



2017-2018 English Learner Master Plan

CELEBRATING 15 YEARS OF EXCELLENCE IN EDUCATION

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Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MPS also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MPS provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research (<10 years), as well as the six key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

Source	Year	Summary
<i>The Understanding Language District Engagement Subcommittee at Stanford University</i>	2012	<ol style="list-style-type: none"> 1. <i>Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.</i> 2. <i>Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.</i> 3. <i>Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.</i> 4. <i>Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.</i> 5. <i>Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.</i> 6. <i>Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.</i>
<i>Research to Guide English Language Development Instruction by Saunders &</i>	2010	<ol style="list-style-type: none"> 1. <i>Providing ELD instruction is better than not providing it.</i> 2. <i>ELD instruction should include interactive</i>

<p>Goldenberg</p>		<p>activities, but they must be carefully planned and carried out.</p> <ol style="list-style-type: none"> 3. A separate block of time should be devoted daily to ELD instruction. 4. ELD instruction should emphasize listening and speaking although it can incorporate reading and writing. 5. ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions). 6. ELD instruction should integrate meaning and communication to support explicit teaching of language. 7. ELD instruction should provide students with corrective feedback and form. 8. Use of English should be maximized during ELD instruction; the primary language should be used strategically. 9. Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction. 10. ELD instruction should emphasize academic language as well as conversational language. 11. ELD instruction should continue until students reach Level 5.
<p><i>Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners</i></p>	<p>2010</p>	<p>Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:</p> <ul style="list-style-type: none"> ● An LTEL program must emphasize urgency, acceleration, and focus. ● School must address the distinct needs of LTELs. ● LTELs need both language development and literacy development. ● Language development and academic gaps must be addressed across the curriculum. ● An LTEL program should support home language development. ● LTELs need a rigorous curriculum. ● LTELs need invitation, support, and insistence that they become active participants in their own education.

		<ul style="list-style-type: none"> ● <i>An LTEL program should recognize the importance of positive relationships between the students and school staff.</i> ● <i>An LTEL program should encourage full integration with other students and with the school.</i>
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MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong program:

- A. Identification of English Learners*
- B. Assessment of English Learners*
- C. Parent Notification*
- D. Placement of English Learners*
- E. Newcomers and Long Term English Learners*
- F. Monitoring English Learner Progress*
- G. Reclassification of English Learners*
- H. Staff Qualifications and Professional Development*
- I. Evaluating Program Effectiveness*

A. Identification of English Learners

When a student enrolls at MPS, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student’s home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student’s cumulative file and CALPADS records will also be checked by office staff to determine the student’s ELP status.

The HLS is made up of the following four questions:

1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

The State Board of Education’s approved guidelines for the HLS responses are as follows:

- If the answer to all four questions is “English” then the child is classified as “English Only” (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given the appropriate English language proficiency test (CELDT for initials in 2017-18).

- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school's discretion.

Parent rights regarding the HLS are as follows:

- The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial CELDT, the student's classification will be adjusted to reflect the amendment. However, if the student has already taken the CELDT, then the amendment will not affect the student's classification subsequently determined by the results of the CELDT. An initial student who takes the CELDT for ELP is classified as "To Be Determined" (TBD) until the results of the CELDT are received.

The first HLS on file for a student supersedes all HLS forms completed at a later time. The answers on this initial HLS must be documented in the Student Information System (SIS). If the school has a reasonable doubt of a student's ELP, then that student may be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must document the reasons for CELDT administration on the HLS. This annotation must be signed and dated by the school principal. Parents will then be informed by a certificated staff member of the student's assessment results and program placement.

B. Assessment of English Learners

Assessment of Initial Students: Students whose ELP is "To Be Determined" according to their HLS (and with no other documentation of their English language designation available) will be tested in Fall 2017 using the California English Language Development Test (CELDT). The CELDT will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial CELDT assessments must be locally scored in order to determine the student's interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student's initial enrollment. Parents will be notified again of the student's official test results, once they are received. The official score provided by the test vendor is the score used by the school to establish the student's ELP classification and placement.

Based on the initial student's performance on the CELDT, he/she may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP) student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC starting in Spring 2018) until he/she meets the reclassification criteria established by MPS according to state law.

Assessment of Annual Students: Beginning in Spring 2018, students who are classified as ELs will be tested annually using the English Language Proficiency Assessments for California (ELPAC). At this time, MPS is awaiting further instruction from the CDE on the administration guidelines for the ELPAC. In the meantime, annual ELs will take the CELDT in Fall 2017 to

unofficially determine their interim ELD levels. Annual ELs who meet all of the reclassification criteria (outlined in Section G) except for the language proficiency exam, may be reclassified if they pass the final administration of the CELDT. All other annual ELs will be placed according to the levels determined by their interim test results.

C. Parent Notification

Parents of students who are administered the initial and annual CELDT will receive notification of the following, within 30 calendar days of test administration:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs (secondary schools)

All parent notification letters are certified by office staff and school leaders. This includes a list of notification recipients attached to each certification. Copies of notification letters are filed in each student's cumulative folder and the certification is filed in the Title III/EL Compliance folder maintained by each school.

Prior to English proficiency testing, parents will also be informed of when their child will be tested, and how the test will be used towards reclassification.

Parents of ELs are always given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification.

D. Placement of English Learners - Structured English Immersion Program

All MPS EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as "acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English." Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level. All curriculum used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long Term English Learners receive supplemental services in the program as outlined below.

Designated English Language Development: Designated ELD is defined by the California ELD Framework as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content

learning in English.” The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Elementary Designated ELD: MPS elementary schools provide EL students with a minimum 30-minute block of designated English Language Development. Additionally, elementary schools may place their EL students in a supplemental class during the Silent Sustained Reading (SSR) period to provide additional, targeted support.

Eligible Students	Program Description
All ELD Levels (1-5)	<ul style="list-style-type: none"> ● Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day. ● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. ● Teacher differentiates language instruction based on ELD levels. ● Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher’s aide. ● Primary curriculum used is the designated component of McGraw Hill’s <i>Wonders</i>, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.
Flexible program option: Supplemental ELD during Silent Sustained Reading period	
All ELD Levels (1-5)	<ul style="list-style-type: none"> ● Depending on the school site’s EL population, an additional, supplemental ELD period may be provided to ELD levels 1-3(low) or 3(high)-5. This period would take place during the school’s 25 minute SSR period and would allow teachers to focus on language learning (1-3) or domain areas of growth (3-5). This supplemental class does not replace the 30 minute minimum required for all levels.

Secondary Designated ELD: Depending on the EL student’s ELD level, he/she will be placed in either a full period designated ELD class, or will receive designated ELD in his/her core ELA class and/or during the school’s 25 minute Sustained Silent Reading (SSR) class period.

Middle School - Grades 6-8

Eligible Students	Program Description
<p>ELD Levels 1-3 <i>ELs with “less than reasonable” proficiency in English</i></p>	<ul style="list-style-type: none"> ● EL students who are ELD Levels 1-3 receive one period of designated ELD. ● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. ● Teacher differentiates language instruction based on ELD levels. ● Primary curriculum used is the designated component of McGraw Hill’s <i>Study Sync</i>, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
<p>ELD Levels 4-5 <i>ELs with “reasonable proficiency” in English</i></p>	<ul style="list-style-type: none"> ● EL students who are ELD Levels 4-5 receive designated ELD in their English Language Arts class, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. ● This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. ● Teacher differentiates language instruction based on ELD levels. ● ELA teacher works with site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. ● Primary curriculum used is the designated component of McGraw Hill’s <i>Study Sync</i>, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella’s Academic Vocabulary Toolkit.
<p><i>Flexible program option: Supplemental ELD during Silent Sustained Reading period</i></p>	
<p>All ELD Levels (1-5)</p>	<ul style="list-style-type: none"> ● Depending on the school site’s EL population, an additional, supplemental ELD period may be provided to ELD levels 1-3(low) or 3(high)-5. This period would take place during the school’s SSR period and would allow teachers to focus on language learning (1-3) or domain areas of growth (3-5).

High School - Grades 9-12	
Eligible Students	Program Description
<p>ELD Levels 1-3 <i>ELs with “less than reasonable” proficiency in English</i></p>	<ul style="list-style-type: none"> • EL students who are ELD Levels 1-3 receive one period of designated ELD, either during the school’s SSR period, or during a non-core class. This ELD class will be scheduled so as not to interfere with a student’s A-G requirements. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • Teacher differentiates language instruction based on ELD levels. • Primary curriculum used is the designated component of McGraw Hill’s <i>Study Sync</i>, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
<p>ELD Levels 4-5 <i>ELs with “reasonable proficiency” in English</i></p>	<ul style="list-style-type: none"> • EL students who are ELD Levels 4-5 receive designated ELD in their English Language Arts class, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • Schools have the option to create a designated class for Levels 4-5 students during an SSR class period. • This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels. • ELA teacher works with site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill’s <i>Study Sync</i>, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella’s Academic Vocabulary Toolkit.

Integrated English Language Development:

Integrated ELD is defined by the California ELD Framework as “ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners.”

At MPS, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff, and third-party vendors. Additionally, site-level EL Coordinators provide regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

About the CHATS Framework: Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is “meant to empower teachers who haven’t been formally trained in ESL with planning tools that make content comprehensible to their English language learners,” while “providing ELs with opportunities to build up their academic language” in the content classroom. All MPS teachers will have access to this book, and will be consistently trained to use CHATS strategies. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:

- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment
- T – Total Participation Techniques
- S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning.

E. Newcomers and Long Term English Learners

Newcomers: A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MPS, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student’s English language proficiency, he/she may be placed in a full-period block of designated ELD, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPop ESL, No Red Ink, and NewsELA. When possible, MPS will strive to obtain tutors that speak the

student's native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MPS will have access to additional academic support through morning and after-school tutoring, Saturday school, and summer school.

Newcomers are expected to make progress in their ELP of one level per year at MPS. Newcomers are carefully monitored for growth by the site-level ELD Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level ELD Coordinator will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.

Newcomer students also receive targeted social-emotional support at MPS schools. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

Long Term English Learners: A Long Term English Learner (LTEL) is defined as a student who has been enrolled in a U.S. school for more than six years. MPS is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTELs at MPS are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies, and are placed with English proficient students in core and elective courses.

At the beginning of the school year, school leaders and site-level EL coordinators will determine who their LTEL students are, and mark them in the student information system. They will review redesignation data, and determine what has prevented the student from reclassifying (MAP score, CELDT score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each

student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

Beginning in the 2017-18 academic year, LTELs (who are Levels 4 and 5; Levels 1-3 receive a full period of ELD) enrolled in an MPS middle school will be placed in a specialized "Power English" course for one semester (may be provided in a pull-out model). This class does not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the CELDT and ELPAC. At the end of the semester, each student's progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

LTELs enrolled in an MPS high school will receive ongoing, individualized support from the site-level EL Coordinator. Data will be reviewed and the student will work with the coordinator to create a plan of action and next steps, in order to expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MPS schools will focus on the following universal strategies for improving academic outcomes for LTEL students:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the Week, etc.).
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

Pathways for Newcomers and LTELs will be evaluated by the MPS EL Coordinator every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

F. Monitoring English Learner Progress

English Learners at MPS schools are monitored through ELD portfolios, which are maintained by the on-site EL Coordinator. ELD portfolios will contain the following documents:

- Copy of the most recent CELDT scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA

- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- “My Road to Reclassification” document (allows students to independently track their progress)
- Action plans and goals

Supplemental templates and monitoring documents are available to all site-level coordinators in a shared Google folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:

<i>Weekly/Bi-weekly</i>	<i>Monthly</i>	<i>Annually</i>
<ul style="list-style-type: none"> ● Core teachers review current class grades and notify parents of ELs if their child is failing. ● School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.). 	<ul style="list-style-type: none"> ● Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student’s ELD portfolio. ● Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards proficiency. 	<ul style="list-style-type: none"> ● January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the dean of academics and site-level coordinator.

G. Reclassification of English Learners

MPS uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents. All reclassification criteria must be met and maintained within the current academic year. The established criteria for reclassification are as follows:

	<i>Grades K-5</i>	<i>Grades 6-12</i>
English Language Proficiency Assessment	CELDT: Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing ELPAC: Annual students will take the first ELPAC in Spring	

	2018. Guidance from the CDE regarding reclassification criteria is forthcoming.																																																								
Basic Skills Assessment	NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:																																																								
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SBAC: ELA/Literacy score of 2 (Nearly Met) or above																																																									
Teacher Evaluation	Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.																																																								
Parent Consultation	Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child's eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the school using a form provided by the school site.																																																								

Reclassified students are monitored for a period of two years by on-site ELD Coordinators. This is done to *ensure that they have not been prematurely redesignated, any academic deficits incurred while in the program are remedied, and they are meaningfully participating in the standard program of instruction compared to their never-EL peers.* Deans and coordinators monitor reclassified students' academic progress annually (mid-year, using a spreadsheet) by reviewing benchmark scores, MAP and SBAC scores, and ELA grades. Follow-up services for

students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator will follow up with each school to ensure that monitoring is taking place, and will assist the school with action planning for those students who are not making adequate progress.

H. Staff Qualifications and Professional Development Plan

The teachers and staff at MPS understand that all stakeholders need to work collaboratively to help improve learning outcomes and academic achievement for ELs. They also understand that ELs need access to challenging academic content through appropriately differentiated and scaffolded instruction. In order to facilitate rigorous ELD instruction, the following staff qualifications and plans for professional development are in place at MPS:

Staff Qualifications: All MPS teachers providing academic instruction to EL students will hold a CLAD/BCLAD credential or other approvable CCTC certification authorizing them to teach English Language Learners. Outlined below are the duties of teachers, site-level EL Coordinators, and the MPS EL Coordinator.

MPS teachers will:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a student is falling behind.
- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MPS ELD Teachers will do all of the above and:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide a safe, enriching learning environment for ELs, with ample opportunities to practice language acquisition.
- Use the prescribed, standards-based, state-approved curriculum to instruct ELs.
- Differentiate instruction based on ELD level and grade level.
- Provide opportunities for ELs to practice all four domains in each class period.

- Utilize supplemental resources to provide additional support.
- Create structured and predictable classroom routines.
- Create weekly lesson plans aligned to the ELD standards.

MPS Site-Level EL Coordinators will:

- Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs.
- Present an ELD strategy to teachers during weekly staff meetings.
- Create and maintain an ELD portfolio for each EL student to monitor and showcase progress.
- Regularly communicate with staff regarding the progress of ELs.
- Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner.
- Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources).
- Attend professional development relevant to ELs and share strategies and resources with teachers.

The MPS EL Coordinator will:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined above, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed, attendance sheets for PD and

parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.

- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will conduct regular classroom walk-throughs to ensure program fidelity.
- The consortium EL Coordinator will support teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Professional Development Plan: Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Public Schools. For the 2017-2018 academic year, effective professional development will include:

- ELD workshop for teachers at the MPS Summer In-Service (two-hour session with an elementary focus and a two-hour session with a secondary focus, presented by Dr. Alma Castro from CAFE/Cal State Long Beach).
- Initial training for site-level EL Coordinators at the MPS Summer In-Service.
- The MPS EL Coordinator will provide an overview of the EL Master Plan, including program placement, progress monitoring, and reclassification to all MPS schools during the first two months of the academic year (approximately 5 schools per month).
- Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring).
- ELD training and shared best practices at least once per month at the school-site level staff meetings, provided by site-level EL Coordinators.
- Core teachers will be required to attend at least one third-party ELD training.
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education (LACOE).
- When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) full-day meetings for site-level EL Coordinators.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- MPS teachers will have an opportunity to attend a workshop that focuses on EL students who also have learning disabilities (2-day workshop opportunity at LACOE in March 2018).
- Additional opportunities will be added as they become available.

I. Evaluating Program Effectiveness

The School will use CELDT results, along with scores on Smarter Balanced ELA/Literacy tests, MAP tests, teacher evaluations, and parent consultations to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. School admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and CHATS/SIOP/SDAIE/GLAD instruction or support are being delivered in the manner outlined in the master plan
- Identify, design, and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

Additionally, the MPS EL Coordinator will work with teachers and the leadership team to monitor program effectiveness. The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Maintain and update this master plan as needed, attend trainings relevant to the transition from NCLB to the Every Student Succeeds Act, and provide ELD resources to all MPS teachers and staff.

**The MPS EL Master Plan will be maintained in Google Drive and may be modified throughout the year. The MPS EL Coordinator will inform schools if any changes are made. If major program changes are made, the master plan will be re-submitted to the MPS Board for review.*