Preparing Career Ready Graduates

FRESNO UNIFIED SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNER SUCCESS

Fall 2016
Message from Superintendent Michael E. Hanson

The Master Plan for English Learner Success provides direction and guidance to district and school leaders, teachers, paraprofessionals, and students regarding the programs and services available for the academic success of English learner students and the expectations the district holds for each school and classroom in which English learner students are served. All educators are expected to implement this plan with fidelity, and all will hold each other accountable for doing so while continuously improving services and outcomes for each student.

This document builds on the District Core Beliefs and Commitments.

- **Student Learning** – Every student can and must learn at grade level and beyond
- **High Quality Instruction** – Teachers must demonstrate the ability and desire to educate each child at a high level
- **Leadership** – Leaders must perform courageously and ethically to accomplish stated goals
- **Safety** – A safe learning and working environment is crucial to student learning
- **Culture** – Fresno Unified is a place where:
  - Diversity is valued
  - Educational excellence and equity are expected
  - Individual responsibility and participation by all is required
  - Collaborative adult relationships are essential
  - Parents, students and the community as a whole are vital partners

The plan is also aligned with the District’s Theory of Action and Instructional Practice Guides, as well as firmly founded on the California ELA/ELD Framework.

While the plan describes procedures and systems that are required by state and federal regulations, the heart of this plan describes what is to occur within the classroom. No plan, no matter how well written, will be successful unless best practices reach students and improve their educational opportunities. The Fresno Unified School District has a uniquely rich and diverse student and community population. The district promotes culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic groups that live in Fresno. The district’s goal is to build upon that rich heritage and expand upon it to ensure that students have the tools they need to achieve their goals. An implementation plan is included to provide research-based practices the district endorses and expects to see used in classrooms. Professional learning is founded on these proven strategies.

Given that a plan is only as successful as its implementation, mutual accountability systems are
built into every component as described in the English Learner view of the School Quality Improvement Index (SQII) and the English learner students Business Practices. This mutual responsibility is an expectation as is the district’s commitment to providing the necessary professional learning required for implementation of this plan. Upon receiving professional learning, staffs have the obligation to put those behaviors and strategies into practice. Administrators at each site, supporting departments, and central office leaders are held accountable for ensuring that these practices take place and that support is provided when required. For this plan to produce the desired results of English learner student achievement, every teacher and every leader must commit to implementing it with fidelity. Nothing less can ensure the success of students. It is with the full endorsement of the Fresno Unified School District Board of Education that the district commits to this plan, and dedicates efforts to the English Learner students, families, and community members of Fresno.

Message from Kim Mecum, Chief Academic Officer

This Master Plan for English Learner Success was developed to ensure that all English learner students in Fresno attain proficiency in English and academic success. The mastery of standards and academic English are issues of access, equity, and social justice. The Fresno Unified School District believes that a students’ education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. The district acknowledges the role that each of those characteristics plays in making students who they are, and in Fresno, these features are foundational strengths in which students’ mastery of standards, academic English and academic content proficiency are built. This plan endorses research-based teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

Fresno Unified has the advantage of offering parents a variety of instructional program options for their children. Academic Standards-Based Content and Language, Bilingual/Biliteracy, Dual Language Immersion, Heritage, and Strategic Academic Literacies and Language are the programs offered for English learner students. All of these instructional options for students are based on sound research, meet state and federal requirements, and empower families to make the best decisions for their children.

Fresno Unified students are prepared to address the challenging social and economic reality of the 21st Century. That happens when they learn rigorous linguistic, academic, and sociocultural skills and work with people who speak or learn differently from them. These skills are essential to succeed in today’s complex, globalized, and interconnected world. The district acknowledges
and appreciates the trust of parents and families and it is committed to preparing all students to
graduate with the widest array of options for post-secondary education and career selections.

Finally, the plan describes how English learner students are identified, the different program
options available to them, and how they become proficient in English and have full access to a
challenging academic curriculum. It describes the systems for monitoring student progress from
the point of identification through their redesignation. While redesignation is an important
milestone for all English learner students, it is not the end of the journey. Fresno Unified
continues to closely monitor the progress of former English learner students who have met
redesignation criteria to ensure they continue to achieve. If a student should decline in
performance, he/she will be supported to excel with appropriate linguistic and academic
interventions. It is the commitment of the Fresno Unified School District to pursue excellent
services and programs for English learner students leading to their academic success and the
widest array of postsecondary options upon graduation.

Message from Dr. María W. Maldonado, Assistant
Superintendent, English Learner Services

The District’s vision for English learner students is that they are successful throughout their
school years and that they graduate with the widest array of post-secondary and career options.
The Department of English Learner Services and Programs is dedicated to supporting, guiding,
and directing district and school leaders, teachers, and parents to ensure a coherent system is
built around each student leading to his/her mastery of the English language and ultimately to
academic success.

Students who learn English as a second or third language bring a number of assets including
languages other than English, culture, and diverse perspectives that enrich their educational
settings and the lives of other students. These assets are critical in supporting academic learning
as well as their social-emotional well-being. It is the district’s responsibility, teachers and
leaders, as well as parents to ensure students are provided opportunities to utilize and nurture
these assets along with ensuring they receive high-quality instruction based on proven strategies
and resources to meet their academic needs.

This Master Plan for English Learner Success was created with the invaluable support of Maria
Santos and Pamela Spycher from WestEd, the generous support of parents, community members,
teachers, and school and district leaders. We are deeply grateful for their support and trust that
the implementation of this Master Plan for English Learner Success will lead to the success of
every English learner student in our district.
ACKNOWLEDGMENTS

The purpose of the update of the Master Plan for English Learner Success (Master Plan) is to provide a roadmap that will define our vision and approach for improving the academic achievement of our district’s English learner students. The plan targets the unique needs of English Learner students by:

- Strengthening the instructional and leadership practices that lead to English learner student success
- Reinforcing guidelines and expectations for the implementation of effective instructional programs
- Emphasizing and clarifying approaches and tools for empowering parents to be involved in their child’s education
- Aligning English learner student supports and services to the overall district vision, goals and Theory of Action

We are indebted to the FUSD Board: President Luis Chavez, Board Clerk Christopher De La Cerda, and Board Trustees Brooke Ashjian, Valerie Davis, Lindsay Cal Johnson, Carol Mills, and Janet Ryan. It is due to their vision, support, and commitment to English learner students that this document has been realized.

Deep appreciation is expressed to our WestEd partners, Maria Santos, and Dr. Pamela Spycher for their unwavering support and guidance through the redesign process. Their level of expertise in theory and effective instructional practices for English learner students is invaluable and will impact the academic achievement of the district’s students for years to come. Additionally, the development and completion of the plan would not have been possible without the commitment and dedication of the Master Plan for English Learner Success Committee members which included parents, community members, teachers, principals and vice-principals, and district staff. Their gift of time, expertise, commitment, and support is priceless and will play a critical role in how English learner students are educated in the Fresno Unified School District.

Parents:

Adelfa Garcia, Roosevelt High School
Norma Raya, McLane High School
Irma Reyes, Vang Pao Elementary School
Mai Vang Lee, Ewing Elementary school

Board members:
Luis Chavez, FUSD Board President
Christopher De La Cerda, FUSD Board Clerk

Community members:
Dr. Laura Alamillo, Professor, CSU Fresno
Dr. Juan Arambula
Venancio Gaona, El Concilio de Fresno
Hugo Morales, radio Bilingüe
Dr. Rick Santos, Professor, Fresno City College
Kia Yang, Center for New Americans
Blong Xiong

Teachers:
Brenda Barrera Lopez, Hoover High School
Dr. Ton Cha, McLane High School
Miguel Gutierrez, Leavenworth Elementary School
Andriana Sherrer, Yosemite Middle School
Mina Smart, Jackson Elementary School
Ana Tracanna, Ewing Elementary School
Ia Vang, Centennial Elementary School

Principals and Vice Principals:
Miguel Naranjo, Lowell Elementary School
Edith Navarro, Kings Canyon Middle school
Lisa Nichols, Gaston Middle School
Erica Piedra, Leavenworth Elementary School
Matt Ward, Sequoia Middle School
District Leaders and Staff:

Dr. Jorge Aguilar, Equity and Access
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Janie De La Cerda, Curriculum, Instruction and Professional Learning
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Cyndy Quintana, Human Resources
Dr. Carmen Rodriguez, Research, Evaluation, and Assessment
Tammy Townsend, State and Federal Programs
Dr. Adrian Varanini, Special Education
Brian Wells, Principal on Special Assignment
Patricia Wolf, English Learner Services

Profound gratitude is also expressed to the many stakeholders who provided review, input, and feedback through formal gathering, web-based and paper surveys. It is due to the diligence of all of these individuals that the completion of the updated Master Plan for English Learner Success came to fruition in the fall of 2016.
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INTRODUCTION

Background

In light of the adoption of the California State Common Core ELA/Literacy Standards, the English Language Development Standards, and the California Assessment of Student Performance and Progress, the Fresno Unified School District has undertaken a comprehensive update of its Master Plan for English Learner Success (Master Plan), last updated in 2005.

Fresno Unified School District is the fourth largest district in California, serving over 73,000 students. Nearly 40% of all students speak a language other than English at home and approximately 23% are identified as English learner students. The majority (91%) of the District’s English learner students were born in the United States; they come with rich and varied experiences, enormous strengths, and immense potential. The Fresno Unified School District is committed to ensuring they realize their full potential and graduate with the widest array of options for post-secondary education and beyond.

The Master Plan specifically identifies a comprehensive vision that embodies the aspirations of our District’s parents, students, educators, and community members. The Master Plan articulates evidence-based principles of effective English Learner instruction, describes the English language development approach, and enhanced instructional models implemented district-wide.

Of critical importance, this Master Plan responds directly to findings from a systematic review of the District’s current educational policies and practices. This review included careful examination of the linguistic and academic learning opportunities across extensive quantitative data of the linguistic and academic performance of English learner students, as well as numerous surveys involving students, parents, community stakeholders, teachers, principals, and district administrators. Extensive public input and feedback was gathered on the draft Master Plan findings and proposed actions via several public forums at key points in the development process.

With the guidance of a 43-member committee representing key constituencies of our district and community — and facilitation by nationally recognized English Learner researchers, technical assistance providers, and teacher and leader professional developers — the resulting Master Plan is constructed on a solid, evidence-based Theory of Action that logically lays out a multiyear course of action. In it, we describe strategic drivers, high-leverage strategies, and action steps in a detailed implementation plan. Substantial resources are being dedicated to ensure that implementation of this Master Plan occurs with fidelity, and that we hold each other accountable for ensuring follow-through on our commitments to one another and to our District’s English learner students, parents, and community.

The process of producing this Master Plan illuminated our strengths and challenges; deepened our understanding of what our English learner students — as well as students who come to school speaking non-
standard varieties of English — need to progress linguistically and academically; and strengthened our capacity and commitment to improving services and outcomes for these students. We look forward to carrying out this Master Plan together with our community.

**Master Plan for English Learner Success**

**Guiding Principles**

Comprehensive alignment is a critical principle for all endeavors undertaken by Fresno Unified School District and is critical to the cohesion and consistency within our structures and programs. Therefore, the Master Plan is tightly aligned with Fresno Unified School District’s Goals, Core Beliefs and Commitments, Instructional Division Theory of Action, and Instructional Practice Guide (Figures 1-4).

**District Goals**

Fresno Unified School District embraces these four goals as a means to measure the success of every student, regardless circumstance, and leverages these goals to ensure a quality educational experience for each child. From the “Boardroom to Classroom”, these goals prescribe a purposeful approach that guide our daily actions.

**Figure 1.** District Goals

<table>
<thead>
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<td>1. All students will excel in reading, writing, and math.</td>
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<td>2. All students will engage in arts, activities, and athletics.</td>
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<td>3. All students will demonstrate the character and competencies for workplace success.</td>
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<td>4. All students will stay in school on target to graduate.</td>
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**District Core Beliefs and Commitments**

We believe that in order to provide an equitable and rigorous learning environment, we maintain our essential beliefs and commitments and strive to ensure that all teachers and leaders provide services based on these ideas. We are committed to do whatever it takes to guarantee that every student is visible and successful.

**Figure 2.** District Core Beliefs and Commitments

<table>
<thead>
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<tr>
<td><strong>Student Learning</strong></td>
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<td>Every student can and must learn at grade level and beyond</td>
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<td><strong>High Quality Instruction</strong></td>
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<td>Teachers must demonstrate the ability and desire to educate each child at a high level</td>
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<td><strong>Leadership</strong></td>
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Leaders must perform courageously and ethically to accomplish stated goals

Safety
A safe learning and working environment is crucial to student learning

Culture
Fresno Unified School District is a place where:

- Diversity is valued;
- Educations equity and excellence are expected;
- Individual responsibility and participation by all is required;
- Collaborative adult relationships are essential; and
- Parents, students, and the community as a whole are vital partners

Instructional Division Theory of Action

The Instructional Division Theory of Action sets forth a vision for classroom instruction that outlines our commitment to the vision that all students graduate from Fresno Unified college- and career-ready, able to meet high standards of academic knowledge and skills. We commit to provide relevant and integrated instructional programs that extend from prekindergarten through high-school graduation and prepare all students to adapt to the ever-changing work place in which critical thinking skills are essential.

Figure 3. Instructional Division Theory of Action

Our Vision for Student Success
Fresno Unified is committed to preparing college and career ready graduates. To achieve this level of readiness, every student can and must learn at grade level and beyond. We have a deliberate, intentional culture of learning with high expectations where every day, every educator, and every student seeks to learn and strives for growth. We support and challenge each other to stay focused on what matters most: ensuring that in every classroom our students are engaging with relevant, challenging content, taking ownership for their learning, and improving every day.

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| By… | - Challenging and elevating our expectations for effective instruction that improves student learning  
- Communicating a shared vision for effective instruction with all stakeholders  
- Aligning our policies, systems, structures, processes and practices, including department goals, initiatives and budget decisions, to support progress toward our vision |
| And if we… | Establish a diverse, inclusive, accountable community that embraces a culture of learning with high expectations. |
| By… | - Creating collaborative teams that work interdependently using cycles of continuous improvement to achieve common goal(s) for student learning  
- Modeling team learning and a growth mindset by giving, receiving and acting on regular, specific and actionable feedback to learn together in order to improve our individual and collective results  
- Operating with integrity and courage by being transparent about challenges, accepting learning as our fundamental purpose, and being willing to examine all practices in light of their impact on learning |
| And if we… | Ensure a coherent and effective instructional system to support schools in achieving our shared vision. |
| By… | - Providing research based, proven curriculum choices that offer multiple pathways for achieving the vision and attend to students’ academic, social and emotional needs  
- Implementing a balanced assessment system and data collection protocols that measure progress toward our shared vision  
- Offering student support services and interventions that ensure success for every student  
- Aligning professional learning experiences to support educators in bringing these systems to life  
- Establishing shared decision making processes to ensure the instructional system reflects school and classroom needs |
| Then… | - We will make sound decisions based on a shared understanding of the kind of classrooms we’re trying to build in our system; and  
- We will have a deliberate, intentional culture of learning with high expectations where every day, every educator, and every student seeks to learn and strives for growth; and  
- We will support and challenge each other to stay focused on what matters most: ensuring that in every classroom our students are tackling relevant, challenging content, taking ownership for their learning, and improving every day; and  
- We will prepare college and career ready graduates who have learned at grade level and beyond each year that they attended school in our system. |
Instructional Practice Guide

We provide all staff with consistent tools for observing and providing continuous, consistent feedback on instructional practices and student learning. Our Instructional Practice Guide ensures that we have a common understanding of high quality teaching and learning that support high-level student achievement.

Figure 4: Instructional Practice Guide

1. **Culture of Learning:** Is there a culture of learning and high expectations in this classroom?
   - Students complete instructional tasks, volunteer responses and/or ask appropriate questions.
   - Students follow behavioral expectations and directions and execute transitions and procedures efficiently.
   - Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
   - Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

2.A. **Challenging Content:** Is the lesson focused on a high quality text(s)?
   - A majority of the lesson is spent listening to, reading, writing, and/or speaking about text(s).
   - The text(s) are at or above the complexity level expected for the grade and time in the school year. Consider Lexile level, levels of meaning or purpose, text structure, language, knowledge demands (life experiences, cultural/literary knowledge, content knowledge), and scaffolding provided by the teacher.
   - The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated. Consider whether the text is part of a coherent sequence of readings that build students’ understanding of the world.

2.B. **Challenging Content:** Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students’ comprehension of the text(s) and its meaning?
   - Questions and tasks integrate reading, writing, speaking and listening, and/or language standards to support students in building their understanding of the text and topics under consideration.
   - Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and/or details.
   - Questions and tasks require students to use evidence from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
   - Questions and tasks attend to the words, phrases and sentences within the text.
   - Questions and tasks are intentionally sequenced to build knowledge and deepen students’ comprehension of the text.

2.C. **Challenging Content:** During foundational skills lessons, does instruction develop skills in service of comprehension?
   - The foundational skills being taught are aligned to the reading foundations standards for the grade.
   - Frequent monitoring of student progress drives the content so students get what they need, not what they already know.
• Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. Not all strands will be addressed in each lesson.
• Instruction & materials provide opportunities for all students to practice reading and writing newly acquired foundational skills.

3. Ownership: Are students responsible for doing the thinking in this classroom?
• Students display persistence and self-regulation in tackling challenging tasks, particularly when providing textual evidence to support answers and responses both orally and in writing.
• Students provide text evidence to support their ideas and display precision in their oral and written responses.
• Students have opportunities for productive struggle and persevere in reasoning and problem solving in the face of initial difficulty.
• Students share their developing thinking about the content of the lesson.
• Students elaborate on initial thoughts to explain their thinking.
• Students talk about and ask questions about each other’s thinking in order to clarify or improve their own understanding.
• When appropriate, students demonstrate progress toward independence in reading and writing.

4. Every Student: When students are working to overcome reading gaps, does the lesson address what students need?
• Frequent monitoring of students’ reading abilities drives content of intervention so that students get what they need in order to comprehend grade-level text.
• The content being taught addresses specific skills and knowledge that hold students back from reading grade-level complex text, such as fluency, vocabulary, complex syntax, cultural or literary knowledge, etc.
• Instruction and materials accelerate growth such that students are on a trajectory to read, write and speak about grade-level text and topics with independence.

5. Improving Every Day: Are students demonstrating their understanding?
• Questions, tasks or assessments yield data that allow the teacher to assess students’ progress toward learning outcomes aligned to grade level standards and allows for lesson adjustments.
• Students demonstrate how well they understand lesson content and their progress toward learning outcomes through their work and/or responses.
• Student responses, work and interactions demonstrate that students are on track to achieve stated or implied learning outcomes.
Current Reality for Fresno Unified School District’s English Learner Students

The Master Plan responds to a careful review of district’s current policies and practices. This effort included examination of English learner students’ linguistic and academic learning opportunities across classrooms and individual student “shadowing” observations in dozens of our schools; analyses of English learner students’ linguistic and academic performance; as well as surveys involving parents, community stakeholders, teachers, principals, and district administrators. Extensive public input and feedback was gathered on the draft Master Plan areas of need and proposed actions.

Key areas that are addressed include the following:

- **Aspirations**: District leaders, administrators, teachers, parents, and students hold high aspirations for English learner students’ success in school, careers, and civic life.
- **Culture and climate**: District schools provide a safe and inclusive learning environment for English learner students.
- **Professional learning and support**: Opportunities for teachers and administrators to improve their knowledge and practice to serve English learner students are created in consistent and systemic manner; district-wide capacity and expertise in English Language Development (ELD), rigorous content area instruction, and dual language instruction are offered.
- **Opportunities to learn**: English learner students experience consistent and structured opportunities to engage in content and language learning that is grade-appropriate; academically rigorous; and aligned to the California State Standards for ELA and Literacy, California English Language Development Standards, Instruction as outlined in the California ELA/ELD Framework.
- **Teaching and learning**: English learner teaching and learning practices align to the California State Standards for ELA and Literacy, California English Language Development Standards, and instruction as outlined in the California ELA/ELD Framework.
- **Asset orientation**: District educational policies and practices strategically leverage and build upon assets of home language(s), culture, and prior knowledge.
- **Developing autonomy**: Strategies for developing EL student autonomy are oriented to subject specific analytical practices and language learning, or guided by evidence of learning from formative assessment practices.
OVERVIEW OF PLAN STRUCTURE

The *Master Plan* provides a theory of action for implementation that includes a robust set of strategic drivers and an oversight structure to improve learning outcomes for English learner students. The Theory of Action defines how the District prioritizes and carries out the changes needed to improve educational quality for English learner students. The “Strategic Drivers” identify key components that must be in place throughout the District and address core responsibilities of district educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for English learner students and for students who come to school speaking non-standard varieties of English.

The oversight structure defines the committee, processes, and targets that will be used to evaluate the effectiveness of improvement efforts, adjust implementation as needed, and build learning throughout the system. The implementation of these three components of the *Master Plan* will directly strengthen district capacity to help English learner students meet ambitious goals and support parent and student aspirations.

Theory of Action with a Focus on English Learner Success

The Fresno Unified School District is committed to improving outcomes for all English learner students. In order for all English learner students to graduate college- and career-ready, the quality of instruction must be of the highest quality and educators must be supported to strengthen teaching and learning. In addition, all learning environments must be welcoming and safe and must value the assets they bring to school. Evidence of learning must be continuously gathered and acted on to ensure English learner students achieve academic and language learning goals.

Based on research and vetted by educators and community members in Fresno, our Theory of Action with a focus on English learner students (*Figure 5*) lays out an explicitly stated, causal chain of expectations and outcomes to guide how the district improves educational outcomes for English learner students. It is grounded in pursuing four strategic drivers derived from multiple sources of evidence gathered and deliberated on by the *Master Plan for English Learner Success* Committee. These four strategic drivers are interrelated and mutually reinforcing. The Fresno Unified School District believes that accomplishing these objectives will contribute to the success and achievement of all English learner students, as well as for students who come to school speaking non-standard varieties of English. The District has identified high-leverage strategies for each strategic driver so that our plan for strengthening teaching and learning for English learner students is clear, coherent, and powerful. *Figure 6* describes how our Theory of Action carries out the four strategic drivers through high-leverage strategies to meet key goals that help to realize our vision for English learner students.
**Figure 5:** Instructional Division Theory of Action with a Focus on English Learner Success

Get the right people in the right work
EL Focus: Employ and develop experts in English language development and bilingual education

Ensure a coherent and effective instructional system to support schools in achieving our shared vision.
EL Focus: Realign instructional program options, policies, structures, and systems for English learner students

Invest all stakeholders in a shared vision of effective instruction that drives our work
EL Focus: Advance quality teaching for English learner students

Establish a diverse, inclusive, accountable community that embraces a culture with high expectations
EL Focus: Establish structures and systems to support student and parent aspirations and goals

Ensure a coherent and effective instructional system to support schools in achieving our shared vision.
EL Focus: Realign instructional program options, policies, structures, and systems for English learner students

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EL Focus: Advance quality teaching for English learner students

Establish a diverse, inclusive, accountable community that embraces a culture with high expectations
EL Focus: Establish structures and systems to support student and parent aspirations and goals
**Figure 6: Instructional Division Theory of Action with a Focus on English Learner Success**

**Our Vision for English Learner Success**

All English learner students in Fresno Unified School District receive rigorous, equitable, and engaging instruction in a supportive culture of learning with high expectations. The cultural and linguistic assets of English learner students are valued, maintained, and protected to promote bilingualism, bi-literacy, and bi-culturalism. In partnership with the families and community members, Fresno Unified School District graduates all English learner students college- and career-ready with the widest array of post-secondary options that prepare them to be productive, global-minded citizens.

<table>
<thead>
<tr>
<th>If we…</th>
<th>Get the right people in the right work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EL Focus: Employ and develop experts in English language development and bilingual education</strong></td>
</tr>
</tbody>
</table>

| By… | Continuing the implementation of a diverse pipeline of talent with clear pathways for advancement to recruit, prepare, and support teachers qualified to teach English learner students by partnering with high schools and institutions of higher education |
|      | Developing and implementing a district-wide English Learner Leadership Academy focused on developing expertise in leading schools with high numbers of English learner students |
|      | Developing a district-wide teacher cohort focused on high-quality, effective instruction for English learner students. |
|      | Designing a coherent district-wide, multi-year professional learning plan that builds core competencies for all teachers and leaders by offering choice and diverse learning opportunities |
|      | Enhancing the teacher and administrator onboarding programs to emphasize the Master Plan for English Learner Success components. |

<table>
<thead>
<tr>
<th>If we…</th>
<th>Invest all stakeholders in a shared vision of effective instruction that drives our work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EL Focus: Advance quality teaching for English learner students</strong></td>
</tr>
</tbody>
</table>

| By… | Pursuing the District Vision for English learner students through: |
|      | • Enacting effective English Learner instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework |
|      | • Developing a common understanding of curriculum and instruction for English learner students aligned to the Master Plan for English Learner Success, the California Language Arts and Literacy Standards, and California English Language Development Standards |
| Ensuring English learner students receive integrated and designated English language and content development Supporting leaders and teachers of English learner students to use multiple sources of evidence to plan, and to inform daily instruction | And if we… Establish a diverse, inclusive, accountable community that embraces a culture with high expectations  
**EL Focus: Establish structures and systems to support student and parent aspirations and goals**  
By… Create a district-wide culture that establishes all teachers as teachers of English learner students and all schools as schools for English learner students. Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets. Effectively engage families and build their capacity to provide academic support. Expand communication strategies to families of English learner students on attendance, academic and language proficiencies, English learner instructional models for English learner students, and graduation requirements. | And if we… Ensure a coherent and effective instructional system to support schools in achieving our shared vision.  
**EL Focus: Realign instructional program options, policies, structures, and systems for English learner students.**  
By… Providing differentiated services and targeted academic content and language support for all English Learner groups, including long-term English learner students, reclassified fluent English proficient English learner students, English learner students with disabilities, Gifted and Talented English learner students, and newcomer English learner students. Expanding and enriching dual language programs based on parent requests and district capacity. Expanding and enriching newcomer programs and services. Implementing all district instructional models with fidelity to ensure rigorous academic programs for English learner students in all classrooms. | Then we will… Consistently redesignate English learner students to Fluent English Proficient status within 6 years of initial enrollment Consistently decrease the number and percent of English learner students who become Long-term English learner students |
Strategic Drivers

The following provides a brief explanation of each strategic driver and each of the high-leverage strategies needed to carry out these objectives, including a rationale, summary of the research, and a brief description of the associated actions the district’s educators take to enact each high-leverage strategy.

**Strategic Driver I: Get the right people in the right work**

- **EL Focus: Employ and develop experts in English language development and bilingual education**

Fresno Unified School District employs certificated teachers with expertise in bilingual education, English language development, academic content areas, and languages other than English. We engage in various efforts to address teacher recruitment, retention, and professional learning and collaboration that can serve as springboards to prepare all teachers to provide for the needs of English learner students. We are committed to further implementing ambitious and comprehensive strategies to recruit, hire, retain, and continually support quality teachers who have expertise in bilingual education, ELD, academic content areas, and languages other than English, including native and heritage languages. We provide substantial and sustained opportunities for all leaders, teachers, and support staff to participate in meaningful professional learning and collaborations through cohorts that address the needs of English learner students, including home language and English Language Development.

**High-leverage strategies**

1. **Continue the development of a diverse pipeline of talent with clear pathways for advancement to recruit, prepare, and support teachers qualified to teach English learner students by partnering with high schools and institutions of higher education**

Fresno Unified School District is experiencing high number of EL teacher expert vacancies. We take a proactive approach to recruit and prepare students to become future teachers. By encouraging our high school students to pursue a career in teaching, providing them with information about the profession,
identifying potential candidates early in their high school career and mentoring them as they apply to teaching colleges, we create an additional teaching pipeline. We strengthen our partnerships with institutions of higher education by communicating our needs, beliefs, and vision for English learner students. Research recognizes that teacher recruitment and professional learning efforts have long-term benefits for districts that are willing to allocate requisite funding and collaborative planning time (Guarino, Santibanez, & Daley, 2006). As DeArmond and colleagues (2009) noted, taking a “constant activity” as opposed to a “passive and provincial” approach to teacher recruitment will yield an increase in the pool of applicants.

To successfully implement this strategy, we regularly analyze district data on teacher recruitment, retention, and movement in and out of district to identify patterns and associated programs. We collaborate with high school staff members who are involved with existing teaching pathway programs to strengthen our recruitment and support systems. We have expanded our partnerships with institutions of higher education (IHEs) to increase our pool of highly-qualified applicants. We maintain regular communication on current, research-based effective instruction for English learner students via our IHE partnerships, to strengthen the quality of current IHE courses provided to better prepare educators to provide engaging, rigorous learning experiences. We also provide district leaders and content and curriculum experts to instruct courses in the area of English Learner instruction.

2. Develop and implement a district-wide EL leadership academy focused on developing expertise in leading schools with high numbers of English learner students

Opportunities for collaboration among site and district leaders exist and are moving from being supported and implemented at individual sites to a district-wide approach. To align district and site implementation of effective EL practices, we apply a distributive leadership approach to analyzing data, setting goals, making decisions for professional learning opportunities, and improving EL instruction. Involving our education leaders, including teachers with leadership potential who possess the beliefs and skills necessary to develop and foster effective EL programs, will yield cohesion and clarity. The research shows a shift away from solely centralized leadership in organizations toward team-based practices. This distributed leadership supports the idea that people are provided the opportunity to lead in areas where they have expertise (Elmore, 2002), thus sharing the responsibility for EL achievement. In school settings, this approach may include counseling, academic content, instruction, and campus culture. A site-based leadership academy provides real-life problem-solving opportunities for the site’s benefit while developing leadership practices (Leithwood, Jantzi, & Coffin, 1995). Key to the success of distributed leadership in an academy model are relationships that are created, supported, and maintained (Barnett, Basom, Yerkes, & Norris, 2000; Hill, 1995; Scribner & Donaldson, 2001).

As a part of this strategy we recruit and select individuals to become members of our District EL leadership academy. The EL leadership academy attends to building capacity around district- and site-specific goals based on our English learner students’ academic and social needs. To strengthen our new leaders’ knowledge of effective EL instruction and build leadership capacity to support effective EL programs, we provide high-quality professional learning opportunities for academy members. District leadership for academy is responsible for designing collaboration systems for curating and sharing the
best EL instructional practices amongst new leaders so that they enter positions with a strong background and skillset to support EL programs. Maintaining a leadership academy benefits the district by creating a sense of cohesion, shared responsibility and accountability and increases our chances of retaining high-quality leaders.

3. **Develop a district-wide teacher academy focused on high-quality, effective instruction for English learner students**

Fresno Unified School District regularly improves its professional learning opportunities to ensure a qualified, certificated teacher in every classroom who is motivated to stay in the district and committed to continuous improvement. Having teachers who are highly-qualified and dedicated to ongoing learning results in increased student achievement. With the multiple initiatives being implemented in our district, we strive to ensure that we are aligning our initiatives for district-wide coherence. Ongoing, district-wide implementation of accountable communities, collaboration time, professional development and coaching with a focus on English learner students, allows intra-district transferability of our teachers and their skills, builds a common understanding of rigor and student engagement across the District, and sends a consistent message to schools across the District.

Nine research studies conducted by Yoon, et al., (2007) found that teachers increase student achievement by 21 percentile points if the teachers have participated in substantial professional development for an average of 49 hours. Guskey and Yoon (2009) argue that considerable time is needed for effective professional development. The time must be well-organized, structured, purposefully directed, and focused on pedagogy and content (Birman, Desimone, Porter, & Garet, 2000; Garet et al., 2001; Guskey, 1999). The literature shows that professional development must be research-based, involve active learning experiences, and provide participants with opportunities to adapt learning to their classroom situations (Guskey & Yoon, 2009). Further, structured and sustained follow-up after the initial professional development showed positive student achievement increases (Guskey & Yoon, 2009).

4. **Implement a coherent district-wide, multi-year professional learning plan that builds core competencies for all teachers and leaders by offering choice and diverse learning opportunities**

As a part of this strategy, we thoughtfully plan our professional learning opportunities, which include building a solid knowledge base on the foundational components of the effective English Learner instruction as described in the California ELA/ELD Framework, the California ELD Standards Language Development Approach, the core competencies required for the FUSD Academic Language and Content Achievement Certificate, the instructional models for English learner students, and other effective ways to structure and use protocols for professional collaboration. We provide intense professional learning by cohorts of grade-level and subject-area educators to engage in these differentiated learning experiences, which build from teaching isolated skills to a collaborative, hands-on mode of learning. Site leadership continually support the teachers’ implementation of their learning by following the cycle of continuous improvement during accountable communities several times during the year.
Further, we leverage district and other resources to facilitate and model successful EL instruction through the identification and support of model laboratory schools in which teacher, coach, and administrator courses provide opportunities for deep implementation of best practices for English learner students and as a means to provide models for English learner student of success for all district schools, leaders, and teachers.

All teachers are afforded time to collaborate with guidance and resources for inquiry, reflection, and planning. We continue to build our professional capital district-wide to support and retain strong teachers. For this reason, we expand opportunities for powerful teacher collaboration in accountable communities to all schools, and identify exemplars of high-quality EL instruction and corresponding student performances and artifacts during collaboration opportunities. When educators are properly trained and guided to use exemplars during their collaboration time, they can focus inquiry and reflective conversation on teaching and learning and also improve their professional collaboration, problem-solving, and communication skills. Providing exemplars of practice and performance will keep our educators well-informed and supported, which will increase our chances of teacher retention.

According to the California ELA/ELD Framework, language is acquired through meaningful interaction with others. English learner students need language-rich environments that foster production of oral discourse and written texts (Frey, Fisher, & Rothenberg, 2008; Zwiers, 2008). Given the number of English learner students that FUSD serves, the District has the potential to create the infrastructure to identify, curate, and share multiple exemplars of pedagogical practice and student performance for both teachers and students to use. Research evidence illustrates that teachers benefit from examination of each other’s classroom practice (Kane & Staiger, 2012), and students find class discussion of exemplars useful for learning, including annotated exemplars posted online (Handley & Williams, 2011; Hendry, Armstrong, & Bromberger, 2012). Sadler notes the use of high-quality exemplars provides students experience in making judgments about work quality and engaging in evaluative conversations with teachers and peers (Sadler, 2010).

To properly use and benefit from the use of exemplars, we continue to build a common understanding of high-quality EL instruction throughout the district. We build a common knowledge base; and calibrate our ability to recognize high-quality instruction using the elements of the Instructional Practice Guide, videos, vignettes, and observation protocols. We identify exemplars of best instructional practices for English learner students and share them with our educators to guide reflective conversations and planning during collaboration sessions. Using district technology (e.g., Teaching Channel, Office 365, Google Docs, etc.), we will create networking opportunities among schools to broaden collaboration partnerships.

5. **Enhance the teacher and administrator onboarding programs to emphasize the Master Plan for EL Success components.**

Fresno Unified School District’s efforts to prepare and retain new teachers include Transition to Teaching, Teacher Academy, Fresno Teacher Residency Program, and Induction. These programs systematically ensure that teachers gain and retain expertise in English Language Development (ELD)
and access to disciplinary language and literacy so that they can best serve EL needs. It is essential that we continue to provide our newly hired educators with the foundational knowledge, effective practices, and performance expectations so that they can provide a high-quality education to our English learner students.

Fixsen and colleagues argue for quality onboarding and professional learning to support successful implementation of organizational strategies (Fixsen, Blase, Naoom, & Wallace, 2009). Their research shows dedicating structured time for onboarding provides all stakeholders within an organization an opportunity to acculturate to an organization’s vision and values, become familiar and have practice with strategies, and receive feedback.

To successfully implement this strategy, we embed the foundational components of the District’s Master Plan into the existing onboarding and mentoring programs. We dedicate the time to continually observe the instruction for English learner students — as well as students who come to school speaking non-standard varieties of English — and commit to periodically shadowing them through their school day. We use the data from the observations and shadowing to provide onsite support for incorporating the newly acquired knowledge into the planning and teaching phase of implementation. Additionally, we use the structure of the teacher onboarding program to develop a program for new administrators. Providing clarity for FUSD’s vision and beliefs, effective practices, and performance expectations will help teachers and administrators focus their efforts on practices that improve student achievement and strengthen educators’ own sense of self-efficacy.

Strategic Driver II: Invest all stakeholders in a shared vision of effective instruction that drives our work ~ EL Focus: Advance quality teaching for English learner students

To improve teaching and learning for English learner students, we commit to advancing quality teaching for English learner students — as well as for students who come to school speaking non-standard varieties of English — in all elementary and secondary classrooms. To make certain we achieve this goal, we provide high-quality and ongoing support to increase all educators’ understanding of pedagogical principles and practices that integrate language and literacy development into the teaching of subject area content. We work across departments and at all school levels to support curriculum, instruction, and assessment practices that significantly improve teaching and learning for English learner students. We recognize that transforming current practices in the education of English learner students requires coherent and sustained support, and we will thus regularly review and align teaching and learning initiatives for students and teachers to ensure that we meet this objective.

High-Leverage Strategies

1. Pursue the Fresno Unified School District vision for English learner students through:
   - Enacting effective English Learner Instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework
   - Developing a common understanding of curriculum and instruction for English learner students aligned to the Master Plan, the California Common Core Standards for
English Language Arts and Literacy, and California English Language Development Standards

The *Master Plan* creates urgency for transforming current teaching and learning practices for English learner students in elementary and secondary classrooms. Our District’s Vision for English learner students and the “Values for Educating English Learner Students” make certain that our English learner students will have ample opportunities to engage in skillfully scaffolded, rigorous, grade-level learning that supports simultaneous learning of the concepts and practices described in CCSS and the language needed to engage in these practices. Our principles recognize that English learner students bring many cultural and linguistic resources to school that can enhance and contribute to academic learning. The theory and practices set forth in our Language Development Approach provide guidance to teachers about the changes in practice that need to occur.

Recent research about elements needed to improve the academic achievement of English learner students recognizes the importance of establishing a common vision of English learner students as capable students and setting clear goals for instructional transformation as prerequisites for improving education for English learner students (Horwitz et al., 2009). The combination of setting a vision and goals for improved instruction in all classrooms builds coherence among all teaching and learning initiatives and creates urgency for instructional change (Lee, 2012). Enacting a coherent and sustained approach to professional learning and implementation of effective pedagogy for developing content and language learning for English learner students increases the likelihood of closing the achievement gap (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Heritage, Walqui, & Linquanti, 2015; Lee, 2012; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007).

The district’s plan for developing a common understanding of curriculum and instruction is to align the “Vision for English Learner Students” with the California Common Core State Standards, the California English Language Development Standards, and the California ELA/ELD Framework and embed this alignment in all subject area professional learning for teachers and administrators.

The second phase concentrates on developing and piloting curriculum and instruction resources and exemplars that provide subject and grade-level teachers, and those educators who support them, with classroom support to realize this alignment in practice. This phase includes developing curriculum exemplars, instructional resources for scaffolding instruction for English learner students at varying levels of proficiency, and videos to illustrate these practices. Developing materials for integrating these resources in professional learning settings are also part of this phase.

The third phase involves full implementation of resources in all ongoing, sustained district and site-level professional learning activities for teachers of English learner students. Critical to site-level implementation is the important work of both embedding and highlighting the needs of English learner students into the work of teachers and leaders in accountable communities. The accountable community structure is pivotal in the implementation of effective English learner instruction and assessment (Figure 7).
ACCOUNTABLE COMMUNITIES

Each School Implements the Foundation Elements to Ensure a Culture of Learning with High Expectations

The Accountable Community Model is a well-proven researched based strategy to build capacity in educators with direct impact on student learning for every student. The foundation of the Accountable Communities rests upon the four pillars of mission, vision, values and goals that drive the daily workings of the school and align practices.

<table>
<thead>
<tr>
<th>Culture</th>
<th>Accountable Community members work interdependently to achieve common goals for which members are mutually accountable.</th>
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<tbody>
<tr>
<td>A cohesive school organized into interdependent collaborative teams united by an Accountable Community (AC) foundation with a shared mission, vision, values, and goals.</td>
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</tr>
<tr>
<td>Why do we exist? What is our fundamental purpose? (Mission)</td>
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</tr>
<tr>
<td>What must our school become to accomplish our purpose? What is our compelling future? (Vision)</td>
<td></td>
</tr>
<tr>
<td>How must we behave to achieve our vision? What are our collective commitments? (Values)</td>
<td></td>
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<tr>
<td>How will we mark our progress? What are our targets and timelines? (Goals)</td>
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</table>

Definition of an AC

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs (ACs) operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators (DuFour, DuFour, Eaker, & Many).

<table>
<thead>
<tr>
<th>Definition of an AC</th>
<th>Essential Components of an Effective Accountable Community (Foundations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What action research is the team exploring and utilizing?</td>
<td>Four guiding questions:</td>
</tr>
<tr>
<td>How will/do we encourage risk-taking and reflection to support and target actions to impact student learning for every student?</td>
<td>• What do we want students to learn?</td>
</tr>
<tr>
<td>How will we continue to strive to strengthen and support systems and structures to support a frequent on-going continuous cycle of learning?</td>
<td>• How will we know they learned it?</td>
</tr>
<tr>
<td></td>
<td>• How will we respond when they don’t learn?</td>
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<tr>
<td></td>
<td>• How will we respond when they already learned it?</td>
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<tr>
<td></td>
<td>How do we create the agenda, so we turn what we know from the results of the common formative assessments into actions for every student?</td>
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<td></td>
<td>How do we ensure the curriculum addresses challenging content in every classroom by using the standards to determine priorities (focus/anchor standards)?</td>
</tr>
<tr>
<td></td>
<td>How do we use the results to inform our students and our team of next steps to change current conditions?</td>
</tr>
<tr>
<td></td>
<td>How will gaps in knowledge of classroom practice /foundations be addressed through job embedded PL?</td>
</tr>
</tbody>
</table>

<p>| Essential Components of an Effective Accountable Community (Foundations) |  |
|--------------------------------------------------------------------------|  |
| <strong>Four guiding questions</strong> are the focus to learn in collaborative teams and take collective responsibility for student learning |  |
| <strong>AC Agenda Framework</strong> |  |
| <strong>Content focuses on student learning</strong> by implementing a guaranteed and viable curriculum (standard aligned curriculum) and using an ongoing assessment process that includes frequent, team-developed common formative assessments |  |
| <strong>Intervention and enrichment</strong> are provided through a multi-tiered AC/School systematic support with flexible grouping in real time |  |
| <strong>Professional learning</strong> is pre-determined/pre-assessed by the teams and leaders using the results of common assessments |  |
| <strong>Lessons and assessments published monthly</strong> |  |</p>
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the results be used to build team’s capacity to achieve SMART goals?</td>
</tr>
<tr>
<td>How will we share our lessons and assessments?</td>
</tr>
<tr>
<td>Does our decision making process involve such things as data analysis, examination of exemplars, cause/gap analysis, intervention/initiative selection, implementation plan, evaluation plan, and determination of PL needs?</td>
</tr>
</tbody>
</table>
**Essential Elements of English Learner Instruction**

Students experience educational opportunities that afford them a coherent and rich trajectory to success. Instruction in all content-area classes create multiple, well-scaffolded opportunities for English learner students to simultaneously develop conceptual understandings of core concepts, engage in key analytical practices, and develop the language needed for these practices. The Fresno Unified School District Language Development Approach recognizes the need to fundamentally shift our approach to how English learner students are educated. English learner students have the challenge of learning content while also learning English. Our essential elements for EL instruction are represented in Figure 8.

**Figure 8: Essential Elements of English Learner Instruction**

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**Values for Educating English Learner Students**

- Integrated and Designated ELD
- Scaffolding

---

**Educator Competencies**

Skills educators must have or develop to effectively instruct English learner students

---

**Instructional Models for English learner students**

- Content and Language Standards-Based
- Bilingual / Biliteracy
- Dual Immersion
- Strategic Academic Language and Literacy

---

**Values for Educating English Learner Students**

Our instructional approach for English learner students is grounded in the California English Language Development Standards and the California ELA/ELD Literacy Framework. These important documents guide our work and embody eight key values (Figure 9). Of particular significance are building content knowledge and language in tandem. “Integrated ELD” and “Designated ELD” provide a foundation for the principles of effective language, literacy and content instruction needed to realize our vision, with clear implications for all Fresno Unified teachers and leaders (Figures 10). Underpinning our approach to English language development is the notion of providing appropriate scaffolding, a special kind of
support that assists learners to develop autonomy with rigorous new understandings or skills (Figure 12). This approach in turn leads to our targeted educator competencies, the foundation of the knowledge, skills, and abilities that all FUSD teachers and leaders need to effectively instruct English learner students. Finally, our Instructional Models describe our improved base programs for all English learner students, as well as three additional models that address the strengths and needs of particular sub-populations of English learner students. These are all described in detail on subsequent pages.

**Figure 9:** Values for Educating English Learner Students

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**Valuing Language and Culture as Assets:** English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.

**Ensuring Equity in Intellectual Richness:** English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.

**Building Content Knowledge and Language in Tandem:** English learners engage in instruction that promotes content and language learning in tandem in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.

**Attending to Specific Language Learning Needs:** English learners’ content and language learning is fostered when targeted language instruction builds into and from content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.

**Integrating Domains of Communication:** English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

**Providing Appropriate Scaffolding:** English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

**Evaluating Progress Appropriately:** English learners’ progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.

**Sharing the Responsibility:** English learners’ positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.
## Building Language and Content Knowledge in Tandem

### Figure 10: Integrated and Designated English Language Development

<table>
<thead>
<tr>
<th>Conditions for Integrated and Designated ELD</th>
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</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
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<tr>
<td><strong>Standards</strong></td>
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<tr>
<td><strong>Proficiency Levels</strong></td>
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<tr>
<td><strong>Time</strong></td>
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<td><strong>Content</strong></td>
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<tr>
<td><strong>Planning</strong></td>
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Judicious corrective feedback that is transparent and meaningful to students is provided.

**Figure 11:** Structures for providing Designated ELD

<table>
<thead>
<tr>
<th>Options for Providing Designated ELD (Elementary)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1A Homeroom Model:</strong> Teachers schedule a block of time daily to provide designated ELD to the English learner students in their homeroom class. Teachers work with small groups of English learner students, grouped by English language proficiency level, while non-English learner students engage in independent literacy stations or engage in small group work.</td>
</tr>
<tr>
<td><strong>1B Regrouping (Deployment) Model:</strong> Schools schedule a block of time daily to provide designated ELD by regrouping students by English language proficiency level within grade levels (or sometimes across grade levels, depending on numbers of English learner students at each grade level). Teachers sharing students collaborate frequently to plan and adapt instruction in order to meet the instructional language needs of English learner students, while non-English learner students are re-grouped to meet their literacy needs.</td>
</tr>
<tr>
<td><strong>1C Pull-out Model (rare):</strong> In rare exceptions (schools with very low numbers of English learner students or with newcomers English learner students), English learner students may be pulled out regularly from homeroom classes to receive designated ELD instruction from an ELD specialist. English learner students must not be pulled from core content instruction, including ELA, math, and science. The ELD specialist and homeroom teacher collaborate regularly to meet the instructional language needs of English learner students.</td>
</tr>
<tr>
<td><strong>Other:</strong> Teachers have the option to explore other structures that have proven effective for Designated ELD instruction</td>
</tr>
</tbody>
</table>
What is scaffolding?
Scaffolding is intentional and temporary support designed to help students understand or be able to do something that currently is too difficult for them to do independently. Scaffolding sustains students’ engagement so that as they persevere, they understand that the tasks are worthy of their attention— it helps them dig in instead of retreat, and move toward autonomy. As English learner students and all academic language learners move from elementary to secondary and post-secondary settings, mastering the content becomes more challenging. The rigor of the content, texts, and related tasks increases. Because of this, the gap between the content and the personal, cognitive, and linguistic experiences of students grows. Simultaneously, as students move through the grade spans, the inter-relatedness of skills between various disciplines decreases, increasing the necessity for scaffolding the disciplinary language and literacy development within each content area. Scaffolding is a skillful, deliberate way to facilitate ever more rigorous disciplinary understanding and literacy with English Learner students, academic language learners, and all students. It fosters and sustains an ongoing cycle that buoys students’ sense of accomplishment and efficacy.

As described in the California ELA/ELD Framework, 2014:

**Scaffolding does not change the intellectual challenge of the task, but instead allows learners to successfully participate in or complete the task in order to build the knowledge and skills to be able to perform similar tasks independently in the future.**

**Scaffolding**

The metaphorical term **scaffolding** (Bruner 1983; Cazden 1986; Celce-Murcia 2001; Mariani 1997) refers to particular ways in which teachers provide temporary support to students, adjusted to their particular learning needs. The term draws from Vygotsky’s (1978) notion of the **zone of proximal development** (ZPD), the instructional space that exists between what the learner can do independently and that which is too difficult for the learner to do without strategic support, or scaffolding. Scaffolding is temporary help that is future-oriented. In other, words scaffolding supports students to do something today that they will be able to do independently in the future.
Skilled scaffolding is:

- **Future-oriented assistance** that looks toward independence, autonomy, and success.
- **Light, moderate, or substantial support** related to a student’s developmental needs, and linguistic and academic background.
- **Deliberately constructed instruction** designed according to lesson goals and tasks, determined by what is eventually expected independently.
- **Strategic and collaborative disciplinary discourse**, structured for building language and disciplinary knowledge together.
- **Systematic and strategic teaching**, intentionally designed, with the goal of removing scaffolding.
- **Temporary, contingent support** to students, adjusted to their learning needs.
- **A bridge** between partial dependence (cannot do without assistance) and independence (can do alone).
- **A means to ensure a high level of rigor** across all disciplines.
- The deliberate integration of language in all contexts.
- **Tasks** mediated by a more knowledgeable teacher and/or students.

Examples of Scaffolding are:

- **Collaborative structures** in which students build language and knowledge and fill in gaps together.
- **Explicit, strategic unveiling of language** that provides language models and targets skills at the text type, sentence, clause, phrase, and word level (vocabulary), and registers of specific disciplines, e.g. text deconstruction/reconstruction, sentence unpacking, strategic linguistic frames, etc..
- **Strategic questions**, such as open-ended Text-Dependent Questions that require students to think deeply and strategically about the text and content.
- **Information systems** that capitalize on various modalities such as graphic organizers, diagrams, photographs, videos, and interactive technology to provide meaningful ways to access content.
- **Macro-scaffolding**, pre-planned support, and **micro-scaffolding**, in-the-moment support (can also provide formative assessment information).
- **Strategies** such as think-alouds, demonstrations, modeling, questioning, etc.
- **Connecting to prior knowledge** that originates from educational, cultural, family, and personal experiences.
- **Background building** to bridge the distance between student background and experience and the information of text and content.
- **Skilled, strategic use of primary language** including preview-view-review strategy, cognates/false cognates, root words, student L1 peer support, vocabulary development, etc.

Scaffolding is not:

- **Generalized, overly simplified assistance** that helps students complete tasks and does not promote independent learning.
- **Permanent, overused practices** that make students dependent on teachers and other learners when they are capable of performing tasks alone.
2. **Ensure English learner students receive integrated and designated English language and content development and** (see Figures 10-11)

To advance quality teaching for English learner students and ensure that instruction develops disciplinary conceptual understandings, analytical practices, and the language and literacy needed to engage in both, we focus this high-leverage strategy on developing capacity to observe classroom practices and use observation results to improve professional learning. A related, and equally important, action for transformation of teaching and learning for English learner students is developing teachers’ capacity to observe problems of practice in classrooms and to collaboratively develop goals and propose actions to improve instruction for English learner students.

Research confirms the need to provide teachers with professional development that is situated in the context of teaching (Yoon et al., 2007; Walqui, 2002). Professional development and classroom support tailored to subject area content and discipline-specific practices that integrate English language and literacy development are more likely to change long-held, and often detrimental, beliefs about language and literacy learning (Darling-Hammond et al., 2009). Moreover, when educators who have expertise in teaching the same content are involved in the joint work of observation and planning that is problem-focused, the knowledge and skills learned in professional development are more likely to be implemented and sustained (Darling-Hammond & Richardson, 2009).

As part of this strategy, all tools and protocols for classroom observation developed from the Vision for English learner students and the California ELA/ELD Framework align with the Instructional Practice Guide (IPG). Key stakeholders are involved in this process. We create opportunities for educators to pilot strategies and materials. As all educators develop knowledge about effective instruction for English learner students, we engage groups of teachers in elementary and secondary classrooms in using the tools in their own professional learning.

3. **Support teachers of English learner students to use multiple sources of evidence to plan, guide, and inform teaching and learning in classrooms daily.**

District-wide implementation of effective teaching and learning practices to increase EL achievement
cannot occur without increasing educators’ knowledge of and ability to use assessment evidence to improve learning. Developing teachers’ understanding of how and when to use different types of assessment evidence to advance student learning necessitates alignment with our comprehensive, coherent district plan that includes a continuum of assessment practices to guide instruction and learning.

Research substantiates the importance of using balanced assessment practices and the professional learning needed for educators to choose assessment approaches based on the purpose, audience, and use of evidence (Herman, Osmundsom, & Dietel, 2010; Perie, Marion, Gong, & Wurtzel, 2007). For example, the formative assessment process strengthens the capacity of educators to assess English learner students’ academic content knowledge, analytical skills, and uses of associated language (Linquanti, 2011; Heritage, Walqui, & Linquanti, 2013). The proper use of formative assessment to guide instruction has the potential to increase student learning (Black & Williams, 1998, in Herman, Osmundson, & Dietel, 2010). Developing FUSD teachers’ capacity to use formative assessment practices to increase English learner students’ opportunities for academic and language learning is integral to realizing a vision of excellence for English learner students (Alvarez, Ananda, Walqui, Sato, & Rabinowitz, 2014; Heritage, Walqui, & Linquanti, 2015). With the timely evidence and feedback that formative assessment affords, teachers of English learner students and their students have “just in time” information to support students’ subject area learning and language development.

The District’s action plan includes designing a multi-year plan with yearly benchmarks to develop and implement support for teachers and for balanced assessments aligned with the Vision for English learner students, the Six Principles of Effective EL Instruction, the Language Development Approach, and all standards. To develop the support needed for teachers to accomplish Driver 3, the District has created a centralized system for teachers to access interim and summative assessment evidence for English learner students. The district has developed common periodic assessments for use in schools serving English learner students and teaches’ formative assessment practices, along with professional learning materials for district and site professional learning opportunities for teachers of subject matter content in classrooms with English learner students.

Strategic Driver III: Establish a diverse, inclusive, accountable community that embraces a culture with high expectations ~ EL Focus: Establish structures and systems to support student and parent aspirations and goals

To promote equitable learning opportunities for English learner students in FUSD, we ensure that all schools and classrooms across the District foster a climate and culture that value the diverse needs of English learner students and their families. This approach requires embracing the belief that all teachers are teachers of English learner students and that all schools are appropriately equipped to
serve English learner students. We ensure safe, supportive learning environments that build on the assets of English learner students. We actively engage families and build their capacity to academically support their children. We expand our communication strategies to families of English learner students in order to empower them with critical information and ensure student success.

The California ELA/ELD Framework’s Values for Educating English learner students serve as a foundation for developing our district approach to educating our EL students.

High-Leverage Strategies

1. Create a district-wide culture that establishes all teachers as teachers of English learner students and all schools as schools for English learner students.

In light of the fact that over 23% of the District’s students are classified as English learner students, it is imperative that we establish a culture of shared responsibility for providing rigorous and engaging instruction for all English learner students. We move away from the philosophy that English learner students learn best in specialized and isolated classrooms and embrace an approach to academic language development that acknowledges the importance of rich language acquisition in tandem with content acquisition. This shift requires all teachers and leaders to understand and foster rigorous learning environments for English learner students in all classrooms throughout the district.

2. Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets.

The California Common Core State Standards rely heavily on students’ abilities to communicate effectively using both written and spoken language, constructing viable arguments, and citing evidence to support their claims. Students are engaging in learning environments that require them to integrate background knowledge from across core subject areas and articulate that knowledge to others. Students whose native language is not English need supportive learning environments that encourage them to take risks in their spoken and written communication, while simultaneously building upon the prior knowledge and experiences.

One of the fundamental principles of EL instruction is that home language and culture are assets and are used to bridge prior knowledge to new knowledge and make content meaningful and comprehensible (Understanding Language, 2013). English learner students and their families are often viewed from a deficit perspective, presuming that home environments lack the educational and linguistic resources to ensure academic success (Rodela, 2015).

Positive school climate and conditions for learning contribute to improved test scores, attendance, grade promotion, and graduation rates (AIR, 2014). In addition, a growing body of evidence supports school climate and culture as major contributors to school success. A 2013 study showed school climate as a distinguishing factor of underperforming schools’ success, as measured by the school performing better than predicted given the characteristics of the student population. School climate
was found to be more strongly associated with the likelihood of beating the odds than student demographics or personnel resources, such as the staff’s education, experience, or roles (Voight, Austin, & Hanson, 2013). Measures of climate used in this study included safety, academic supports, social relationships, and school connectedness, all of which can be addressed and enhanced at the school level.

To help schools enrich their school learning environments, the district reviews district-wide survey data on climate and culture for English learner students and work toward a yearly increase in both student participation and positive perceptions and experiences.

3. Effectively engage families and build their capacity to provide academic support

National education policy in recent years has demonstrated an intentional shift from parent involvement in schools to family engagement, noting how the nature of parent participation can lead to dramatic shifts in student outcomes. Explicitly acknowledging barriers to engagement for low-income or linguistically diverse families and actively addressing those challenges is an essential first step in designing partnerships that will build family capacity to engage with their children and help them graduate college- and career-ready.

Research has shown that when families are engaged in their children’s education, the students are more likely to earn higher grades, attend school regularly, take rigorous courses, and graduate college- and career-ready (National Family and Community Engagement Framework Toolkit, 2015). In addition, research articulates certain conditions in which family engagement initiatives thrive. These conditions include establishing partnerships that view student achievement and school improvement as a shared responsibility, building trusting and respectful home-school relationships, and sharing the view that families and school staff are equal partners (Patrikakou, Weissberg, Redding, & Walberg, 2005).

Effective family engagement programs are also inextricably linked to learning (Mapp & Kuttner, 2013). Unfortunately, principals and teachers typically receive limited professional development on how to engage families to support student achievement, and these educators report feeling unprepared to do so (Caspe, Lopez, Chu, & Weiss, 2011). By empowering parents with knowledge and skills to academically support their children, school systems can maximize learning outside of school hours, where students spend the majority of their time (Paredes, 2013).

As part of this strategy, we will build upon existing district resources, such as Parent University to increase opportunities for parents and families to participate in courses that build capacity to help their children succeed. In addition, we will provide support to principals and teachers about how to build systems that effectively engage families to enhance student learning and develop trusting and collaborative home-school relationships. In these ways, we will create opportunities for students to be academically supported outside of the school day by family and community members who share the same goals and aspirations for student success.

4. Expand communication strategies to families of English learner students on attendance,
Education is a complex system governed and guided by policies and requirements to help students successfully progress from kindergarten through high school graduation. Students and families who are aware of these policies can navigate the system with few disturbances along the way. For families of English learner students, language barriers or different cultural practices can impede their ability to support and guide their children along the path to graduation. Without the requisite knowledge of what is required of both families and students, many students and families learn too late that they have not met the minimum requirements to move on to the subsequent grade, graduate, or successfully pursue postsecondary education.

Linguistic-minority parents often lack access to the social capital and understanding of school systems necessary to be effective advocates for their children (Bolivar & Chrispels, 2010). Historically, schools and districts have underestimated and underutilized EL parents’ abilities to contribute to their child’s academic success. Often, families of English learner students engage in the practice of “language brokering,” which is the pooling of cultural and linguistic resources to navigate the school environment (Morales & Hanson, 2005). Non-English-speaking family members rely on others to interpret written documents, fill out forms, make phone calls, or even speak for them. Some families must even depend on their own children to broker language for them and to explain the cultural practices, values, and norms of schools (Orelana, 2009).

To eliminate these unintended barriers to English learner students’ success, the district will expand communication strategies to families to provide specific information about attendance, academic and language proficiencies, EL instructional models, and graduation requirements. In doing so, the district will make transparent many of the expectations of the school system, explain how schooling in FUSD is organized and structured, set clear expectations of families, and provide timely and essential information so that all English learner students can graduate college- and career-ready. By providing additional professional learning to attendance clerks, registrars, and counselors, parental and family support will be expanded, and traditional communication barriers will be addressed in systematic ways that support ongoing student achievement.

**Strategic Driver IV: Ensure a coherent and effective instructional system to support schools in achieving our shared vision ~ EL Focus: Realign instructional program options, policies, structures and systems for English learner students**

To foster more equitable learning opportunities for English learner students in Fresno Unified, we ensure that a range of services, programs, and support systems are available to meet the needs of the diverse population of English learner students. This approach requires sufficient human, facilities, and fiscal
resources to fuel our improvement efforts. We strengthen the coherence and consistency of EL teaching and learning district-wide, and ensure teachers and administrators have the information and support they need to implement a variety of services designed to lead to EL success. We work in cross-departmental teams as well as with parent and community representatives to ensure the consistency and sustainability of these initiatives.

**High-Leverage Strategies**

1. **Provide differentiated services and targeted academic literacy and language support for all EL subgroups, including Long-Term English learner students, redesignated English learner students, English learner students with disabilities, Gifted and Talented English learner students, and Newcomer English learner students.**

   Students designated as English learner students comprise a diverse group with diverse needs. Research suggests that particular, and in many cases, distinct strategies and services are called for to improve achievement among the various EL subgroups. For example, long-term English learner students benefit from courses and instruction that addresses disciplinary-based academic language development, placement in rigorous grade-level content courses, primary language literacy development, and systems for monitoring progress and triggering support, among other program components (Olsen, 2014). English learner students with disabilities require services that address their English and home language learning needs, as well as their special and general education needs (Hamayan, Marler, Sanchez-Lopez, & Damico, 2013). Newcomer English learner students are best served when they receive content-based language and literacy instruction and academic language instruction, along with targeted reading and writing instruction (Francis, Rivera, Lesauz, Kieffer, & Rivera, 2006), as well as programmatic services such as flexible scheduling, extended time for instruction and support, and connections with families and social services (Short & Boyson, 2012; Walqui, 2000).

   As part of this strategy, we convened a committee with representatives from the participating stakeholder groups to plan, implement, and monitor services and support for the various EL subgroups. Committee members conducted a needs assessment, researched successful models for English learner students, surveyed staff at schools (e.g., principals, teachers, and specialists), and identified available services for each subgroup by analyzing collected information from schools that have successfully implemented differentiated services for each subgroup. Based on this information, the committee determined capacity development needs and developed a delivery model, starting with long-term English learner students and newcomer students, and then expanding to address English learner students with disabilities and redesignated English learner students.

2. **Expand and enrich dual language programs based on parent requests and District capacity.**

   Dual language programs, bilingual/biliteracy and heritage, provide opportunities for English learner students to develop academic literacy and content knowledge in two languages simultaneously. This allows students not only to become balanced bilinguals and thereby enhance academic and economic prospects; it also helps them to develop advanced metalinguistic and metacognitive skills, and to
maintain home languages and cultures.

Research on dual language, bilingual/biliteracy and heritage programs, consistently shows positive outcomes for students and communities in several areas, including academic achievement and literacy in English for English learner students and transforming the experience of teachers, administrators, and parents into an inclusive and supportive school community (Francis et al., 2006; Slavin & Cheung, 2005). However, it is important that the programs are designed carefully and implemented with fidelity (Valdés, 1997; Lindholm-Leary, 2012).

The Department of English Learner Services works with teachers, principals, and central office staff to lead the maintenance and improvement, as well as the expansion of dual language programs at all levels throughout the district. The Department of English Learner Services has developed specifications of the models by learning from successful practices, observing in each schools and classrooms and by receiving guidance from a consultant from the Association of Two-way and Dual Language Education. Feasibility research will be conducted to determine current district decision-making on the creation and continuation of dual language, bilingual/biliteracy and heritage programs, and the interest of schools in expanding or creating the program, and to identify issues related to fiscal and human resource needs and Board of Education approval.

Additionally, research is conducted on availability of academic materials in non-English languages and languages currently spoken by students or taught in schools. English Learner Services leads the development of programs for training teachers in partnership with Curriculum, Instruction and Professional Learning. Other activities include identifying the non-English languages for the programs and gathering authentic classroom instructional materials in those languages, and identifying schools that are interested and have capacity to implement whole-school or within-school dual language programs.

Finally, activities include recruitment of teachers along with the development and implementation of a plan for professional learning, and the development of curricula for the dual language programs. English Learner Services will support the expansion or development of new dual language programs in selected schools, share resources and learning, and problem solve implementation challenges.

3. **Expand and enrich newcomer programs and services**

English learner students who cross our portals later in their school careers and who have acquired little or no English are some of our most vulnerable students. Further, some newcomer students come to us from perilous refugee or otherwise unstable backgrounds. In addition to receiving services within in our instructional framework, including language development and access to core content, these students may require intensive assistance to accelerate learning and language development, fill in educational gaps, bridge social and cultural divides, recover from traumatic experiences, and regular, focused attention to social, emotional, and cultural needs as they arise.

In contrast, some newcomer English learner students come to us highly educated, and in some instances, accelerated beyond the progress of our programs. Special attention also needs to be paid to meeting the enhanced needs of these students who may share similar challenges as their refugee or
under-schooled peers when it comes to social, emotional, and cultural transitions.

4. **Implement all district instructional models with fidelity to ensure rigorous academic programs for English learner students in all classrooms**

To significantly enhance the quality of teaching and learning and ensure alignment to our Vision for English Learner Success, Fresno Unified offers English learner students a coherent and cohesive set of instructional models to support students’ aspirations and needs (Figure 13). Each model will be designed to enable English learner students to successfully meet the California State ELA and ELD standards and their rigorous demands. The District invests in building the resources, supports, and teacher capacity to deliver these new and enhanced models. Given the high percentage of English learner students in core classes throughout our district, Fresno Unified will invest significantly in preparing all teachers to serve English learner students in all classes, including gifted and talented, advanced placement, and special education. Teachers are expected and supported to gain the district’s *Certificate of Expertise in English Learner Instruction* through carefully designed and implemented professional learning institutes. If they currently have an ELAD, TESL, or Bilingual endorsement, they will be invited to participate in the professional learning opportunities to enrich their capacities and collaborate with colleagues.

Parents in Fresno Unified are encouraged to select from four strong instructional models: Academic Standards-Based Content and Language Model and three additional models designed for specific EL subpopulations. All models are research- and evidence-grounded and designed to engage students in high-quality, rigorous, and engaging instruction and learning opportunities aligned to California’s standards. Each model is offered by teachers who have specialized certification in general education or subject matter plus bilingual credentials and/or EL certification.

The following instructional models are offered consistently across Fresno Unified schools, thereby facilitating transitions and minimizing disruption and lack of coherence in schooling, learning, and language development opportunities.

**Figure 13: Instructional Models**

<table>
<thead>
<tr>
<th>Standards-Based Content and Language Model</th>
<th>Bilingual / Biliteracy Model &amp; Heritage Model</th>
<th>Immersion Programs: One-way and Dual Immersion Language Models</th>
<th>Strategic Academic Language and Literacy Model</th>
<th>Newcomer Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, in all classrooms</td>
<td>English learners pursuing acquisition of literacy in native language and in English</td>
<td>English learner students and/or English-Only/Heritage language students, pursuing acquisition of language and</td>
<td>English learner students identified who have not attained redesignation by the 6th year in program</td>
<td>Recently-arrived students who were born outside the US and have been in the K-12 system for less than 3 years</td>
</tr>
</tbody>
</table>
Standards-Based Content and Language Model

In Fresno Unified’s new base Instructional Model for English learner students, English learner students receive high-quality, rigorous, engaging grade level standards-based instruction and learning opportunities in every classroom, every day. Such grade level standards-based instruction is anchored in the research-informed district Designated and Integrated ELD aligned to the Six Principles of Effective EL Instruction and California’s standards and the California ELA/ELD Framework. In particular, this model ensures that students have ample opportunities to develop core content area knowledge, analytical practices, and discipline-specific academic uses of language. The SBCL model emphasizes the need to align high-quality instructional expectations with researched based instructional strategies, such as scaffolding, differentiation, and ongoing formative assessment. Educators need to leverage students’ culture, first language, and prior experiences to maximize the inclusion of all students in active learning. Teachers must learn different instructional strategies, but also change their concept about the meaning of teaching.

Teacher Qualifications for Standards-Based Content and Language Model

Teachers in self-contained classrooms have certification in general education or subject matter plus English Learner Certification. This teacher has demonstrated capability to support students’ learning of subject matter (e.g., math, science, language arts, history/social studies) in the English language and has certification in general education or subject matter plus an English Learner Certification or ELD endorsement and may be pursuing the Fresno Unified School District certificate of Expertise in English Learner Instruction. The professional learning content develops EL teachers’ theoretical knowledge and pedagogical practices to carry out the educator competencies, as well as the additional competencies required to teach in English and scaffold content to ensure students access to grade level standards.

Bilingual/Biliteracy Model

Bilingual Education/Bilingual Literacy Models offer students of the same home/primary language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home/primary language. The students’ home/primary language is used to help them progress academically in all content areas while they acquire English. The goal of the model is to provide students opportunities to achieve high levels of English and increase proficiency in their home language. Even though the amount of English instruction students receive increases over time, in the model, the home/primary language continues to receive rigorous instruction and support, allowing students the opportunity to develop bilingually. All bilingual programs in FUSD will be late-exit programs and current early-exit programs will transition to late-exit development programs or Dual Immersion (Dual Language).
Teacher Qualifications for Bilingual/Biliteracy Model

Teachers in self-contained classrooms have certification in general education or subject matter plus a Bilingual endorsement. This teacher has demonstrated capability to support student learning of subject matter (e.g., math, science, language arts, history/social studies) in the primary language and in English and has certification in general education or subject matter and may be pursuing the Fresno Unified School District certificate of Expertise in English Learner Instruction. The professional learning content develops EL teachers’ theoretical knowledge and pedagogical practices to carry out the educator competencies.

Dual Immersion and One-Way Immersion Language Models

In the Dual Immersion Model, students develop literacy in two languages, English and another language. They receive instruction in English and another language in classrooms comprised half of fluent English speakers and half of fluent speakers of the non-English language. Students receive high-quality, rigorous, engaging instruction and learning opportunities in every classroom every day anchored in the research-informed district Designated and Integrated ELD and aligned to the Six Principles of Effective EL Instruction and CCSS. Students strive to graduate with the California Seal of Biliteracy.

The Dual Immersion Model is offered in English and Spanish and Hmong. When parents/guardians of enough students who speak another non-English language are interested in the model, Fresno Unified would build capacity over time to offer a Dual Immersion Model in that language.

Teacher Qualifications for Dual Immersion Models

Teachers in self-contained classrooms have certification in general education or subject matter plus a Bilingual endorsement. This teacher has demonstrated capability to support student learning of subject matter (e.g., math, science, language arts, history/social studies) entirely in the non-English language and has certification in general education or subject matter plus an ELD Teaching Credential or ELD endorsement and may be pursuing the Fresno Unified School District certificate of Expertise in English Learner Instruction. The professional learning content develops EL teachers’ theoretical knowledge and pedagogical practices to carry out the educator competencies, as well as the additional competencies required of Dual Immersion Program teachers specified above.

Strategic Academic Language and Literacy Model

The Strategic Academic Language & Literacy (SALL) Model addresses the needs and challenges of students who have been classified as English learner students for more than five years and have not yet met the performance criteria required to exit EL status. These students, referred to as “long-term
English learner students,” have specific needs that have not been effectively addressed. Research evidence suggests that many long-term English learner students require rigorous and high-interest learning opportunities and intentional and intensive supports to develop their academic discourse and literacy skills. In particular, a strong focus on academic reading and writing of expository texts is essential for accelerating these students’ academic language and literacy skills. In addition, many of these students have become disengaged and passive in the classroom. Specifically, they have not been effectively supported to develop needed discourse and literacy practices, nor have they been explicitly taught study skills and behaviors associated with academic success and engagement.

The Strategic Academic Language & Literacy Model includes specially designed instructional services at the upper elementary and secondary level to ensure that students who have become long-term English learner students have rigorous, purposefully scaffolded learning opportunities to accelerate their academic discourse and literacy; safe and risk-encouraging classroom environments; an engaging and supportive school climate that includes strong, caring adult and peer relationships; flexible scheduling and relevant, motivating texts; and a curriculum-wide focus on study skills, metacognition, and varied learning strategies.

Students identified for this option receive services that are carefully crafted based on their age/grade level and a carefully developed profile of their assessed strengths and areas for acceleration. Students in grade 6 receive additional, intensive academic discourse and literacy support. Middle school students (grades 7–8) participate in a specially designed course that makes use of discipline-specific multi-modal materials that support core content area classes at a challenging reading level for students so that academic discourse and literacy development directly support students’ engagement with the grade-level conceptual understandings and analytical practices of content area classes. It incorporates daily practice in oral and written academic discourse through carefully planned and implemented interactive learning tasks using relevant and interesting age-appropriate materials.

All middle school long-term English learner students are designated a specific counselor, teacher specialist, or faculty member to monitor their language development, assess progress, and achievement of goals for meeting grade-level literacy standards, becoming college- and career-ready, and exiting EL status. All long-term English learner students and their parents meet at least quarterly with the designated faculty members to review current progress, program placement, assessment results, and goals for meeting the exit criteria and accelerated academic progress targets. The SALL teacher collaborates with all the core-content teachers to build capacity, plan units, and regularly monitor their progress in those classes.

High school students (grades 9–12) are provided rigorous supports with a sense of urgency to strengthen their academic language and literacy and to ensure they get and stay on track to graduate. At the same time, these students are not isolated, but rather integrated in rigorous college preparatory courses with their English-proficient peers, and encouraged to be active participants in their education. They receive an elective credit-bearing college preparatory course focused on academic reading and writing, oral academic discourse, and study skills. Such courses are designed to motivate learning and
expand academic content knowledge. They focus, for example, on journalism, theater, psychology, college writing, ethnic studies, and contemporary topics that motivate and strengthen students’ sense of self-efficacy and expressive capacity. There is also coordination and planning among their teachers to support their students’ particular needs.

Schools also use dynamic, creative, innovative, and flexible scheduling structures to support long-term English learner students in addition to classes/courses. Block scheduling, looping, after-school and weekend tutoring, and summer school are some of the structures employed to support these students.

**Teacher Qualifications for the Strategic Academic Language & Literacy Model**

Teachers have certification in general education or subject matter plus CTEL, Hughes, or BCLAD certification. In addition to certification requirements, pursuing the *Fresno Unified School District certificate of Expertise in English Learner Instruction*, develops EL teachers’ theoretical knowledge and pedagogical practices further to meet the educator competencies required for the ALCSB program model, as well as the additional three competencies required of those who teach in the Strategic Academic Language & Literacy Model.

Teachers in the SALL Model are adept at fostering the academic language and literacy skills of students who have not developed these forms of discourse and literacy in English or their primary language. This includes supporting students to engage in close reading of complex texts and dynamic, sustained academic discussions. These teachers have strong communication, coaching, and mentoring skills, and can motivate long-term English learner students to engage and persevere in rigorous oral and written productions. They also support metacognition, learning skills, and autonomy as learners, and make connections to students’ home cultures and languages, life experiences, and aspirations.

**Newcomer English Learner Model**

Newcomer English learner students at the secondary level receive differentiated and comprehensive services that address their particular language, literacy, and academic needs. Newcomers may be literate in their home language or may have limited literacy in both their home language and English; they may have had interrupted schooling or faced other challenges as immigrants or refugees.

As Short & Boyson (2012) note, “There is no one set model for a newcomer program. Middle and high school newcomer students exhibit a variety of characteristics and thus programs must be carefully designed to meet their needs” (p. 3). Custodio (2011) provides guidance on various aspects of designing and implementing a newcomer program.

We implement a newcomer program team that includes teachers, principals, parents, and central office staff. The team will research existing newcomer programs in the district and successful newcomer programs nationwide, develop a plan to improve and expand existing within-school newcomer programs and (longer term) to open a dedicated Newcomer EL Middle and High School. The Newcomer Team members will lead research, identify funding sources, and develop program
parameters and options to ensure the schools meet the students’ needs. In the following years, the team will begin implementing the plan, including ongoing evaluation and adjustments based on documented successes or challenges that arise.

**Figure 14: Instructional Models, Brief Descriptions**

<table>
<thead>
<tr>
<th>Instructional Model</th>
<th>Fresno Definition</th>
<th>Languages Used</th>
<th>Goals</th>
</tr>
</thead>
</table>
| **Standards-Based Content and Language Model**  
(Foundational instructional Model for all classrooms with English learner students) | Instruction in this foundational model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. In the Academic Standards Based Content and Language Model, language arts and content-area instruction are taught in English using specific research-informed instructional strategies. Content area classes with English learner students are Integrated Language Development classes. Students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension and engagement. | Primarily English (home/primary language support is offered to facilitate English acquisition) | To support English learner students in all classrooms as they progress toward English proficiency |
| **Bilingual Education**  
The Bilingual / Biliteracy Model | *Bilingual/Biliteracy Model* offers students of the same home/primary language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home/primary language. The students’ home/primary language is used to help them progress academically in all content areas while they acquire English. The goal of the model is to provide students opportunities to achieve high levels of English and increase proficiency in home language. Even though the amount of English instruction students receive will | Starts in PK/TK/K with a 50/50 ratio of instruction in English/Spanish which is maintained through 6th grade. Sustained development of home language biliteracy throughout | Use home/primary language to continue to learn content while learning English  
Biliteracy and bilingualism in English and the home language |
increase over time, in this model, there will always be home/primary language instruction and supports, allowing students the opportunity to develop bilingually. All bilingual programs in FUSD will be late-exit programs and current early-exit programs will transition to late-exit development programs or Dual Immersion (Dual Language).

| Bilingual Education | Immersion Models (The One-Way Immersion or Two-Way Dual Language Model (OWDL/TWDL)) | These models are designed to help native and nonnative English speakers achieve bilingualism (the ability to speak fluently in two languages), biliteracy (the ability to read and write in two languages), cross-cultural competence, and academic proficiency equal to that of students in non-EL programs.

*The One-Way Immersion Model* is primarily composed of students who come from the same home/primary language and/or background. The teacher provides instruction in both English and the home/target* language.

*The Two-Way Dual Language Model* includes both native English speakers and English learner students. The teacher or teachers provide instruction in both English and the home/primary language. In Dual Language Models, the students receive half of their instruction in their home/primary language and the remainder of their instruction in the target language. The percentage of instruction in English is 50% and the home/target language instruction is 50%. The goal of these programs is for students to develop literacy and proficiency in English and in the home/target language.

<table>
<thead>
<tr>
<th>Grade Target Language/English</th>
<th>Start in TK/K with 90% of the instruction in the home or target language and then decrease that by 10% each year to reach a 50/50 distribution of target language to English instruction.</th>
<th>Biliteracy and bilingualism in English and the home/target language</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-K 90/10</td>
<td>1 80/20</td>
<td></td>
</tr>
<tr>
<td>2 70/30</td>
<td>3 60/40</td>
<td></td>
</tr>
<tr>
<td>4-6 50/50</td>
<td>Generally 50% English and 50% home or target language thereafter</td>
<td></td>
</tr>
</tbody>
</table>
## Bilingual Education

### Heritage Language Model
Heritage speakers are raised in a home where a non-English language is spoken and there is a switch to a dominant language (i.e., English) in a setting such as school. Heritage speakers have some proficiency in the non-English language and may speak or merely understand the heritage language, but often do not have formal education in the heritage language. Heritage Language programs are designed to focus on the recovery, maintenance, or development of the home language so that students can communicate fully in their home language and participate in their own culture. Examples are a Spanish for Native Speakers and Hmong Heritage program.

<table>
<thead>
<tr>
<th>The Strategic Academic Language and Literacy Model</th>
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<tr>
<td>This program is designed to address the needs of students who have been classified as English learner students for more than five years. It offers English learner students specially designed instructional services to accelerate their academic discourse and literacy. These classes are aligned to support English learner students in core courses and do not substitute them. They are motivating and content-rich courses. Schools use dynamic, innovative, and flexible structures such as block scheduling, looping, and extended day.</td>
</tr>
<tr>
<td>Primarily English (home/primary language support is offered to facilitate English acquisition)</td>
</tr>
<tr>
<td>To support long-term English learner students as they progress toward English proficiency</td>
</tr>
</tbody>
</table>

### The Newcomer Model
This program is designed to address the needs of students who are newly identified as English learners and have been in a U.S. school for less than 3 years. It offers students English language development, primary language support and social emotional services to

| Primarily English (home/primary language support is offered to) |
| To support Newcomer English learner students as they progress toward English |

*The target language is the second language that is being acquired/learned.*
Educator Competencies

Competencies for Teachers
Educator Competencies constitute the essential skills for rigorous grade level standards-based instruction that all educators need in order to be effective teachers of English learner students — as well as students who come to school speaking non-standard varieties of English. As outlined in the ELA/ELD Framework and in alignment with California Common Core State standards and the California Standards for the Teaching Profession, all educators are expected to meet the following competencies for rigorous grade level academic language and content standards:

1. Teachers integrate the ELD standards and provide strategies, language, analytical practices, and content instruction that provide access to the challenging grade-level content to English learner students.

2. Teachers design units of study using high-quality text, which explicitly and deliberately integrate language and content objectives.

3. Teachers collaboratively plan lessons with English learner students in mind, based on the essential components of an effective, accountable community.

4. Teachers create systematic processes of intervention informed by assessments to ensure students receive additional time and support to master grade-level content.

5. Teachers design units and lessons that include appropriate and purposeful scaffolds required to master grade-level standards leading to independence on grade-level content.

6. Teachers use grade-level, research-based curriculum and materials that integrate cultural/literary knowledge that builds student understanding of the world and values student background, experiences, and cultural diversity.

7. Teachers employ formative assessment practices to gather evidence and guide productive next steps to support simultaneous learning of conceptual understandings, analytical practices and academic language development in disciplinary areas.

8. Teachers provide explicit instruction on the characteristics of texts, language functions, and discourse in the discipline.

9. Teachers use student data (i.e. nativity, proficiency levels, years of services, home language, prior schooling, prior performance, social emotional experiences) to inform curriculum design and instructional practices.
These competencies are needed to implement the core instructional model — the Academic Content and Language Standards-Based Model (described in the Instructional Models section). Additional competencies (specified below) are needed for teachers in each of the additional model options. These models include the Strategic Academic Language & Literacy, Dual Immersion, Bilingual Biliteracy, and Heritage Language Models.

The following competencies are required for teachers in the Newcomer Model include the following:

1. Demonstrate deep cross-cultural understanding and multicultural experiences that allow for taking multiple perspectives, serving as role models to newcomer students, and communicating frequently with families.

2. Have familiarity with or proficiency in a language other than English, preferably a language of the newcomer population being served.

3. Develop with all teacher’s lesson and unit plans tailored to newcomer students’ needs and experiences.

4. Regularly assess student capacities (linguistic and academic) in detail and adjust instruction, course selection, and support structures in response to evidence of learning.

5. Be able to guide English learner students and their families to wraparound services related to health, housing, food security, employment, and community resources so that students and their families successfully transition into new communities.

6. Review student educational and family histories, analyze transcripts, identify critical educational gaps, target development of students’ foundational skills as needed, and accelerate students’ linguistic and academic progress.

7. Leverage community partners that can help build students’ literacy in those languages not represented within the school’s instructional staff.

In addition to the ACLSB Instructional Model Educator Competencies listed above, three additional competencies are required for teachers in the Strategic Academic Language & Literacy Model:

1. Demonstrate strong capacity and experience in developing secondary language and literacy skills of students who have not developed these forms of discourse and literacy in English or their primary language. Secondary reading specialists are skilled in the development of foundational as well as disciplinary discourse and reading skills development. This includes the ability to support students to engage in close reading of complex texts and dynamic, sustained academic discussions.

2. Demonstrate strong communication, coaching, and mentoring skills with students that have become disengaged, feel “invisible,” and require sustained motivation and encouragement. This includes patience and perseverance when working to elicit engagement and production of
disengaged students. It also includes the ability to make connections to students’ home cultures and languages, life experiences, and aspirations for the future.

3. Demonstrate strong motivation and urgency to engage students in highly-challenging work, with purposefully scaffolded, temporary supports that serve to develop their metacognition, literacies, learning skills, and autonomy as learners.

There are three, additional competencies below are required for teachers in the Dual Immersion Model:

1. Demonstrate capability to provide rigorous instruction and to support English learner students’ learning of subject matter (e.g., math, science, language arts, and history/social studies) entirely in the non-English language.

2. Closely collaborate with all grade-level teachers in selecting, designing, and implementing grade-level curriculum and associated materials in two languages.

3. Demonstrate deep cross-cultural understanding and provide multicultural experiences that allow for taking multiple perspectives and communicating frequently with families.

The ACLSB Instructional Model Core Competencies are the central focus of a comprehensive district-wide, site-based professional learning plan targeting improved teaching and learning for English learner students for ASBCL, our base instructional model.

**District Competencies for Leaders**

The competencies for site leaders below are aligned to the District’s Leadership Standards and founded on the California ELA/ELD Framework and specifically relate to the leadership skills required for English learner student success.

1. School leaders carry out the district’s vision for English learner students, and have clear and high expectations for all English learner students.

2. School leaders collect data (i.e. nativity, proficiency levels, years of services, home language, prior schooling) to inform culturally relevant curriculum and instructional practices.

3. School leaders use research to inform service delivery models for English learner students that yield high quality instruction.

4. School leaders facilitate professional learning communities that examine English learner students’ work and tasks for evidence of alignment to grade-level cognitive and academic language demands.

5. School leaders ensure that teachers of English learner students receive professional learning on discipline-specific language and literacies development and have time to assess content knowledge.
6. School leaders seek observable evidence of the discipline in practice, and are able to articulate means for improving implementation.

7. School leaders provide professional learning on ways to differentiate instruction for subgroups of English learner students (newcomers, Long-term English learner students, English learner students with IEPs, etc.).

8. School leaders facilitate the creation of detailed EL case studies enabling the school community to have a common understanding of English learner students’ academic and socio-emotional needs.

9. School leaders provide time for ELD/bilingual teachers and content area teachers to collaborate on understanding the cognitive demands and discipline-specific language challenges of curriculum, instruction, and assessments.

10. School leaders create opportunities that strengthen the capacity of parents of English learner students to support learning, language and literacy in all disciplines.

**Professional Learning Structure**

**Teachers**

The Fresno Unified School District Professional Learning Structure supports implementation of the *Master Plan*, which aligns with the California Standards for the Teaching Profession and reinforces teachers’ application of the California State Standards and English Language Development Standards. What teachers gain from engaging in this sustained, onsite professional learning will assist them in planning for and enacting research-based practices that develop English learner students’ capacities to fully participate in rigorous learning opportunities across content areas in all Fresno Unified schools.

Professional learning will enable teachers to develop both the dispositions and competencies to serve all English learner students — as well as students who come to school speaking non-standard varieties of English — effectively. Professional learning sessions are designed intentionally, highlighting and leveraging interrelationships among content area understandings, analytical practices, and the language needed for engagement with each content area’s conceptual and practice demands. Professional learning designs recognize educators’ diversity and start from a recognition that teacher inquiry provides a powerful framework for teacher learning. Teachers will develop a deep understanding of subject matter content knowledge and subject matter pedagogy that incorporates an understanding of the language practices needed to engage in the discipline(s). Teachers will also develop a profound understanding of second language development and strategies for teaching English learner students, with applications within the specific subject matter area(s) they are called upon to teach. In addition to linguistic knowledge that sensitizes them to the nature of language and its uses, teachers will learn
about approaches to language learning that can build bridges between students’ native language knowledge and their evolving acquisition of a new language in an academic context.

Teachers use time effectively to examine closely the California Literacy, Content, and English Language Development standards, including the kinds of learning tasks students are expected to undertake in progressing through the standards and demonstrating their knowledge and capacities. They also learn how to calibrate the content and language demands of these tasks, as they learn to build curriculum, lessons, and assignments, and how to create temporary scaffolds that enable students to actively engage in and productively carry out learning tasks. Just as students learn by doing, teachers also learn about practice through practice. Thus, professional learning sessions call on teachers to implement structured assignments that allow the application of theory to practice. Assignments engage teachers in assessing students, designing lessons, trying out strategies, evaluating outcomes, and continuously reflecting with expert guidance on what they are learning.

Therefore, professional learning is organized and staged to leverage district resources and build system-wide capacity to continuously improve teaching and learning for English learner students throughout the district. The professional learning structure calls for cohorts to engage in a learning journey that includes building, implementing, and refining new knowledge and strategies through a combination of ongoing structured institutes and onsite professional learning sessions throughout the year.

**District and Site Leaders**

School leaders are responsible for carrying out the vision for EL success and lead schools with clear expectations for all English learner students. Professional learning is provided to ensure leaders understand the dynamics surrounding English learner students, including the diverse typologies as well as the levels of English language acquisition pathway leading to English proficiency. Leaders receive training founded on the District’s Leadership Standards, the state standards, and the California ELA/ELD Framework. Leaders will gain from engaging in sustained professional learning that will assist them in designing most effective, comprehensive programs for English learner students.

Leaders learn to examine vast EL data available in the District School Quality Improvement Index in order to make informed and strategic instructional and programmatic decisions for positive student impact. They learn to maximize time in Accountable Communities and guide teachers to examine student work and data to make effective instructional decisions. Leaders learn to distinguish professional learning needs of teachers and secure resources to ensure teachers receive the support they need. Additionally, leaders learn effective ways to work with parents and other stakeholders as partners in the education of English learner students.
FRESNO UNIFIED SCHOOL DISTRICT

Master Plan for English Learner Success

Action Plan

To ensure the theory of action is successfully implemented over time, the English Learner Master Plan Leadership Team developed the following detailed Action Plan. The following three pages provide a description of the four Strategic Drivers in our theory of action and identify high leverage strategies for each Driver. Subsequent pages (4 – 32) describe detailed actions for each high leverage strategy and each action includes how each step will be accomplished, what key milestones will be attained, and the personnel responsible for implementation.

Strategic Driver 1:

Get the right people in the right work ~ **EL Focus: Employ and develop experts in English language development and bilingual education**

Fresno Unified School District will employ certificated teachers with expertise in ELD, bilingual education, academic content areas, and languages other than English. We engage in various efforts to address teacher recruitment, placement, retention, and professional learning. Our leaders, teachers, and support staff have opportunities to improve their practice and ensure all English learner students have access to grade level materials and instruction through professional learning and collaboration that serve as springboards to prepare all teachers to provide for the needs of English Learners.

**High Leverage Strategies**

1. Continue the implementation of a diverse pipeline of talent with clear pathways for advancement to recruit, prepare, and support teachers qualified to teach ELs by partnering with high schools and institutions of higher education
2. Develop and implementing a districtwide EL leadership academy focused on developing expertise in leading schools with high numbers of English Learners
3. Develop a districtwide teacher cohort focused on high-quality, effective instruction for English learner students
4. Enhance the teacher and administrator onboarding programs to emphasize the Master Plan’s components.
### Strategic Driver 2:

Invest all stakeholders in a shared vision of effective instruction that drives our work ~ **EL Focus: Advance quality teaching for English learner students**

Fresno Unified School District commits to improving educators’ capacity to provide high-quality instruction for English learner students in all subject area classrooms to ensure that all current and former English learner students graduate college and career ready as productive, and global-minded citizens. The vision and the district’s Language Development Approach included in Master Plan provide the foundation for continuing the improvement in curriculum and instruction in elementary and secondary schools to advance quality teaching. District professional learning opportunities focus on building a districtwide understanding of curriculum and instruction that integrates language and literacy.

### High leverage Strategies

1. Pursue the district’s Vision for ELs through:
   - Enacting effective EL instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework
   - Developing a common understanding of curriculum and instruction for ELs aligned to the Master Plan for English Learner Success, the California Language Arts and Literacy Standards, and California English Language Development Standards

2. Ensure ELs receive integrated English language and content development and designated English language development

3. Support teachers of English learner students to use multiple sources of evidence to plan, guide, and inform teaching and learning daily

### Strategic Driver 3:

Establish a diverse, inclusive, accountable community that embraces a culture with high expectations ~ **EL Focus: Establish structures and systems to support student and parent aspirations and goals**

All English learner students benefit from a school climate and culture that welcomes and values their diverse needs. Creating ongoing systems of communication that provide necessary information and invite both students and their families to engage with the schools increases the degree of success that English learner students experience. To promote equitable learning opportunities, we ensure that all schools and classrooms across the
district foster a climate and culture that values the diverse needs of English learner students and their families. This objective requires embracing the belief that all teachers are teachers of English learner students, and all schools are appropriately equipped to serve them.

### High Leverage Strategies

1. Create a districtwide culture that establishes all teachers as teachers of English learner students and all schools as schools for ELs.
2. Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets.
3. Effectively engage families and build their capacity to provide academic support.
4. Expand communication strategies to families of English learner students on attendance, academic and language proficiencies, EL Instructional Models, and graduation requirements.

### Strategic Driver 4:

Ensure a coherent and effective instructional system to support schools in achieving our shared vision. ~ **EL Focus: Realign instructional program options, policies, structures, and systems for English learner students**

To foster more equitable learning opportunities for English learner students, we ensure that our policies, structures, and practices are coherent and aligned across our schools and departments. This alignment requires sufficient fiscal resources to fuel our improvement efforts. We strengthen the coherence and consistency of EL teaching and learning districtwide, and ensure teachers and administrators have and can effectively use quality evidence of student learning to continually improve programs, practices, and outcomes. We also ensure English learner students have time for enhanced English-language and literacy development, and that our attendance policies support student success. All procedural stages of defining English learner students are reviewed and strengthened to ensure accuracy and support for student success.

### High Leverage Strategies

1. Provide differentiated services and targeted academic content and language support for all English learner students subgroups, including long-term English learner students, reclassified fluent English proficient English learner students, English learner students with disabilities, Gifted and Talented English learner students, and newcomer English learner students
2. Expand and enrich dual language programs based on parent requests and district capacity
3. Expand and enrich newcomer programs and services
4. Implement all district instructional models with fidelity to ensure rigorous academic programs for ELs in all classrooms
Strategic Driver 1:

Get the right people in the right work ~ **EL Focus: Employ and develop experts in bilingual education and English language development**

|----------|---------|---------------------|-----------|
| a. Analyze district data on teacher recruitment, retention, and movement in and out of the District to identify unsuccessful and successful patterns associated district- and site-level programs. | 1. Inquire more deeply into the problem of hiring qualified teachers with specific training and/or endorsements and generate targeted solutions. | • Collect recruitment and retention data on district and site-level newly hired teachers by November 2016.  
• Review teacher retention statistics.  
• Review teacher mobility statistics | • María Maldonado  
• Cyndy Quintana  
• Teresa Morales  
• Julie Severns |
| 2. Review district policies for inter- and intra-district teacher transfers for opportunities to enhance successful recruitment of teachers qualified to teach English learner students in alternative programs. | • Revisions to district inter- and intra-district teacher transfer policies by January 2017. | | |
| 3. Design a transfer survey for teachers to voluntarily complete before final employment date at current site. | • Voluntary transfer survey data by August 2017. | | |
| 4. Examine recruitment practices and make decisions regarding practices to maintain or discontinue based on their success | • Recommendations submitted by Spring 2017  
• Implement best practices for the 2017-18 school year | | |
b. Collaborate with IHEs to incorporate effective, research-based instructional strategies for English learner students into coursework.

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<tr>
<td><strong>1.</strong> Determine the number of ELD and Bilingual Certified teachers.</td>
<td><strong>1.</strong> Data on numbers of ELD and Bilingual Certified teachers by December 2016</td>
</tr>
<tr>
<td><strong>2.</strong> Ensure that the District English Language Development Framework and strategies centered on English learner students’ needs are incorporated into all coursework.</td>
<td><strong>2.</strong> University/college course descriptions and syllabi reflect second-language acquisition theory, Fresno Unified’s effective EL Instruction as outlined in the ELA/ELD framework, the District Language Development Framework, and EL needs-centered strategies by June 2017.</td>
</tr>
</tbody>
</table>
| **3.** Provide incentives for all education majors to complete bilingual and/or ELD endorsement as part of their teacher education degree. | **3.** Identified incentives by December 2016  
**3.** Summer 2017.  
**3.** Feedback analysis from the recruitment fair within one month of the event. |
| **4.** Research the effectiveness of Fresno Unified’s Teacher Residency Model to promote effective EL instruction and incorporate into determining the viability of promoting and expanding the program. | **4.** Sample EL questions generated for interview process by October 2016  
**4.** Examples of student (TRP) responses regarding English learner students to the interview questions to be reviewed at least three times a year. |
| **5.** Require TRP students to use the Instructional Practice Guide to focus on English learner student learning rather than teacher evaluation. | **5.** Spring 2017: Student observations conducted and subsequent analysis of student (TRP) observation forms within one month of the observations to inform teaching pipeline instruction. |

- María Maldonado
- Cyndy Quintana
- Teresa Morales
- Julie Severns
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| **c. Collaborate with stakeholders of existing education pathway programs at the high school level to strengthen the District’s early career pipeline into teaching and expand to additional sites** | **1. Determine the number of EL students graduating from teacher pathway programs.** | **Year 2: 2017-2018** | • Maria Maldonado  
• Cyndy Quintana  
• Teresa Morales  
• Brian Wall  
• Sally Fowler  
• University Partners |
|   | **2. Determine the benefit of teacher pipeline programs for English learner students** | • Quarterly meetings of network of high schools with teaching pathways, supported by Career Technical Education, Human Resources, EL, Teacher Development and higher education partners. |   |
|   | **3. Research current EL teacher recruitment practices into pathway programs.** | • Recommendations to increase enrollment of English learner students into current and future teacher pathway programs by Spring 2017 |   |
|   | **4. Insert strategies into existing recruitment fairs to increase enrollment of English learner students in the teaching pipeline program** | • Proportion of English learner students who graduate from teaching EL pathways matches district proportions of English learner students graduates |   |
|   | **5. Explore adding other educational apprenticeship programs (e.g., bilingual, special education, speech, language).** | • Increase in the number and variety of teacher pipeline programs to support the district’s diverse student population (baseline and target to be determined) |   |

**High Leverage Strategy 2:** Develop and implement a districtwide EL leadership academy focused on developing expertise in leading schools with high numbers of English learner students
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<tbody>
<tr>
<td>a. Invest significantly in leaders’ professional learning in deepening understanding of effective instruction for English learner students.</td>
<td>1. Develop a professional learning module for existing district administrators on how to best establish an effective EL Instructional Program which includes strategies for language development, and attaining projected outcomes as outlined in the Master Plan. This module will lead to attainment of the Fresno Unified Certificate of Expertise in English Learner Leadership.</td>
<td>• 100% of existing district level administrators will complete the program by June 2019. • Sign-in sheets reflect attendance. • Analyze completed feedback forms from each professional learning session in the program. • Improved student learning as evidenced in CELDT and literacy assessment results.</td>
<td>• Maria Maldonado • Katie Russell</td>
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<td></td>
<td>2. Create professional learning structures and processes to accelerate improvement for English learner students, using the Site Plan for Student Achievement.</td>
<td>• Analyze completed professional learning plans from each existing district leader.</td>
<td></td>
</tr>
<tr>
<td>b. Identify and recruit potential Administrators of leadership academy.</td>
<td>1. Generate potential list of leaders (district and site administrators) who are committed to implementing the District Vision for EL Success and the District English Language Development Framework.</td>
<td>• 100% of those identified agree to participate in EL Leadership Academy.</td>
<td>• María Maldonado • Katie Russell</td>
</tr>
<tr>
<td>c. Determine specific goals/purpose of leadership academy in support of English learner students’ academic/social needs.</td>
<td>1. EL Leadership Academy participants will support the plan roll-out by: (1) disseminating information to their role-alike groups, (2) actively engaging in professional learning offerings, and (3) identifying practices and tools that are not aligned with the plan and assisting in strengthening their alignment.</td>
<td>• Percentage of EL Leadership Academy members active in carrying out their roles and responsibilities as evidenced by the achievement of Implementation targets.</td>
<td>• María Maldonado • Katie Russell</td>
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<td>2. Integrate elements of the <em>Master Plan</em> such as the district vision for EL Success and the English Language Development Framework, Grade Level Standards-Based Instruction, and professional learning to build teacher core competencies into the Site Plan for student Achievement.</td>
<td></td>
<td>Site-based action plans that integrate the District Vision for EL Success and the District English Language Development Framework, and Grade Level Standards-Based Instruction.</td>
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</table>
|   | d. Provide targeted professional learning for EL Leadership Academy on:  
  - district vision for English learner students success  
  - District English Language Development Framework, and  
  - Grade Level Standards-Based Instruction language development competencies,  
  - Leadership and presentation skills. | 1. Academy participants engage in site-based, online, or centralized professional development. | Sign-in sheets and feedback forms for professional learning sessions and institutes |
|   |   | 2. Build their capacity to use the Site Plan for Student Achievement to increase English learner student improvements. | Aligned SPSAs that reflect actions designed to increase English learner student achievement  
Increased student learning as evidenced by CELDT and local literacy assessments |
|   |   |   | María Maldonado  
Julie Severns  
Katie Russell |
d. Design articulation and collaboration systems for curating and disseminating best EL instructional practices at the site and districtwide.

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<thead>
<tr>
<th></th>
<th>1. Engage in problems of practice processes related to improving the quality of engagement for English learner students in classroom practice.</th>
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<td></td>
<td>• Identify patterns and report quarterly on trends.</td>
<td></td>
<td>María Maldonado, Julie Severns, Katie Russell</td>
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<td>2. Codify and share promising practices evidenced through visits, using online resources and videos.</td>
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<td>• Codify and share two promising practices quarterly.</td>
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<td>3. Refine these resources for use by instructional leadership teams in their professional learning offerings.</td>
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<td></td>
<td>• Increased student learning as evidenced by CELDT and local literacy assessments</td>
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<tr>
<th>High Leverage Strategy 3:</th>
<th>Develop a districtwide teacher academy focused on high-quality, effective instruction for English Learners</th>
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<tbody>
<tr>
<td><strong>A. What?</strong></td>
<td><strong>B. How?</strong></td>
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<tr>
<td>a. Provide targeted grade-level (Elementary, Middle, High)/content areas 90 hours of in-depth professional development on effective practices for EL students leading to attainment of the District Certificate of Expertise in EL Instruction</td>
<td>1. Build the instructional capacity of teachers using instructional coaching, peer support through accountable communities, and the co-teaching model in all disciplines, at all levels.</td>
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<td>• Time commitments aligned to yearly goals based on Fresno Unified specific roles completed through 2017 summer and academic year offerings.</td>
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<td>2. Facilitate teacher co-planning, shadowing and doing observations in Fresno Unified classrooms implementing effective practices.</td>
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<tr>
<td></td>
<td>• Sign-ins and completion certificates • Increased student learning as evidenced by language acquisition assessments and local literacy assessments</td>
</tr>
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</table>
### High Leverage Strategy 4: Implement a coherent district-wide, multi-year professional learning plan that builds core competencies for all teachers and leaders by offering choice and diverse learning opportunities

|----------|---------|---------------------|-----------|
| **a.** Design articulation and collaboration systems for disseminating best EL instructional practices at the site and districtwide. | 1. Identify potential systems for disseminating and collaborating about best EL Instructional practices | • Menu of dissemination platforms and systems by (TBD) | • María Maldonado  
• Allyson Burns  
• Elizabeth Fralicks  
• Teresa Morales  
• Katie Russell  
• Melissa Dutra |
| | 2. Engage in problems of practice related to improving the quality of engagement for English learner students in classroom practice. | • Identified patterns observed based on practice improvement targets. | |
| | 3. Codify and share promising practices evidenced through visits and district review of artifacts and practices, using online resources and videos. | • Publish promising practices by (TBD) | |
| | 4. Refine these resources for use by instructional leadership teams and Accountable Communities. | | |
| **b.** Provide all teachers, site leaders, and district personnel | 1. Provide site-based, online, and/or centralized professional development for teachers, site leadership, and | • Time commitments aligned to yearly goals based on District specific roles completed through | • María Maldonado  
• Allyson Burns  
• Elizabeth Fralicks |
| | | | |
with an overview of the ELA/ELD Framework and Grade Level Standards-Based Instruction.

district personnel.

summer and academic year offerings.

c. Implement classroom practices reflecting the Instructional Practice Guide in integrated and designated ELD instruction

1. Focus site-based ACs on the continuous improvement of practice, with support provided by the site leadership team and principal.

- Analyze observation protocol notes as well as AC notes:
- Year 1 – 30% of students exhibiting characteristics of the District Language Development Framework based on observation data.
- Year 2 – 60% of students exhibiting characteristics of the District Language Development Framework based on observation data.
- Year 3 – 90% of students exhibiting characteristics of the District Language Development Framework based on observation data.

• María Maldonado
• Allyson Burns
• Elizabeth Fralicks
• Teresa Morales
• Katie Russell
• Melissa Dutra

4. High Leverage Strategy 5: Enhance the teacher and administrator onboarding programs to emphasize the Master Plan for English Learner Success components.

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<tr>
<td>a. Embed the District English Language Development Framework, English learner student needs,</td>
<td>1. Review the current programs and determine adjustments that must be made to the professional learning concepts and materials.</td>
<td>• Revised materials for onboarding program by November 2016. • 100% of teachers complete the course credit and receive certificate of completion by June 2019.</td>
<td>• Maria Maldonado • Teresa Morales • Julie Severns</td>
</tr>
<tr>
<td>Strategies, and projected outcomes of the Master Plan into existing onboarding programs.</td>
<td>2. Develop a formative assessment to administer to new teachers to determine their level of understanding of the presented EL concepts.</td>
<td>• Assessment completed by (TBD)</td>
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<td>3. Offer professional learning credit or incentives throughout the year.</td>
<td>• Professional learning opportunities offered by (TBD)</td>
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<tr>
<td>4. Develop a summative assessment to administer to new teachers at the end of Year 1 to determine their level of understanding of the presented concepts.</td>
<td>• Assessment completed by (TBD) • Annually, revisit and revise professional learning offerings based on the data attained from summative assessment.</td>
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**b. Create networking opportunities among schools to share exemplars of high-quality EL instruction.**

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<tr>
<th>1. Through calibration experiences, identify exemplars of instruction that incorporate the effective EL instruction as outlined in ELA/ELD Framework and share with other teachers and leaders using videos, ACs, grade-level discussions, and/or presentations.</th>
<th>• Quarterly articulation based on grade level, content, and language proficiency level.</th>
<th>• María Maldonado • Teresa Morales • Julie Severns • Teresa Morales • Katie Russell • Melissa Dutra • Sally Fowler</th>
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<tr>
<td>2. Use Teaching Channel as a primary platform to share information/practices on an ongoing basis.</td>
<td>• Teaching Channel established by grade and content with (TBD%) of eligible teachers participating by (TBD)</td>
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<tr>
<td>c. Create a common understanding of high-quality instruction for English learner students using the Instructional Practice Guides Language and the ELA/ELD Framework.</td>
<td>1. Engage teachers and leaders in professional learning sessions to calibrate the identification of high-quality instruction for English learner students, using multiple sources of data (e.g., video clips, vignettes, and walkthroughs). Examples to be collected during High-Leverage Strategy I.</td>
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<tr>
<td>2. Prepare (e.g., video clips, vignettes, and walkthroughs) for calibration process.</td>
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<tr>
<td>3. Schedule ongoing collaboration meetings for teachers and leaders to continue calibration development for no less than 10 hours each year.</td>
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<td>4. Use the agreements from the calibration experiences to inform the development of exemplars for effective EL instruction.</td>
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<td>Monthly AC discussions for trends at site.</td>
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<td>Tools to be utilized identified by (TBD)</td>
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<td>Completed tool to be used in the calibration process.</td>
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<td>Document usage by monitoring number of viewings from each online source</td>
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<td></td>
<td>90% inter-rater reliability when viewing and rating high-quality instruction for English learner students by June 2020.</td>
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<td>Calibration to completed late spring 2017.</td>
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<td>Exemplars developed by (TBD)</td>
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<tr>
<td><strong>Strategic Driver II</strong></td>
<td><strong>Invest all stakeholders in a shared vision of effective instruction that drives our work</strong></td>
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<tr>
<td><strong>EL Focus: Advance quality teaching for EL students</strong></td>
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</table>
High Leverage Strategy 1:
2. Pursue the Fresno Unified School District’s Vision for English learner students through:
   - Enacting effective EL instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework
   - Developing a common understanding of curriculum and instruction for English learner students aligned to the Master Plan for English Learner Success, the California Language Arts and Literacy Standards, and California English Language Development Standards

|----------|---------|---------------------|-----------|
| a. All District generated professional learning explicitly integrates the ELD standards and provides strategies, language, analytical practices, and content instruction that provide access to the challenging grade level content for English learner students as delineated in the California ELA/ELD Framework | 1. Continue current structures of Leading with Learning with current schools including:  
   - Teachers’ course  
   - Coaches’ course  
   - Principals’ course  
   - District leader course  
   - Coaching for all levels  
   - Coaching for EL personnel | • Dates and locations of courses determined by spring 2016  
   • Three coaching session dates for TSAs per semester to deepen their knowledge, established by Spring 2016  
   • Co-facilitated teachers’ courses scheduled with EL TSAs and WestEd partners for six sessions throughout the year, by Spring 2017  
   • Grade level coaching provided to participating sites in-between PL sessions by Spring 2017  
   • TSAs courses scheduled that include four face to face sessions with Sacramento City Unified coaches and six on-line sessions. Review feedback and incorporate into ongoing PL as appropriate by Spring 2017  
   • Four professional learning sessions conducted for principals. Review feedback and incorporate as appropriate by Spring 2017  
   • Site based coaching for principals provided. Feedback reviewed and | • María Maldonado  
   • Allyson Burns  
   • Elizabeth Fralicks  
   • Teresa Morales  
   • Katie Russell  
   • Melissa Dutra |
| 2. Leverage all English learner supports in the guaranteed and viable curriculum to assist teachers in the implementation of new materials | | | |
3. Expand Leading with Learning to three additional elementary schools and one middle school

- Three additional elementary sites and one middle school selected to participate in the 2016-2017 school year by Spring 2016
- Four EL TSAs hired to serve additional sites to meet additional site needs
- Training provided to onboard new EL TSA hires August 2016
- Series of six teachers’ courses to sites provided by Spring 2017.

- María Maldonado
- Allyson Burns
- Elizabeth Fralicks
- Teresa Morales
- Katie Russell
- Melissa Dutra
- Jorge Aguilar,

4. Utilize EL TSAs to apply learnings from Leading with Learning to train small cohorts of TSAs at 40 designated schools

- All TSAs from 40 schools will receive monthly PL sessions
- Up to ten self-selected sites will receive additional PL, additional half day and 4xs a month side by side coaching from EL TSA.

By August 2016:

- Dates determined for PL
- Sites solicited and selected for participation in first cohort of intensive work
- Dates established for TSA cohort meetings
- EL TSAs assigned to support cohort TSAs
- Communication plan for sites and district leaders finalized
- Survey to determine TSA needs determined and incorporated as appropriate

- María Maldonado
- Allyson Burns
- Elizabeth Fralicks
- Teresa Morales
- Katie Russell
- Melissa Dutra
- Deanna Mathis
- Jennifer Carr
|----------|---------|---------------------|-----------|
| a. Embed ELD Standards and instruction in all professional learning | 1. Build understandings and application of the ELD Standards to provide designated and integrated ELD to all schools | • TSAs assigned to all sites by August 2016  
• Site leaders identify and regularly communicate plans and actions to address integrated and designated ELD with EL TSA | • María Maldonado  
• Allyson Burns  
• Elizabeth Fralicks  
• Teresa Morales  
• Katie Russell |

**High Leverage Strategy 2:** Ensure English learner students receive integrated English language and content development and designated English language development
2. Provide ongoing professional learning and updates to site administrators on the development of programs to support designated and integrated ELD at District Systems Work meetings and other available settings and venues

- Best mode of communication for providing administrative PL and updates by August 2016
- Scheduled time at District System Work meetings determined by August 2016
- Site administrators receive weekly information through district update

- María Maldonado
- Allyson Burns
- Elizabeth Fralicks
- Teresa Morales
- Miguel Arias

3. Provide ongoing professional learning to developing EL Leadership Academy

- Dates and topics regarding English learner students determined for EL Leadership cohort by September 2016
- EL Leadership Academy receives ___ sessions regarding EL instruction and program
- Developing leaders exit cohort prepared to lead schools and departments with expertise in EL instruction and programs and aware of district resources and support

- María Maldonado
- Allyson Burns
- Elizabeth Fralicks
- Teresa Morales

4. Participate in district work team structure to ensure inclusion of ELD Standards into all professional learning

- EL Staff assigned to weekly work team meetings, attendance 90-100%
- Feedback from site walks, school leadership, professional learning and assessment data analyzed to plan and

- María Maldonado
- Allyson Burns
- Elizabeth Fralicks
- Teresa Morales
Strategic Driver III

Establish a diverse, inclusive, accountable community that embraces a culture with high expectations

**EL Focus: Establish structures and systems to support student and parent aspirations and goals**

**High Leverage Strategy 1:** Create a districtwide culture that establishes all teachers as teachers of English learner students and all schools as schools for English learner students.

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<tr>
<td>a. Provide all teachers, with an overview of the ELA/ELD</td>
<td>1. Provide site-based, online, and/or centralized professional development for teachers.</td>
<td>• Time commitments aligned to yearly goals based on District specific roles completed through</td>
<td>• María Maldonado • Allyson Burns • Elizabeth Fralicks</td>
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**High Leverage Strategy 3:** Support leaders and teachers of English learner students to use multiple sources of evidence (School Quality Improvement Index, ATLAS, and formative and summative assessment) to inform daily instruction

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<tr>
<td>a. Establish and implement cycles of continuous improvement, focused on English learner students and based on multiple sources of evidence at teacher, site leader, and district leadership teams.</td>
<td>1. Schools engage in a cycle of continuous improvement with a focus on data indicators focused on EL Redesignation and academic achievement 2. Schools collaborate with assigned EL TSA to utilize school EL Data Profile to address instructional needs of English learner students 3. AC teams develop goals for English learner students with EL TSAs based on IPG walk-through data, school data profile, and assessment data</td>
<td>• Schools respond to identified area of improvement • Completed school data profile and actions aligned to data • Goals set by ACs are attained</td>
<td>• María Maldondo • Jorge Aguilar • Katie Russell • Site leaders • AC teams</td>
</tr>
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strategically support sites to serve English learner students (ongoing)

- Deanna Mathis
- Melissa Dutra
| Language Development Framework and Grade Level Standards-Based Instruction. | summer and academic year offerings. | Teresa Morales  
Katie Russell  
Melissa Dutra |
|---|---|---|
| **b. Implement classroom practices reflecting the Instructional Practice Guide in integrated and designated ELD instruction** | 1. Focus site-based ACs on the continuous improvement of practice, with support provided by the site leadership team and principal. | - Analyze observation protocol notes as well as AC notes:  
- Year 1 – 30% of students exhibiting characteristics of the District Language Development Framework based on observation data.  
- Year 2 – 60% of students exhibiting characteristics of the District Language Development Framework based on observation data.  
- Year 3 – 90% of students exhibiting characteristics of the District Language Development Framework based on observation data. | María Maldonado  
Allyson Burns  
Elizabeth Fralicks  
Teresa Morales  
Katie Russell  
Melissa Dutra |
|  |  |  |
| **c. Embed the District English Language Development Framework, English learner student needs, strategies, and projected outcomes of the** | 1. Review the current programs and determine adjustments that must be made to the professional learning concepts and materials. | - Revised materials for onboarding program by November 2016.  
- 100% of teachers complete the course credit and receive certificate of completion by June 2019. | María Maldonado  
Allyson Burns  
Elizabeth Fralicks  
Teresa Morales  
Katie Russell  
Melissa Dutra |
| Master Plan into existing onboarding programs. |  
|-------------------------------------------------|---|
| d. Create networking opportunities among schools to share exemplars of high-quality EL instruction. |  
| 1. Through calibration experiences, identify exemplars of instruction that incorporate the effective EL instruction as outlined in ELA/ELD Framework and share with other teachers and leaders using videos, ACs, grade-level discussions, and/or presentations. | Quarterly articulation based on grade level, content, and language proficiency level.  
|  | María Maldonado  
|  | Allyson Burns  
|  | Elizabeth Fralicks  
|  | Teesa Morales  
|  | Katie Russell  
|  | Melissa Dutra  
| 2. Use Teaching Channel as a primary platform to share information/practices on an ongoing basis. | Teaching Channels established by grade and content with (TBD%) of eligible teachers participating by (TBD)  
|  | Allyson Burns  
|  | Janie Dela Cerda  
| 2. Create a common understanding of high-quality instruction for English learner students using the Instructional Practice Guides Language and the ELA/ELD Framework. |  
| 1. Engage teachers and leaders in professional learning sessions to calibrate the identification of high-quality instruction for English learner students, using multiple sources of data (e.g., video clips, vignettes, and walkthroughs). Examples to be collected during High-Leverage Strategy | Monthly AC discussions for trends at site.  
|  | Tools to be utilized identified by (TBD)  
|  | María Maldonado  
|  | Allyson Burns  
|  | Elizabeth Fralicks  
|  | Teresa Morales  
|  | Katie Russell  
|  | Melissa Dutra  
|  | Sally Fowler  
| 2. Prepare (e.g., video clips, vignettes, and walkthroughs) for calibration process. | Completed tool to be used in the calibration process.  
<p>|  | Document usage by monitoring number of viewings from each online source |</p>
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| 3. Schedule ongoing collaboration meetings for teachers and leaders to continue calibration development for no less than 10 hours each year. | • 90% inter-rater reliability when viewing and rating high-quality instruction for English learner students by June 2020.  
• Calibration to completed late spring 2017. |   |
| 4. Use the agreements from the calibration experiences to inform the development of exemplars for effective EL instruction. | • Exemplars developed by (TBD) |   |
| e. All District generated professional learning explicitly integrates the ELD standards and provides strategies, language, analytical practices, and content instruction that provide access to the challenging grade level content for English learner students as delineated in the California ELA/ELD Framework |   |   |
| 1. Continue current structures of Leading with Learning with current schools including:  
• Teachers’ course  
• Coaches’ course  
• Principals’ course  
• District leader course  
• Coaching for all level English learner students  
• Coaching for EL personnel | • Dates and locations of courses determined by spring 2016  
• Three coaching session dates for TSAs per semester to deepen their knowledge, established by Spring 2016  
• Co-facilitated teachers’ courses scheduled with EL TSAs and WestEd partners for six sessions throughout the year, by Spring 2017  
• Grade level coaching provided to participating sites in-between PL sessions by Spring 2017  
• TSAs courses scheduled that include four face to face sessions with Sacramento City Unified coaches and six on-line sessions. Review feedback and incorporate into ongoing PL as appropriate by Spring 2017 | • María Maldonado  
• Allyson Burns  
• Elizabeth Fralicks  
• Melissa Dutra |
### High Leverage Strategy 2: Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets.

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</table>
| a. Teachers use grade level, research-based, proven curriculum and materials that integrate cultural/literary knowledge that builds student understanding of the world and values student background, experiences, and cultural diversity | 1. Support AC teams in planning and assist teams in identifying materials that reflect the cultural diversity of their classrooms/sites | • Lesson plans reflecting the cultural diversity of Fresno Unified classrooms | • Maria Maldonado  
• Allyson Burns  
• Elizabeth Fralicks  
• Early Learning  
• School Leadership  
• Curriculum, Instruction and Professional Learning |
b. Ensure English learner students receive available and appropriate resources to support social emotional well-being and make progress toward graduation and college and career readiness

2. Partner with Prevention and Intervention Department and Counseling Department to guarantee support staff such as social workers, academic counselors, and resource counselors target services for identified English Learner students

- Training conducted with Prevention and Intervention Department to identify English learner students that meet criteria for services two times per year
- EL caseload identified per counselor

| High Leverage Strategy 3: Effectively engage families and build their capacity to provide academic support |
|---|---|---|---|
| **A. What?** | **B. How?** | **C. Metric/Milestone** | **D. Owners** |
| 1. Inform, equip & involve parents to be fully engaged in the academic decision-making process | 1. Expand “Abriendo Puertas” courses for parents of English Learners | Schedule of Abriendo Puertas courses for 2016-2017 Agendas, sign-ins and feedback for each session | María Maldonado Zuleika Murillo Parents |
| 2. Revise and expand English Learner Parent Modules in collaboration with Parent University | 2. Completed modules Plan to disseminate parent modules Parent feedback Published schedule of offerings | Deanna Mathies Zuleika Murillo Participating school sites Parents |
| 3. Establish college excursions for students and families | 3. Schedule of excursions Roster of students and parents attending Roster of participating 12th students matriculating to IHEs | María Maldonado Jorge Aguilar Sally Fowler Parents |
4. Expand partnership with Mexican Consulate and CA Universities to address instructional needs of students from indigenous backgrounds.  
- In progress  
- María Maldonado  
- Mexican Consulate  
- Sally Fowler

**High Leverage Strategy 4:** Expand communication strategies to families of English learner students on attendance, academic and language proficiencies, EL Instructional Model English learner students, and graduation requirements.

|----------|---------|---------------------|-----------|
| a. Develop communication plans to provide important information for parents of English Learner Students | 1. Revise the English Learners Instructional Program Options pamphlet and ensure it is used at each school to communicate with parents and students  
2. Continue providing information about attendance, academic and language proficiencies, EL instructional model English learner students and graduation requirements in collaboration with other departments during DELAC meetings | • Revisions completed August 2016  
• Develop communication plan September 2016  
• Schedule of DELAC topics | • María Maldonado  
• Deanna Mathies  
• Zuleika Murillo  
• Jorge Aguilar  
• Sally Fowler  
• Tammy Townsend  
• Parents |

**Strategic Driver IV**
Ensure a coherent and effective instructional system to support schools in achieving our shared vision.

**EL Focus: Realign and expand instructional program options and realign policies, structures, and systems for English learner students**

**High Leverage Strategy 1:** Provide differentiated services and targeted academic literacy and language support for all EL subgroups, including long-term English learner students, reclassified fluent English proficient English learner students, English learner students with disabilities, Gifted and Talented English learner students, and newcomer English learner students

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<tr>
<td><strong>a. Provide enrichment opportunities for English Learner Students to support language and literacy development</strong></td>
<td><strong>1. Expand services for students at 20 schools with the highest numbers of English Learners</strong></td>
<td><strong>Increase number of English learner students participating in after school programs at 20 sites</strong></td>
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|   |   | **Maria Maldonado**  
|   |   | **Sally Fowler**  
|   |   | **Participating school sites** |
|   | **2. Work with after school programs to identify additional opportunities for tutorial services for students not reading on grade level** | **SQII Grade level readiness, target TBD** |
|   |   | **Maria Maldonado**  
|   |   | **Jorge Aguilar**  
|   |   | **Sally Fowler**  
|   |   | **Participating school sites** |
|   | **3. Expand targeted literacy interventions and English language enrichment for identified students** | **20 sites with high a high English Learner population identified by August 2016**  
|   |   | **Professional learning plan created by August 2016**  
|   |   | **Identify 20 Teaching Fellows to assist sites with implementation of Imagine Learning by spring 2016**  
|   |   | **Provide professional learning to sites and Teaching Fellows by September 2016**  
|   |   | **Identify students at each site that qualify for the enrichment**  
|   |   | **Monitor usage at each site monthly**  
|   |   | **Communicate with Teaching Fellows and Imagine Learning to provide support as needed** |
|   |   | **Maria Maldonado**  
|   |   | **Principals**  
|   |   | **20 identified sites**  
|   |   | **Parents** |
|   | **4. Increase by 500 students to reach 2000 in the ELD summer program** | **Participate in summer school planning during fall and spring of 2016-2017** |
|   |   | **Maria Maldonado**  
|   |   | **Allyson Burns**  
<p>|   |   | <strong>Sally Fowler</strong> |</p>
<table>
<thead>
<tr>
<th>5. Fund AP teachers to work before or after school with English learner students to support them learn the content, analytical language practice of the discipline</th>
<th>September 2016</th>
<th>Jorge Aguilar, Katie Russell, Melissa Dutra, Human Resources, Zuleica Murillo, Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Develop and pilot the Strategic Academic Language and</td>
<td>Currently piloting at Sequoia MS, December 2016</td>
<td>Elizabeth Fralicks, Jore Aguilar, Sally Fowler, AP teachers</td>
</tr>
</tbody>
</table>
| 1. Scope and sequence developed, curriculum selected from Springboard ELD by August 2016 and ongoing | |}

- Determine criteria for entrance into the ELD summer program January 2017
- Analyze the criteria for entrance, feeder patterns and number of students that meet criteria to determine sites served and to meet the target of 2000 students served. Spring 2017
- Develop communication plan for sites, families, district leaders.
- Conduct meetings with site representatives and summer school leaders Spring 2017
- Plan units of instruction with summer program staff to align with students qualifying to participate in the ELD summer program Spring 2017
- Inform parents of student eligibility through letters and phone calls by Parent University Spring 2017
- Implement the ELD Summer Program. Summer 2017
<table>
<thead>
<tr>
<th>Literacy (SALL) course to accelerate Long Term English learner students toward redesignation and academic success at one middle school, utilizing ELD component of secondary ELA adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Middle school pilot site selected by August 2016</td>
</tr>
<tr>
<td>3. Appropriate reading comprehension assessment selected to measure growth in academic language and literacy by August 2016</td>
</tr>
<tr>
<td>1. Identify English learner students who have potential for success in AP courses and ensure HC and master schedulers place these students in these courses</td>
</tr>
<tr>
<td>2. Fund AP teacher AC to meet once a month and problem solve, calibrate lessons and student work.</td>
</tr>
<tr>
<td>• % of 8th graders at Sequoia Middle School are redesignated by final window</td>
</tr>
<tr>
<td>• % of 8th graders at Sequoia Middle School grow (TBD) on designated reading comprehension assessment</td>
</tr>
</tbody>
</table>

**High Leverage Strategy 2: Expand and enriching Dual Language Programs based on parent requests and district capacity**

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Improve and expand bilingual and dual language programs to maintain native languages and cultures, and provide high level literacy and language</td>
<td>1. Partner with Early Learning on the Packard Grant funded Fresno Language Project to support dual language learning for PK and younger 2. Prepare and disseminate take-home packets for parents of newborn children. The packets will contain information regarding children activities leading to academic success.</td>
<td>• Implementation of dual language program in pre-kinder settings  • Completed packets and dissemination plan</td>
<td>• María Maldonado  • Deanna Mathies  • Parents</td>
</tr>
</tbody>
</table>

| Matt Ward  | Sequoia staff |
3. Expand Hmong Heritage Language courses to all comprehensive high schools  
4. Develop submission to UC Portal to ensure college credit  
5. Develop scope and sequence that includes rigorous academic text and culturally responsive curriculum  
6. Train teachers on effective language strategies  
7. Facilitate bi-monthly Hmong language teacher ACs  

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Activities</th>
<th>Participants</th>
</tr>
</thead>
</table>
| 3. Expand Hmong Heritage Language courses to all comprehensive high schools | Master scheduling Spring 2016  
a-g submission to the UC portal by spring 2016  
Scope and sequence in progress (per quarter)  
Two heritage language training days scheduled during buy back of 2016-2017 school year  
ACs in progress and scheduled for the year | María Maldonado  
Melissa Dutra  
Katie Russell  
Heather Allen  
Hmong language teachers  
High school principals  
Cyndy Quintana  
Zuleika Murillo |
| 4. Develop submission to UC Portal to ensure college credit | Conduct conclude research to identify possible sites by winter 2017 | María Maldonado  
Jorge Aguilar  
Katie Russell  
Melissa Dutra |
| 5. Develop scope and sequence that includes rigorous academic text and culturally responsive curriculum | Participate in summer school planning during fall and spring of 2016-2017  
Determine criteria for entrance into the bilingual summer program January 2017  
Analyze the criteria for entrance, feeder patterns and number of students that meet criteria to determine sites served and to by Spring 2017  
Develop communication plan for sites, families, district leaders.  
Conduct meetings with site representatives and summer school leaders Spring 2017 | María Maldonado  
Jorge Aguilar  
Katie Russell  
Melissa Dutra  
Cyndy Quintana  
Zuleika Murillo  
Sites with bilingual programs |
| High Leverage Strategy 3: Implement all district instructional models with fidelity to ensure rigorous academic programs for English learner students in all classrooms |

|----------|---------|---------------------|-----------|
| a. Enhance and fully implement district instructional models: | 1. Collaborate in the implementation of the ELA/ELD Framework in ELA, mathematics, science, and social studies adoptions | • Curriculum and other support documents reflect practices and pedagogies embodied in the ELA/ELD Framework | • María Maldonado  
• Cyndy Quitana  
• Katie Russell |
|  |  |  | • Deanna Mathies  
• Teresa Morales  
• Cyndy Quintana  
• Zuleika Murillo |
<p>|  | 2. Implement effective EL instructional practices as delineated in the ELA/ELD Framework at selected sites | • Walkthrough and assessment data confirm effective EL instructional practices that support instruction as outlined in the IPG | • Site leaders and staff |</p>
<table>
<thead>
<tr>
<th>Biliteracy and Heritage Model • Dual Immersion Language Model • Strategic Academic Language and Literacy Model</th>
<th>3. Provide EL TSA at each site to ensure legal requirement are met</th>
<th>• Walkthrough and assessment data confirm effective EL instructional practices that support instruction as outlined in the IPG • Compliant LEP cums</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. Provide intensive professional learning to designated sites</td>
<td>• Schedule of PL provided • Walkthrough and assessment data confirm effective EL instructional practices that support instruction as outlined in the IPG as addressed by PL</td>
</tr>
</tbody>
</table>

b. Newcomer Model

<table>
<thead>
<tr>
<th>1. Develop support documents for administrators, teachers, and counselors</th>
<th>• August 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Develop peer tutor proposal</td>
<td>• Pilot high school identified by October 2016</td>
</tr>
<tr>
<td>3. Identify language support materials</td>
<td>• Inventory of materials distributed from LAC</td>
</tr>
<tr>
<td>4. Establish a budget to provide direct material support to newcomer students</td>
<td>• Budget that meets needs of all identified newcomers</td>
</tr>
<tr>
<td>5. Adopt supplemental secondary newcomer designated ELD materials</td>
<td>• Adoption materials piloted Winter 2017 • New adoption series identified by Spring 2017 • ELD Adoption launched Fall 2017</td>
</tr>
</tbody>
</table>

• María maldonaod • Melissa Dutra • Sally Fowler • Site leaders
<table>
<thead>
<tr>
<th><strong>A. What?</strong></th>
<th><strong>B. How?</strong></th>
<th><strong>C. Metric/Milestone</strong></th>
<th><strong>D. Owners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Support the academic, cultural, and social emotional needs of newcomer and refugee English Learners</td>
<td>1. Develop systems to identify and maintain information regarding newcomer English learner students from initial language assessment to matriculation to higher education</td>
<td>• Atlas more effectively identifies newcomer English learner students  • LAC collects and maintains specific information regarding newcomer and refugee English learner students</td>
<td>• María Maldonado  • Hector Vidrio</td>
</tr>
<tr>
<td></td>
<td>2. Provide immediate resources for success at point of initial language assessment</td>
<td>• L1 support materials per language group provided upon initial assessment and identification to students in grades 3-12.</td>
<td>• María Maldonado  • Hector Vidrio</td>
</tr>
<tr>
<td></td>
<td>3. Collect necessary information and documentation to support appropriate placement, college credit, and other support services</td>
<td>• Registrars and counselors collect transcripts and other background information to effectively leverage previous educational experiences, maximize placement opportunities, and ensure proper credit.</td>
<td>• María Maldonado  • Sally Fowler  • Katie Russell  • Tamara Neely  • Registrars</td>
</tr>
<tr>
<td></td>
<td>4. Provide effective counseling and long-term planning to support late arrival newcomers to continue educational opportunities at high school and beyond</td>
<td>• Students requiring more time to complete high school through a fifth year or through adult school are identified by end of the first semester  • Students requiring more linguistic support at community college level are identified and directed to the appropriate assessment for</td>
<td>• María Maldonado  • Elizabeth Fralicks  • Sally Fowler</td>
</tr>
</tbody>
</table>
5. Support sites to identify and leverage existing resources available to support newcomers and refugees

- Identified resources per site based on needs and numbers of newcomer English learner students

<table>
<thead>
<tr>
<th>placement</th>
</tr>
</thead>
</table>
| • María Maldonado  
• Principals  
• Research Evaluation and Assessment |
LEGAL REQUIREMENTS

There are several legal requirements by which LEAs must abide and maintain records as evidence. Every two years, districts are reviewed by the state and must produce evidence in each of the areas outlined below.

EL 01: Parent Outreach and Involvement
Each District must implement outreach to parents of English learner students that includes the following:

- The district sends out notice of and holds regular meetings for the purpose of formulating and responding to the parents’ recommendations.
- The district provides training activities to parents on how they can be involved and become active participants in assisting their children to:
  - Attain English proficiency
  - Achieve at high levels in core academic subjects
  - Meet challenging state academic content and achievement standards expected of all students

Evidence of parent outreach includes parent meeting documentation in the form of parent meeting calendar, minutes and agendas other than ELAC. Additionally, the parent involvement policy and documentation on training, workshops and newsletters sent to EL parents so they can be involved and actively participate in their child’s education.

EL 02: Translation of Information for Parents
The district must provide parents and guardians with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.

When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students must be written in English and the primary language.

Evidence of translation of information for parents includes translated school-to-home documents such as report cards, parent handbooks, progress reports and newsletters. Additionally, EL phone logs need to be maintained by the district to show communication with parents by phone system.

EL 03: Private School Consultation and Participation
The district must contact private school officials in the district’s enrollment area to provide an opportunity to receive equitable Title III educational services and benefits to address the needs of eligible LEP and immigrant students, their teachers, and their families.
On an annual basis, the district must consult with all non-profit private schools within its boundaries as to whether the private schools’ students and teachers will participate in the Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Program as part of the ESEA programs available to them.

For participating private schools, the district must consult with appropriate private school officials during the design and development of the program concerning the following:

- Identification of students’ needs.
- What services and/or products will be offered.
- Service delivery options, including services through a contract with third-party provider.
- Assessment and improvement of services.
- The size and scope of services and the proportion of funds allocated.
- Program delivery options.
- Reasons for not using a contractor preferred by private school officials.
- The right to complain to the state educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.
- Parents participate in an equitable basis in parental involvement services and activities.
- The district assesses identified students annually for English language proficiency using a valid and reliable instrument.

Evidence of private school consultation and participation include records of private school affirmation, consultation and services provided to private schools, as well as a Title III budget expenditure report on services and products to private schools. Additionally, agency’s policy/procedural guidelines on private school’s participation in Title III activities. A list of private schools within the district’s enrollment area must be maintained. Participating private schools parent involvement records such as agendas, trainings, and fliers can serve as evidence also.

**EL 04: English Learner Advisory Committee (ELAC)**

A school site with 21 or more English learner students must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- Parent members are elected by parents or guardians of English learner students
- Parents of English learner students constitute at least the same percentage of the committee membership as their children represent of the student body
• The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance.

• The ELAC shall advise the principal and staff in the development of a site plan for English learner students and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA)

• The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria above.

The ELAC has the opportunity to elect at least one member to the DELAC or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district.

**EL 05: District English Learner Advisory Committee-DELAC**

Each District with more than 50 English learner students must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of English learner students and not employed by the district.

The DELAC shall advise the school district governing board on all of the following tasks:

• Development of a district Master Plan for educational programs and services for English learner students that takes into consideration the SPSA

• Conducting of a district-wide needs assessment on a school-by-school basis

• Establishment of district program, goals, and objectives for programs and services for English learner students

• Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements

• Review and comment on the LEA’s reclassification procedures

• Review and comment on the written notifications required to be sent to parents and guardians

The district shall provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities.

The consolidated application shall also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees.
EL 06: English Learner Identification and Assessment

The district must properly identify and assess all students who have home language other than English.

- A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home.

- Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher’s instructions.

- The district must annually assess the English language proficiency and academic progress of each English Learner.

- All currently enrolled English learner students must be assessed for English language proficiency by administering the current California English language proficiency assessment during the annual assessment window.

- Each English Learner on an active Individual Education Plan (IEP) or Section 504 plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current California English language proficiency assessment as specified in the student’s IEP or Section 504 Plan.

- Each district must identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than 3 full academic years.
Figure 14: EL 06 English Learner Identification Process

FRESNO UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER IDENTIFICATION PROCESS

COMPLETION OF HOME LANGUAGE SURVEY AT TIME OF ENROLLMENT

Language Other Than English
(On questions 1, 2, 3 HLS)
Assess English language using CELDT

English Only
(On questions 1, 2, 3, 4 HLS)
Place in the mainstream program

GRADES TK-12
Listening, Speaking, Reading, & Writing

 Identified EL
Assess Primary Language
Place in the appropriate EL program

 Identified IFEP
Place in the Mainstream program
Figure 15: Home Language Survey

The Home Language Survey (HLS)

At the time of student enrollment, schools in California are required to determine the language(s) spoken in the home by each student in order to provide meaningful instruction. All parents are required to complete a Home Language Survey (HLS). The Home Language Survey must be made available in the language of the parent and it is available in 36 languages which can be downloaded from the English Learner Services Web Site http://www.fresnounified.org/dept/ELL (See Appendices for a copy of the Home Language Survey and the list of languages). When a parent or legal guardian enrolls a student in the district for the first time, the parent completes the HLS as part of the district's enrollment procedure.

The following questions are posed on the HLS:

1. Which language did your son or daughter learn when he or she first began to speak?
2. Which language does your son or daughter most frequently use at home?
3. What language do you use most frequently to speak to your son or daughter?
4. Name the language most often spoken by the adults at home.

All TK-12 students (including migrant, special education and continuation school students) with a language other than English on questions 1, 2, or 3 of the HLS must be assessed in English to determine English language proficiency. This assessment is administered at the Language Assessment Center within 30 calendar days of initial enrollment. Stating a language other than English on question 4 does not trigger assessment.

When the HLS indicates an assessment is required, the following procedure is followed:

1. The principal/designee gives the parent a map to the Language Assessment Center.
2. The principal/designee faxes the completed Home Language Survey to the Language Assessment Center.
3. The Language Assessment Center will contact the parent to schedule an appointment.
4. The assessment will take place at the Language Assessment Center or at the school site.
5. The initial assessment results are provided to the Parent/Guardian upon assessment completion. (See appendix Parent Notification Letter)

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the initial HLS are documented permanently in the district’s ATLAS Student Information System. The completed original HLS in the primary language of the parent must be kept on file in the student's permanent cumulative folder.
TRANSFER STUDENTS

Transfers Between Fresno Unified Schools

When a school site receives a new student transferring from an existing FUSD school, the receiving school must request the student’s cumulative record from the previous school. Upon receiving a new student, the site principal at the receiving school is responsible for accessing and reviewing English Learner information on the district’s ATLAS Student Information System. The site principal is responsible for ensuring that the student is properly placed in the appropriate instructional program as specified in the student’s current records.

Transfers from Other California Public School Districts

Students transferring into the district from another public school district within California should present any documentation from the district where they previously attended. Ideally, student records such as the HLS, state assessment scores, including the CELDT, and official language classification (EO, IFEP, EL, RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, the district does not need to follow the initial identification and assessment process. If the parent provides the student’s records, staff will enter the information into the ATLAS Student Information System and meet with the parent to discuss instructional program placement options. District staff at the Language Assessment Center will contact the previous district to request official copies of the student’s information. All student information from a previous district should be sent to the FUSD’s Language Assessment Center. If the transferring student does not provide any documentation, the enrolling school site should follow all initial enrollment procedures.

Transfers from Out-Of-State or from Another Country

The initial enrollment, identification, and assessment process is to be used for students entering the district from another state or country. At time of enrollment, a Home Language Survey should be completed for the enrolling student. If the completed home language survey determines that an assessment should be administered, the district’s process for initial assessment and identification will be followed. All students enrolling into a California school will be asked to complete a Home Language Survey to determine language proficiency, regardless of previous English Learner identification from their previous state. For secondary students transferring from another country, transcripts should be requested and every effort made to give graduation and A-G credit when applicable. English Learner Services can provide translation and credit interpretation support.
Transfers from Private Schools

The initial enrollment, identification, and assessment process is to be used for students entering the district from a private school. If the transferring student has not been identified as an EL or IFEP student through the California identification process, all district procedures will be followed to determine English language proficiency.

Figure 17: EL 06 Language Proficiency Assessments

<table>
<thead>
<tr>
<th>LANGUAGE PROFICIENCY ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial English Language Proficiency Assessment</strong></td>
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</tbody>
</table>

The Language Assessment Center staff administers the initial English proficiency assessment to all new students enrolling in Fresno Unified with a response of a language other than English on questions 1, 2, or 3 of the HLS, as prescribed by law. The purpose of the English language proficiency assessment is to officially determine a student’s English language proficiency level. The California English Language Development Test (CELDT) is the state approved instrument that is currently administered to all potential English learner students (English learner students). The English language proficiency assessment includes listening, speaking, reading, and writing components in grades TK-12. The district maintains staff year round at the Language Assessment Center to assess all newly enrolled students to FUSD. The LAC staff goes through an annual CELDT certification process by receiving yearly CELDT administration training. Each student is assessed on a one-to-one basis in English and, if needed, in the primary language by a trained bilingual assessor.

A student’s initial language classification or status is determined by their overall performance on the initial English language proficiency assessment. Based on the performance level, a student may be classified as:

**English Learner (EL)**

The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be initially classified as an English Learner if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early Intermediate in Listening and Speaking (grades TK-1), or in Listening, Speaking, Reading or Writing (grades 2-12).

**OR**

**Initial Fluent English Proficient (IFEP)**

The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades TK-1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-
This result can occur when the student enters school already fluent in English or when the student has had minimal exposure to the other language(s) spoken in the home.

**Primary Language Proficiency Assessment**

English learner students are assessed for primary language proficiency by trained bilingual assessors within 90 calendar days of initial enrollment. English learner students whose primary language is Spanish, are assessed through the Language Assessment Scales (LAS) in Spanish. The Spanish LAS includes listening, speaking, reading, and writing for grades 2-12. Spanish LAS reading and writing assessments are not given to students in grades TK-1. All other languages are assessed through an informal language assessment protocol for non-Spanish speakers.

**Figure 18: EL 06 Process for After Assessment**

**After Assessment**

Upon completion of the assessment process, the Language Assessment Center will send a copy of the results to the District's Research, Evaluation and Assessment Office (REA) where the results are placed on the District's ATLAS Student Information System and copies of the following documents are placed in the District's archives: Home Language Survey, Student Information Scoring Sheet, and Parent Notification.

After testing is completed the following documents are sent to the school:
- EL CUM INSERT (yellow folder)
- Copy of the Home Language Survey
- Student Information Sheet (SIS) with assessment results, signature of assessor, and date of assessment
- Original primary language assessment (applicable only for Spanish speaking English learner students)
- Parent Notification form (Ed Code, CCR, NCLB)

Using this information, the school principal/designee places the student in the most appropriate instructional setting. An additional copy of test results are provided to the classroom teacher within three days 1-2 after the assessment has been completed.

**Timelines**

State and federal regulations require that if the student’s HLS indicates a language other than English is used at home, the student’s English language proficiency level must be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.
NOTE: In accordance with Education Code (EC), initially-enrolling students identified by the HLS as potential English learner students may not be exempted from taking the state-adopted English language proficiency assessment.

Student test booklets are submitted to the District’s REA department to be processed and shipped to the test vendor for official scoring. The test vendor provides the district with official CELDT results. The CELDT results are to be accurately and permanently recorded in the District’s ATLAS Student Information System.

NOTE: If there is a discrepancy between the unofficial results provided by the FUSD Language Assessment Center and the official score provided by the test vendor, the official score overrides the unofficial scored results.

Figure 19: EL 06 English learner students with Disabilities

ENGLISH LEARNER STUDENTS WITH DISABILITIES
English learner students with disabilities must be assessed with the initial or annual CELDT. English learner students with disabilities may be tested using the California Department of Education (CDE)-approved Testing Variations, Accommodations, and Modifications, which is updated annually. The Individualized Education Program (IEP) team must document in the student’s IEP any accommodations or modifications used, and these must not deviate from those approved by CDE. All English learner students with disabilities will be assessed with the CELDT annually after they have been initially identified as English learner students. English learner students with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

EL 07: Parent/Guardian Notifications

The District must provide notifications to parents and guardians:

- Parents/guardians of English learner students must be notified of their child’s initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students must be notified of their child’s English language proficiency assessment results.

- Parents/guardians of English learner students must be notified annually of their child’s English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

- For districts receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in a program), parents/guardians of initially identified English learner students must be notified of:
  - Their child’s initial English language proficiency level
- How such level was assessed
- Their child’s language designation
- Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available
- Program placement
- Exit criteria
- For English learner students on an active IEP, how such program will meet the objectives of the IEP
- The expected rate of graduation from secondary school if funds under this part are used for children in secondary school

- For districts receiving Title III funds, parents/guardians of English learner students must be informed annually, not later than 30 days after the beginning of the school year, of:
  - Their child’s English proficiency level
  - How such level was assessed
  - The status of the child’s academic achievement
  - Their child’s language designation
  - Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available
  - Program placement
  - Exit criteria
  - For English learner students on an active IEP, how such program will meet the IEP objectives

Figure 20: EL 07 Parent Notification

**PARENT NOTIFICATION**

Parents form an integral part of the educational process which results from the partnership among school, community, and family. In order for parents of English learner students to participate in the educational process, they must be informed of all school and district activities, procedures, and policies which directly affect their children.
Upon completion of the assessment process, the Language Assessment Center conducts an exit conference with each student’s parents or guardians. The bilingual assessor explains the assessment results, student placement, program options, exit criteria, and the waiver process. The assessor reviews and provides a copy of the District English Learner/Fluent English Proficient (EL/FEP) parent notification letter and the FUSD brochure, *Instructional Programs* (See chapter 3 for descriptions of Instructional Program Options). Parents also receive an informational brochure regarding the English Learner Advisory Committee (ELAC), during this exit conference.

**Instructional Program Options**

At time of enrollment, parents are informed of the instructional program options available to students. An *Instructional Programs* brochure, which provides additional information on program options, is to reviewed and given to parents at time of enrollment. After receiving program option information, parents are informed of their right to apply for a Parental Exception Waiver. (See chapter 3 for descriptions of Instructional Program Options)

**Parental Exception Waivers**

A parent who wishes to place his/her child in a bilingual alternative program, one that utilizes instruction in English and another language, must request such a program by completing a *Parental Exception Waiver*. If parents of 20 or more students at a given school and grade level have been granted waivers, the school must offer an alternative program. If parents of fewer than 20 students at a given school and grade level have been granted waivers, the home school must provide the parent with a list of schools in the surrounding area that provides the selected program. The parent has the right to transfer their child to another school to participate in that program. The parent must be informed that transportation to another school will not be provided by the district.

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**EL 08: Implementation, Monitoring & Revision of LEA Plans**

Each LEA operating Title III programs must annually update, implement and monitor performance goal 2 of the approved local educational agency plan (LEAP). The plan must contain the following minimum required components:

- Title III required and allowable programs and activities to be implemented
- Description of how funds will be used
- Description of how school sites will be held accountable for:
  - Meeting areas of improvement
  - Making adequate yearly progress for English learner students
  - Annually measuring the English proficiency of English learner students
• Description of how school sites will promote parental and community participation in programs

• Description of how all EL programs will be carried out to ensure that English learner students are served

• Assurance that the EL program(s) will be based on effective approaches and methodologies enabling English learner students to meet challenging state academic content and student academic achievement standards

• Description of high-quality student academic assessments that the LEA and schools use:
  ▪ To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards
  ▪ To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that English learner students meet the state student academic achievement standards

• Districts and Consortia Leads (with input from consortia members) that have failed to make progress towards meeting the areas of improvement for two consecutive years shall develop an improvement plan addendum for goal 2 of the LEAP no later than three months after notification of status.

• Districts and consortia that have failed to make progress towards meeting the areas of improvement for four consecutive years shall modify their curriculum, program, and method of instruction in a revised improvement plan addendum for goal 2 of the LEAP

EL 09: Program Inclusion in the Development of the SPSA

The EL program must be included in the development of the SPSA. The approved SPSA must contain:

• An analysis of academic performance and language development data to determine English learner student and program needs

• School goals to meet the identified academic and language proficiency needs of English learner students

• Activities to reach school goals to improve the academic performance of English learner students

• The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving English learner students and those at risk of not meeting state academic content standards

• Expenditures of EIA-LEP carryover allocated to the school through the Consolidated Application and Reporting System
The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan. The SPSA must be consistent with the district local improvement plans including the LEAP.

Districts that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LEA plan submitted to the CDE, and adhere to all applicable statutes and regulations.

EL 10: Inventory
For all categorical programs, the LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than $500 per unit that is purchased with EIA (Economic Impact Aid)-LEP (Limited English Proficient) and Title III funds. The record must describe the acquisition by:

- Type
- Model
- Serial number
- Funding source
- Acquisition date
- Cost
- Location
- Current condition
- Transfer, replacement, or disposition of obsolete or unusable equipment
- The school district must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records

EL 11: Supplement, Not Supplant, with Title III & EIA-LEP
General fund resources must be used to provide services and programs for English learner students, including English language development and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

- The LEA must use EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds.
- For LEAs with EIA-LEP carryover, the LEA must utilize no less than 85 percent of those apportionments at school sites for direct services to students. (EC §§ 63000, 63001.)
- The LEA must use Title III funds only to supplement, not supplant, other federal, state, and local public funds. The use of Title III funds must meet the following requirements:
  - The LEA utilizes no less than 98 percent of Title III LEP apportionments on direct
services to English learner students and may not use more than two percent of such funds for the administration of this program

- The LEA assesses for reasonable Title III LEP and immigrant alignment with the federal supplement, not supplant requirement.

**EL 12: Time Accounting Requirements**

The LEA must properly assess charges for direct or indirect costs of Title III LEP and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee.

- Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used.

- Employees funded solely under Title III must complete a semiannual certification of such employment

**EL 13: Evaluation of English Learner Program Effectiveness**

A program evaluation shall be provided by the district and shall be used to determine:

- Necessary improvements to programs and activities for which Title III funds have been used for LEP and immigrant students

- The effectiveness of programs and activities in assisting English learner students to attain proficiency and to meet academic achievement and content standards

- Whether to eliminate specific EL activities proven to be ineffective

- The degree to which, within a reasonable amount of time:
  - English learner students are attaining English language proficiency comparable to that of average native speakers of English in the district
  - English learner students’ academic results indicate that English learner students are achieving and sustaining parity of academic achievement with students who entered the district’s school system already proficient in English.

**EL 14: Reclassification (Redesignation)**

The District must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:
• Assessment of English language proficiency
• 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.
• 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.
• Opportunities for parent opinion and consultation during the reclassification process.

The district must maintain the following in the student’s permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

• Language and academic performance assessments
• Participants in the reclassification process
• Decision regarding reclassification

The District must monitor the progress of reclassified pupils for a minimum of two years to ensure correct classification, placement, and additional academic support, as needed.

Figure 21: EL 14 Redesignation

<table>
<thead>
<tr>
<th>CRITERIA FOR REDESIGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English learner students are redesignated to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for redesignation are:</td>
</tr>
<tr>
<td>For Grade 1, BAS level of G or higher</td>
</tr>
<tr>
<td>For Grades 2-6, DRP Normal Curve Equivalent of 36 (Spring Norms), (P=.75)</td>
</tr>
<tr>
<td>For Grades 7-8, DRP Normal Curve Equivalent of 38 (Spring Norms) (P=.75)</td>
</tr>
<tr>
<td>For Grades 9-12, DRP Normal Curve Equivalent of 40 (Spring Norms) (P=.75)</td>
</tr>
<tr>
<td>For students who do not have BAS or DRP scores, Scale Score of 325 or above on the most recent California Standards Test (CST) or CMA in English-language arts that does not exceed 5 years from date of planned redesignation</td>
</tr>
<tr>
<td>English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing Intermediate (level 3) or higher</td>
</tr>
</tbody>
</table>
• Teacher recommendation
• Parent consultation

Redesignation

Site process for the school principal or his/her designee EL Site Representative is responsible for ensuring that English learner students who meet the eligibility criteria are redesignated in a timely manner. The principal or EL Site Representative must support teachers in accessing the EL Redesignation Goal-Setting Report from ATLAS which identifies English learner students at each site who meet redesignation eligibility. Upon every redesignation opportunity (i.e., release of CELDT results and/or availability of local assessment results):

1. EL Site Representatives review the EL Redesignation Goal-Setting Report in ATLAS.
2. Students who meet redesignation eligibility are identified and teacher reviews, signs, and dates the Teacher Observation Matrix for Redesignation if they agree with redesignation. This form is filed in students’ LEP Cumulative folder. Teachers who disagree with redesignation, complete, sign and date the English Learner Intervention Plan and submit it to the Office of English Learner Services to stop the redesignation process.
3. Parents are notified in writing about their child’s redesignation eligibility.
4. Students’ redesignation status is officially recorded in ATLAS

Figure 22: EL 14 Redesignation Monitoring

MONITORING PROGRESS FOR REDESIGNATED STUDENTS

The EL Site Representative coordinates the monitoring of redesignated students. All RFEP students are monitored at the end of each quarterly reporting period for a minimum of two years following redesignation. If a student is not making satisfactory progress after reclassification, the EL Site Representative must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

Appropriate intervention measures may include, but are not limited to, any of the following:

• Student/teacher/parent conference
• After school tutoring
• Specialized reading, writing, or math instruction
• Content-based language development support classes
- Primary language support
- Placement in reading, writing, or math support class
- After-school academic support
- Intervention/Intersession classes
- Extended day and year opportunities

Refer to the district’s policy for additional information on monitoring the progress of reclassified students. Also, refer to the District’s LAT Handbook for additional information.

**EL 15: Teacher EL Authorization**

Teachers assigned to provide English language development and instruction in subject matter courses for English learner students must be appropriately authorized.

**EL 16: Professional Development Specific to English learner students**

The District must provide professional learning specific to the implementation of programs for English learner students.

- The District must provide sufficient professional learning to effectively implement the LEA’s EL program.
- For districts receiving Title III, the LEA must provide supplemental high-quality professional learning to classroom teachers, principals, administrators, and other school or community-based personnel that is:
  - Designed to improve the instruction and assessment of English learner students
  - Designed to improve the teacher’s ability to understand and use curricula, assessment measures, and instructional strategies for English learner students
  - Based on research demonstrating the effectiveness of the professional learning in increasing the student’s English proficiency or the teacher’s subject matter knowledge, teaching knowledge, and teaching skills
  - Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom
EL 17: Appropriate Student Placement

All students must be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program in which some or all of the instruction is delivered in the student’s home language. Based on LEA criteria of reasonable fluency, English learner students must be placed in one of the following programs:

- Structured English Immersion (SEI), in which the language acquisition process, curriculum and instruction are designed for children who are learning the language.

- English Language Mainstream (ELM), a classroom in which the students are either native English language speakers or already have acquired reasonable fluency in English. English learner students who do not meet the LEA criteria (reasonable fluency) for participation in an ELM program are placed in an ELM program at any time during the school year, if the parent or guardian so requests.

- For students with an approved parental exception waiver, an alternative program in which some or most of the instruction is delivered in the student’s home language, unless there is an IEP in which the IEP team determines the need for home language instruction.

Figure 23: English Learner Typologies

<table>
<thead>
<tr>
<th>Types of English Learner Students and Factors for Program Design</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factors</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Student age</td>
</tr>
</tbody>
</table>
| Background education | - Fully vs. partially schooled  
|                  | - Strong primary language/literacy vs. limited L1 literacy  
|                  | - Comprehensive English language instruction vs. no English instruction |
| Time in the U.S. Schools | Foreign-born vs. native born  
<p>|                  | Long-term vs. new-arrivals |</p>
<table>
<thead>
<tr>
<th>Immigration Status</th>
<th>Immigrant vs. refugee status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parental vs. guardian supervision</td>
</tr>
<tr>
<td>Parental aspirations</td>
<td>Focus on English language acquisition vs. focus on dual language</td>
</tr>
<tr>
<td></td>
<td>acquisition and L1 maintenance</td>
</tr>
</tbody>
</table>
Overview of Instructional Services for English Learner

The services described below are part of every Fresno Unified instructional program to ensure that all English learner students make expected growth in learning English and in academic achievement, and that when gaps appear there are instructional supports in place to ensure they maintain academic parity with their more proficient peers.

Figure 24: EL 17 Services for English learner students

<table>
<thead>
<tr>
<th>Services</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>English Language Development</strong></td>
<td>Throughout the school day and across all content areas, English learner students learn to use English while simultaneously learning content through English. Likewise, English learner students need to learn about English and how it works for communicative purposes. This two-fold approach is expressed in these practices:</td>
</tr>
<tr>
<td></td>
<td>⇒ <strong>Integrated ELD</strong> is taught throughout the day and across the disciplines with all English learner students in their classrooms using the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their English learner students’ linguistic and academic progress.</td>
</tr>
<tr>
<td></td>
<td>⇒ <strong>Designated ELD</strong> is protected time during the regular school day when teachers use the CA ELD standards as 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.</td>
</tr>
<tr>
<td><strong>Access to the Core</strong></td>
<td>Access to the state content standards is guaranteed by providing integrated ELD when the academic language needs of English learner students are addressed in every content area, and also by providing access through practices and strategies to differentiate and scaffold appropriately.</td>
</tr>
<tr>
<td><strong>Intervention for Acceleration</strong></td>
<td>Program and classroom interventions for accelerations are applied when English learner students manifest academic and language gaps in order to address the gaps and to accelerate students toward maintaining academic parity with their peers and accessing all opportunities provided by Fresno Unified.</td>
</tr>
</tbody>
</table>


EL 18: Parental Exception Waiver for Alternative Program

Parents and guardians of English learner students must be notified of the opportunity to apply for a parental exception waiver for their children to participate in an alternative program in which some or all of the instruction is delivered in the pupil’s primary language. LEA procedures for granting parental exception waivers must include the following:

- Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of SEI, ELM, and alternative programs, and all educational opportunities offered by the school district and available to the student. The descriptions of the programs shall include the educational materials to be used in the different options.

- Parents and guardians must be informed that the pupil must be placed for a period of not less than 30 calendar days in an English language classroom and that the school district superintendent must approve the waiver pursuant to guidelines established by the local governing board.

- Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation.

- All parental exception waivers shall be acted upon by the school within 30 instructional days of submission to the school principal. However, parental waiver requests under Education Code section 311(c) shall not be acted upon during the 30-day placement in an English language classroom. These waivers must be acted upon either no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the parental waiver to the school principal, whichever is later.

Parental exception waivers shall be granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the student.

If a waiver is denied, parents and guardians must be informed in writing of the reason(s) for denial and advised that they may appeal the decision to the local board of education if such an appeal is authorized by the local board of education, or to the court.

Schools in which the parents or legal guardians of 30 students or more per school or the parents or legal guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305.
EL 19: English Language Development

As part of the core program provided through general funds, each EL must receive a program of English language acquisition in order to develop proficiency in English as rapidly and effectively as possible, consistent with state priorities.

EL 20: Access to the Core Subject Matter

Academic instruction for English learner students must be designed and implemented to ensure that English learner students meet the district’s content and performance standards for their respective grade level within a reasonable amount of time.

- The district must have a means to assist English learner students to achieve at high level in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.

- The district shall continue to monitor student academic progress and provide additional and appropriate educational services to English learner students in kindergarten through grade 12 for the purposes of overcoming language barriers. Actions to overcome academic barriers must be taken before the deficits become irreparable.
**Glossary**

**Academic Content Standards:** The skills and knowledge descriptive of student expectations in the core content areas for each grade.

**Academic Language:** The language required to succeed in school that includes deep understandings of content and communication of that language in the classroom environment.

**Academic Standards-Based Language and Content Instructional Model:** An instructional program in which ELs receive high-quality, rigorous, engaging instruction and learning opportunities in every classroom, every day.

**Annual Measurable Achievement Objectives (AMAO):** Unique yearly academic achievement targets in reading and mathematics for each subgroup, school, and district.

**California Academic Content Standards (CCSS):** Statements that provide a clear and consistent understanding of what the students are expected to learn in the content areas as they progress through grades kindergarten through twelve.

**California Seal of Biliteracy Program:** A program that recognizes students who successfully met the established requirements, including attained a high level of proficiency in one or more languages in addition to English, and graduate from a public high school, charter school, or university.

**Content Standards:** Statements that define what one is expected to know and be able to do in a content area; the knowledge, skills, processes, and other understandings that schools should teach for students to attain high levels of competency in challenging subject matter; the subject-specific knowledge, processes, and skills that schools are expected to teach and students are expected to learn.

**Core Competencies:** The essential skills that all educators need to be effective teachers of ELs.

**Cross-Cultural Competence:** Ability to function according to the cultural rules of more than one cultural system; ability to respond in culturally sensitive and appropriate ways according to the cultural demands of a given situation.

**Culture:** The sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits, or customs; how people behave, feel, and interact; the means by which they order and interpret the world; ways of perceiving, relating, and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting.

**Depth of Knowledge (DOK):** The complexity or depth of understanding that is required to answer an assessment question.

**Descriptors:** Broad categories of discrete, representative behaviors that students exhibit when they meet a standard.
**Dialect:** A regional or social variety of language distinguished by features of vocabulary, grammar, pronunciation, and discourse that differ from other varieties.

**Discourse:** The form in which written or oral language is communicated; the text type or genre associated with extended communication.

**Dominant Language:** The language with which the speaker has greater proficiency and/or uses more often.

**Dual Language Instructional Model:** A program model that develops biliteracy in two languages, English and another language, providing instruction in English and another language in classrooms comprised of half fluent English speakers and half fluent speakers of the non-English language, with the goal for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.

**English Language Development (ELD):** A systematic instructional model designed to develop the English language proficiency of English Learners (ELs), which emphasizes the development of all four language domains: reading, writing, listening, and speaking.

**English Learners (ELs):** Linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade-level content in English features of academic language.

**English Language Proficiency Assessment of California (ELPAC):** A criterion-referenced and performance-based English test that assesses both the receptive and productive language skills.

**English as a Second Language (ELD):** An educational approach in which English Learners are instructed in the use of the English language with their instruction based on a special curriculum that typically involves little or no use of the native language and focuses on language.

**Every Student Succeeds Act (ESSA):** The title of the latest Elementary and Secondary Education Act, the nation’s national education law, reauthorized by Congress and signed by President Obama in December 2015, confirming the country’s longstanding commitment to equal opportunity for all students.

**Exemplar:** An example of effective instruction.

**Fluency:** The ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech, and is often contrasted with accuracy.

**Home Language:** Language(s) spoken in the home by significant others (e.g., parents or caregivers) with whom the child resides; sometimes used as a synonym for primary language, or native language.

**Home Language Survey (HLS):** The survey the parents complete when they register their child for school, which identifies potential ELs and initially assesses them to determine in a timely manner who should be classified as EL.
**Individual Education Plan (IEP):** A plan that identifies the education goals for a student with special needs. Each year a meeting is held to discuss the identified academic/behavior goals in the plan and to see if the student has mastered his/her goals.

**Language Development:** A social process that is an essential aspect of our social, physical, and symbolic worlds.

**Language Development Approach:** Describes what all teachers and leaders in the district must do to realize their vision for ELs and the implications it has for all teachers and educators.

**Language Development Standards:** Statements that define linguistic knowledge, skills, and processes learners of a new language are expected to know and be able to do at each grade level across a set number of language proficiency levels.

**Language Minority:** A student who comes from a home in which a language other than English is primarily spoken and who may or may not speak English well.

**Language Proficiency:** A person's competence in processing (through listening and reading) and using (through speaking and writing) a language.

**Limited English Proficiency (LEP):** An individual who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English; who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding of the English language may be sufficient to deny the individual the ability to meet the state’s proficient level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

**Long-Term English Learners (LTEls):** The term used to describe ELs who have spent six or more years as an EL student and have not met the reclassification language proficiency requirements.

**Multilingualism:** Ability to speak more than two languages; proficiency in many languages.

**Native Language:** Primary or first language spoken by an individual.

**Newcomer Instructional Model:** A program that addresses the needs and challenges of newcomer ELs, who have received less than two years of instruction in U.S. schools.

**Newcomer Program Network:** A group of FUSD stakeholders, including teachers, principals, parents, central office staff, and representatives from each of the participating units/divisions/stakeholder groups, working together to lead the expansion of existing newcomer programs and development of a dedicated Newcomer EL Middle and High School.

**Parent University:** A department in the Fresno Unified School District (FUSD), which develops, coordinates, and implements programs that focus on increasing family engagement to promote student academic achievement, and with the goal of increasing engagement through identifying, creating, and
fostering opportunities for two-way meaningful communication with families, schools, and the community.

**Performance Standards:** Statements that refer to how well students are meeting a content standard; specify the quality and effect of student performance at various levels of competency (benchmarks) in the subject matter; allow students to demonstrate their knowledge and skills; and show progress toward meeting a standard.

**Primary Language:** First or native language spoken by an individual.

**Professional Development Model:** The way the district organizes and stages the learning opportunities for all teachers and leaders to build systemwide capacity.

**Professional Learning Community (AC):** An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for their students, operating under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

**Progress Indicators:** Assessable, observable activities that students may perform to show progress toward meeting the standard; organized by grade-level clusters.

**Quality Teaching for English Learners (QTEL):** A division within WestEd that improves the capacity of teachers to support the linguistic, conceptual, and academic development of adolescent English Learners.

**Realia:** Objects or activities used to relate classroom teaching to the real life.

**Register:** Usage of different varieties of language, depending on the setting, the relationship among the individuals involved in the communication, and the function of the interaction; a form of a language that is appropriate to the social or functional context.

**Regular Class/Mainstream Class:** A class with or without ELs that does not systematically accommodate their language learning needs and can be a regular elementary class or a subject-area class at a secondary level where all instruction is delivered and materials are provided almost exclusively in English.

**Scaffolding:** Providing students with learning opportunities with rigorous, grade-level content while simultaneously using English, support to accomplish high-level learning tasks, and assistance with finding ways to communicate the meaning of what they are learning in all content areas.

**Smarter Balanced Assessment Consortium (SBAC):** A standardized test consortium that creates Common Core State Standards–aligned tests to be used in several states.

**Sheltered Instruction Observation Protocol (SIOP©):** An approach to teaching that helps prepare all students — especially English Learners — to become college and career ready. The research-based instructional model consists of eight interrelated components from which teachers and administrator can design, deliver, and monitor the effectiveness of lessons that address the academic and linguistic needs of English Learners.
Strategic Academic Language & Literacy Instructional Model: Instructional model featuring specially designed instructional services at the upper elementary and secondary level to ensure that students who have become long-term ELs have rigorous, purposefully scaffolded learning opportunities to accelerate their academic discourse and literacy; safe and risk-encouraging classroom environments; an engaging and supportive school climate that includes strong, caring adult and peer relationships; flexible scheduling and relevant, motivating texts; and a curriculum-wide focus on study skills, metacognition, and varied learning strategies.

Student with Interrupted or Inconsistent Formal Education (SIFE): A unique subgroup of English Learners (ELs) who have had limited or no formal schooling in their native countries. As a result, SIFEs have little or no literacy in their native language and may lack other academic skills as well as content knowledge.

Theory of Action: Explicitly states the causal chain of expectations and outcomes to guide how the district will improve educational outcomes for ELs.

Total Physical Response (TPR): A method of teaching language using physical movement to react to verbal input in order to reduce students’ inhibitions and lower their affective filter.
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