student Achievement.
- Development or revision of the Local Control Accountability Plan and how it should reflect services/programs/pathways for English Learners.
- Conducting a District-wide needs assessment on a school-by-school basis.
- Establishment of District programs/pathways, goals, and objectives for programs and services for English Learners.

8.0 ELAC/DELAC

- Development of a plan to ensure compliance with any applicable teacher and/or instructional aide requirements.
- Review and comment on the District's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians (EC Section 48985 and Title 5, CCR, Subchapter 4, Section 11316).

Training: In full consultation with DELAC members, MUSD will plan and provide training and materials that are appropriate to assist members in carrying out their legal advisory responsibilities. District funds may be used to cover the costs of training, costs associated with child care, and translation.

8.5 ESTABLISH PROTOCOLS FOR INSTITUTIONAL COLLABORATION AMONG ELACs, SSCs, and HOME & SCHOOL CLUBS.

Establish a process of collaboration between ELAC, SSC, and Home & School Clubs where each committee has an official representative of the others on its leadership team and where each committee has as a standing agenda item a report from the other committees/organizations. Encourage the committees to plan at least one joint activity or project annually.

9.0 Translation/Interpretation

There are legal requirements related to a district's obligation to provide translation and interpretation services, depending on the size of the language minority community. Beyond that, English Learner parents are effectively precluded from meaningful participation in their children's schooling if they are not able to communicate with and understand communication from the school and district. Therefore, the following actions are recommended:

9.0 Translation/Interpretation		
#	Focus	Recommendation
9.1	Primary Language Written Communication	Provide all written communications to parents in the primary language when 15% or more of the student population speaks a single primary language other than English.
9.2	Notice of Translation/ Interpretation Services	Provide notice of translation/interpretation services available at school sites and district offices.
9.3	Primary Language Assistance Form	Develop primary language assistance request form.
9.4	Interpretation Services	Design procedures for timely provision of competent interpretation services.
9.5	Interpreter/Translator Roster	Distribute roster of district interpreters/translators.
9.6	External Interpreter Services	Enter into contract with outside interpreters.
9.7	Translated Documents Clearinghouse	Create a clearinghouse of translated documents.
9.8	Training for Interpreters/ Translators	Provide periodic required training for district interpreters and translators.
9.9	Accountability	Develop accountability measures to monitor and improve the quality and consistency of translation/interpretation services.

9.1 PROVIDE ALL WRITTEN COMMUNICATIONS TO PARENTS IN THE PRIMARY LANGUAGE WHEN 15% OR MORE OF THE STUDENT POPULATION SPEAKS A SINGLE PRIMARY LANGUAGE OTHER THAN ENGLISH.

Based on the most recent Language Data Reports (Data Quest) submitted to the California Department of Education,

9.0 Translation/Interpretation

determine the percentage of students speaking a single language other than English, and for those language groups reaching 15% or more, ensure that all notices, reports, statements, or records sent to the parents or guardians by the school or the District are sent in English and the primary language.

9.2 PROVIDE NOTICE OF TRANSLATION/INTERPRETATION SERVICES AVAILABLE AT SCHOOL SITES AND DISTRICT OFFICES.

The District will develop a written notice about the translation and interpretation services that are available at school sites. The notice shall include information about how to request translation/interpretation services and provide information about how to file a complaint about translation services.

The notice will be posted in the District central offices and at each school site. The notice will also be included in the Student and Parent/Guardian Handbook, distributed at ELAC and DELAC meetings, and be posted on the District's website in the predominant languages of the District. By January 2019, the District will also develop procedures for providing interpretation services to parents who do not speak one of the top three predominant languages of the District.

9.3 DEVELOP PRIMARY LANGUAGE ASSISTANCE REQUEST FORM.

The District will develop and distribute a primary language assistance request form for parents to use to request translation/interpretation support at school sites. The form will be printed in the predominant languages of the District. The form will be made available at appropriate District offices, school sites, ELAC and DELAC meetings, and will be included in the Student and Parent/Guardian Handbook. The request form will include information on where to return the form, and where to obtain additional information on interpretation and translation services, and that such services are provided at no cost to the parents.

9.4 DESIGN PROCEDURES FOR TIMELY PROVISION OF COMPETENT INTERPRETATION SERVICES.

The District will develop the following processes/procedures, including the distribution of these procedures to District administrators and staff with instructions on effective communication with parents of English Learners:

Criteria for Interpreters/Translators. Those who provide oral interpretation must demonstrate the: (a) ability to verbally communicate information accurately in English and the target language, and to employ the appropriate mode of interpretation; (b) knowledge in both languages of specialized terms or concepts peculiar to the program or activity, and any particularized vocabulary and phraseology used in the English Learner person's country of origin; and (c) understanding of and adherence to the responsibility to maintain confidentiality and to refrain from acting as a counselor or advisor or taking on any other role. Provide written notice to all sites and staff that non-district-qualified interpreters, including students and other children, may not provide oral interpretation, except in emergency situations.

Criteria for Written Translations. These procedures require competent/timely written translations, and provide criteria for determining which District and school-generated documents should be translated into the District's predominant languages.

9.0 Translation/Interpretation

9.5 DISTRIBUTE ROSTER OF DISTRICT INTERPRETERS/TRANSLATORS.
The District will develop and maintain a current roster of District and school staff members who have been trained to provide assistance in interpreting or translating. The District will post the roster in each school's central office, and provide it to Community Liaisons, ELAC and DELAC leadership, and English Learner Coordinators/Coaches/Specialists.

9.6 ENTER INTO CONTRACT WITH OUTSIDE INTERPRETERS.
The District will enter into a contract with an entity that will promptly provide qualified in-person and telephone interpreter services for languages where the District does not have qualified interpreters. Access to these services will be provided in response to school principal request, to the extent that funding is available.

9.7 CREATE A CLEARINGHOUSE OF TRANSLATED DOCUMENTS.
The District will provide central office and school-based staff with an inventory of translated District documents that are located on the District website.

9.8 PROVIDE PERIODIC REQUIRED TRAINING FOR DISTRICT INTERPRETERS AND TRANSLATORS.
The District will provide periodic required training for District interpreters and translators, including explanation of their duty to provide meaningful access to information and to update their knowledge of specialized language related to the provision of services.

9.9 DEVELOP ACCOUNTABILITY MEASURES TO MONITOR AND IMPROVE THE QUALITY AND CONSISTENCY OF TRANSLATION/INTERPRETATION SERVICES.
The District will develop and implement a system to track information on interpreter and translator services requested, including language and date of the request and date of services provided. The District will evaluate this information annually to assess the adequacy of the District's efforts to meet the communication needs of English Learner parents in a timely and effective manner. The District will use evaluation forms, information obtained from the ELAC/DELACs, Community Liaisons, parent organizations and principal surveys to determine effectiveness of interpreter and translation services, and to determine needed training or modifications.

Appendix A

A Statistical Snapshot

A Statistical View of Madera USD's English Learner Population

During the 2016-2017 school year, the Madera Unified School District (MUSD) enrolled a total of 20,779 students. Of those students, 89.4% were Latino, 6.4% were white, 1.7% were African American, and 1.1% were Asian (see Table 1).

According to 2016-2017 California Department Education (CDE) data, 30.7% of students in the district were classified as English Learners (ELs), 28.3% Fluent-English-Proficient (FEP), and 12.6% Redesignated Fluent English Proficient (RFEP). The data show that among the languages spoken by English Learner (EL) students in the district, the majority (97.1%) speak Spanish.

Table 2 provides a detailed breakdown of the English Language Acquisition Status (ELAS) of students in the district disaggregated by grade.

TABLE 1
Total Number/Percentage of Students in the District by Race/Ethnicity

Ethnicity	Enrollment	Percent
African American	350	1.7%
American Indian/Alaska Native	90	0.4%
Asian	225	1.1%
Filipino	39	0.2%
Hispanic or Latino	18,586	89.4%
Pacific Islander	11	0.1%
White	1,330	6.4%
Two or More Races	115	0.6%
Not Reported	33	0.2%
Total	20,779	100.0%

TABLE 2
Breakdown of English Language Acquisition Status (ELAS) by Grade

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
K	2,006	51.1%	0.4%	48.4%	0.0%
1	1,687	46.8%	1.2%	51.9%	0.1%
2	1,549	45.8%	1.0%	51.8%	1.4%
3	1,700	44.5%	0.3%	52.2%	3.0%
4	1,609	42.8%	0.3%	41.0%	15.9%
5	1,836	40.6%	0.3%	32.5%	26.6%
6	1,646	40.7%	0.7%	22.9%	35.7%
7	1,657	37.1%	1.0%	21.7%	40.3%
8	1,542	36.6%	1.8%	13.4%	48.2%
9	1,536	34.8%	2.3%	11.8%	51.0%
10	1,448	34.4%	2.3%	12.7%	50.6%
11	1,312	36.9%	5.5%	11.4%	46.3%
12	1,251	34.1%	7.4%	11.0%	47.6%

These data show that among the EL population in the district, there is a larger percentage of EL students in the lower grades. For students enrolled in grades K-5, for instance, between 32.5% - 51.9% are classified as EL compared to 13.4% - 22.9% in middle school and 11.0-12.7% in high school. The data further show that fewer students in the lower grades (0% - 26.6%) are classified as RFEP compared to 35.7 – 48.2% in middle school and 46.3% - 51.0% in high school, suggesting that EL students become more proficient in English as they matriculate through school. However, there remain a total of 1,525 students classified as Long-Term

A Statistical View of Madera USD's English Learner Population

English Learners (LTEL) in the district. LTEL refers to students in grades 6 to 12, who have been enrolled in a U.S. school for six or more years, have regressed to a lower English language proficiency level or remained at the same English language proficiency level for two or more consecutive prior years, and for students in grades 6 to 9, have not met the standard on the prior year's CAASPP-ELA. Table 3 provides a detailed list of the number of LTELs per grade level.

TABLE 3
Number of LTELs by Grade

Long Term English Learner Students (LTEL)	
Grade	# of Students
5	33
6	422
7	286
8	270
9	162
10	132
11	116
12	104
Total	1525

The data on district services and programs for EL students show that 454 receive migrant services while 736 have been identified as and receive special education services (SPED). Other services in the district include courses targeted to EL students in grades 6-12 and aimed at developing these students' proficiency in oral, reading, and writing in English. These courses include ELD I, II, and III, AVID Excel 7, Newcomers (NC) Academy, ELD I and II LANG A, NC ELA A, NC Elective A, NC Literacy A, and ELD III A. District data show a total of 554 students enrolled in these courses.

- Dixieland Elem (K-8) (1 program) (15 students)
- Desmond Middle (4 programs) (54 students)
- King Middle (6 Programs) (202 students)
- Jefferson Middle (3 programs) (76 students)
- Madera High (6 programs) (119 students)
- Madera South High (3 programs) (120 students)
- Mountain Vista (Continuation) (1 program) (18 students)

Table 4 provides a detailed breakdown of the number of EL students at each site, enrolled in the above-mentioned courses.

A Statistical View of Madera USD's English Learner Population

TABLE 4
Students Enrolled in ELD Course by School

School Site	Course #	Course Title	Full Course Title	# of Students Served
Dixieland Elem. (K-8)	10011	ELD III	ELD III Language Arts & Read. SI	15
Desmond Middle	10013	ELD I	English Language Dev. I	11
Desmond Middle	10010	ELD II	ELD II Language Arts & Read. S	8
Desmond Middle	10011	ELD III	ELD III Language Arts & Read. SI	15
Desmond Middle	10525	AVID EXCEL 7	AVID EXCEL 7	20
Jefferson Middle	10010	ELD II	ELD II Language Arts & Read. S	30
Jefferson Middle	10011	ELD III	ELD III Language Arts & Read. SI	31
Jefferson Middle	10525	AVID EXCEL 7	AVID EXCEL 7	15
King Middle	10009	NEWCOMERS	Newcomers Academy	17
King Middle	10013	ELD I	English Language Dev. I	8
King Middle	10010	ELD II	ELD II Language Arts & Read. S	22
King Middle	10011	ELD III	ELD III Language Arts & Read. SI	47
King Middle	10525	AVID EXCEL 7	AVID EXCEL 7	25
Madera High	11061	ELD I LANG A	ELD ILANG ACC SEM 1	18
Madera High	11065	ELD II LANG A	ELD II LANG ACC SEM 1	4
Madera High	11075	NC ELA A	NEWCOMERS ELA SEM 1	25
Madera High	11077	NC ELECTIVE A	NEWCOMERS ELECTIVE SEM 1	25
Madera High	11079	NC LITERACY A	NEWCOMERS LITERACY SEM 1	25
Madera High	11083	ELD III A	ELD III SEM 1	22
Madera South High	11061	ELD I LANG A	ELD I LANG ACC SEM 1	16
Madera South High	11065	ELD II LANG A	ELD II LANG ACC SEM 1	25
Madera South High	11083	ELD III A	ELD III SEM 1	79
Mountain Vista High	11083	ELD III A	ELD III SEM 1	18

A Statistical View of Madera USD's English Learner Population

TABLE 5
Number and Percentage of ELs Enrolled in Each CTE Pathway

CTE Pathway	English Learners	# of Total Students	% of English Learners
100-Agricultural Business	0	14	0%
101-Agricultural Mechanics	13	97	13%
102-Agriscience	2	56	4%
103-Animal Science	0	24	0%
105-Ornamental Horticulture	0	15	0%
106-Plant and Soil Science	0	2	0%
111-Design, Visual, and Media Arts	8	153	5%
112-Performing Arts	1	40	3%
113-Production and Managerial Arts	3	58	5%
114-Game Design and Integration	3	43	7%
123-Residential and Commercial Construction	7	40	18%
130-Child Development	6	48	13%
132-Education	8	73	11%
153-Engineering Technology	2	25	8%
170-Information Support and Services	0	2	0%
198-Patient Care	2	185	1%
201-Food Service and Hospitality	1	37	3%
216-Product Innovation and Design	1	11	9%
232-Public Safety	7	140	5%
241-Entrepreneurship/Self-Employment	0	52	0%
Total	64	1115	6%

In addition to migrant services, special education services, and ELD courses, EL students in the district also have access to CTE (Career Technical Education) Pathways, which refer to a sequence of courses aimed at exposing high students to college, industry certifications, and/or a career of their interest. Among the students in the district enrolled in these courses during the 2016-2017 school year, 64 out of 1,115 (total of 6%) students were enrolled in a CTE Pathway. The CTE Pathways enrolling the most EL students included Residential and Commercial Construction (18%), Agricultural Mechanics and Child Development (both at 13% each), Education (11%), Product Innovation and Design (9%), and Engineering Technology (8%). Table 5 provides a detailed breakdown of the number and percentage of EL students enrolled in each CTE Pathway. District data show that during the 2014-2015 school year, 13.8% of EL graduates completed a CTE pathway compared to 34.5% of graduates in the district who completed a CTE Pathway.

Between the 2015-2016 and 2016-2017 school years, the number of students earning a grade of D or F in the district increased from 52.3% to 66.48%. With respect to state testing, at least 46% of RFEP students met (35%) or exceeded (11%) the standard in English on the California Assessment of Student Performance and Progress (CAASPP) and at least 27% met (19%) or exceeded (8%) the standard in math during the 2016-2017 school year (see Table 6). This is compared to only 3% of EL students who met (3%) or exceeded (0%) the standard for performance in English and only 7% who met (6%) or exceeded (1%) the standard in math (see Table 7).

A Statistical View of Madera USD's English Learner Population

Student Achievement on State Tests, by Level

Table 6
Student Achievement on CAASPP by Level (16-17)
Reclassified Fluent English Proficient

Status	ELA	Math
Not Met	19%	39%
Close To	34%	34%
Met	35%	19%
Exceeded	11%	8%

Table 7
Student Achievement on CAASPP by Level (16-17)
English Learners

Status	ELA	Math
Not Met	76%	73%
Close To	21%	21%
Met	3%	6%
Exceeded	0%	1%

Table 8
% Students in the District Overall and EL Students Who Met or Exceeded CAASPP (15-16)

Status	ELA	Math
District Overall	27.4%	16.8%
EL Students	1.8%	1.3%

These data show that significantly more students reclassified as English proficient perform better on the CAASPP than EL students. The most recently available data (2015-2016) for how students performed in the district overall compared to EL students in the district show that overall, 27.4% of students in the district met or exceeded the standard on CAASPP in English, while only 1.4% of EL students did; and in math, 16.8% of students in the district met or exceeded the standard compared to only 4.3% of EL students that year indicating that students in the district overall, performed far better on English and math than EL students in the district (see Table 8).

For graduates from the district during the 2016-2017 school year, a total of 71 students (31 from Madera High and 30 from Madera South High) graduated with The State Seal of Biliteracy (SSB), which recognizes graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in English and in one or more other language. In addition, a total of 13 EL students that year completed AP courses. Table 9 provides a detailed breakdown of the courses completed by EL students. The previous school year (2015-2016), district data show that 32.3% (337) of the total 1,041 graduates in the district were UC/CSU eligible, i.e., having completed (with a grade of "C" or better) all of the courses required for admission to a University of California (UC) and/or California State University (CSU). That year, only 6.9% (72) of graduates were ELs and none had graduated UC/CSU eligible.

Table 9: Number of Students Who Have Completed AP Courses (16-17)

Site	AP Calc AB	AP Eng Lang A	AP Span A	AP Span Lit A	AP Studio Art	Total
Madera High	1	0	4	0	1	6
Madera So.	34%	1	4	2	0	7
TOTAL	1	1	8	2	1	13

Appendix B

Student Typologies

Student Typologies

Bilingual Student

For purposes of this plan, a Bilingual Student is able to use two languages, one of which is English, with equal or nearly equal fluency. For example, one of the goals of dual language education programs is to produce high level bilinguals who can navigate both English and the target language with equal proficiency and ease.

English Learner (EL)

English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

English Only (EO)

An English Only speaker is someone whose first or home language is English and who speaks only English.

Fluent English Proficient (FEP)

Students who are fluent-English-proficient are the students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from limited-English-proficient [LEP] or English learner [EL] to FEP). (R30-LC)

Heritage Language Speaker

Heritage Language Speakers have proficiency in or a cultural connection to that language. However, just as there are different kinds of heritage languages, there are different types of heritage language learners. For members of indigenous communities (e.g., Navajo, Hawaiian, Arapaho), any member of the community studying the language might be considered a heritage language learner. In such cases (e.g., Navajo children learning the Navajo language in school), all learners are members of the community and are heritage language learners regardless of their levels of Navajo proficiency. Children who come from homes where no Navajo is spoken would be considered heritage language learners, as would children who have had some home exposure to the language. In such settings, the focus of instruction might be community-oriented and focused on language preservation and maintenance, or it might be on heritage language development. Language instruction is part of a larger effort to pass on cultural connections to younger generations (Fishman, 2001; McCarty, 2002).

Student Typologies

Language Minority Students (LM)

Within the national population, there are groups of individuals who may be called language minorities or non-English-language background populations. These individuals are people who speak a language other than English, whether or not they also speak English, and/or they may have grown up, or lived in, an environment where a non-English language was present and influential (whether they were born in the United States or any of its jurisdictions, or because they were born and raised in a different country). It also includes the deaf and hearing-impaired. Often, there is also an ethnic dimension to these groups where language helps define identity. They are referred to as "minorities" not only because they are not a numerical majority in the nation (although they may be at more local levels, but also because they often wield little influence or power within the country. American Indians may be considered language minorities even if they speak only English because their history includes a non-English language and repressive language and cultural policies by the U.S. federal government, so that their current use of English was affected by that history.

Limited English Proficient (LEP)

Limited-English-proficient (LEP) students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. This term was replaced with the term English Learner beginning with the 1998–99 data collection.

Long Term English Learner (LTEL)

Long-term English learner (or LTEL) is a formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills. States, districts, and schools determine the criteria and student characteristics used to identify long-term English learners, but definitions and classification criteria may vary widely from place to place. Given that these students are typically identified after six or more years of enrollment in formal education, long-term English learners are most commonly enrolled in middle schools and high schools. While some long-term English learners come from immigrant families, the majority are American citizens who have lived most or all of their lives in the United States.

Multilingual Student

For purposes of this plan, a Multilingual Student is able to use three languages, one of which is English, with equal or nearly equal fluency.

Student Typologies

Native English Speaker

A native English speaker is someone who speaks a English as his or her first language or mother tongue. Native English speakers can often speak the language well since it was part of their childhood development. For a native English speaker, English is usually the language their parents speak and/or the language of their country of origin. For official California Department of Education purposes, native English speakers list only English on the Home Language Survey.

Reclassified Fluent English Proficient (R-FEP)

This category contains English Learner (EL) students (formerly LEP students) who were redesignated as FEP (fluent-English-proficient) since the prior year census. These students are redesignated according to the multiple criteria, standards, and procedures adopted by the district and demonstrate that students being redesignated have an English language proficiency comparable to that of average native English speakers.

Standard English Learner (SEL)

Standard English Learners are ethnic native speakers of English whose mastery of the Standard English language used in the curriculum and discourse of schools is limited due to their use of ethnic specific nonstandard dialects (LeMoine, 1999).

Appendix C

Identification, Assessment, & Reclassification of Students

Identification, Assessment, & Reclassification of Students

Proper identification and assessment of students' language status is a foundational component for ensuring appropriate placement and access to services. At the time of enrollment, California schools are required to determine the language(s) spoken in the home by each student. For students in homes where another language is spoken, the level of proficiency in English must be determined, and an appropriate program placement made. This appendix articulates this process of initial identification and assessment of the language and academic status of students in the MUSD. The process is explained on pages 103-104 and in the detail that follows. Student enrollment and assessment takes place at the student's attendance area school.

The District has identified the following steps to support the proper identification and assessment of English Learners:

STEP 1: Registration, Including Completion of the Home Language Survey

Parents enroll their children online at their neighborhood school. Parents complete the district's registration forms, including a Home Language Survey (HLS, as required by state law. This survey is completed the first time the parent enrolls the child in a California school, and the results are maintained thereafter. If the parent has completed the Home Language Survey more than once, the first survey the parent completed is used in this step (unless for some reason it is not available).

- If the answers to Items 1, 2 and 3 are "English", the child is classified as English Only (EO. The parent is notified of the result and is given an explanation of the options open to the student. Placement options are described on page 105.
- If Item 1, 2 or 3 on the Home Language Survey is answered with a language other than English, the child is tested for English proficiency (Continue to Step 2
- If only Item 4 of the Home Language Survey indicates a language other than English, testing is optional.

STEP 2A: English Language Proficiency (ELPAC) Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment. (See below for Kindergarten registration, which is an exception to this statement.) English language proficiency is assessed at the school site by trained personnel. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and children.

Currently the assessment used to determine initial English proficiency is the English Language Proficiency Assessments for California (ELPAC. This is a standards-aligned language proficiency test designed to measure the English proficiency of non-native speakers. State and federal law require that local educational agencies

administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve (ages 3-21). The ELPAC is aligned with California's 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

- Initial Assessment (IA)—an initial identification of students as English Learners
  Who: Students will take the Initial Assessment if the student has a primary language other than English AND the student has not taken the ELPAC before, AND the student has not been classified before as an English Learner.
  What: The Initial Assessment is used to identify students as either an English Learner who needs to support to learn English, or as proficient in English.
  When: Students are given the Initial Assessment within 30 days of when they enroll at the school.
  Why: Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English Learners will take the ELPAC summative to measure their progress in learning English.

- Summative Assessment (SA)—an annual summative assessment to measure an English Learner's progress in learning English and to identify the student's ELP level
  Who: The Summative Assessment is given to students who are identified as an English Learner on the Initial Assessment.
  What: The Summative Assessment is used to measure the skills of English Learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.
  When: Students who are English Learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.
  Why: Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English Learners will take the ELPAC summative to measure their progress in learning English.

The ELPAC tests four different area: Listening, Speaking, Reading, and Writing. Based on their performance on the ELPAC, students will be receive a score of 1-4 in each area:

4 English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

3 English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar

social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.

2 English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.

1 English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

The child receives a score for each part of the test (listening, speaking, reading, writing) as well as an overall score. Preliminary scores are calculated for the purpose of determining the optimal/preferred program and placement options.

These results are communicated to the parent. The assessment is also forwarded to the school district's English Learner Services Team for submission to, and official scoring by, the test publisher. These official results override the preliminary scoring in those cases where the scores differ. ELPAC results are maintained in the student's CUM folder, and in the district's student information system for future use in monitoring student progress and in program evaluation.

All students with a home language other than English, including students with an Individual Education Plan (IEP), will be assessed with the ELPAC. On the basis of the English language assessment, students are classified as either initially fluent in English proficiency (IFEP) or English Learner (EL). A student is classified as IFEP if the ELPAC scores are well-developed on each of the four subtests. A student is identified as EL if the overall level is somewhat to moderately developed or below.

- IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students.
- English Learners proceed to Language Classification and Determination of Recommended Placement in an English Learner Program/Pathway. (Step 3)

Identification, Assessment, & Reclassification of Students

STEP 2B: Primary Language Proficiency Assessment

Students with a home language other than English will be assessed to determine their primary language proficiency.[1] The District is in process of establishing these assessments. The purpose of administering these assessments is to provide additional information critical to making an informed decision about the most appropriate placement for the student, given the District's move to multilingual pathway options.

STEP 3: Language Classification & Determination of Recommended Placement in an English Learner Program/Pathway

The results of the Home Language Survey, the English language assessment (and any other information related to prior schooling, including transcripts, if available) are used to determine the program placement options for students. Placements options are shown on page 105. The recommendation will be communicated to the parent at the time of notification of results (Step 4 below).

STEP 4: Parent Notification of Initial Results

Parents must be notified no later than 30 days after the beginning of the school year (or, if the child has enrolled during the school year, within two weeks of the child being placed in program) of the results of the child's initial English and home language proficiency assessments, and program placement recommendation.

Parents are notified by letter of the assessment results, and given a written description of the recommended program placement, the available program options, and the benefits and consequences of each. This information is provided in English and their home language (if the home language is spoken by 15% or more of the school's students). A meeting may be requested. It may be held in English or in the home language based on parent need (if the home language is spoken by 15% or more of the school's students).

STEP 5: Program/Pathway Placement

The student is assigned to an appropriate program/pathway. This decision is made by the educational staff with informed input from the parent. All English Learners, regardless of program placement, by law, are to receive English Language Development instruction and support that will ensure that they learn English and have full access to the core curriculum.

Once the official ELPAC results have been received from the test publisher, the parent is notified in writing of the results of the initial identification. This written notification is in English and in the student's primary language, if that language is spoken by 15% or more of the school's population. A copy of this notification is placed in the student's EL file in the CUM folder.

1 The ELPAC or any of its parts may be waived if the student's Individual Education Plan (IEP) provides for an alternative assessment in place of all or part of the ELPAC. The IEP Team may also determine that the ELPAC may be taken but with modifications or accommodations.

Identification, Assessment, & Reclassification of Students

Phasing Out of Structured English Immersion (SEI) and English Language Mainstream (ELM) Programs

Under prior California law (Proposition 227), the default program placements for English Learners were SEI or ELM programs (see glossary for definitions). Consequently, these programs are the majority of placements currently available in MUSD. However, with the passage of Proposition 58 and the research evidence on powerful English Learner programs, MUSD is transitioning to programs that support English Learners in achieving high levels of multilingual proficiency, academic achievement, and global competency.

Because MUSD has adopted a new definition of English Learner success that includes the attainment of bilingual/multilingual proficiency and in light of powerful research evidence that demonstrates the dramatically higher achievement results of dual language and biliteracy programs for English Learners, MUSD is expanding its English Learner pathways to reflect these findings.

Transfer Students

Transfers Between District Schools

Parent initiated Intra-district Transfer requests are made through the district office. Completed Intra-district Transfer forms are sent to the sending and the receiving school, and all data regarding the student's EL assessment history – current scores, current placement, records of academic progress, and interventions -- are sent to the receiving school. The site principal, or designee, at the receiving school is responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records.

Transfers From Other California Schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status. These students do not need to go through the district's initial identification process. If the parent provides the student's records, staff will use this information to make an appropriate placement. If not, staff will contact the former district in order to obtain information by phone, email or fax. Records are obtained from the previous school/district, entered into the district's record keeping system and shared with the classroom teachers. If available, the first Home Language Survey (HLS) completed by the parent will be used as the basis for deciding whether the English proficiency assessment and other language assessment procedures should be performed with the child. If the student's prior records cannot be acquired at the time of enrollment, English language assessment proceeds, a temporary placement is made until necessary data is received from the sending district, and the identification/notification/placement process is implemented per the above description. The district of origin will be encouraged to expedite the process of sharing information by faxing or emailing the records, or by providing information by telephone.

Identification, Assessment, & Reclassification of Students

Transfers From Out Of State or From Other Countries.
The five-step language assessment, classification and placement process described above and shown on pages 69, 104-106 will be followed for students entering the district who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system. The date the student first enrolled in a US school is also entered. At the high school level, the student's transcripts will be evaluated by a trained site staff member to determine course credits and graduation requirements completed.

The Reclassification Process

The reclassification process will consist of the following steps:

1. The district will compile the relevant data and send each principal a list of students eligible for reclassification.
2. The principal, or designee, and teacher, will determine whether the child meets reclassification criteria (See pages 69 and 106).
3. A written notification of reclassification will be signed by the student's parent/guardian.

Monitoring of Reclassified Students

The principal and designated staff members at each site will monitor all reclassified students for a period of four years after reclassification, in order to ensure that they are making adequate academic progress. If the student's grades are not adequate, or if performance on tests or benchmark assessments indicates that academic progress is insufficient, the school re-evaluates the student's program and interventions are recommended. The site EL Support Teacher, or designee, will document on district-developed forms the decisions made and follow-up monitoring of the student's academic progress. (See page 103)

Reclassification Provision for Special Education Students
All students on an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications and accommodations. The EL Support Teacher, or designee, at the school site will be included in the IEP team.

Identification, Assessment, & Reclassification of Students

Annual Kindergarten Registration, Assessment, & Placement

Due to the large number of incoming Kindergarten students, a special process is used for assessing new Kindergartners' language proficiency at the beginning of each school year.

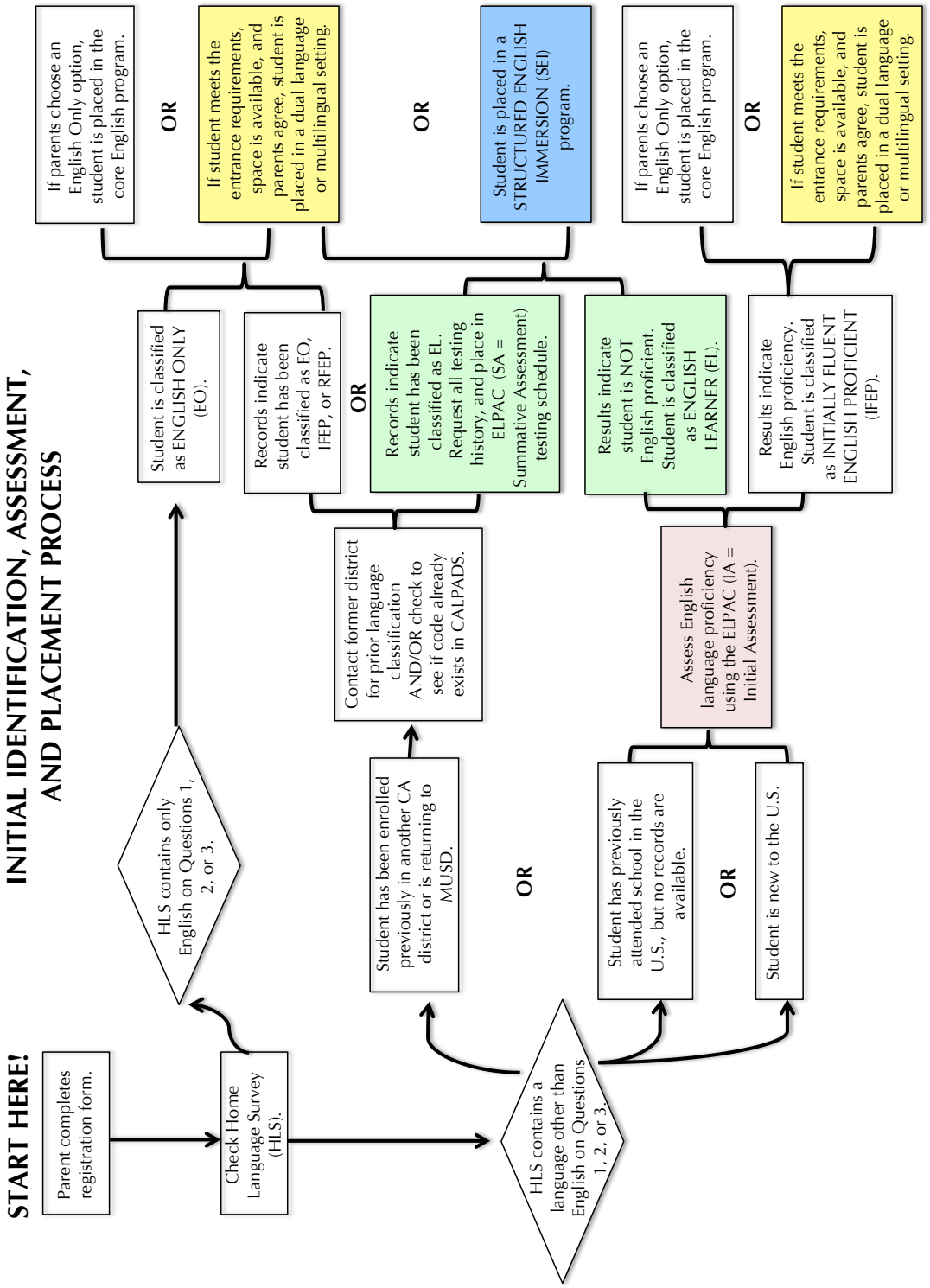
Kindergarten pre-registration begins in March of the school year preceding the child's entrance into Kindergarten. However, English proficiency testing, by state mandate, may not begin until July. When the parent pre-registers the child, the Home Language Survey is completed. If the HLS indicates that a language other than English is spoken, testing arrangements will be made during the district's official assessment and registration period.

During the official assessment period (beginning no earlier than allowed by state guidelines and continuing until all assessment of new Kindergartners is completed), a team of district staff and/or site staff trained in assessment procedures is assembled in order to complete proficiency testing for Kindergartners.

The same criteria and procedures related to parent notification and program placement that are used for other students are used for Kindergartners. Parents are notified by letter of the assessment results, and given a written description of the recommended program placement, the available program options and the benefits of each. This information is provided in English and their home language (if the home language is spoken by 15% or more of the school's students). A meeting may be requested. It may be held in English or in the home language based on parent need (if the home language is spoken by 15% or more of the school's students).

State/MUSD Requirements – RFEP Monitoring	Specific Standards or Evidence of Success
6 Months 12 Months 24 Months 48 Months	**ELA Assessment**- **NWEA ELA Achievement-**See chart for district determined eligible scores

Identification, Assessment, & Reclassification of Students



Currently, there is only one dual language setting available; however MADERA BELIEVES IN ME! envisions expansion of this program to multiple sites and addition of other multilingual programs. All students placed in a dual language or multilingual assessment must also be assessed in the target language.

All English Learners must receive daily Designated ELD and Integrated ELD, regardless of program placement.

For all students assessed with an Initial ELPAC, a Parent Notification Letter (PNL) with language assessment results, confirmation of placement/components, and reclassification requirements must be sent home within 30 calendar days of enrollment.

Identification, Assessment, & Reclassification of Students

Placement Options

Student	Language	Grade	Prior Schooling	English Proficiency	Target Language Proficiency	Optimal/Preferred Placement	Other Appropriate Placements
English Learner	Spanish	PreK-1	NA	All Levels	All Levels	Dual Language Immersion	Structured English Immersion
		2-3	Age Appropriate	All Levels	Expanding-Bridging	Dual Language Immersion	Structured English Immersion
			Limited/ Interrupted	Beginning-Intermediate	Emerging-Expanding	Dual Language Immersion or Structured English Immersion	Structured English Immersion
		4-6	Age Appropriate	Beginning-Intermediate	Somewhat Moderately Literacy	Structured English Immersion	Structured English Immersion
			Age Appropriate	Intermediate-Advanced	Developed Literacy	Structured English Immersion	Structured English Immersion
			Limited/ Interrupted	Beginning - Intermediate	Minimally Development Literacy	Structured English Immersion	Structured English Immersion
		6-12	Age Appropriate	All Levels	Intermediate-Advanced	Structured English Immersion or Newcomer Academy	Newcomer or Structured English Immersion
			Limited/ Interrupted	Beginning	Minimal Development Literacy	Newcomer Academy	Newcomer Academy
			Age Appropriate	Near Native Oral Skills/Limited Literacy	Limited Expanding/Bridging	Structured English Immersion	Structured English Immersion
	Other Languages	The same pathways as above, in students' L1, are recommended. However, currently, these do not exist. Until these programs are established, it is recommended that English Learners from non-Spanish backgrounds be provided with a customized learning plan that includes primary language support and available community mentors, and others, as well as designated and integrated ELD.					
		All	Limited/ Interrupted	Beginning	Minimally Development Literacy	Newcomer Academy	

Identification, Assessment, & Reclassification of Students

Reclassification at a Glance

	Criteria #1	Criteria #2								Criteria #3			Criteria #4
Grade	**ELPAC Level** K-12: Mid level 3 and above	**K-2 Scholastic Reading Assessment**	**SRI Lexile Score**		**CAASPP (ELA) Achievement Level**		**NWEA (ELA) RIT Score** (Fall-Winter-Spring)			**ELA/ ELD A.P.**		**Lang. Matrix**	**Parent Consult**
K	1429+	**Exceeds Expectations** (see Fountas & Pinnell correlation chart)	**N/A**							N/A	**A N D**	Expanding or higher	✓
1-2	1452+	**Exceeds Expectations** (see Fountas & Pinnell correlation chart)	**N/A**							Gr. 1 N/A		Expanding or higher	✓
	1468+		**N/A**							Gr. 2 C			
3	1514+	**N/A**	400+	**O R**	3 or 4	**O R**	**Fall** 188+	**Winter** 196+	**Spring** 199+	C		Expanding or higher	✓
4		**N/A**	500+		3 or 4		196+	198+	200+	C		Expanding or higher	✓
5		**N/A**	600+		3 or 4		204+	206+	208+	C		Expanding or higher	✓
6	1532+	**N/A**	700+		3 or 4		209+	211+	212+	C		Expanding or higher	✓
7		**N/A**	800+		3 or 4		215+	214+	214+	C	**O R**	If Academic Progress in ELA is below a C then teacher can complete a Language Matrix form to determine that the student's grade is not due to language acquisition issues	✓
8		**N/A**	850+		3 or 4		214+	217+	218+	C			✓
9	1556+	**N/A**	900+		3 or 4		220+	215+	215+	C			✓
10		**N/A**	1,000+		3 or 4		220+	221+	221+	C			✓
11-12	1559+						222+	223+	222+				

Exceptions Require <u>Pre-Approval</u> by the English Learner Program Designee:

- <u>English Learners with disabilities</u> will be considered for reclassification on a case-by-case basis on recommendation for further review from the IEP team and completion of the grade appropriate Language Matrix tool.

- <u>Use of modified criteria for students with highly exceptional circumstances.</u> State Board of Education Reclassification Guidelines (9/02) state the following: "Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification." The Language Matrices may be used as an additional measure for grade levels 3-12.

Appendix D

Programs & Pathways

Programs & Pathways

Dual Language Immersion Pathways

Program Description

The Dual Language Immersion Pathway is designed to help native speakers of the target language, bilingual students, heritage language speakers, and English speakers to develop proficiency and academic competency in English and the target language, which is also the home language of the English Learners. Each class is a mix of English fluent students (1/3 to ½ of class with English Learners (2/3 to ½ of class. In PreK, TK, K, and Grade 1, the target language is used for 90% of instruction. Instruction in English increases each year. By fifth grade, instruction is 50% in English and 50% in the target language. Elementary English Learners receive designated ELD daily leveled by proficiency as well as Integrated ELD/SDAIE as appropriate.

At the secondary level, students continue to study academic content in the target language for at least three periods a day (one of which is language arts in the target language). English Learners also receive one period of designated ELD leveled by proficiency, and other academic courses taught in English through SDAIE/ Integrated ELD strategies.

Enhancements/Modifications

In order to provide articulated and continuous Dual Language Immersion programs PreK – 12, the District recommends instituting processes to assign an appropriate balance of English fluent and English Learner students per grade level and classroom. Language of instruction will reflect the 90:10 model in Elementary School.

The District recommends instituting processes to review placement into Dual Immersion classrooms above the first grade for students who demonstrates linguistic competency in the target language deemed sufficient for successful participation in the program. MUSD recommends developing courses at the secondary level to support the continuation of the Dual Immersion Pathway.

Teacher Credential Requirements

Dual Immersion Language classrooms will be staffed by teachers with a CTC Bilingual Authorization.

Programs & Pathways

Secondary Heritage Languages Pathway

Program Description

The Secondary Heritage Languages Pathway is a new pathway designed to help Heritage Language Speakers develop competency in their heritage language through a yearly sequence of progressive courses, from Year 1 Heritage Languages (i.e., Spanish for Spanish Speakers) to AP World Languages. Students selecting this Pathway can also participate in target language content courses, which may be part of a dual language, biliteracy, or world languages program. In addition, at the secondary level, this pathway may be integrated into various career pathways so that students have the opportunity to focus their language skills/development on a specific career area.

Teacher Qualifications

Secondary Heritage Language classrooms will be staffed by teachers with a CTC Bilingual Authorization or world languages credentials.

Newcomer Academy

Program Description

The Newcomer Academy Pathway is a pathway designed for newly arrived immigrant students of middle/high school age (7th-12 grade) who enroll in MUSD with interrupted, disjointed, inadequate, or no prior schooling. It is designed for students who are three or more years below grade level and have little or no primary language literacy or English proficiency. The Newcomer Academy Pathway is a self-contained program leading to a high school diploma and college readiness, or articulation with adult education/ community college programs. Transition to a regular high school language learning pathway is possible as students gain academic and linguistic proficiency.

Programs & Pathways

The program provides developmental home language literacy instruction (using teachers and instructional aides where available, community mentors, and online resources), one period per day each of designated and integrated English Language Development, and all other academic courses are taught either in English with SDAIE/Integrated ELD methodology or in primary language instruction, whichever best supports students literacy and academic success. The program provides a curriculum that incorporates career-oriented electives and additional instructional support as well as adjustment and orientation services to ensure students' success. It includes a wellness program that specializes in attending to the special emotional and physical health needs of newly-arrived immigrant youth and their families and a program of orientation to the school district and the American education system, and to the histories, cultures, and geographies of the local community and the nation.

Teacher Qualifications
Accelerated Learner Pathway classes will be staffed by teachers with CTC Bilingual and/or ELD Authorizations depending on whether the classes are conducted in English or the home language.

Multilingual Pathway

Program Description
This new pathway is an enhancement available to students enrolled in Dual Language Immersion. It involves adding a third language to the learning environment. In this instance, 10% of the day at each grade level is devoted to learning a third language, often through the arts. This changes the models from 90/10 to 80/10/10. Schools have an option of adding multiple third languages, or only one. In the case of multiple third languages, the school reorganizes into language families or academies, with all students learning English and the core target language, then selecting a third language from several options.

Teacher Qualifications
Multilingual Pathway classes will be staffed with teachers who have a CTC Bilingual Authorization and/or World Languages credentials.

Programs & Pathways

Partial List of Potential Multilingual Learning Pathways for District Consideration

Potential Multilingual Pathways	Grades	Target Students
Dual Language Immersion Develop proficiency and academic competency in English and the target language.	PreK-12	• English Learners • Heritage Language Speakers • Bilingual Students • Native English Speakers
Secondary Heritage Languages Help Heritage Language Speakers develop competency in their heritage language through a series of progressive courses.	7-12	• Heritage Language Speakers
Newcomer Academy Designed for recently-arrived immigrant students who are three or more years below grade level and have little or no primary language literacy or English proficiency.	7-12	• Immigrant English Learners Aged 10 or Older
Multilingual Adds a third language to Dual Language Immersion and Biliteracy Pathways.	PreK-6	• Students in Dual Language or Maintenance Bilingual/Biliteracy Programs

All of these pathways meet the District's programmatic goals for English Learners:

- ✦ Achieve high levels of language competency in both English and the target/home language.
- ✦ Achieve high levels of academic competency, including preparation for college/career.
- ✦ Achieve high levels of global/multicultural competency.

Appendix E

Fundamental #6: Instructional Priorities

Madera Fundamental #6
Instructional Priorities

PRIORITY #1:

Globally-competitive multilingual/multicultural learning refers to a set of specific skills, capacities, and dispositions that prepare English Learners to thrive in and out of school. These skills, capacities, and dispositions include:

a) Academic Preparation
Globally-competitive academic preparation differs from the traditional academics. Instead, it focuses on a full multilingual/multicultural curriculum that includes all the different disciplines, including the arts, technology, and physical education. English Learners need opportunities to show what they've learned through advanced-level applications of their knowledge in the various languages they are learning. Most importantly, they need to learn HOW to learn because most of the actual content they get in school will be obsolete by the time they finish college. The content of their learning includes strategies for working and collaborating across languages and cultures.

b) College and Career Readiness
Being college and career ready means that English Learners have real choices and options – to go to university or not, to pursue this career or that, not because of their zip code or the language they speak but because we prepared them. They are knowledgeable about the various post-secondary options. They have experienced what college is all about. They have participated in one or more career pathways. Their families have been supported in developing their own expertise in these areas. Whether English Learners enter the university or the workforce when they graduate, they will have the multilingual, multicultural, cognitive, and metacognitive tools to think critically and creatively in multiple languages and cultural contexts and to keep on learning throughout their lives.

c) Mastery of Advanced Literacies and 3M Skills (Multimedia, Multilingual, and Multicultural)
In today's world, being bilingually proficient at near native-speaker like levels is the barest minimum. Across the globe, young people are routinely prepared as high-level multilinguals --- all of who can speak English at professional and technical levels –, and when the whole world knows English, knowing ONLY English is no longer a competitive advantage. Our English Learners will be required to interact positively with people from all cultures and walks of life. They'll need to be multiculturally competent. And they'll need to be able to learn, create, and use multiple media, technologies, and literacies at high levels of competency across multiple languages.

d) Innovation, Creativity, Critical Thinking, Communication, Collaboration, and Solution-Seeking Competencies

Our English Learners' success will depend in significant part on having the discipline, skill, and daring to be innovators and creators and to seek and find solutions to problems that haven't even been invented yet, often in multilingual and multicultural work and social environments. How do we provide the space for English Learners to acquire these skills, capacities, and dispositions in a coherent, comprehensive, and disciplined way when many English Learners have been precluded from participating in instruction, such as the arts, that builds these skills? Our English Learners need to be able to use their linguistic and cultural skills to reason effectively, use systems thinking, make judgments and decisions, communicate clearly, and collaborate with others in order to thrive in the 21st century global business, social, and personal environments.

e) Social, Civic, and Environmental Responsibility

English Learners also need to be prepared to apply their classroom learning to real world social, civic, and environmental issues which are extremely complex and challenging. They will be the ones making the decisions that determine our quality of life, and in a global world, decisions made in one part of the world will have impact throughout the world. How do we help them develop and apply their diverse linguistic and cultural knowledge in socially, civically and environmentally responsible ways?

f) Technological Fluency

Technological fluency is often what comes to mind when we talk about global preparedness. But this area isn't just about using tools --- it's about a new way of conceptualizing communication, interaction, integration, intelligence, innovation, and imagination across languages and cultures.

g) Strength of Body, Mind, and Character

Living in a global village requires that every member develop the strength of body, mind, and character to contribute in positive ways to a healthy and diverse community. We know from an emerging body of research the impact of healthy bodies on powerful minds. We recognize that the development of personal, social, and business ethics is a key need for a responsive global community.

Additionally, we know that unless our young people develop fairly high levels of GLOBAL COMPETENCE, including multilingualism and inter-culturality, they will be at a profound disadvantage in the world they hope to navigate.

Madera Fundamental #6
Instructional Priorities

High Intellectual Performance is an overarching concept that encompasses seven essential pedagogical practices. We support high intellectual performance when we consistently deploy these pedagogical practices, which we intend to support as core MUSD practices that should be in evidence in every one of our classrooms:

- Identify and build on student strengths.

  Identifying and building on student strengths means acknowledging that English Learners don't come to us as blank slates or as an accumulation of deficiencies. They know things, they've had experiences, they have cultures and languages --- all of these are powerful assets that we should build on. We need to acknowledge these assets and show English Learners that we believe in them and in their linguistic, cultural, intellectual, and academic capacity. This also means that teachers and other school personnel need training, coaching, and experience to identify such assets in order to use them and build on them to support optimal English Learner success.

- Establish powerful relationships that nurture success.

  Establishing powerful relationships that nurture success requires that teachers know their English Learners and their communities and that English Learners see teachers and staff as their advocates and supporters. English Learners will look for teacher behaviors that they see as evidence that the teacher respects them and their cultures, languages, and communities. We know that relationships are everything. Many students will refuse to learn from teachers who they don't believe care about them, respect them, or have their best interests at heart.

- Elicit high intellectual performance.

  Teachers can elicit high intellectual performances and maximize English Learners' intellectual potential by making sure the curriculum is multilingual, multicultural, well articulated, relevant, and rich. They intentionally invite English Learners into cognitively complex work and inquiries in ways that allow English Learners' curiosities to be engaged and for English Learners to experience a series of connected successes. They take advantage of what we know about how the brain works best to structure brain-compatible experiences for their English Learners. Most importantly, they carefully plan activities that prime or prepare English Learners for cognitively demanding work, they use processes that allow English Learners to engage in meaningful ways with the content, and they organize activities designed to help English Learners retain and retrieve what they learn – all in linguistically and culturally responsive contexts.

Madera Fundamental #6
Instructional Priorities

- Engage students actively in the learning.
  We can engage English Learners actively in the learning process by focusing their attention on challenging thinking and requiring that they use oral and written language in English and the home/target language(s) to communicate and concretize their thinking. We can connect the learning to English Learners' real lives and engage them in creating authentic products that add value to the English Learners, their families, their schools, and their communities.

- Create environments of enrichment not remediation.
  The research is clear on the power of creating learning environments of enrichment rather than remediation, which teachers can do by treating English Learners as gifted and organizing language learning experiences that allow them to behave and produce as gifted students.

- Situate learning in the lives of students.
  Critical to maximizing intellectual performance and potential is situating learning in the lives of English Learners by using culturally and linguistically responsive strategies that validate English Learners as knowers and that use their lives, languages, cultures, experiences, and current knowledge as the starting point for learning. When teachers do this, they communicate to English Learners that their experiences count and that who they are counts.

- Address the prerequisites for learning.
  Finally, we need to address the prerequisites for learning by making sure that English Learners have what they need to be successful learners and students. This includes the resources we provide to English Learners, as well as explicitly teaching to bridge gaps in English Learners' academic and linguistic preparation. It means working with families in ways that expand their capacity to contribute to their children's school success, not just inviting them to serve as passive listeners to our own ideas and plans.

Madera Fundamental #6
Instructional Priorities

PRIORITY #2:

Second, in the context of English Learners, we must make multilingual/multicultural learning (and the teaching that leads to powerful multilingual/multicultural learning) public and visible to our entire Madera community. We must create classrooms, schools, and communities where English Learners, teachers, administrators, staff, and parents:

- Know what powerful English Learner teaching and learning looks like and see it exhibited regularly in and out of school. They are familiar with excellent English Learner teaching and learning. They know what to look for in and out of the classroom. They know where excellent teaching and high level learning is happening and can articulate how to identify it and what makes it so powerful.
- Know what to do to produce consistently high quality English Learner learning results. They understand the role of quality feedback in improving learning. They are familiar with the conditions for optimal learning. They can converse easily about what they can do in their specific roles to support high quality learning results for English Learners.
- Hold each other responsible for high quality English Learner teaching and learning. They understand their respective roles in ensuring that teaching and learning, whether in the classroom, in the home, or in the community, meet the highest level of quality. They understand what is meant by "quality," and can point to examples. Their expectations are high for themselves and each other, and they have a repertoire of support strategies to draw on when they or others need help.
- Expect that work is "done" only when it meets publicly agreed-upon standards of quality. They are clear about what is meant by quality and can articulate its features or characteristics. They have collaborated to determine what their common standard(s) of quality should be and are familiar with work that exemplifies that standard. When they see work that doesn't meet the standard, they have a set of tools, supports, and protocols for providing the needed assistance to raise the quality of the work.
- Work together to create English Learner environments of high intellectual performance throughout the school and community. They meet regularly to discuss how best to collaborate on behalf of English Learner success. They consider the whole city their campus and work together to identify learning opportunities for English Learners not only in the school, but in the home and community as well. They celebrate successes and use these to strengthen English Learner pathways and programs.

Appendix F

Special Education Services

Special Education Services

The following actions will be implemented to ensure equitable access for English Learners and Special Education services.

Special Education Services

1. ENSURE THAT ENGLISH LEARNER STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION SERVICES HAVE ACCESS TO DUAL LANGUAGE AND BILITERACY PROGRAMS.
   The Special Education Department and the English Learner Team will collaborate to establish dual language and bilingual/biliteracy program options for English Learners qualifying for special education services. As part of the placement of Special Education English Learners in dual language and bilingual/biliteracy programs, staff will ensure that the IEP contains linguistically appropriate goals.

2. ADDRESS THE PARTICULAR NEEDS OF ENGLISH LEARNER STUDENTS IN THE SPECIAL EDUCATION REFERRAL, EVALUATION, AND PLACEMENT PROCESS.
   The following actions are designed to address English Learner needs at all points in the special education process:
   Referral. The District's Multi-Tiered Systems of Support Team (MTSS), which is a site-based body that may make special education referrals, will consistently implement procedures for pre-referral, intervention, and referral for special education evaluation that take into consideration the linguistic and cultural background of students, including:
   - Providing a consult with at least one certificated staff person with a bilingual or ELD certification for student study team (SST) meetings concerning English Learner students.
   - Fully considering the language background and all language-related issues of English Learner students, including lack of academic progress in an appropriate English Learner program pathway, and carefully document English Learner student information when making the decision to assess English Learner students for special education evaluation.
   - Using MTSS forms that include information about the students' primary language proficiency assessment results, educational history, and state-identified English Learner proficiency assessment scores. These forms shall be completed and fully considered with respect to each Student Study Team meeting held for English Learner students.

Evaluation of English Learner Students for Special Education. The District's Special Education Department is responsible for determining special education eligibility, including the following steps:

- Assess English Learner students for special education eligibility in each student's primary language.
- Provide English Learner students with initial or subsequent evaluations by qualified specialists who are proficient in the students' primary language. To the extent that such personnel are currently unavailable to the District, the District will make its best efforts to locate and obtain the services of such personnel.
- Evaluation reports will address the validity and reliability of the assessments used in light of the student's language background and will be interpreted in a language accessible to the student's parents.

Placement of English Learner Students in Special Education. Individual Education Plan (IEP) teams will take into account each student's particular needs as an English Learner, such as the need for special language assistance, when determining appropriate special education services.

- The person who conducts the eligibility assessment will provide the IEP team with information to help the team understand the impact of the student's disability as it relates to an English Learner. IEP teams will consult with at least one certificated staff person with the appropriate CTC Bilingual/ELD Authorization who can assist the IEP team in determining what special education services are necessary to provide the English Learner student with access to core curriculum instruction. If English language acquisition or primary language services are necessary for a child to receive a free appropriate public education (FAPE) under special education law, a description of such services will be written into the IEP.
- Upon parental request, the District will translate IEPs for parents of English Learner students in a timely fashion
- When the District notifies a parent of an English Learner student of an IEP meeting, the notice will be in the parent's primary language and will inform the parent of the right to request an interpreter at the IEP meeting. This notice will explain to the parent how to request an interpreter. When parents make such requests with reasonable notice, the District will provide adequate interpreter services at IEP meetings.

3. RECRUIT SPECIAL EDUCATION TEACHERS THAT HOLD THE APPROPRIATE CTC BCLAD CERTIFICATION.

The District will reaffirm its commitment to hiring special education teachers who also hold a CTC BCLAD authorization.

4. PROVIDE SPECIAL EDUCATION PROGRAM SETTINGS THAT INCLUDE MULTILINGUAL PROGRAM PATHWAYS.

The District will ensure that Special Education programs include multilingual pathway options for all Special Education-identified English Learners, taking into account their special needs and anticipated higher levels and potentials.

5. SUPPORT EFFORTS TO EXPAND THE POOL OF TEACHERS WITH MULTIPLE AUTHORIZATIONS TO PROVIDE SERVICES TO DUAL-IDENTIFIED STUDENTS.
   Encourage current teachers to pursue additional authorizations (Special Education/BCLAD Certification) to serve targeted populations. Support the recruitment of new teachers who possess multiple/ additional authorizations. Partner with local universities in these efforts.

Appendix G

Expected English Learner Benchmarks

Expected English Learner Benchmarks

The District has identified benchmarks for English Learners in all recommended English Learner programs/pathways. These benchmarks are shown in the table below. This table lists expectations for the level of achievement that students should attain as they progress through district schools. Note that the tables are built around two main parameters in addition to program type:

1. The student's initial English proficiency level, and
2. The number of years in the English Learner program/pathway.

The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state's Title I Adequate Yearly Progress (AYP).

The new California English Language Development Standards describe three English proficiency levels:

Emerging
Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding
Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging
Students at this level continue to learn and apply a range of high- level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, English Learners at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The new proficiency levels emphasize that English Learners at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English and primary language proficiency levels. Within the proficiency levels, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately implementing the California English Language Development Standards at each proficiency level.

Expected English Learner Benchmarks

Each proficiency level description provided in the California English Language Development Standards document includes the following:

- Overall Proficiency: A general descriptor of English Learners' abilities at entry to, progress through, and exit from the level
- Early Stages: Descriptors of abilities in English language that English Learners have at the early stages of the level
- Exit Stages: Descriptors of abilities in English language students have at exit from the level

The descriptors for early and exit stages of each proficiency level are detailed across three modes of communication:

- Collaborative: Engagement in dialogue with others
- Interpretive: Comprehension and analysis of written and spoken texts
- Productive: Creation of oral presentations and written texts

Two dimensions of knowledge of language are also described:

- Metalinguistic Awareness: The extent of language awareness and self-monitoring that students have at the level
- Accuracy of Production: The extent of accuracy in production English Learners can be expected to exhibit at the level; English Learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

Expected Benchmarks for English Learners in Recommended English Learner Programs/Pathways

OVERALL ENGLISH PROFICIENCY LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	**Level 1 EMERGING**		**Level 2 EXPANDING**		**Level 3 BRIDGING**	**Reclassified**
	ELPAC Minimally Developed	ELPAC Minimally Somewhat Developed	Somewhat/Moderately Developed		Well Developed	
Timeline toward Reclassification based on English Proficiency Assessment overall score at time of initial enrollment	1st Year	2nd Year	3rd year	4th Year	5th Year	6th Year
		1st Year	2nd Year	3rd Year	4th Year	5th Year
			3rd Year	2nd Year	3rd Year	4th Year
				1st Year	2nd Year	3rd Year
					1st Year	2nd Year
Expected Performance Level on CAASPP (Math)	Did Not Meet Standards		Nearly Met Standards		Nearly Met/Met Standards	Met/Exceeded Standard

Appendix H

Monitoring Program & Pathway Implementation

Monitoring Program/Pathway Implementation

Goal 1: Program/Pathway Implementation as Described in Madera Believes in ME!

District and site staff will periodically monitor implementation of all English Learner programs/pathways. The Superintendent will hold all principals accountable for full implementation of MADERA BELIEVES IN ME! provisions applicable at the site level. The primary goal of monitoring is to ensure that every school in the district has powerful, effective, and compliant programs for English Learners.

The monitoring process is designed to:

- Establish high expectations for all English Learners and provide a framework for ensuring that student and organizational outcomes are achieved.
- Promote full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation, and evaluation activities.
- Provide for high levels of coordination between district-level and site-level improvement efforts.
- Ensure that program evaluation is an integral part of school improvement initiatives and activities.
- Provide a basis for review and modification of MADERA BELIEVES IN ME! every three to four years.

This monitoring will consist of the following activities:

Principal Assurances Checklist (self-review)

School principals are responsible for the daily, site-level implementation of MADERA BELIEVES IN ME!. Throughout the academic school year, principals complete sections of a checklist for English Learner Program Services and submit them to the MADERA BELIEVES IN ME! Administrator and their supervisors, according to the timeline indicated on the checklist. This facilitates ongoing communication with the central office, and assists in the monitoring of consistent implementation of this master plan throughout the school district. The MADERA BELIEVES IN ME! Administrator and the principal supervisors will review all Principals' Assurances Checklists after each submission three times per year (October, February, and May).

Instructional Schedule Reviews

All schools will submit to the Director of Language & Literacy and their supervisors the following instructional schedules and class rosters related to provision of services for English Learners. These must be submitted by the end of the third week of each school year.

- Classrooms or courses within each English Learner pathway
- Designated English Language Development Schedules
- Primary/Target Language Instruction
- Integrated ELD/SDAIE Instruction
- School Master Schedule

Monitoring Program/Pathway Implementation

English Learner Document Reviews
All schools will conduct annual self-monitoring by reviewing key files and documents. These reviews will include evidence of the following: parent notification, p lacement, assessment, p rimary language/target language instruction, Designated ELD instruction, Integrated ELD/SDAIE instruction, and parental involvement. A district-developed form will be used to record the results of the school's document review. The schools' self-reviews will be examined and validated by district teams consisting of the Director of Language & Literacy, the principal supervisor, and the site principal. Findings will be reported back to the site principal, who will determine next steps for school improvement work.

English Learner Pathway Instructional Rounds (District and Site Facilitated Self-Reviews)
These reviews will include monitoring of Designated ELD, and Integrated ELD/SDAIE schedules and instructional minutes, ELD groupings by language proficiency levels, teacher interviews, and visits to selected classrooms, including the use of the MADERA BELIEVES IN ME! essential pedagogical practices. District-developed/adopted observational checklists will be used during the classroom visits. The district-facilitated reviews will be conducted by teams consisting of the MADERA BELIEVES IN ME! Administrator, site EL Content Specialists/Coaches, and the site principal. Site-facilitated reviews will consist of school teams which will include the site principal, EL Content Specialist/Coach, classroom teachers, students, and parents. Site level reviews will be conducted annually. The MADERA BELIEVES IN ME! Administrator will develop a schedule of district committee instructional rounds, which ensures that each school receives such a visit at least once every two years. Findings will be reported to the school principal who will determine next steps for school improvement work.

Ongoing Coaching and Staff Development Support
The site principal, working with the Director of Language & Literacy, will organize site staff development and classroom coaching. Coaching visits to classrooms will use the instructional rounds form. The MADERA BELIEVES IN ME! Administrator will have lead responsibility for organizing in-depth reviews and any needed follow-up.

Goal 2: English Learner Access to Core Curriculum

English Learner placement into specific English Learner pathways is determined based on the parameters described in MADERA BELIEVES IN ME!, the identification and assessment process, the recommendations of placement staff, and the concurrence of student's parents/guardians.

Each site principal is responsible for ensuring that the recommended placement for English Learners is honored and that within the English Learner pathways, English Learners have access to the full range of core curriculum, including language arts, mathematics, science, history/social studies, physical education, visual and performing arts, and other areas designated as core curriculum.

Monitoring Program/Pathway Implementation

Secondary principals will work closely with counseling department staff in the development of the Master Schedule to ensure that classes reflect the needs of English Learners and that English Learner pathways are not disrupted. The MADERA BELIEVES IN ME! Administrator, Director of Curriculum, and principal supervisors will review Master Schedules and will work closely with school principals to monitor appropriate placements of English Learners.

Elementary principals will work closely with the Language and Literacy Department to ensure that English Learners are placed into the appropriate pathways, based on the placement recommendation and will assist teachers with creating appropriate ELD groupings by language proficiency levels to ensure that every English Learner is provided with the appropriate level of Designated ELD. The MADERA BELIEVES IN ME! Administrator will review English Learner placements, ELD schedules, ELD groupings by language proficiency levels, and instructional minutes.

Goal 3: Mastery of English and Primary/Target Language

The Director of Language & Literacy, principals, EL Specialists/Coaches, and classroom teachers will analyze annual language proficiency assessment results, primary/target language assessments, ELD benchmarks, and student progress toward meeting criteria for reclassification. Data will be disaggregated by number of years in the district, program placement, initial language proficiency levels, and other relevant variables.

Goal 4: Academic Success and Global Readiness

Each site principal will review and analyze data from assessments of content mastery across the curriculum, including state/district assessments, as well as district developed/adopted assessment of global readiness. The analysis will include cross-sectional profiles of performance by language proficiency level as well as disaggregation of data by grade level, language group, and pathway. With the assistance of EL Specialists/Coaches, principals will analyze data with site staff to determine trends and areas of strength and need, and to develop culturally and linguistically responsive action plans.

At the secondary level, analyses will include data related to level of a–g coursework successfully completed, college acceptance and retention rates, career readiness, global readiness, Seal of Biliteracy attainment rates, and other relevant data. At the elementary level, analyses will include data related to progress toward college/career and global readiness, and paths to the Seal of Biliteracy.

Monitoring Program/Pathway Implementation

Goal 5: Parent Engagement

The Director of Language & Literacy and the Director of Accountability will work with the DELAC and ELACs to develop specific indicators, benchmarks, instruments, and a calendar of procedures for evaluating parent engagement with schools and the district. Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A parent participation form will be completed each spring. Data from these forms will be aggregated to develop a picture of parent involvement in the district as a whole and will guide parental involvement practices.

Goal 6: Indicators of Risk for School Failure

The Director of Language & Literacy and the Director of Accountability, in collaboration with other staff with responsibility in these areas will request and collect the following data regarding English Learners:

- Suspensions, Expulsions, and Other Disciplinary Actions
- English Learners Identified for Individualized Educational Plans (IEPs)
- Alternative Placements (Adult Education, Continuation School, etc.)
- Grade Retention Rates
- Attendance and Truancy
- Credit Deficient High School Students (9th-12th grade)
- Rates of D and F Grades (7th–12th grades)
- Completion of a-g requirements with C Grade or Better
- Graduation and Dropout Rates

In calculating dropout rates, an analysis methodology will be used that reflects consideration of students who start as middle school students and drop out before graduation from high school. In calculating graduation rates, an analysis methodology will be used that measures the six-year (grades 7-12) graduation rate. Data will be disaggregated by language classification, grade level, pathway, and other relevant factors.

Appendix I

Data To Be Included in Annual Report

Data for Annual Report

English Learner Population

- The number of English Learners by language status and language group.
- The number of English Learners at each school by language status, language group, and grade level.

English Learner Programs/Pathways

- A description of each English Learner program/pathway offered at each school site, including the target language.
- The number of English Learners at each school by language status, language group, and grade level assigned to each English Learner program/pathway.
- The number of English Learners who are not participating in an English Learner program/pathway, by school, language status, and language group.
- The percentage of English Learners receiving instruction in a language other than English by (a) school and (b) English Learner program/pathway at the District level who gained one overall proficiency level on a test of target/primary language/literacy development, or gained the "proficient" or equivalent level on a test of target/primary language/literacy development.
- A copy of any program/pathway-level analysis conducted by the District to evaluate the effectiveness of its English Learner programs/pathways over the past year.

Student Achievement

- For each school, the number and percentage of English Learners in Grades 3 and above who were reclassified based on District reclassification criteria at the end of the prior school year.
- The percentage of English Learners, by language status, who scored at or above proficient on the state accountability measure in prior year by (a) school, and (b) by English Learner program/pathway at the District level.
- The percentage of English Learners by school and English Learner program/pathway at the District level who (a) gained one overall proficiency level on the appropriate target/primary language assessment, and (b) reached the " Proficient" level on that assessment.
- The percentage of English Learners by school and English Learner program/pathway at the District level who (a) gained one overall proficiency level on the ELPAC and (b) reached the "English Proficient" level on the ELPAC.
- The percentage of English Learners by school and English Learner program/pathway who graduated with the Seal of Biliteracy.
- The percentage of English Learners by school and English Learner program/pathway who met the pathway criteria for the Seal of Biliteracy.

Data for Annual Report

Specialized Services

- By school, the number of English Learners who: (a) were referred for special education; (b) were found eligible for special education services; and (c) receive special education services. The data on these students shall include: ELPAC level, disability, special education service category, and type of English Learner services.
- The percentage of students who graduated from high school who were English Learners when they were first enrolled in the District.
- The percentage of students who graduated from high school having successfully completed the a-g CSU/UC requirements[1] and who were English Learners when they were first enrolled in the District.
- The percentage of students, by language status, on track for a-g completion.
- The percentage of English Learner and RFEP students who took advanced placement/honors programs, disaggregated by language status.

Staffing Data

- By school, and English Learner program/pathway, the number of teachers assigned to provide target/primary language, designated ELD, SDAIE/Integrated ELD instruction and their teaching certification(s) and language fluency other than English.
- The number of special education teachers who are: (a) certified, noting all of their certifications (e.g., ELD, BCLAD, or CLAD); or (b) working on obtaining certification, noting the certification sought.
- The number of all paraprofessionals, assigned by school and language, who assist in providing English Learner services, the type of services they provide (i.e., ELD, L1 support, parent outreach) and the number by school and language assigned to assist in providing English Learner services to special education students.

Professional Development

- The title, schedule, language, and location of all District-wide English Learner-related professional development offered over the past year, and total staff participation for each.

Results of the District's Internal Monitoring

- Aggregated and disaggregated data obtained from the monitoring protocol used in observations throughout the year.
- A copy of the District's annual audit of English Learner programs.

1 A-G refers to the sequence of courses which must be successfully completed in order for a student to be eligible for admission to the University of California or California State University systems.

Data for Annual Report

Instructional Resources

- A report regarding the availability of target/primary language, designated ELD, and SDAIE/Integrated ELD instructional resources, including digital and technological resources, in each school for the prior school year and any District plans to obtain additional materials for identified schools in the coming school year.

Translation/Interpretation for English Learner Parents

- A summary of the District's provision of translation and interpreter services for English Learner students and their parents, including:
  - ✓ The list of predominant non-English language groups in the English Learner parent community;
  - ✓ The roster of staff trained to provide assistance in translating or interpreting;
  - ✓ The District's inventory of translated documents;
  - ✓ The District's yearly evaluation of the adequacy of its interpreter and translator services based on its tracking system, evaluation forms, and principal surveys;
  - ✓ Copies of any changes made to the following documents: guidelines for effective communication with English Learner parents, notice regarding translator/interpreter services, primary language assistance form, and written procedures for interpretation services.

Appendix J

Promoting Engagement with Parents, Families, & Community

Parent, Family, & Community Engagement

The District is committed to working proactively to promote positive, productive, and empowering working relationships with parents. Karen Mapp's *Dual Capacity-Building Framework for Family/School Partnerships* provides a framework for thinking about and designing systems to support parent, family, and community engagement by creating collaborative and coordinated systems for family and community engagement. It asks us to think of parents as partners rather than consumers, to value parents' contributions rather than just providing services to them, to invest in capacity building and leadership development versus expecting involvement without this investment, and to focus on developing parents' skills in four areas: capabilities, connections, cognition, and confidence. Supporting parent/family/community engagement activities should be aligned with school and district achievement goals and connect families to the teaching and learning goals for students. A major focus of these activities should be on building respectful and trusting relationships between home, school, and community. As Mapp describes it, a major outcome should be "Staff who can honor and recognize the wealth of knowledge that families possess, which can in turn assist schools with pedagogical priorities; and families that can negotiate multiple roles — as supporters, monitors, advocates, and decision makers for their children."

Capabilities: Human Capital, Skills, & Knowledge

MUSD's family, parent, and community engagement efforts will focus on ensuring that:

- Families have increased their knowledge and understanding of what their children should know and be able to do PreK-12 and have increased their portfolio of tools and activities that they can use to enhance their children's learning.
- Families have enhanced knowledge and understanding of educational policies and programs, such as those associated with English Learners, special needs, and Title I.
- Families have enhanced their own skills associated with literacy and language acquisition, multilingualism, global readiness, degree completion, and job skills.
- District and school staff have increased their knowledge of the assets and funds of knowledge of the families and communities they work in.
- District and school staff have increased their knowledge and understanding of culturally and linguistically responsive practices and pedagogy.
- District and school staff have increased their portfolio of ways to reach out to and build respectful and trusting relationships with families, including English Learner families and communities.

Connections: Important Relationships and Networks – Social Capital

Staff and families need access to social capital through strong, crosscultural and multilingual networks built on trust and respect. These networks should include family–teacher relationships, parent–parent relationships, and connections with community agencies and services. MUSD's family, parent, and community engagement efforts will focus on ensuring that:

- Levels of relational trust have increased between families and school staff.

Parent, Family, & Community Engagement

- The number and scope of parent-to-parent networks and connections have increased.
- The number of crosscultural and multilingual networks (across race, language, socioeconomic status, education level, etc.) has increased between school staff and families and communities.
- Families and staff have increased their connections to community agencies and services.

Confidence: Individual Level of Self-Efficacy

Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural and linguistic difference. MUSD's family, parent, and community engagement efforts will focus on ensuring that:

- Families and school staff indicate an increase in their comfort level and sense of self-efficacy when engaging in home–school-community partnership events and activities.
- An increased number of families and staff from diverse backgrounds take on positions of leadership at the school or in the community.

Cognition: Assumptions, Beliefs, and Worldview

Staff need to be committed to working as partners with families and must believe in the value of such partnerships for improving student learning. Families need to view themselves as partners in their children's education, and must construct their roles in their children's learning to include the multiple roles described in this appendix. MUSD's family, parent, and community engagement efforts will focus on ensuring that:

- Families' beliefs about the role they play in their children's education have broadened to include multiple roles.
- District and school staff members' core beliefs about family/community engagement have been discussed and documented.
- Staff and families' belief systems about the value of home–school-community partnerships are linked to learning and school improvement.
- Staff have a commitment to family/community engagement.

Appendix K

Glossary

Glossary

A

Acces to Core: Providing English Learner students with simultaneous access to both English Language Development and the core content in language arts, mathematics, history/social science, science, the visual and performing arts, world languages, and physical education, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

Active Learning: A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation. Active learning often involves cooperative learning.

Additive Approaches/Programs: Additive language learning approaches support the view that the acquisition of a second language is not detrimental to one's first language, but is in fact, beneficial to the language user. The term "additive" is used as it portrays an addition to one's language repertoire. That is, even while learning a second language, one's first language skills and culture remains valued. Thus, additive bilingualism is seen as the main goal of bilingual and multilingual education.

Advanced Placement Program (AP): A United States and Canada-based program that offers high school students the opportunity to receive university credit for their work during high school by taking special advanced courses and passing the exam with a grade of C or better.

Academic Performance Index (API): Under the new Every Child Succeeds Act (ESSA), a California state accountability measure that combined results from several state assessments. Each school in the state was assigned an annual improvement target on the API. Schools that consistently failed to meet targets were subject to state sanctions. Under the new federal Every Student Succeeds Act and forthcoming accountability system, there have been some changes in this area.

Academic Program Survey (APS): A self-study instrument developed by the California Department of Education to assist schools in evaluating their effectiveness in implementing high-quality instructional programs in Reading/Language Arts and Mathematics. Under the new federal Every Student Succeeds Act and forthcoming accountability system, there may be changes in this area.

Assessment: The process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.

Glossary

B

Basic Interpersonal Communication Skills (BICS): Language used in everyday social interactions.

Bilingual, Cross-cultural Language and Academic Development (BCLAD): A California credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

Bilingual Education: Education where two distinct languages are used for general teaching.

Bilingual/Biliteracy Program: This English Learner program/pathway develops proficiency and academic competency in English and the home language. It is important to note that this program type yields one of the highest results for English Learners.

Biliteracy: The state of being literate in two or more languages. To be biliterate has a stronger and more specified connotation than the claim of being simply bilingual. This is because with the change of the term from 'lingual' to 'literate' and the concept of reading and writing, which are in addition to simply speaking. In bilingualism the extent of fluency in each language is in question. One can be anywhere on the spectrum from comfortable oral communication in certain social contexts to fluency in speaking, reading and writing. With the term biliteracy, however, it is understood that fluency in both reading and writing are present.

C

California Alternate Assessment (CAA): A state-approved exam designed to assess those students with significant cognitive disabilities who cannot participate in the Smarter Balanced Assessments, even with accommodations and/or modifications.

California Assessment of Student Performance and Progress (CAASPP): CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. The CAASPP includes computer-adaptive tests in English–language arts and mathematics as well as paper-based tests for science. The CAASPP system replaces the California Standards Tests (CSTs).

California Association for Bilingual Education (CABE): CABE is a statewide professional organization focused on improving access and results for English Learner students.

California Association of Teachers of English to Speakers of Other Languages (CATESOL): CATESOL represents teachers of English Learners throughout California and Nevada, promoting excellence in education and providing high-quality professional development.

Glossary

California Commission on Teacher Credentialing (CTC): A commission that oversees the certification of all teachers in the state of California.

California Department of Education (CDE): Oversees the public school system in California and enforces education law, regulations, and school improvement programs.

California Modified Assessment (CMA): a state-approved exam designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of California content standards with or without accommodations. The CMA was developed to provide more access so that students could better demonstrate their knowledge of content standards and needed to be clearly identified in the student's IEP as an alternative to the administration of the standard CST.

California Standards Test (CST): a state-approved exam in English-language arts, mathematics, science, and history-social science administered only to students in California public schools. Developed specifically to assess students' knowledge of the California content standards. This has been replaced by the Smarter Balanced Tests.

California Teacher of English Learners Examination (CTEL): California examination that leads to CLAD authorization, which is required to be able to teach English Language Development.

Catch-Up Plan: A plan to assist English Learners in accessing and mastering ELD and recouping any academic deficits to mastering grade level standards in the core curriculum.

Cognitive Academic Language Proficiency (CALP): A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

Collaborative Learning: An umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Groups of students work together in searching for understanding, meaning or solutions or in creating a product. The approach is closely related to cooperative learning, but is considered to be more radical because of its reliance on youth voice. Collaborative learning activities can include collaborative writing, group projects, and other activities.

Common Core: The Common Core State Standards Initiative is an educational initiative in the United States that details what K–12 students should know in English language arts and mathematics at the end of each grade. The initiative is sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) and seeks to establish consistent educational standards across the states as well as ensure that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or to enter the workforce. California has adopted state common core standards in English Language Arts and Mathematics, as well as the Next Generation Science Standards, the Common Core en Español, and the new California English Language Development Standards.

Glossary

Community of Practice (CoP): Refers to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations.

Content Standards: Standards adopted by the California State Board of Education that specify what all California children are expected to know and be able to do in each grade or course. For subject areas where new common core standards have not been adopted, such as history/social science and the visual and performing arts, these content standards are still applicable.

Cooperative Learning: Proposed in response to traditional curriculum-driven education. In cooperative learning environments, students interact in purposely structured heterogeneous group to support the learning of oneself and others in the same group.

Core Curriculum: Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including English language arts, mathematics, science, history/social science, visual and performing arts, world languages, and physical education.

Critical Thinking: Consists of a mental process of analyzing or evaluating information, particularly statements or propositions that people have offered as true. It forms a process of reflecting upon the meaning of statements, examining the offered evidence and reasoning, and forming judgments about the facts. Critical thinkers can gather such information from observation, experience, reasoning, and/or communication. Critical thinking has its basis in intellectual values that go beyond subject-matter divisions and which include: clarity, accuracy, precision, evidence, thoroughness and fairness.

Cross-cultural Language and Academic Development (CLAD): California credential or certificate which authorizes the holder to teach ELD and SDAIE.

Cultural Proficiency: The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in crosscultural settings.

D

Differentiated Instruction: Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

Glossary

District Assistance Intervention Team (DAIT): A team of external experts that conducts a capacity study of district operations in a district in Year 3 of Program Improvement status under the No Child Left Behind Act.

District English Learner Advisory Committee (DELAC): A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English Learners.

Dual Immersion (DI) Program/Pathway: A Bilingual Program/Pathway in which the goal is acquisition of academic proficiency in two languages, for example English and Spanish, together with mastery of academic core content and cultural proficiency for all participating students. In the Madera Unified School District instruction is currently provided in English and Spanish, although expansion to other languages is under consideration. A Dual Language Immersion Program serves English Learners, bilingual students, and students whose primary language is English, including students who enter the program speaking only English. The goal of becoming bilingual and academically competent in both languages applies to all students in the program, regardless of their primary language. It is important to note that this program type yields the best and most sustainable results for both English Learners and native English speakers.

E

Early Childhood Education (ECE): Covers the education of a child from the period from birth to Pre-Kindergarten.

Economic Impact Aid (EIA): Supplemental state funding used to support English Learner and socioeconomically disadvantaged students. Prior to implementation of the Local Control Funding Formula, EIA was a major source of supplementary funding for English Learners.

Engagement: How a student feels or does not feel towards learning or the learning environment.

English Language Arts (ELA): A core subject area that includes instruction in English (reading, writing, listening and speaking).

English Language Development (ELD): systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as English Learners. Designated ELD refers to a specific course or period of instruction when the focus is directly on ELD. Integrated ELD refers to courses or periods of instruction when ELD in integrated into content instruction. Both types of ELD are required by state law to be provided to English Learners.

Glossary

English Language Development Standards: Standards established by the State of California that correspond to the California Core Standards for ELA/Literacy and address English language and literacy skills that English Learners need in key content areas.

English Language Mainstream Program (ELM): An instructional model established under Proposition 227, designed for English Learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology along with of daily leveled ELD. It is important to note that this program type yields the worst results for English Learners. This program is no longer mandated under Proposition 58.

English Learner (EL): A classification used to identify a student who is not currently proficient in English and whose primary language is not English; (also called Limited English Proficient {LEP} student).

English Learner Advisory Committee (ELAC): A site-level committee that advises the principal and school staff on programs and services for English Learners.

English Learner Master Plan: A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; to support parental involvement; and to ensure academic achievement for all English Learners.

English-Only Student (EO): A student with a primary language of English, and no other language.

Every Student Succeeds Act (ESSA): The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and long-standing commitment to equal opportunity for all students. The new law, which replaces *No Child Left Behind*, builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

Experiential Education: The process of actively engaging students in an authentic experience that will have benefits and consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking. Experiential education is related to the constructivist learning theory.

Extracurricular Activities: Activities performed by students that fall outside the realm of the normal curriculum of school or university education. Extracurricular activities exist at all levels of education, from high school and college to university education. Such activities are generally voluntary as opposed to mandatory, non-paying, tend to be social or philanthropic as opposed to scholastic, and involve others of the same age. Students often organize and direct these activities under faculty sponsorship.

Glossary

F

Federa Program Monitoring (FPM): A state review process focused on determining whether a district's programs are in compliance with federal and state law and regulations.

Fluent English Pro icient (FEP): Students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students.

H

Home Language Survey (HLS): A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

I

Individualized Education Plan (IEP): This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

Individuals with Disabilities Education Act (IDEA): A U.S. federal law on Special Education

Initially Fluent English Pro icient (I-FEP): A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

L

Language Acquisition: A natural process, progressing through predictable stages, whereby language is acquired.

Glossary

Learning Disability: In the United States, the term learning disability is used to refer to sociobiological conditions that affect a person's communicative capacities and potential to learn. The term includes conditions such as perceptual disability, brain injury, minimal brain dysfunction, autism, dyslexia, and developmental aphasia.

Learning Outcome: The term may refer to course aims (intended learning outcomes) or may be roughly synonymous with educational objectives (observed learning outcomes). Usage varies.

Lesson Plan: A teacher's detailed description of the course of instruction for an individual lesson. While there is no one way to construct a correct lesson plan, most lesson plans contain similar elements.

Literacy: The ability to read, write, speak, and listen. In modern context, the word means reading and writing in a level adequate for written communication and generally a level that enables one to successfully function at certain levels of a society.

Local Education Agency (LEA): Usually refers to a school district, but may also refer to a County Office of Education.

N

National Association for Bilingual Education (NABE): NABE is a non-profit membership organization that works to advocate for educational equity and excellence for bilingual/multilingual students in a global society.

Newcomer: A student who is a recent immigrant to the United States (i.e. has been in the U.S. for less than 12 months).

O

Office for Civil Rights (OCR): The Office for Civil Rights is a sub-agency of the U.S. Department of Education that is primarily focused on protecting civil rights in federally assisted education programs and prohibiting discrimination on the basis of race, color, national origin, sex, sexual identity, handicap, age, or membership in patriotic organizations.

"Overwhelmingly" in English: An expression used in the former Proposition 227. Though not specifically defined, it implied that almost all instruction be in English, while some instruction might be provided in the student's primary language. This idea is no longer a requirement of law in California.

Glossary

P

Paraprofessional: A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-approved assessment and is fluent in both English and another language.

Parental Exception Waiver: A form requested and signed by parents or legal guardians of English Learners annually to waive the requirement to be placed in an instructional program that is "overwhelmingly" in English (i.e. SEI or ELM). Parental Exception Waivers were required under Proposition 227; however the passage of Proposition 58 overturned that requirement.

Parental Involvement: The engagement of parents in the education of their children including; parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

Pedagogy: The art or science of teaching. The word comes from the ancient Greek *paidagogues*, the slave who took little boys to and from school as part of *paideia*. The word "paidia" refers to children, which is why some like to make the distinction between pedagogy (teaching children) and andragogy (teaching adults). The Latin word for pedagogy, education, is much more widely used, and often the two are used interchangeably.

Performance-Based Assessment: In general, a performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study. Typically, the task challenges students to use their higher-order thinking skills to create a product or complete a process (Chun, 2010).

Post-Secondary Education: Any form of education that is taken after first attending a secondary school, such as a high school. The purpose of a post-secondary education can be to receive vocational education and training or to prepare for professions or scientific/academic careers through higher education.

Primary Language (L1): The language that has been identified as the student's native or home language.

Primary Language Instruction: The use of a English Learners' primary language by a teacher as a primary medium of instruction of core content.

Primary Language Support: The use of a student's primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student's primary language.

Principals' Assurances Checklist: A checklist of deadlines and duties for the principals to facilitate the needs of English Learners.

Glossary

Proposition 58: A California ballot proposition that passed on the November 8, 2016 ballot. Proposition 58 repealed bilingual education restrictions enacted by Proposition 227 in 1998. Proposition 58 passed by a wide margin. It preserves the requirement that public schools ensure students obtain an English language proficiency, require school districts to solicit parent/community input in developing language acquisition programs, require instruction to ensure English acquisition as rapidly and effectively as possible, and authorize school districts to establish dual–language immersion programs for both native and non–native English speakers

Proposition 227: A 1998 California ballot measure requiring children to be taught in classrooms where the instruction was "overwhelmingly" in English, essentially restricting access to bilingual programs, unless students had approved parental exception waivers. Many of the more onerous provisions of this proposition were overturned in 2016 with overwhelming passage of Proposition 58.

R

Reclassification (formerly called Redesignation): When a student has met all the district criteria, s/he is reclassified from EL to RFEP (Reclassified Fluent English Proficient). This change in language classification may currently involve a change in the student's instructional program placement; however, reclassification is not synonymous with "exit" from a program. As MUSD moves to more robust English Learner programs/pathways that include the development of bilingual proficiency, reclassified students will continue in their bilingual/dual language programs in order to continue expanding and deepening their proficiency in the target language.

Reclassified Fluent English Proficient (R-FEP): A classification given to students who were once identified as English Learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

Research: Often described as an active, diligent, and systematic process of inquiry aimed at discovering, interpreting and revising facts. This intellectual investigation produces a greater understanding of events, behaviors, or theories, and makes practical applications through laws and theories. The term research is also used to describe a collection of information about a particular subject, and is usually associated with science and the scientific method.

Rubric: In education, a rubric is a set of criteria and standards linked to learning objectives that is used to assess a student's performance, such as on a paper, project, or essay.

Glossary

S

School Site Council (SSC): A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval and implementation of the SPSA.

Second Language (L2): The second language students acquire (often refers to English for English Learners).

Self-Concept: (or Self-Identity): The mental and conceptual awareness and persistent regard that sentient beings hold with regard their own being. Components of a being's self-concept include physical, psychological, and social attributes; and can be influenced by its attitudes, habits, beliefs and ideas. These components and attributes can each be condensed to the general concepts of self-image and the self-esteem.

Self-Efficacy: The belief that one has the capabilities to execute the courses of actions required to manage prospective situations. Unlike efficacy, which is the power to produce an effect (in essence, competence), self-efficacy is the belief (however accurate) that one has the power to produce that effect. It is important here to understand the distinction between self-esteem and self efficacy. Self-esteem relates to a person's sense of self-worth, whereas self efficacy relates to a person's perception of their ability to reach a goal. For example, say a person is a terrible rock climber. They would likely have a poor efficacy in regard to rock climbing, but this wouldn't need to affect their self-esteem; most people don't invest much of their self-esteem in this activity.

Self-Esteem: Includes a person's subjective appraisal of himself or herself as intrinsically positive or negative to some degree.

Single Plan for Student Achievement (SPSA): A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

Special Day Class (SDC): A self-contained, special education class for students who have been identified as Individuals with Exceptional Needs in which a student is enrolled for the majority of the school day.

Specially Designed Academic Instruction in English (SDAIE): SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English Learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners. This type of approach is also known as integrated ELD.

Glossary

Special Education: Describes an educational alternative that focuses on the teaching of students with academic, behavioral, health, or physical needs that cannot sufficiently be met using traditional educational programs or techniques.

Standards Test in Spanish (STS): a Spanish language test that measures student attainment of the state reading/language arts and mathematics standards.

Structured English Immersion Program (SEI): Under Proposition 227, the default instructional model for English Learners with less than reasonable fluency in English. Core content is taught in English using SDAIE methodology along with daily leveled English Language Development (ELD). It is important to note that this program type has been proven to have some of the worst results for English Learners, and is no longer required under current law.

Student Activism: A form of youth-led community organizing that is specifically oriented towards engaging students as activists in order to create change in the educational system.

Student-Centered Learning: An approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course content, and interactivity of courses.

Student Success Team (SST): A team consisting of the classroom teacher, parents/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

Student Voice: The distinct perspectives and actions of young people throughout schools focused on education itself.

Subtractive Approaches/Programs: Subtractive approaches view the acquisition of a second language as detrimental to an individual's first language, or in the case of English Learners, their first language is seen as unnecessary or even detrimental to the learning of the second language, English. This phenomenon is found to be experienced by minority groups, especially when they are not schooled in their first language (Lambert, 1975). With the frequent usage of their second language, their native language competence and culture is gradually replaced by the second language.

Glossary

T

Technology Integration: A term used by educators to describe effective uses of technology by teachers and students in K-12 and university classrooms. Teachers use technology to support instruction in language arts, social studies, science, math, or other content areas. When teachers integrate technology into their classroom practice, learners are empowered to be actively engaged in their learning.

Title I: A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.

Title III: A federal program that provides funding to improve the education of English Learners and Immigrant students by assisting them in learning English and meeting academic standards.

V

Visual Learning: A proven teaching method in which graphic organizers, such as webs, concept maps idea maps, and slide shows are used to help students of all ages think and learn more effectively.

Notes

You can talk all you want about having a clear purpose and strategy for your life, but ultimately this means nothing if you are not investing the resources you have in a way that is consistent with your strategy. In the end, a strategy is nothing but good intentions unless it's effectively implemented.

Clayton M. Christensen, *How Will You Measure Your Life?*

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