

Orange Unified School District



Title III Accountability Plan

2013-2016

Updated

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

- By June, 2013, the percentage of English learners learning English will increase from 57.9% to 59%, in order to move toward state defined growth expectations as measured by CELDT;
- By June, 2014, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target of 59%, as measured by the CELDT.;
- By June, 2015, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target of 60.5%, as measured by the CELDT.;
- By June, 2016, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target of 62%, as measured by the CELDT.

Filing Cabinet Count	0	Budgeted:	\$951,865.00
Resources and state requirements for this goal Available	3	Actual:	\$951,865.00

STRATEGY Placement of English Learners in ELD

Filing Cabinet Count 0

ACTION STEP 1. Secondary Master Schedule

Secondary Master Schedules will be created, reviewed and modified by administrators at all High Schools and Middle Schools to ensure that enough class periods are available to serve the number of English learners identified at each level. Master schedules start to be developed in February each year and are adjusted until the start of school in August.

Status	Completed 10/11/2012	Filing Cabinet Count	0
Start-End Dates	02/01/2012 - 08/23/2012		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Aileen Sterling		

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Placement of English Learners in ELD

ACTION STEP 1. Secondary Master Schedule

TASKS 2 of 2 Complete

1a. Identify the number of EL students at MS & HS	Completed	Due 4/30/2012
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Identify the number of English learners at each proficiency level to determine the number of ELD classes to offer in the Master Schedule at each secondary school. Identify students by using current year CELDT scores and multiple measures.		Aileen Sterling (LEA)
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1b. Create the Secondary Master Schedule	Completed	Due 8/27/2012
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Reassign Master Schedule sections to accommodate the needs of all English learners		Aileen Sterling (LEA)
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ACTION STEP 2. Elementary ELD grouping or classes

Determine the configuration for ELD instruction that best fits the number of EL students at each elementary school. Groups are formed based on numbers of students at each grade level and CELDT level.

Status	Completed 10/11/2012	Filing Cabinet Count	0
Start-End Dates	08/23/2012 - 09/28/2012		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Cathleen Corella, Anne Truex		

TASKS 1 of 1 Complete

2a. Create Elementary ELD groups	Completed	Due 9/14/2012
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Elementary teachers, resource teachers and administrators will group students for ELD instruction based on current CELDT scores and Avenues Placement results.		Anne Truex (LEA) , Cathleen Corella (LEA)
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ACTION STEP 3. District monitoring of ELD time and placement

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Placement of English Learners in ELD

ACTION STEP 3. District monitoring of ELD time and placement

All schools will submit their ELD schedules showing the minimum prescribed daily ELD instruction. (K-2-30 minutes, 3rd-6th- 45 minutes, M.S. and H.S. 1 period.), with names of students by group.

Status	Completed 10/11/2012	Filing Cabinet Count	0
Start-End Dates	09/04/2012 - 09/18/2012		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Cathleen Corella		

TASKS 2 of 2 Complete

3a. ELD Schedules	Completed	Due 9/14/2012
Elementary principals will email the district a copy of the ELD schedules and student list for each grouping/class. Secondary principals will submit their master schedule and student rosters.		Cathleen Corella (LEA)
3b. ELD schedule for English learners with IEPs	Completed	Due 9/14/2012
Spec. Ed. EL students should be placed in appropriate ELD classes, with appropriate curriculum to meet their individual needs. Program Coordinators and principals will oversee the placement and report to the Admin Dir of Special Education.		Marcia Schoger (LEA)

STRATEGY High Quality ELD Instruction

Filing Cabinet Count 0

ACTION STEP Monitoring ELD instruction

Administrators will monitor ELD instruction to ensure high quality instruction is taking place using a walkthrough observation protocol, at a minimum of once a quarter.

Status	Completed 10/14/2014	Filing Cabinet Count	0
Start-End Dates	09/17/2012 - 06/13/2013		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Cathleen Corella, Aileen Sterling, Anne Truex		

TASKS 4 of 7 Complete

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English
STRATEGY High Quality ELD Instruction**ACTION STEP Monitoring ELD instruction**

1a. ELD Staff Assignments	Completed	Due 8/23/2012 Aileen Sterling (LEA)
Administrators will strategically assign the best teachers to ELD classes. All teachers have the required EL authorizations and must also possess inter-personal skills, a willingness to teach EL students and training to teach ELD classes.		
1b. District monitoring of ELD assignments	Completed	Due 8/23/2012 Aileen Sterling (LEA)
Administrators will confer with their Executive Director to discuss ELD assignments and selection of the best possible personnel to teach ELD classes		
1c. ELD Observation Protocol	In Progress	Due 12/3/2012 Cathleen Corella (LEA)
Develop or adapt ELD observation protocol to focus on agreed upon lesson elements of oral practice and student engagement.		
1d. ELD Observation Protocol Training	In Progress	Due 2/1/2013 Cathleen Corella (LEA)
Provide teacher and administrator Professional Development on the components and use of the protocol.		
1e. Classroom observations	In Progress	Due 6/13/2013 Aileen Sterling (LEA) , Anne Truex (LEA)
Administrators at every school will observe and document ELD instruction using the observation protocol at a minimum of once a semester for each teacher.		
1f. Formative ELD Assessments	Completed	Due 6/13/2013 Aileen Sterling (LEA) , Anne Truex (LEA) , Cathleen Corella (LEA)
ELD program assessments are available on Data Director. Every four to six weeks, teachers scan their tests and print reports to inform future instruction, as well as identify areas for intervention. Principals will monitor quarterly.		
1g. District monitoring of ELD assessments	Completed	Due 6/13/2013 Aileen Sterling (LEA) , Anne Truex (LEA)
Executive Directors to monitor with principals the usage reports of the number of unit tests scanned during the quarter for each ELD program.		

GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

STRATEGY **High Quality ELD Instruction**

ACTION STEP **ELD-Co-teaching/Coaching**

EL Instructional Specialist and Academic Language Mentors will co-teach, coach and assist in developing lessons and trainings for targeted content area teachers in the new ELD standards.

Status	In Progress	01/26/2015	Filing Cabinet Count	0
Start-End Dates	08/20/2014 - 06/30/2015			
Persons Responsible	Lisa Green, Celinna Pinelo			

ACTION STEP **Mileage-staff development**

EL Instructional Coaches, AD Mentors and teachers will be traveling to professional development.

Status	In Progress	01/26/2015	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 07/30/2015			
Persons Responsible	Lisa Green, Cyndi Paik, Celinna Pinelo			

ACTION STEP **Instructional Supplies**

Instructional supplies will be purchased and needed to assist in supporting the New ELD standards for students.

Status	Completed	10/14/2014	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 08/31/2015			
Persons Responsible	Lisa Green, Cyndi Paik, Celinna Pinelo			

STRATEGY **ELD Class offerings and Curriculum**

Filing Cabinet Count 0

ACTION STEP **1. Evaluation of ELD curriculum**

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY ELD Class offerings and Curriculum

ACTION STEP 1. Evaluation of ELD curriculum

Form ELD committee of experts (teachers, EL Specialists, Instructional coaches and administrators) to evaluate the ELD/Intervention curriculum (Avenues- K-5; Hands on English and Vocabulary Basics-6th; Inside-6-8, new this year for M.S.; Edge (9-12) Read 180- 4-12; and Language!- 4-12) and look at the program effectiveness. This committee will look at data and identify possible gaps and develop criteria for placement of English learners, including LTELS, in courses that best meet language development needs.

Status	Completed 10/14/2014	Filing Cabinet Count	0
Start-End Dates	02/01/2012 - 06/01/2013		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Cathleen Corella		

TASKS 3 of 3 Complete

1a. Review assessment data from each of the progra	Completed	Due 1/31/2013
Examine summative and formative assessment data from each of the curricular programs to determine trends in effectiveness and deficiency in skill areas; and teacher efficacy.		Cathleen Corella (LEA)
1b. ELD committee to examine ELD curriculum	Completed	Due 1/31/2013
The ELD committee will examine the curriculum to identify areas of specific gaps or needs and make recommendations to Educational Services.		Cathleen Corella (LEA)
1c. ELD Placement Guide	Completed	Due 1/31/2013
Develop ELD Placement guide that will be used to provide appropriate placement for English learners of all CELDT levels into appropriate curricular programs.		Cathleen Corella (LEA)

STRATEGY Expand/realign the District EL department

Filing Cabinet Count 0

ACTION STEP Hire a English Learner Services Administrator

LEA PLAN
Orange Unified - 30666210000000

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Expand/realign the District EL department

ACTION STEP Hire a English Learner Services Administrator

Hire a English Learner Services Administrator

Status	Completed 10/11/2012	Filing Cabinet Count	0
Start-End Dates	01/10/2012 - 06/15/2012		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Cyndi Paik		

TASKS 2 of 2 Complete

1a. Create job description	Completed	Due 2/10/2012
The position of the English Learner Services Administrator is new for OUSD. A job description needs to be developed to delineate the job responsibilities necessary to improve student achievement.		Anne Truex (LEA)
1b. Interview and hire a EL Services Admin.	Completed	Due 6/1/2012
Interview process to select the English Learner Services Administrator, which will start July 1, 2012		Anne Truex (LEA)

STRATEGY High Quality Professional Development

To ensure that all English learners develop high levels of academic attainment in English and meet the same challenging state academic standards as all other students, teachers and other staff will be provided ongoing professional development and support.

Filing Cabinet Count	0	Budgeted	\$951,865.00
		Actual	\$951,865.00

ACTION STEP Professional Development and On going Support

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY High Quality Professional Development

ACTION STEP Professional Development and On going Support

Professional development and support will be provided to teachers of English learners and other staff by trained English Learner support staff including English Learner Instructional Specialists and Academic Language Mentors. This professional development and support will include planning, data analysis, training, team teaching, and reflecting.

Status	In Progress 03/23/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$780,456.00
		Actual	\$780,456.00
Persons Responsible	Lisa Green		

ACTION STEP Supplemental Materials

Supplementary materials for increased language acquisition will be purchased to be used in English learner trainings and by teachers of English learners.

Status	In Progress 03/23/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$77,693.00
		Actual	\$77,693.00
Persons Responsible	Lisa Green		

ACTION STEP Conferences/Seminars /Workshops

English Learner teachers and other staff will be sent to conferences/seminars/workshops to build upon thier knowledge of English language learners and best practices

Status	In Progress 03/23/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$56,273.00
		Actual	\$56,273.00
Persons Responsible	Lisa Green		

ACTION STEP Mileage-staff development

English Language Development Teachers and other staff will be compensated for mileage when attending conferences/seminars/workshops

Status	In Progress 03/23/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$2,500.00
		Actual	\$2,500.00
Persons Responsible	Lisa Green		

LEA PLAN
Orange Unified - 3066621000000

GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

STRATEGY **High Quality Professional Development**

ACTION STEP **Title III Reserve**

Monies were placed in reserve for unforeseeable items such as salary increases, additional training costs, or additional professional development.

Status	In Progress 03/23/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$28,356.00
		Actual	\$28,356.00
Persons Responsible	Lisa Green		

ACTION STEP **Technology Services /Software Support**

Interprogram Technology Services will provide support to ELs in content area classes that utilize technology as well as courses for ELs that are web based.

Status	In Progress 03/23/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$6,587.00
		Actual	\$6,587.00
Persons Responsible	Lisa Green		

GOAL Goal 2B: AMAO 2 - English Proficiency

An increasing percentage of English learners will attain English language proficiency annually.

- By June, 2013, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 24.7% to 39 %, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2013, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 54.3% to 62 %, in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2014, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target of 22.8%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2014, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 49.0%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2015, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target of 24.2%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2015, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 50.9%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target of 25.5%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2016, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 52.8%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

Filing Cabinet Count 0
 Resources and state
 requirements for this goal
 Available 3

STRATEGY Appropriate ELD placement for Long Term ELs

Filing Cabinet Count 0

ACTION STEP 1. LTEL Identification

Site administrators will identify and inform teachers who their LTEL students are in order to differentiate instruction to meet their individual needs and assist them in moving forward towards reclassification and passing the CAHSEE.

Status	Completed 10/11/2012	Filing Cabinet Count	0
Start-End Dates	01/09/2012 - 03/02/2012		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Cathleen Corella		

GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Appropriate ELD placement for Long Term ELs**

ACTION STEP **1. LTEL Identification**

TASKS 1 of 1 Complete

Identify LTELS by name, for class placement	Completed	Due 8/21/2012
Query LTELS in the Aeries student system. Counselors will place students in the appropriate classes based on the ELD Placement Guide (Goal 2A-Strategy 3).		Aileen Sterling (LEA)

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

An increasing percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually

- By June, 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 40.5% to 51.81%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.;
- By June, 2013, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.;
- By June, 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 50.7% to 60.07%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.;
- By June, 2013, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.;
- For the 2013-2014 school year, AMAO 3 was frozen due to the suspension of state standardized testing.;
- For the 2014-2015 school year, no goals have been released by the state. AMAO 3 still on hold.;
- For the 2015-2016 school year, to be determined.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

STRATEGY Intensive Intervention classes for English learner

Filing Cabinet Count	0
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ACTION STEP 1. Develop a Intensive Intervention Program Matrix

The matrix will provide specific criteria and programming needs that align to the most effective program that suits the needs of English learners in accessing core instruction.

Status	Completed 10/11/2012	Filing Cabinet Count	0
Start-End Dates	11/01/2011 - 01/01/2013		
Persons Responsible	Elsie Simonovski		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Intensive Intervention classes for English learner

ACTION STEP 1. Develop a Intensive Intervention Program Matrix

TASKS 2 of 2 Complete

1a. Develop matrix for the intervention classes	Completed	Due 2/28/2012
A draft matrix will be developed by the Ed Services department. The draft will be shared and input solicited from Resource Teachers and EL Advisors and site administrators from each school to finalize a district matrix.		Cathleen Corella (LEA)
1b. Train site admin in EL placement expectations	Completed	Due 6/15/2012
Master Schedule training/support will be provided to all site administrators and counselors to ensure appropriate placement and monitoring of placement using the new Intensive Intervention program matrix.		Aileen Sterling (LEA)

ACTION STEP 2. Training on the intensive intervention material

There is inconsistent use of the Intensive Intervention program materials across the district. To ensure fidelity to the programs and see expected growth of student achievement, the district needs to consistently train and monitor the implementation of the programs.

Status	Completed 10/14/2014	Filing Cabinet Count	0
Start-End Dates	01/17/2012 - 01/29/2013		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Elsie Simonovski		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Intensive Intervention classes for English learner

ACTION STEP 2. Training on the intensive intervention material

TASKS 3 of 3 Complete

2a. Train new teachers on Read 180 materials	Completed	Due 1/18/2012
Teachers will be trained in the Read 180 program materials by the publisher representative.		
2b. Read 180 PLC meetings	Completed	Due 5/31/2012
Offer district Read 180 afterschool PLC meetings for teachers to receive ongoing training and provide collaboration time.		
2c. Train site admin on Read 180 program	Completed	Due 10/28/2011
The publisher representative will train site admin on the components of the program and how to access data reports. Site admin will then have knowledge to monitor the implementation to ensure that full uses of the program components are being utilized.		

ACTION STEP 3. Monitor the Intensive Intervention programs

Site administrators will monitor implementation and review data to demonstrate the effectiveness of the intensive intervention programs. Principals will report findings to Educational Services

Status	Completed 05/14/2013	Filing Cabinet Count	0
Start-End Dates	11/01/2011 - 06/13/2013		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Marcia Schoger, Aileen Sterling, Anne Truex		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Intensive Intervention classes for English learner

ACTION STEP 3. Monitor the Intensive Intervention programs

TASKS 2 of 2 Complete

Monitoring of Read 180	Completed	Due 6/13/2013
Principals will provide the elementary and secondary education Executive Directors findings from walkthrough observations and assessment data on the implementation of Read 180		
3b. Monitoring of Language!	Completed	Due 6/13/2013
Special Education Program Coordinators will provide the Administrative Director of Special Education findings from their walkthrough observations and assessment data on the implementation of Language!.		

STRATEGY Provide extended learning time for EL students

Filing Cabinet Count 0

ACTION STEP 1. Extended learning support for LTELS

Time and resources should be available for providing before school, lunch time, and after school support for English learners to increase their academic skills.

Status	Completed 05/14/2013	Filing Cabinet Count	0
Start-End Dates	11/09/2011 - 06/13/2013		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Cyndi Paik		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Provide extended learning time for EL students

ACTION STEP 1. Extended learning support for LTELS

TASKS 3 of 3 Complete

1a. High Schools provide CAHSEE support for LTELS	Completed	Due 6/14/2012
High Schools will provide after school tutoring in ELA and math for their 9th grade English learners to support them in their preparation of taking the CAHSEE.		Aileen Sterling (LEA)
1b Elem and MS LTELS will receive tutoring	Completed	Due 6/13/2013
Schools will provide tutoring after school for English learners. These tutoring sessions may include small group instruction and/or access to intervention computer programs.		Anne Truex (LEA) , Cyndi Paik (LEA)
1c. Monitoring the extended time tutoring progr	Completed	Due 6/13/2013
Principals tag students involved in after school tutoring in Data Director and Plato, to be able to collect student achievement data to show the effectiveness of the intervention.		Anne Truex (LEA)

STRATEGY Monitoring EL student's progress

Filing Cabinet Count 0

ACTION STEP Site PLCs review data to inform instructional need

Grade level or department PLCs will meet quarterly (or each trimester M.S.), using the school's protocol to examine benchmark paced standards assessments (PSA) results from Data Director reports for their subject- (ELA, Math, History and Science) and unit exams for ELD programs.

Status	Completed 10/14/2014	Filing Cabinet Count	0
Start-End Dates	10/03/2011 - 06/13/2013		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Aileen Sterling, Anne Truex		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Monitoring EL student's progress

ACTION STEP Site PLCs review data to inform instructional need

TASKS 1 of 1 Complete

PLC meetings	Completed	Due 6/13/2013
Principals will schedule PLC time after each quarter/trimester benchmark assessment. Notes or minutes reflecting the use of a school protocol will be collected and submitted to the Executive Directors.		
		Aileen Sterling (LEA) , Anne Truex (LEA)

ACTION STEP District expectations for monitoring by site admin

Besides monitoring the teachers to examine their data to inform instruction as described above, site administrators need to monitor the implementation of strategies teachers learned during the professional development training described in Goal 2D, to ensure high quality Best First Instruction.

Status	Completed 05/14/2013	Filing Cabinet Count	0
Start-End Dates	10/03/2011 - 06/13/2013		
Tags	PI_Yr3, T3Y4		
Persons Responsible	Aileen Sterling, Anne Truex		

TASKS 1 of 1 Complete

2a Train site admin on district expectations	Completed	Due 6/15/2013
Train all site administrators on the expectations of monitoring EL instruction and student progress (protocols for monitoring teachers' use of the data and walkthroughs) and understanding of the importance of increased achievement of our EL students.		
		Aileen Sterling (LEA) , Anne Truex (LEA)