

**Title III Local Educational Agency Plan Performance Goal 2
Cover Sheet**

Local Educational Agency (LEA)/Lead LEA Name: Orange Unified School District

CDS Code: 66621 Fiscal Year: 2016-17

Member LEAs (for Consortia): _____

Please check all documents submitted:

LEA Plan Performance Goal 2 (please include page numbers for each section)

Section A (p. 1,2)

Section B (p. 2,3)

Section C (p. 3)

Section D (p. 3,4)

Section E (p. 4)

Section F (p. 4)

Section G (p. 5)

Section H (p. 5)

Needs Assessment (optional)

English Learner Subgroup Self Assessment (ELSSA) Tool (optional)

Title III LEA Plan Performance Goal 2

All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: LEA Name Orange Unified Title III Improvement Status: Year 4+

Fiscal Year: 2016-17 LEP Amount Eligibility: \$631,100.00 Immigrant Amount Eligibility: N/A

Plan to Provide Services for Limited English Proficient Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

<p>A. Required Content</p>	<p>Implement programs and activities in accordance with Title III Identified English learners will participate in supplemental instructional support in English development. A variety of instructional strategies such as GLAD, Thinking Maps, Close Reading and response frames will be used to increase English Learner access to grade level core content and increase student participation</p> <p>Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs) The subgrant funding will be used to purchase supplemental materials to enhance instruction of ELD and grade level content. Supplemental ELD training will be provided to the teachers.</p> <p>Hold the school sites accountable Elementary and Secondary principals submit EL class rosters and master schedules as evidence that students are appropriately placed in classes for EL support. Site EL advisors will monitor the academic progress of students using benchmark tests such as Avenues, DIBELS, and SRI. Site administrators have developed an observation tool that is used to monitor EL classes and measure EL student learning. The LEA will promote parental and community participation in programs for EL's such as Family Literacy Night and Family STEAM night.</p>
-----------------------------------	---

Promote parental and community participation in programs for ELs					
District and site staff will hold Language Assistance team meetings designed to support the reclassification and academic achievement for long term English learners. These meetings will involve site leadership, parent, classroom teachers and English Language Instructional Specialist. These collaborative meetings will be held three times a year and will define the academic action plan listing supplemental services needed to further support the individual student achievement.					
How the LEA will:					
B. Required Content	<p>Provide high quality language instruction</p> <p>Students will be placed in the English Language Development class that best addresses their needs. They will be serviced with best practice strategies such as GLAD, SDAIE, and individualized instruction by teachers. Teachers will use designated strategies to support language acquisition and content teachers will use integrated methods to make content accessible for EL students. Academic English Language mentors will be paid for two sections of the secondary day to provide additional support to students and classroom teachers. They will work with all teachers to go through the steps of effective classroom instruction for English Learners. They will specifically dissect best practices for using academic language to support English learners in the classroom.</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (LEP, Immigrant, or other)</p>
	<p><u>Academic Language Mentors</u></p>	<p>Supplies</p>	<p>\$87,566.00</p>	<p><u>Title III LEP</u></p>	

	<p>Provide high quality professional development The district will support teachers with relevant professional development. Professional development will focus on proven research strategies to support all groups of English learners. Teachers will be provided with opportunities to attend trainings outside of OUSD specific to meeting the needs of English Learners. Within the district we will utilize EL instructional specialists to coach and co-teach with classroom teachers. We will use our EL Advisors at every site to serve as the site experts charged with supporting teachers professional development for English Learners.</p>	<p><u>Substitutes</u> <u>EL</u> <u>Instructional</u> <u>Specialists</u> <u>EL Site</u> <u>Advisors</u></p>	<p><u>Supplies</u> <u>Substitute</u> <u>Costs</u> <u>Benefits</u> <u>Health</u> <u>Welfare</u></p>	<p><u>\$10,738.00</u> <u>\$7,913.00</u> <u>\$348,280.00</u> <u>\$155,808.00</u></p>	<p><u>Title III</u></p>
<p>C. Required for Year 2</p>	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B: In order to improve the actions stated in items A and B we will utilize a more frequent monitoring of designated ELD by asking site leaders to implement their EL Observational tool. We will react more timely to benchmark testing results and providing teachers with more strategies and supplemental resources to support academic achievement for English learners. Using our Academic Language mentors at the sites will create more effective English Learner instruction that equates to English learner achievement</p> <p>Please describe the factors contributing to failure to meet AMAO target(s). OUSD has met AMAO 1 and 2</p>				
<p>D. Required for Year 4</p>	<p>Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet AMAO target(s). OUSD has met AMAOs 1 and 2. In the 2014-2015 school year AMAO 3 was not met. As a district we reflected on the data that supported not attaining this AMAO. We discovered that we need to support our students with content vocabulary instruction and making meaning with the English language. We will continue to support our English language learners with instructional strategies and curriculum to obtain academic proficiency.</p>				

<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>In Secondary we will conduct secondary EL support class PLCs for teachers to collaborate to discuss meeting the needs of English learners to achieve academic proficiency. We will train site leaders in Thinking Maps to support EL learners in writing and content application. In Elementary we will purchase additional Rosetta Stone software and offer a 5 day GLAD training with follow up classroom support. We will expand our Newcomers program by developing teaching modules to address the language and academic needs of these students. Long term English learners have been identified and will receive additional support which will allow them to demonstrate academic proficiency.</p>	<p><u>EL</u> <u>Instructional</u> <u>Specialists</u> <u>Classroom</u> <u>Teachers</u></p>	<p><u>Thinking</u> <u>Maps</u> <u>Training</u> <u>Rosetta</u> <u>Stone</u> <u>GLAD</u> <u>Binders</u></p>	<p><u>\$8,419.00</u></p>	<p><u>Title III</u></p>
--	---	---	--------------------------	-------------------------

<p>LEAs receiving or planning to receive Title III LEP funding may include allowable activities.</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>E. Allowable Activities</p> <p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for LEP students *Please see http://www.cde.ca.gov/sp/el/13/lepoverview.asp for a list of allowable LEP activities</p>				
<p>F. LEP Overall Budget</p>	<p>LEP 2% for Administrative/Indirect Costs:</p>		<p>\$12,375.00</p>	
	<p>LEP Estimated Costs Total:</p>		<p>631,099.00</p>	

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.

G. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families *Please see http://www.cde.ca.gov/sp/el/13/immprogview.asp for a list of allowable Immigrant activities	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			
		Immigrant Estimated Costs Total:			

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

Directions: Using the template, provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. The California Department of Education recommends that Title III LEAs in Years 2, 4, or beyond submit a copy of this Needs Assessment Template with the submission of the LEA Plan Goal 2.

Cover Sheet for Needs Assessment

Date submitted: June 22, 2016	Date Reviewed:
Name of COE Lead:	Title III Status: <input type="checkbox"/> Y2 <input type="checkbox"/> Y4 x Y4+

Part A: Initial LEA, Student Demographics, and Title III Contact Information

Name of LEA Lead: Superintendent of Schools – Michael L. Christensen	Contact Person: Amber Tatch
LEA (or Consortium Lead) CDS Code: Orange Unified School District /66621	Telephone: 714 628-4543
Region #: 9	E-mail atatch@orangeusd.org:
Grade Span of LEA: TK-12	Program Improvement (PI): XYes <input type="checkbox"/> No
Number of Students Enrolled in LEA: 28,895	If YES, number of years in PI:4
Number of EL Students: 6, 927	Consortium: <input type="checkbox"/> Yes <input type="checkbox"/> No
Title III LEP Funding Amount: \$631,100.00	If YES, list the consortium members and CDS Codes for each:
Number of Immigrant Students: N/A	
Immigrant Funding Amount: N/A	

Part B: Student Achievement Accountability History (as applicable)

Check AMAO(s) failed in 2011-12	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	x AMAO 3 – ELA x AMAO 3 – Math
Check AMAO(s) failed in 2012-13	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	x AMAO 3 – ELA x AMAO 3 – Math
Check AMAO(s) failed in 2013-14	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	x AMAO 3 – ELA* x AMAO 3 – Math* *HS only
Check AMAO(s) failed in 2014-15	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	xAMAO 3 – CAASP Participation Rate <input type="checkbox"/> AMAO 3 – Grad. Rate* *HS only

Needs Assessment Template

1. Identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMAOs.

- a. Describe findings from student data analyses of the CELDT, CAASPP results and participation rates, attendance rates, graduation rates (as applicable), state data tools (e.g., ELSSA), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, LCAP Metrics) to measure EL student English proficiency, academic achievement in English language arts and mathematics, and findings derived from other data analyses as they relate to the AMAOs.
English learner students in the Orange Unified School District have met the state target for both AMAO 1 and AMAO 2 for the last three years. As a district we have met the 15% or above reclassification target for the last three years as well. The 2015 graduation rate in Orange Unified for English Learners was 87%, an increase from the previous year which was 84.4%. The districts attendance rates are above the state average. 2014-2015 CAASP data indicates needed areas of growth for our English Learners in both Language Arts and Math. It can be determined that English Learners need more support with content specific vocabulary and critical thinking skills. The Student participation rate for the 2015-2016 year will show an improvement from the 2014-2015 year.

- b. Describe findings from EL program design and implementation analyses of the strengths and weaknesses in the program related to the AMAOs in the current LEA Plan Goal 2, the prior Year 2 Title III IPA (as applicable), and any other appropriate documents (e.g. the LEA's EL Master Plan). The program dimensions listed below are areas of implementation to consider in reviewing current plans.

Area of Implementation	Evidence Reviewed	Findings: Strengths & Weaknesses	Next Steps
Instructional Program Design for English learners (including language programs)	Benchmark assessments and unit assessments as part of the designated ELD program at elementary and secondary levels	Need closer monitoring of interim assessments, creating instructional plans with specific goals.	Holding site Language Assessment teams to meet with leadership and classroom teachers to discuss the progress of students in defined areas such as reading comprehension.
Implementation of Instructional Services and Methods (including language programs)	Site EL observational tools, feedback from classroom visits Evidence of best practice strategies such as GLAD and the use of visuals and Thinking Maps	Classrooms where the use of effective practices was evident showed growth and high reclassification for students. Weaker classrooms showed less student growth	Identifying the teachers that need more professional development to support English learners and forming co-teaching relationships to demonstrate and monitor best practices
Professional Learning	Survey feedback from site and district professional developments	Facilitators scored effective- Participants would like more detailed on-going support	Develop relationships with teachers of EL students to foster an on-going system of support to meet the individual needs of English learners
Parent and Community Participation	Needs assessments and feedback from site English Language Advisory Committee and the District English Language Advisory Committee	Participants want more information on college opportunity. Stakeholders would like to know specifically how they can participate more effectively in their child's education	Implementing parent academies on various stated topics for the coming school year. Will track attendance to follow up with parents and community
Services for Immigrant Students (if LEA receives Title III Immigrant Funds)	N/A	N/A	N/A