

Title III LEA Plan Performance Goal 2

All limited 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: 10623316007009

LEA Name: ORANGE CENTER SCHOOL DISTRICT

Title III Improvement Status: Year 4+

Fiscal Year: 2016-17

EL Amount Eligibility: \$14,513

Immigrant Amount Eligibility: \$443



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:

1111

	<p>Implement programs and activities in accordance with Title III</p> <ul style="list-style-type: none"> ● Provide supplemental after school targeted tutoring specifically designed to enhance instruction. For students who are English Learners, the focus will be on increasing student engagement, providing additional access to grade level content standards, and building academic language skills for English Learners/off-track English Learners needing additional support.
	<p>Use the subgrant funds to meet all accountability measures</p> <ul style="list-style-type: none"> ● Provide supplemental after school targeted tutoring to enhance instruction and support for English Learners, specifically, who did not meet growth or proficiency targets.
	<p>Hold the school sites accountable</p> <ul style="list-style-type: none"> ● Teachers will review English Learner data frequently to monitor student progress. ● Administration will follow-up to ensure Designated ELD is scheduled, focused on ELD standards, and provide targeted ELD coaching based on English Learner data and needs.
	<p>Promote parental and community participation in programs for ELs</p> <ul style="list-style-type: none"> ● Expand parent and community participation programs and opportunities, such as Family Literacy Nights, Family Math and Science Nights, and other educational workshops. ● Translation services will be provided.

How the LEA will:	Person s Involv ed/ Timeli ne	Related Expenditu res	Estima ted Cost	Fund ing Sour ce (EL, Immigr
-------------------	--	-----------------------------	-----------------------	---

444

					ant, or other)
B. R e q u i r e d	<p>Provide high quality language instruction</p> <ul style="list-style-type: none"> Continue to offer and refine secondary language development lessons for Long Term English Learners (LTELs) and newcomers. Continuation of professional learning and coaching to review ELD lessons, conduct walkthroughs, and provide feedback. Design of additional lessons to support off-track English Learners. 	<p>EL Coordinator, teachers, Admin. Aug. 2016- June 2017</p>	N/A	\$0	N/A
	<p>Provide high quality professional development</p> <ul style="list-style-type: none"> Personalized technology training, demo lessons, and resources to support English Learners throughout Integrated and Designated ELD. Additional professional development and coaching for teachers to support English Learners needing additional support assistance, specifically Long Term English Learners (LTELs) and newcomers. 	<p>Technology Coordinator, EL Coordinator, Admin. Aug. 2016-June 2017</p>	N/A	\$104,472	LCFF Supplemental Concentration
C. R e q u i r e d	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				

11/1/17

<p>r e d f o r Y e a r 2</p>	
<p>D. Re qu ire d fo r</p>	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Trends and findings from the Needs Assessment data analysis include the following:</p> <ul style="list-style-type: none">• Students at the Intermediate level are not meeting their growth targets at the same or similar rate as other proficiency levels. There is a large group of Intermediate students who have not achieved English proficiency.• We noticed that the reading and writing domains need attention with specific support for all grade levels (K-8). <p>The following areas of weakness are contributing factors in not meeting desired accountability measures:</p> <ul style="list-style-type: none">• Limited curriculum and assessments that support English Learners, especially students at the Beginning, Early Intermediate, and Intermediate levels.• Inconsistent monitoring and use with fidelity of software programs to better support personalized learning.• Inconsistent implementation of Integrated and Designated ELD instruction at all grade levels.• Lack of attention to monitoring English Learner progress and deficits after CELDT scores are received.

APP

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <ul style="list-style-type: none"> • Adopting curriculum and assessments that support English Learners. • Monitor software programs to better support personalized learning to target specific needs with fidelity. • Improving districtwide implementation of both Integrated and Designated English Language Development support at all grade levels through refinement and design of lessons and formative assessments for English Learners. • Monitoring of academic progress to improve instruction for English Learners at the end of each trimester. 				
--	---	--	--	--	--

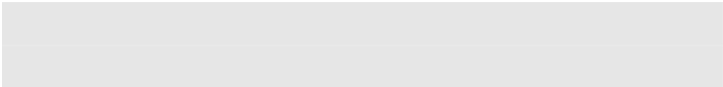
*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

<p>LEAs receiving or planning to receive Title III EL funding may include allowable activities.</p>	<p>Person s Involv ed/ Timeli ne</p>	<p>Related Expenditu res</p>	<p>Estima ted Cost</p>	<p>Fund ing Sour ce</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 EL students</p> <ul style="list-style-type: none"> • Provide supplemental after school targeted tutoring specifically designed to enhance instruction. For students who are English Learners, the focus will be on increasing student engagement, providing additional access to grade level content standards, and building academic language skills for English Learners/off-track English Learners needing additional support. • Certificated teachers paid an hourly rate in these groupings: K-2 Primary, 3-5 Intermediate, 6-8 Upper. • 93 hours per grade broken down to 2x per week for 1 hour increments. 	<p>Certificated teacher</p>	<p>Stipend</p>	<p>\$14,513</p>	<p>Title III</p>
<p>F. EL Overall Budget</p>		<p>EL 2% for Administrative/Indirect Costs:</p>		<p>\$290</p>	

11/11/11

	EL Estimated Costs Total:	\$14,513
--	------------------------------	----------



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.		Person s Involv ed/ Timeli ne	Related Expenditu res	Estima ted Cost	Fund ing Sour ce
G	<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"> • Provide supplemental materials to enhance instruction and support services for immigrant students. Provide supplemental materials and activities for immigrant families designed to assist them in becoming active participants in their children’s education. 	EL Coordinator, teachers, Admin. Aug. 2016-June 2017	Supplemental materials	\$443	Title III

11/11/16

H. Immigrant Overall Budget	Immigrant Administrative/Indirect Costs:		\$0	
	Immigrant Estimated Costs Total:		\$443	

3