

Title III LEA Plan Performance Goal 2

All English Learner (EL) 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: 30736500000000 **LEA Name:** Irvine Unified School District **Title III Improvement Status:** Year 2

Fiscal Year: 2016-2017 **EL Amount Eligibility:** \$ 529,968.00 **Immigrant Amount Eligibility:** \$ 301,434.00

Plan to Provide Services for English Learner 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:

A. Required Content	<p><i>Implement programs and activities in accordance with Title III;</i></p> <p>Instructional Programs and Practice: IUSD instructional programs for English Language Learners and immigrant students are designed to facilitate the rapid attainment of academic language and literacy skills needed to meet the challenging state academic standards in all content areas. Through an integrated program design, ELL and immigrant students engage in a variety of activities that require the authentic practice and application of language skills in the context of developing content specific knowledge (ELA, Math, Science, and Social Science). ELL and immigrant students receive the appropriate level of instructional supports (substantial, moderate, or light) they might require to be successful in the academic and social learning environment of IUSD. Program placement is determined by student performance on the CELDT, district wide universal screeners, and/or progress monitoring. Program designs include, but are not limited to:</p> <ul style="list-style-type: none"> • Newcomers Program/Structured English Immersion (TK-12) - Recommended placement for emerging level of English fluency/proficiency; Aligned with ELA/ELD Framework and CCSS ELA and Math, NGSS, and CA ELD Standards; Skill development and grade level mastery with substantial support; Explicit instruction for language acquisition throughout the instructional day (Integrated and Designated ELD); SDAIE strategies and differentiation • Mainstream Classrooms with Appropriate Support (TK-12) - Recommended placement for expanding and bridging levels of English fluency/proficiency; Aligned with ELA/ELD Framework and CCSS ELA and Math, NGSS, and CA ELD Standards; Skill development and grade level mastery with moderate to light support; Explicit instruction for language acquisition throughout the instructional day (Integrated and Designated ELD); SDAIE strategies and differentiation
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High Quality Professional Development:

Teachers are provided professional learning opportunities for developing best instructional practices in meeting the needs of ELL and immigrant students. Workshop series and site team collaboration opportunities focus specifically on the use of research-based strategies and supplemental materials that facilitate and improve student attainment of English language proficiency and the development of academic language/literacy skills needed across the curricular areas. Professional learning ensures the replication of best instructional practices for differentiation, sheltered instruction, common formative assessment, and monitoring of student progress towards language fluency/proficiency and content knowledge development. Paraprofessionals and parent outreach facilitators are provided professional learning opportunities for developing the strategies needed to assist ELL and immigrant students in the classroom as well as develop the skills needed to facilitate parent seminars and involvement activities

Parent Outreach and Involvement Activities:

IUSD provides multiple ways for parents/guardians of ELL and immigrant students to be involved in the work of the school and the learning of their children. Seminars, workshops, and course offerings provide opportunities for parents/guardians to access district and community resources, to develop an understanding of the learning process, to learn and practice effective strategies that support student learning at home, to establish home/school connections, and become active participants of the learning community (volunteers, committee members).

Parental Notification:

IUSD provides required annual communications to parents/guardians in a timely manner and in a language parents can understand. Parents/guardians are informed of EL identification, program options and placement, English language proficiency level, CELDT and other assessment results, academic achievement level, and reclassification criteria.

Use the subgrant funds to meet all accountability measures;

Integrated Program Development and Implementation

IUSD continues to provide site team collaboration and professional learning opportunities that:

1. Focus specifically on the use of research-based strategies and supplemental materials designed to facilitate and improve the attainment of English language proficiency and academic language/literacy skills needed across the curricular areas
2. Ensures the replication of best instructional practices for differentiation, integrated and designated ELD, and sheltered instruction (SDAIE) in all content areas, formative assessment, and monitoring of EL student progress towards language fluency/proficiency and content knowledge development
3. Provide for and facilitate program development, curriculum design (language objectives for learning in all areas) and implementation of both newly adopted and supplemental materials
4. Facilitate the development of common formative assessments and the analysis of same to effectively monitor student progress toward language proficiency, grade-level mastery, and content knowledge development

Grades 1-12 Intersession Opportunity Programs (Winter, Spring, and Summer)

IUSD continues to develop and provide Intersession Opportunity Programs of various learning designs/options for ELL and immigrant students. These high-quality comprehensive educational programs help to “close the gap” created by the disruption to student learning due to relocation, transiency, and long term absenteeism (extended visits to home country). Intersession opportunities provide a transitional program for ELL and immigrant students (Grades 9-12) who are “off cycle” from the IUSD academic year at the time of arrival. Through the Intersession Opportunity Program, IUSD continues to increase the graduation rate for ELL and immigrant students by developing and offering graduation credit recovery options necessary for those ELL and immigrant students who are short the required credits, especially in English Language Arts, due to differences in educational experiences outside the U.S. For ELL and immigrant students in Grades 1-8, IUSD continues to further develop and offer the Extended Learning Summer Program for academic language and literacy skill development.

Supplemental Instructional Materials and Educational Technology

IUSD Language Development Program staff (Coordinator, TOSAs, and Mentors) continue to research, pilot, and implement approved supplemental materials and educational technology that are designed to intensify academic language/literacy skill development in the content areas, especially the interaction with complex non-fiction and informational text.

Support for Students, Teachers, Staff, and Parents/Guardians

IUSD continues to provide additional support staff to school sites based on the unique needs of their students, teachers, staff, and parent/guardian community. This includes, but is not limited to:

1. Site based EL Coordinators and Mentors to facilitate professional learning for staff, provide coaching for teachers, develop/facilitate parent engagement activities, and monitor ELL and immigrant student progress
2. District level TOSAs, Teacher Leaders, and Mentors to continue the leadership, development, and implementation of district-wide programs – Newcomers/SEI, Intersession Opportunity Programs and parent engagement activities (CBET, Timely Topics, and Seminars)
3. Bilingual paraprofessionals and Community Liaisons that provide supplemental instructional support in the classroom as well as, facilitate parent outreach activities

Hold the school sites accountable

Replication of Best Practice: IUSD continues to increase the focus on replication of best and sound instructional practices for academic language development through professional learning opportunities:

1. Purposeful design and implementation of language objectives
2. Daily opportunities for the introduction, modeling, practice, and application of newly learned language skills
3. Structured academic discourse that holds students accountable for accurate language use in all forms of communication
4. Instructional delivery that is systematic, intentional and robust, while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review

Monitoring and Evaluating Program Effectiveness: Program staff (TOSA and Mentors) will monitor (checklists, rubrics, and observation) and support teachers in the implementation of the ELA/ELD Framework, CCSS for Math and ELA, the CA ELD standards and effective learning strategies (SDAIE) for all content areas that specifically target the needs of ELL and immigrant students for meeting state achievement expectations.

Monitoring and Evaluating Student Progress: Teachers continue to develop local formative and summative assessments that measure and monitor academic language skill development, as well as guide the development of effective Tier 1 instruction for English learners in ELA. LEA and site administrators will provide collaboration time, facilitation, and support for classroom teachers to develop the common assessments and engage in an on-going process to read, discuss, and analyze available student data in their PLCs.

Tier 1 Instruction and Intervention: At the district and site levels, IUSD staff continue to refine the process for identifying students who require additional support and/or intervention then proceed to implement appropriate instructional programs accordingly.

Promote parental and community participation in programs for ELs

Replication of District Centralized Program

To further expand parent outreach and involvement activities districtwide, Language Development Programs staff will continue to:

- a. Support and encourage increased frequency and duration of offerings (CBET courses, Timely Topic seminars, and parenting skill workshops) at both the site and district level, in order to truly influence parent understanding of the expectations for student performance, the learning process, and how student learning can be supported at home
- b. Recruit and train bilingual staff (Community Liaisons and Site Facilitators) to facilitate courses, seminars, and workshops (Active Parenting; Positive Discipline; Parenting Partners; Preparing Children for Success; School, Family, and Community Partnerships)
- c. Provide for parents and community members optional learning designs and access to seminar/course materials (e.g. blended learning models – face-to-face and on-line modules)
- d. Expand Adult Education Courses to include ESL

Parent Notification

IUSD continues to utilize the messaging system, Parent Portal, and the district website to provide readily available information about activities, programs and services, graduation requirements, identification and reclassification procedures, and student assessment, program placement, and achievement results. With the help of the district IT department, student support services departments are designing a user-friendly website for parents/guardians of students in IUSD.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p><i>Provide high quality language instruction</i></p> <p>Integrated Program Design, Development, and Implementation</p> <ul style="list-style-type: none"> ➤ Redesign/Rebrand courses at the secondary level using an integrated program design, identifying and improving curricula, and implementing materials for Designated/ Integrated ELD across content areas. ➤ At all levels, support of TOSAs, Mentors, and Coaches for the replication of best and sound instructional practices in academic language development <ul style="list-style-type: none"> ○ Purposeful design and implementation of language objectives (integrated/designated ELD) ○ Daily opportunities for the introduction, modeling, practice, and application of newly learned language skills ○ Structured academic discourse that holds students accountable for accurate language use in all forms of communication ○ Instructional delivery that is systematic, intentional and robust, while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review ➤ Trained Paraprofessionals and site EL Specialists utilize appropriate supplemental instructional materials and research-based strategies to facilitate small group instruction for the development of literacy/ language skills and differentiate content learning as determined by the learning needs of students ➤ Release time for continued collaboration of EL Curriculum Teams to develop integrated lesson, materials, and formative assessments (progress monitoring) for the Newcomers/SEI Program 	<p>Language Development Programs – Coordinator, TOSAs, Mentors, and Lead Teachers on EL Curriculum Committees</p> <p>2016-2017</p>	<ul style="list-style-type: none"> • Supplemental Instructional Materials and Ed Tech • Certificated Staffing • Classified Staffing • Release Time/Stipends 	<p>\$ 105,000.00</p> <p>\$ 695,000.00</p> <p>\$ 360,369.00</p> <p>\$ 15,000.00</p>	<p>Title III LEP</p> <p>LCFF Supplemental</p> <p>Title III LEP</p> <p>Title III LEP</p>

	<p><i>Provide high quality professional development</i></p> <ul style="list-style-type: none"> ➤ Provide ongoing professional learning in the design of integrated instructional plans using the understanding by design model. Offer specific professional learning opportunities for upper elementary and secondary level teachers that require them to: <ol style="list-style-type: none"> 1. Scaffold language instruction to meet the needs of academic language learners, effectively moving them from one level of language proficiency to the next; 2. Engage in “refresher” courses on effective SDAIE strategies needed for providing sheltered instruction in the mainstream classroom; 3. Develop instructional plans that include language objectives for strengthening and integrating academic language development within the context of language use and learning across curricular areas; 4. Develop an understanding of the correlation between CCSS and the CA ELD standards as well as receive guidance for implementation. ➤ Provide opportunities for teachers and support staff to participate in professional learning on the establishment of classroom routines, learning strategies, and the use of technology that facilitate and encourage active student engagement, collaboration with peers, and interaction with difficult text/content. ➤ Provide training and facilitation needed to replicate parent outreach and involvement activities at school sites and expand programs overall ➤ Create effective and collaborative data teams that: <ol style="list-style-type: none"> 1. Develop and implement a comprehensive progress monitoring system for EL achievement and proficiency; 2. Develop common formative and summative assessments that inform instruction and intervention decisions as well as ensure students do not incur irreparable academic deficits; 3. Utilize additional collaboration time for data review, analysis of assessment results and discussion of the implications for EL student performance in each part of the assessment. 	<p>Language Development Programs – Coordinator, TOSAs, Mentors, and Lead Teachers on EL Curriculum Committees</p> <p>2016-2017</p>	<ul style="list-style-type: none"> • Certificated Staffing • Release time/ Conference Attendance /Stipends/ Materials • Stipends and Registration Fees • Certificated Stipends – Data Teams 	<p>\$ 235,000.00</p> <p>\$ 15,000.00</p> <p>\$ 24,000.00</p> <p>\$ 50,000.00</p>	<p>LCFF Supplemental</p> <p>Title III LEP</p> <p>Title III LEP</p> <p>LCFF Supplemental</p>
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Goal 2 Improvement Plan Addendum* (IPA) for items A-B:

No major changes have been made to the implementation of the improvement plan other than some revision/update in terminology used and the addition of more clarity for the action steps indicated.

Please describe the factors contributing to failure to meet desired accountability measures.

In 2016-2017, IUSD remains “frozen” in Title III Program Improvement Y2 status based on the following data and information from 2014-2015

Irvine Unified School District is a high achieving district with a high school graduation rate of 98.5% of all students in **2013-2014** earning a diploma and 84% of LEP students achieving same. IUSD continues to meet the targets for AMAO 1 and AMAO 2. In regards to AMAO 3 Progress in Achieving Academic Standards, the district did not meet the target in English Language Arts for two consecutive years (2011/12 and 2012/13). Although the district had focused heavily on English language arts instruction in prior years and has implemented several intervention programs as well as a system for monitoring student progress, 2013-2014 data revealed limited growth of less than 2% in student performance on the CST/ELA from 2010 (73.5%) to 2013 (75.1%). Student performance and achievement as measured by a standardized assessment would have needed to increase by 24.9% to meet the 2014 target of 100% proficient. An analysis of the district data including the District Assistance Survey (DAS) and the English Learner Subgroup Self-Assessment (ELSSA) was completed by district administrators, site staff, and community members.

AMAO 3 – ELA

Data analysis reveals limited or no growth (less than 2%) in student performance on the CST/ELA from 2010 (73.5%) to 2013 (75.1%). It has been determined that for the most part, English proficient students at the upper elementary and secondary levels (LTELS) are not making the mark.

Factors and Evidence:

- Analysis of the performance trend of English proficient students on the CST indicates that the increase in academic language and content demands as well as grade level expectations present challenges for students at the upper elementary and secondary levels.
- Through classroom observations by administrators, department team meetings at sites, and general feedback from participants in staff development, it has been acknowledged that teachers outside of the Newcomers/SEI and ELD classrooms do not consistently see themselves as needing to provide sheltered instruction for English learners in the content areas.
- Assessment data (CST, CELDT, CAHSEE) do not relate to each other in terms of identifying student level of proficiency, making it difficult for teachers to measure the effectiveness of Tier 1 instruction as well as to differentiate instruction and assessments in order to facilitate and monitor student progress toward English proficiency.
- Parent options to request withdrawal from an instructional setting designated as ELD also limits student access to the intentional and structured language development instruction provided in those classrooms.
- Cultural differences, prior educational experience, L1 proficiency, and parental expectations for student performance and success can be contributing factors as well.
- Placement in and availability of appropriate intervention programs is inconsistent across the district.
- Decentralized district allows for site autonomy in determining program structure and development. Implementations of supplemental resources and support for English learners that provide access to the content standards vary from site to site.

D. Required for Year 4	Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet desired accountability measures.				
	N/A				
	Please describe all required modifications to curriculum, program, and method of instruction.				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students (as outlined in Goal 2 above), include but are not limited to:</p> <ul style="list-style-type: none"> ✓ High- quality professional learning opportunities for teachers and support staff in meeting the needs of academic language learners in the classroom ✓ Paraprofessionals providing supplemental support in classrooms with a significant number of ELL students and utilizing appropriate supplemental instructional materials and research-based strategies to facilitate the development of literacy/language skills and differentiate content learning. ✓ Redesign/Rebrand courses at the secondary level using an integrated program design, 1) upgrading program objectives and instructional strategies, 2) identifying and improving curricula, materials, and assessments, and 3) integrating language instruction in other content areas, enhancing learning opportunities for students. ✓ Parent outreach and involvement activities that provide multiple ways for parents/guardians of ELL students to 1) be involved in the work of the school and the learning of their children, 2) access district and community resources, 3) develop an understanding of the learning process and expectations for student progress/success, and 4) learn and practice effective strategies that support learning at home. <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	Language Development Programs – Coordinator, TOSAs, Mentors, Lead Teachers, and Community Liaisons 2016-2017	<ul style="list-style-type: none"> • Conference Fees/Stipends/Materials/subs 	\$ 30,000.00	Title III LEP
			<ul style="list-style-type: none"> • Support Staff 	\$ 360,369.00	Title III LEP
			<ul style="list-style-type: none"> • Supplemental materials 	\$ 105,000.00	Title III LEP
			<ul style="list-style-type: none"> • Materials for, Planning and Facilitation of Activities 	\$ 24,000.00	Title III LEP
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:			\$ 10,599.00
		EL Estimated Costs Total:			\$ 529,968.00

Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <ul style="list-style-type: none"> ✓ IUSD continues to develop and provide Intersession Opportunity Programs of various learning designs/options for ELL and immigrant students. Intersession opportunities provide a transitional program for immigrant students (Grades 9-12) who are “off cycle” from the IUSD academic year at the time of arrival. IUSD continues to offer graduation credit recovery in these programs. For students in Grades 1-8, IUSD continues to further develop and offer the Extended Learning Summer Program for academic language and literacy skill development. Site team collaboration and professional learning opportunities provide for and facilitate curriculum development and instructional design for these programs. ✓ Paraprofessionals are assigned to classrooms as well as intersession and extended learning programs to provide supplemental instructional support. ✓ Training opportunities for bilingual staff focus on the strategies needed to assist students in the classroom as well as develop the skills needed to facilitate parent courses and outreach activities. ✓ Parent outreach and involvement activities facilitated by certificated and bilingual classified employees ensure access to community programs, parent education courses, and support programs for immigrant parents. 	<p>Language Development Programs – Coordinator, TOSAs, Mentors, and Lead Teachers, Community Liaisons</p>	<ul style="list-style-type: none"> • Program Design and Facilitation 	\$ 53,000.00	Title III Immigrant
			<ul style="list-style-type: none"> • Supplemental Materials 	\$ 42,000.00	Title III Immigrant
			<ul style="list-style-type: none"> • Support Staff 	\$ 180,406.00	Title III Immigrant
			<ul style="list-style-type: none"> • Conference Fees/Stipends/Materials/subs 	\$ 20,000.00	Title III Immigrant
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			\$ 6,028.00
		Immigrant Estimated Costs Total:			\$ 301,434.00