

**Directions:** Provide information requested for each portion of the outline.

**I. Briefly summarize LEA’s characteristics, EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMAOs.**

**a. Describe the LEA’s makeup including location, grade levels, and demographics.**

Located in Orange County, California, the Irvine Unified School District comprises a community of learners committed to the highest quality educational experience. IUSD educates a diverse population of more than 30,000 K-12 students in 22 elementary schools, 6 middle schools, 4 comprehensive high schools and 1 continuation high school with 15 schools receiving Title I support. The demographics of the student population are as follows:

**Ethnicity**

Native American	213
Asian	14,379
Pacific Islander	134
Hispanic or Latino (any race)	3,193
Filipino	1,095
African American	907
White, not Hispanic	10,133
Multiple or no response	69
<b>Total enrollment</b>	<b>30,123</b>

**Languages**

73 languages are represented in IUSD. Language minority students represent 38.5% of IUSD’s student population. (Total Language Minority Students = 11,653)

Students identified as Fluent English Proficient (FEP) upon entry = 3546

Students identified as Limited English Proficient (LEP or EL students) = 4744

Students reclassified to Fluent English Proficient (R-FEP) = 3330

(Dually Identified Students receiving special education services = 639, 13% of LEP)

Immigrant Students = 3031

**b. Describe findings from analyses of the CST, CAPA, CMA, CELDT, CAHSEE, state tools, graduation, and other assessments used by the LEA (ELSSA Supplement) to measure EL student English proficiency, academic achievement, and findings derived from other data analyses as these relate to the three AMAOs.**

Irvine Unified School District is a high achieving district with a high school graduation rate of 96%. IUSD continues to meet the targets for AMAO 1 and AMAO 2. In regards to AMAO 3 Progress in Achieving Academic Standards, the district has not met the target in English Language Arts for two consecutive years (2011/12 and 2012/13). Although the district has focused heavily on English language arts instruction over the past several years and has implemented several intervention programs as well as a system for monitoring student progress, data reveal 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 need 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) has been completed by district administrators, site staff, and community members.

In regards to participation in the alternate assessments to CST, there has been a steady increase in the number of students participating in the **CAPA** from 49 in 2010 to 54 in 2013 as well as in the **CMA** from 79 in 2010 to 128 in 2013. 87% of the students participating in the 2013 CAPA-ELA performed at the proficient level or above, whereas only 39% of students participating in the 2013 CMA-ELA performed at the proficient level or above. There continues to be collaboration between general education and special education in the design and implementation of effective instruction, the use of appropriate supplemental materials, and professional development for teachers and paraprofessionals that focus on the academic success of dually identified students.

Performance results for the **2012-2013 Annual Administration of the CELDT** indicate that of the 3,468 students who participated, 33% (1157) scored at the Advanced level, 35% (1223) at the Early Advanced level, 20% (696) at the intermediate level, 7% (233) at the Early Intermediate level, and 5% (159) of the students performed at the Beginning level. 81.2% of the students demonstrated one performance level of growth in English language acquisition toward proficiency.

A total of 4,385 students participated in the Initial and Annual CELDT Administration during the 2012-13 school year. A majority of the students who performed at the Intermediate level (438 students in grades 2-8 and 94 students in grades 9-11) on the CELDT scored similarly on the 2013 CST /ELA with 40% scoring at the Basic level. 35% of Intermediate EL students scored at the Proficient or Advanced level, 16% at Below Basic, and 9% at Far Below Basic. 40% of the total number of students participating in the **2012-2013 CELDT** scored at the English Proficient level.

Although on average 49% scored at the Advanced level on the **2013 CST/ELA** and 35% at the Proficient level, an average of 27% at each grade level 5-8 scored at the Basic level. Of the 246 students in grades 9-11, only 35% scored at the

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Advanced or Proficient level on the 2013 CST/ELA with 40% scoring at the Basic level and 25% at Below and Far Below Basic. 64% of the EL students participating in the CAHSEE passed the ELA portion with only 25% scoring Proficient.

96% of the R-FEP students grades 2-8 attained or progressed toward Proficient status in regards to the CST/ELA. For those students receiving special education services and reclassified using an alternative profile, many remained at the Basic level of performance. At the high school level (grades 9-12), 86% of the R-FEP students scored at the Advanced or Proficient level. 99% of the R-FEP students participating in the CAHSEE/ELA passed with 92% scoring Proficient.

**c. Describe strengths and weaknesses in the design and implementation of the EL programs related to goals (2A-2G and 5A) in the current LEA Plan and any other appropriate documents, (e.g. the LEA's Master Plan). The program dimensions listed below are areas to consider in reviewing current plans.**

- **Implementation of Instructional Programs and Practices – ELD/ELA**

**STRENGTHS:**

Students in IUSD are placed in the appropriate academic setting for their language level as determined by the CELDT, district wide benchmark assessments, and progress monitoring. If student CELDT results indicate an Overall performance level of Beginning or Early Intermediate, the student is recommended for either a Newcomer Program or a Site-Based Structured English Immersion (SEI) class. If CELDT results reflect an Overall proficiency level of Intermediate, Early Advanced, or Advanced the student is placed in a mainstream classroom with appropriate language support and teachers who are certified to provide instruction to English learners.

The K-12 Newcomers Program is designed to provide literacy and academic language instruction for students with less than reasonable fluency in English. Teachers provide the context in which structured English Language Development (ELD) and academic learning is integrated. Equal access to and comprehensible input for Common Core Standards occurs through the use of SDAIE strategies, and high-quality, research based adopted materials. Program participation is not normally intended to exceed one year unless otherwise determined necessary to meet the identified instructional needs of a student. Once English learners have acquired a good working knowledge of English, as determined by established exit criteria, they transition to English language mainstream classrooms.

At the secondary level, ELD courses are required as additional instructional time beyond that which is provided in content-area courses such as English Language Arts. IUSD has adopted and the Board has approved an instructional program at the secondary level (7-12) that provides 2 periods of daily explicit English language development and 1 period of ELD English Language Arts. Secondary Newcomers programs integrate the ELD instruction with Humanities (ELA/Social Science)

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and/or Science standards-based curriculum. Some secondary sites offer sheltered content area courses such as Science, Social Science, and English Language Arts.

IUSD SEI is a K-6 mainstream classroom setting where English learners, who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process. Participating students are ensured equal access to the required Common Core Standards for the content areas and English Language Development at their language fluency and proficiency levels. Teachers provide dedicated, daily standards-based English language development addressing the specific needs of students at the Beginning/Early Intermediate fluency level – supported by quality instructional materials, SDAIE strategies, and academic language development within the context of learning. The district ELD Curriculum team is working with teachers to develop common formative and summative assessments to effectively monitor student language growth in these classrooms.

Teachers in the Newcomer/SEI program K-12 receive additional professional development aimed at aligning curriculum and practices with the CA ELD Standards and the Common Core State Standards. Due to the strong foundation of these programs, IUSD students in years 0-3 experience significant gains as measured by the CELDT. All teachers in IUSD have access to district support from the Language Minority office, Coordinator, TOSAS, and community liaisons. Supplemental instructional support is provided through paraprofessionals, professional learning communities, state approved materials, and quality professional learning opportunities.

### WEAKNESSES:

In the past, ELD has not been viewed as an integral part of ELA instruction resulting in school sites and districts scrambling to develop designated ELD programs for EL students. The misconception that ELD and ELA were separate entities has impeded EL access to higher level programs such as honors and advanced placement English courses. Now with all teachers being trained in Common Core across the content areas, and the strong correlation between CCSS and the CA ELD standards, teachers will begin to recognize the importance of integrated and designated ELD within the context of student learning. Our analysis of the data shows that teachers at the upper elementary and secondary levels can benefit the most from this understanding. Teachers at these levels require training in the implementation of the CA ELD standards, the use of effective instructional strategies for increasing student achievement in ELA, appropriate use of grade level materials, and the development of assessment tools that inform and evaluate their Tier 1 instruction.

- **Professional Development (Goal 2D)**

### STRENGTHS:

Beginning in 2012-2013, Directors and Coordinators of Education Services in IUSD have developed extensive professional development plans for district-wide implementation of the Common Core State Standards. Professional learning opportunities have required coordination of efforts in order to efficiently use district resources of time, funding, meeting

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space, and substitute teachers. As of June 2014, all teachers in IUSD will have attended four full day workshops on the implementation of the CCSS. In addition to the trainings specifically offered by Language Minority Programs in addressing the specific needs of English learners, teachers teaching ELA in grades K-12 have been introduced to the CA ELD standards and their correlation to the CCSS. Various schools have requested and received individualized professional development to address the needs of their EL population following these introductory presentations. Trainings include, but are not limited to 1) Implementation of new CA ELD Standards, 2) Replication of best practices for Tier 1 instruction – integrated and designated ELD, 3) Development and refinement of learning intentions and opportunities for academic language development across the curriculum, 4) Design and implementation of common formative and summative assessments, and 5) Augmentation and enrichment of parent involvement and outreach programs at the sites. Teachers in the Newcomer/SEI program K-12 and paraprofessionals assisting in the program classrooms receive additional professional development aimed at aligning curriculum and practices with the CA ELD Standards and the Common Core State Standards. Coaching support and monitoring of implementation are provided by program TOSA and Mentors.

### WEAKNESSES:

Although the instructional needs of English learners and the introduction to the CA ELD Standards have been included in all K-6 ELA CCSS trainings, their inclusion at the secondary level has been minimal. Specific professional learning opportunities will need to be developed and offered for upper elementary and secondary level teachers on the implementation of the CA ELD standards, the use of effective instructional strategies for developing academic language skills, appropriate choice and use of grade level materials, and the development of assessment tools that inform and evaluate Tier 1 instruction.

- **Parent and Community Participation (Goal 2E)**

### STRENGTHS:

IUSD has established a district program that provides a strong model for partnering with the parent community through its Language Minority Programs. Certificated staff and Community Liaisons representing the top 5 language groups provide support to parents whose children are transitioning to and attending in IUSD. Timely Topics, a series of 5 seminars is offered each year to parents that focus on such topics as 1) Implementation of CCSS in Irvine Unified, 2) Graduation requirements, college readiness and admissions, 3) Volunteerism, 4) Learning support at home, 5) Instructional programs and services for all students, and 6) Parent Portal and access to student academic achievement data. Parent education courses (CBET) are offered on a regular basis and leveled (A, B, C) to provide parents timely and relevant information, connections to community resources, and strategies for supporting learning at home. Language support is provided at workshops and courses when available in parent L1.

### WEAKNESSES:

Even with the success of the parent involvement and outreach programs at the district level, replication and implementation of the model at the site level have been a challenge, limiting access to parents unable to take advantage of the programs at a centralized location. IUSD has upgraded its communication methods for notifying parents, but based on community feedback accessing information about such opportunities is sometimes difficult for language minority parents. Other issues that impede the ability to really connect parents to the learning community include, but are not limited to 1) Seminars are too infrequent resulting in large turnouts and less personalization, 2) Language support for 73 plus languages is a struggle limiting access for groups of parents to programs, and 3) Volunteerism is strongly encouraged as it provides much needed support for student learning, but the process to clear parents for volunteer work takes a long time. Better coordination with Title I schools would result in the expansion of parent outreach and involvement activities, contributing to the further growth in student achievement.

- **Parental Notification (Goal 2F)**

### STRENGTHS:

#### **Interpretations and Translations:**

Language support and translations of notification letters, district-wide meetings, and parent involvement activities are available in the top languages represented in IUSD – Mandarin, Korean, Japanese, and Farsi. Updates are sent via the district messaging system to all parents of EL students and are available on the district website as well.

#### **Parent Portal:**

Parents can access information regarding student language status, academic achievement, and results of standardized assessments through the Parent Portal.

#### **Identification Process:**

During the enrollment process, parents/guardians complete, sign, and date a Home Language Survey (HLS) for each of their school aged children that indicates the languages other than English found in the children's linguistic backgrounds. Enrolling clerks at each site verify the enrollment information and determine whether or not a student needs to participate in a screening of English language proficiency skills. Those students whose Home Language Surveys reveal a language other than English as 1) the child's first language, 2) the language the child uses most frequently at home, and/or 3) the language most frequently used to communicate with the child, must be assessed for English language skills within 30 calendar days of enrollment and/or prior to starting school. CELDT administration is coordinated through the Language Minority Programs office.

### **Notification of Initial Results and Program Placement:**

At the time of initial assessment, Language Minority staff members discuss with parents (in a language parent can understand) the results of the assessment, the determined language status of the child, program options, recommended student placement, reclassification criteria, and the waiver process for an alternative program. Parents are given a copy of the Initial Notification letter with same and copies are file in student cumulative records.

### **Annual Parent Notification of English Learner Progress and Placement:**

Parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of their children's language designation, English proficiency level (CELDT results), academic progress (CST results or local assessments), program placement, program options, as well as reclassification criteria. Annual Parent Notifications are generated electronically and information verified by Language Minority Programs staff. Notifications are provided to each school site for distribution. Methods for distribution of the notifications used by the school sites include, but are not limited to, parent-teacher conferences, IEP reviews, and direct mail. Copies of the notifications are filed in student cumulative records.

### **Annual Results for the California English Language Development Test:**

Student reports of the Annual CELDT results are provided to sites for distribution to parents within a reasonable time of receipt at the district level. A letter accompanies the results and provides an explanation of how to interpret the results, how the results are used to determine program placement, classification, and reclassification. If a student has met the criteria for reclassification, the appropriate English Learner Reclassification to Proficient Status form is sent as well.

### **Parent Notification of Title III Program Improvement Y2:**

Notification of program improvement status was provided via the district messaging system and posted on the district website. Information has also been provided through ELAC and DELAC meetings.

### **WEAKNESSES:**

#### **Interpretations and Translations:**

With 73 plus language represented in the district, it is always a challenge to provide language support for all groups in terms of interpretations and translations.

#### **Access to Information:**

Based on community feedback, it has been determined that the district website is cumbersome and difficult to navigate for parents with limited English language proficiency.



- **Services for Immigrant Students (Goal 2G)**

### STRENGTHS:

Immigrant students and their parents have access to all instructional programs and services available in IUSD. We do understand and recognize that not all immigrant students are English learners, and therefore, funding is used to provide instructional support and assistance for parents where needed. In 2012-2013, IUSD implemented an Intersession Opportunity Program (IOP) for high school students that arrive and enroll in IUSD “off cycle” with the academic school year. Every year from February to May, IUSD has an influx of students who arrive after completing an academic school year and grade level in their home country. Placement in the appropriate grade levels and courses required after 75% of the school year is complete can be difficult (space availability, class size, master schedules, etc.), especially at the high school level. This program is designed to provide students equal access to quality instructional opportunities (acceleration vs. remediation), English language skill development, survey classes that provide essential conceptual development in US History, CAHSEE Prep, and credit recovery in academic courses needed for graduation. After participating in the IOP, high school students transition to the traditional comprehensive programs at the start of a new term.

### WEAKNESSES:

The formula and criteria for receiving the Title III Immigrant sub-grant are such that limits the ability to design, maintain, and sustain any type of program on a large scale. The allocation received by the district can only be used to supplement programs that address identified and specific needs in the district – Intersession Opportunities Program, parent outreach and involvement activities, instructional support in the classrooms, supplemental materials that further provide equal access to content standards, and professional learning opportunities for teachers, support staff, and paraprofessionals.

## II. **Identify and describe factors that prevented the LEA from achieving the AMAO(s). Explain how the identified factors were verified using the evidence gathered.**

### **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.



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- 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.

### **III. Write a brief description/bulleted outline of each goal that was identified as an area of focus from the Needs Assessment. Goal statements should be Specific, Measurable, Attainable, Realistic and Timely (SMART Goals), made actionable through strategies, actions and tasks in the Title III improvement Plan.**

#### **a. Goal 2C: AMAO 3-AYP for ELs in English Language Arts**

In spring 2015, IUSD will establish baseline data for student achievement using the new SBAC state common core assessment. The district will also use local assessment data from the STAR Renaissance Universal Screener as well as other common formative and summative assessments to show growth in English proficiency. By June 2015, the percentage of English learners attaining proficiency in Reading/Language Arts will increase by 5% – 10%.

#### **➤ Strategy:**

Teachers will ensure students have equal access to core curriculum based on the CCSS with the consistent availability of SBE approved/adopted materials in ELA, appropriate supplemental instructional materials, and research-based strategies that support student learning and their ability to meet state achievement expectations.

1. Program Coordinators will continue to research, pilot, and implement approved supplemental materials that help ensure access to CCSS, especially complex non-fiction and informational text.
2. Program staff will monitor (checklists, rubrics, and observation) and support teachers in the implementation of the CA ELD standards and effective learning strategies (SDAIE) for all content areas that specifically target the needs of English learners.
3. LEA will increase the focus on replication of best and sound instructional practices for academic language development through professional learning opportunities:

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- a. Purposeful design and implementation of language objectives
  - b. Daily opportunities for the introduction, modeling, practice, and application of newly learned language skills
  - c. Structured academic discourse that holds students accountable for accurate language use in all forms of communication
  - d. Instructional delivery that is systematic, intentional and robust, while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review
4. LEA and sites will continue developing a process for identifying students who require additional support and/or intervention then proceed to establish appropriate programs.

➤ **Strategy:**

Teachers will develop local formative and summative assessments that measure and monitor academic language skill development, as well as guides the development of effective Tier 1 instruction for English learners in ELA.

1. LEA and site administrators will provide collaboration time for classroom teachers to develop common assessments and engage in an on-going process to read, discuss, and analyze available student data.

### **b. Goal 2D: High Quality Professional Development**

IUSD will provide high quality professional development to teachers, administrators, paraprofessionals, and other school or community-based personnel to improve the education of English learners.

➤ **Strategy:**

Develop and offer specific professional learning opportunities for upper elementary and secondary level teachers. Teachers will....

1. Develop an understanding of the correlation between CCSS and the CA ELD standards as well as receive guidance for implementation
2. Scaffold language instruction to meet the needs of language learners and effectively moves them from one level of language proficiency to the next
3. Engage in “refresher” courses on effective SDAIE strategies needed for providing sheltered instruction in the mainstream classroom
4. 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

➤ **Strategy:**

Provide ongoing staff development in the design and implementation of language development instructional plans using the understanding by design model so as to ensure the inclusion of language objectives and the scaffolding needs at each student’s proficiency level.

1. Leverage available resources to offer professional learning opportunities with different design options for teacher participation (e.g. series of courses, workshops, and on-line collaboration).

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➤ **Strategy:**

Provide opportunities for teachers to participate in professional development on the establishment of classroom routines, learning strategies, and the use of technology that facilitate and encourage active student engagement, collaboration with peers, interaction with difficult text/content, open-ended questioning, and extension of the inquiry and discovery process.

1. Leverage available resources to send teachers to workshops co-hosted with other districts, higher institutions of learning (UCI), and county offices (e.g. Anita Archer, Kate Kinsella, Inquiry By Design, Cris Tovani, Yopp, Yopp & Guillaume).
2. Leverage available resources to offer professional learning opportunities with different design options for teacher participation (e.g. series of courses, workshops, and on-line collaboration).

➤ **Strategy:**

Provide coaching and training opportunities for teachers, support staff, and administrators in the facilitation of effective and collaborative data teams.

1. Leverage available resources to send teachers to Common Formative Assessment training (Solution Tree).
2. Provide for and facilitate the development and implementation of a comprehensive progress monitoring system for EL achievement and proficiency.
3. Provide for and facilitate the development of common formative and summative assessments that inform instruction and intervention decisions as well as ensure students do not incur irreparable academic deficits.
4. Provide collaboration time for data teams to analyze assessment results and discuss the implications of EL student performance in each part of the assessment.

**c. Goal 2E: Parent and Community Participation**

Provide multiple ways for parents to be involved in the work of the school and the learning of their children.

➤ **Strategy: Replication of District Centralized Program**

Program Coordinators of EL and Title I will coordinate efforts and resources with in order to replicate parent outreach and involvement activities at Title I schools, providing greater access for parents.

1. Support increased frequency and duration of offerings (CBET courses, seminars, and parenting skill workshops) in order to truly influence parent understanding of the learning process and how student learning can be supported at home.
2. Recruit and train staff to facilitate courses, seminars, and workshops.
3. Provide access to instructional materials and multiple ways for parents to understand the ELA/ELD Common Core expectations for student performance (e.g. videos, presentations, and websites).

**d. Goal 2F: Parental Notification**

IUSD will continue to notify 100% of the parents of EL students regarding all topics required by state and federal statutes.

➤ **Strategy: Interpretations and Translations:**

Develop a system to remedy the shortage of available resources for providing language support for the language groups with significant representation in the district.

1. Work with Human Resources to develop a process for hiring bilingual staff in the roles of interpreters and parent liaisons.
2. Coordinate and facilitate training for bilingual instructional staff and community members in regards to providing interpretation and translation services for a variety of purposes in the district (e.g. translations of notices and general information and interpretations for staff and parents).

➤ **Strategy: Access Information**

Better utilize the messaging system, Parent Portal, and the district website to provide readily available information about activities, programs and services, and student achievement.

1. Enlist the help of the district IT department in designing a user-friendly website for language minority parents and students.

**e. Goal 2G: Services for Immigrant Students**

IUSD will continue to supplemental programs that address the identified and specific needs of immigrant students and their families.

➤ **Strategy: Intersession Opportunity Program**

Further develop the Intersession Opportunity Program that provides a transitional and credit-recovery program for international students who are “off-cycle” from the academic year in IUSD.

1. Curriculum design and implementation
2. Instructional support
3. Guidance and graduation plans
4. CAHSEE Preparation

➤ **Strategy: Parent Involvement Programs**

Further expand parent involvement programs to include access to community programs, parent education courses, and parenting support.

1. Provide training opportunities for bilingual staff to develop the skills needed to facilitate parent courses and skill development.
2. Provide training opportunities for bilingual staff to develop the strategies needed to assist students in the classroom.

