

Title III Year 2 LEA Improvement Plan Addendum Outline Template

Directions: Provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. **All Title III Year 2 LEAs must submit a copy of this IPA to their regional COE lead and to CDE at LEAP-TITLEIIIYear2@cde.ca.gov.**

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Title III Annual Measurable Achievement Objectives (AMAOs) (Five page maximum for this item).

A. Analysis of data based on CELDT, CST, CMA, CAPA, and CAHSEE, and problems found.

Ocean View School District is in Year 2 of both Title I Program Improvement and Title III Improvement. In 2009/2010 school year the District administered all recommended Survey Tools including the ELSSA. In November, 2010, the ELSSA (English Learner Subgroup Self Assessment) was administered for the second time to a group of 35 key teachers, administrators, and paraprofessionals that work with our English learner subgroup. The results reinforced the goals established for English learners in the Title I LEA Addendum.

The District ELs are currently meeting both AMAO 1 and 2 with good percentage margins. 85% of the ELs in Ocean View School District have been in the District for 5 years or more. (started @ K and have attended the same District School). CELDT results reflect the expected one stage of growth for each year in the primary grades. At Grade 2 students begin to reach a plateau and have little movement on CELDT thru the 8th grade. Most of the 2000 EL students are frozen at the Intermediate level. As CST ELA/Math Accountability begins, 800 students fail to meet AYP progress. Closer examination of CELDT test sub scores reflects areas of need in Reading and Writing across Grade 2-8.

AMAO 3 in ELA has not been met for two years. Mathematic targets have been met, but we are concerned with the movement of targets that students will begin to fall short of targets in Math in the near future. Large numbers of ELs are in the intensive interventions at Middle School. ELA/Math and content area CST scores show an achievement gap of 30 points between English learners and all students.

Problems identified: There has been no consistent, viable, ELD curriculum or plan in place for English learners for 3-5 years. As student expectations to read and learn independently increases, student achievement on accountability assessments and report card grades decrease. Listening and Speaking skills develop on target, but Reading and Writing skills in English are not being addressed with success. A lack of attention and focus on academic language decreases from Grade 2-8th, respectively. Best practices are not consistently identified or applied in classroom instruction. Data teams have not been established to guide criteria for RTI (2) interventions for English learners.

B. Strengths and weaknesses of current plan:

Our current plan is the first year of implementation under the revision of Program Improvement Addendum for Title I. Modifications to this plan have been moved to Section 6 to directly reflect the program goals for English learners. (See attached Improvement Plan)

i. Instructional program implementation: *To what degree was the instructional program implemented in the core content areas of English language development, reading/language arts and mathematics? (Student placement, interventions, assessment practices and accountability)*

Strengths: Teachers understood basic needs of English learners. Teachers have proper credentials. Teachers attempted to group students by academic ability. CELDT was successfully completed each year. Existing student placement criteria for “all” students in classes and interventions were used for EL students. Support staff was provided to each site by EL aides and BL assistants in Spanish/Vietnamese as needed. Teachers attempted to “create” EL curriculums from a variety of old, out-dated materials. Participation rates for students tested were consistently at 95% or above.

Weaknesses: Prior to September, 2010, no common ELD program material was used in K-8th grade classes. Instructional materials were not sufficient or consistently available to students or teachers. Teachers have little to no knowledge of EL standards. CELDT testing administration was done by retired substitute teachers and paraprofessionals. No established testing window was established. Teachers did not understand the purpose or results of the CELDT testing. Teachers had no knowledge of AMAO accountability targets. Responsibility for program was often handed off to aides for delivery of instruction. No accountability for EPC time allocations for ELD instruction. No EL Master Plan in place.

ii. Instructional strategies:

*What instructional strategies are teachers using with their ELs?
To what degree are these instructional strategies effective with ELs?*

Strengths: District had established trainers for GLAD and THINKING MAPS and 60% of all teachers had attended professional development and were implementing in their classrooms. Professional development monitoring of implementation was designed and completed. Additional opportunities for classroom observations were provided to all grade levels. Teachers established professional learning communities to support instruction across District, schools and grade levels.

Weakness: No system for progress monitoring of effective implementation of program on student achievement. No administrative established standards for observation of instructional strategy use in classrooms. No plan to replicate “best” practices across District. No formal coaching staff to assist teachers with implementation.

iii. Professional development: *To what degree was professional development effective in making a change in teacher behavior and student learning related to the LEA’s identified problem area(s)? What professional development needs still exist in the LEA?*

Strengths: Professional Development for instructional strategies changed the instruction in the classroom, graphic organizers were established in lesson presentations, active participation strategies were evident in District classrooms. Teachers began a practice of collaboration and began to learn about universal access, and differentiated instruction. A need for additional strategies was created in the teaching staff.

Weakness: Professional Development is needed in administration and interpretation of the CELDT test, Title III Accountability measures and how to analysis them, Data Teams to address data-driven instruction, progress monitoring, instructional material training in ELD curriculum, steps to language acquisition, criteria based grouping for RTI programs. Effective communication and cultural understanding of subgroups, proper use of EL aides and BL assistants, instructional material training for ELA and Math, how to teach academic language, etc. (Please see LEA goals 6.5)

iv. Parental participation: *To what degree did the activities promote greater participation by EL parents related to the LEA's identified problems area(s) Address activities for families that go beyond the English Learner Advisory (ELAC) and District English Learner Advisory Committee (DELAC) work.*

Strengths: ELAC and DELAC are in place at all sites. Good, consistent representation at DELAC. Parents are actively engaged in reviewing new curriculum, talking about reasons and solutions for PI and Title III improvement, budget approvals, Parent Education in the past year included: Internet Safety Series (English and Spanish), Parents' Institute (200 graduates), Family Math Night, Parent Literacy Night, STEP training and various Readiness workshops presented by State Pre-School Program.

Weakness: We lack a cohesive Parent Education program and website for Parental Resources. Principals are beginning to attend Family Involvement Meetings at Orange County Department of Education, and showing an interest in additional parent education opportunities for parents and families. The District will train a team of presenters and purchase materials for the Latino Literacy Project to provide support to school sites. A website has been purchased and resources are being chosen and translated, as needed. All sites need to conduct parent surveys to determine what programs parents are interested in attending.

C. Factors contributing to failure to meet AMAO(s)

- 1) Lack of a cohesive plan for English learners
- 2) Lack of a District wide ELD adoption
- 3) Lack of teacher training in the use of both 1 and 2.
- 4) Teacher need to understand assessments, data and progress monitoring for ELs
- 5) Need for staff development in best practices and strategies for first instruction and differentiated instruction for all students including ELs.

D. Conclusions from analysis that inform program modifications:

Our overall conclusions are reflected in the goals in the attached LEA Title III IPA, Items 2-6.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
2. Describe scientifically based strategies to improve English-language Development (ELD). (AMAOs 1 and 2)				

<p>2.1 District English Language Development Committee, consisting of administrators and “teacher experts,” will be formed to determine best instructional practices to assist intermediate-level English learners to reach English Proficiency.</p>	<p>09/2010-12/2010</p>	<p>Director, Instruction; Coordinator, Cat.</p>	<p>\$5000/EIA</p>	
<p>2.2 District ELD Committee will coordinate with District Language Arts Committee to select a comprehensive ELD program for both elementary and middle school that supports and reinforces the language arts standards and curriculum.</p>	<p>10/2010</p>	<p>Director, Instruction; Coordinator, Cat.; Principals; Teachers</p>	<p>\$3500/Title I</p>	
<p>2.3 District will continue the current process and criteria for determining the effectiveness of program for English learners, including measurable goals in English language acquisition and parity of academic achievement with District English only students. (AMAO 1-3)</p>	<p>Ongoing 3/2010-6/2014 with trimester assessments Dec., Mar., Jun.</p>	<p>Coordinator-Cat.</p>	<p>No additional cost</p>	
<p>2.4 District will identify trimester benchmark assessments to monitor English Learner progress in English language acquisition to ensure students meet annual growth targets. (EPC 5)</p>	<p>11/2010-3/2011</p>	<p>Director, Instruction; Coordinator-Cat.; Instructional Advisory Network Principal-Advisors; Teacher Leaders</p>	<p>\$3500/EIA</p>	
<p>2.5 All English learners will meet Annual Yearly Progress targets for attaining English language proficiency as measured by annual CELDT scores. (AMAO 1)</p>	<p>Ongoing 10/2010-10/2014 with annual assessment each February</p>	<p>Director, Instruction; Coordinator-Cat.; EL/Parent Involvement Facilitator; Principals; Teachers; Paraprofessionals</p>	<p>\$130,000/General Fund; Title I; Title II; Title III, \$10,000/ELAP; EIA</p>	

<p>2.6 District will maintain 90% to 100% participation rates for all subgroups, including students with disabilities, English learners, Hispanic and socio-economically disadvantaged students, on all state-mandated testing instruments.</p>	<p>Ongoing 5/2010-5/2014 with annual check each Spring</p>	<p>Director, Special Education; Director, Educational Support Services; Coordinator- Cat.; Principals</p>	<p>No additional cost</p>	
<p>2.7 District will implement full-day PREPPIE Kindergarten and PREPPIE Kindergarten Jump Start programs to ensure school readiness and academic success for high priority students.</p>	<p>Ongoing 9/2010-6/2014 with annual assessment each Spring</p>	<p>Coordinator-Cat.; Principals</p>	<p>\$350,000/General Fund; Title I</p>	
<p>2.8 Criteria will be developed for student placement in English language development program options based on CELDT levels, STAR results, and local assessment data. (EPC 1; EPC 5)</p>	<p>9/2010-6/2011</p>	<p>Director, Instruction; Coordinator-Cat.; Principals; Teachers</p>	<p>No additional cost</p>	
<p>2.9 District will align English language development (ELD) program to state ELD standards and use CELDT results to guide instruction. (EPC1; EPC 5)</p>	<p>9/2010-6/2011</p>	<p>Director, Instruction; Coordinator-Cat.; Principals; Teachers</p>	<p>No additional cost</p>	
<p>2.10 (EPC 1) District will establish a “newcomer” program for English learners, using scientifically research proven instructional strategies and materials.</p>	<p>9/2012</p>	<p>Director, Instruction; Coordinator-Cat.; Principals; Teachers</p>	<p>\$6000/EIA</p>	
<p>2.11 SBE-approved English language development materials for Kindergarten through grade eight (EPC 1) will be adopted.</p>	<p>5/2010</p>	<p>Board of Trustees; Director, Instruction; Coordinator-Cat.; Instructional Advisory Network Principal- Advisors; Teacher Leaders</p>	<p>\$90,000/Title I; Title III; Prop. 20</p>	

2.12 District will develop an integrated instructional pacing guide for English language development. (EPC 8)	11/2010-3/2011	Director, Instruction; Coordinator-Cat.; Instructional Advisory Network Principal-Advisors; Teacher Leaders	\$3500/EIA	
2.13 District will align English language development schedules with required instructional minutes as indicated in the state English language arts framework. (EPC 2)	9/2010	Coordinator-Cat.; Principals; Site Leadership Teams	No additional cost	
2.14 CELDT will be administered by classroom teachers with the assistance of paraprofessionals.	Ongoing 9/2010-6/2014 with annual evaluation and training	Coordinator-Cat.; Principals; Teachers; Paraprofessionals	No additional cost	
2.15 District will ensure that English learners identified as students with disabilities receive English language development instruction in the most appropriate setting for the required number of minutes each day.	Ongoing 9/2010-6/2014 with annual evaluation and modification as needed	Director, Instruction; Coordinator-Cat.; Principals; Teachers	No additional cost	
2.16 District will establish a summer CELDT program to assess English language development.	Annually 8/2010-8/2013	Coordinator-Cat.; EL TOSA; Paraprofessionals	\$12,000/EIA	
Monitoring by Regional COE Lead				
3 Describe scientifically based strategies to improve academic achievement in reading/language arts (R/LA).				
3.1 100% of English learners enrolled in the District will meet the Annual Yearly Progress proficiency targets in language arts (from current 42.6% to 56.8%) as	Ongoing 5/2010-5/2014 with annual evaluation	Principals; Teachers, Paraprofessionals	\$50,000/Title I; Title III; ELAP; EIA	

measured by the California Content Standards Tests. (AMAO 3)	each August			
3.2 All Reclassified English learners will be monitored and provided additional instructional support in achieving English Language Arts proficiency, including differentiated instruction and interventions.	Ongoing 3/2010-6/2014 with trimester evaluations to determine student needs	Coordinator-Cat.; EL/Parent Involvement Facilitator; Principals; Teachers; Paraprofessionals	\$50,000/Title I; Title III; ELAP; EIA	
3.3 District will implement and maintain research-based technology programs and tools to address the “digital” gap created by socio-economic factors.	Ongoing 9/2010-6/2014 with annual evaluations to determine program needs	Coordinator-Cat.; Ed Tech/Information Services Staff	\$15,000/Title I; Title III; School Donations	
3.4 District will ensure that Single School Plans for Student Achievement target fiscal resources to meet the English language arts goals of English learners, students with disabilities, and other high priority students. (EPC 9)	Ongoing 10/2010- 10/2014 with annual review for accuracy and compliance	Coordinator-Cat.; Principals; School Site Councils	No additional cost	
3.5 District will ensure that local benchmark assessments include English learners and that the results of these benchmark assessments inform participation in, and exit from appropriate interventions. (EPC 5)	Ongoing 9/2010-6/2014 with trimester assessments of effectiveness of interventions	Coordinator-Cat.; Principals; Teachers	No additional cost	
3.6 District will ensure that English language development program includes a strong writing component. (EPC 1)	7/2010-6/2011	Director, Instruction; Coordinator-Cat.; Principals; Teachers	No additional cost	
3.7 District will provide equal access to English language arts core curriculum for all high priority students, including English learners,	9/2010-6/2014 with annual evaluations to	Director, Instruction; Director, Special Education; Coordinator-	No additional cost	

<p>students with disabilities, and those identified for Title I services, through the use of differentiated instruction and SBE-approved and scientifically research-proven intervention programs. (EPC 1)</p>	<p>determine program effectiveness of interventions</p>	<p>Cat.; Principals; Teachers</p>		
<p>3.8 All subgroups will maintain participation rates from 90% to 100% on all state mandated assessments.</p>	<p>Ongoing 5/2010-5/2014 with annual evaluation each Spring</p>	<p>Director, Special Education; Director, Educational Support Services; Principals; Teachers</p>	<p>No additional cost</p>	
<p>3.9 District will ensure that all students, including English learners and students with disabilities, are provided with SBE and District-adopted grade level instructional materials for all content areas. (EPC 1)</p>	<p>Ongoing 5/2010-6/2014 with annual evaluations for compliance</p>	<p>Board of Trustees; Director, Instruction; Coordinator-Cat.; Instructional Advisory Network Principal-Advisors; Teacher Leaders</p>	<p>No additional cost</p>	
<p>3.10 Data Director student information system will be utilized to access and manage District and teacher-developed assessment results for effective student progress monitoring. (EPC 5)</p>	<p>9/2010-6/2014 with trimester updates to ensure program effectiveness</p>	<p>Director, Instruction; Coordinator-Cat.; Ed Tech/Information Services Staff</p>	<p>\$36,000/ARRA; Title I</p>	
<p>3.11 District will align school schedules to ensure English learners have access to core curriculum with state-recommended minutes for core instruction. (EPC 1; EPC 2)</p>	<p>9/2010</p>	<p>Coordinator-Cat.; Principals; Teachers</p>	<p>No additional cost</p>	
<p>3.12 District will monitor and ensure that students with disabilities who are also English learners have linguistically appropriate goals and objectives in their Individualized Education Program (IEP) as determined by the IEP team.</p>	<p>9/2010-6/2014 with ongoing evaluations to ensure compliance</p>	<p>Director, Special Education; Special Education Program Specialists; General and Special Education Teachers; Resource Specialists</p>	<p>No additional cost</p>	

3.13 District will provide a summer academy to support English language acquisition for English learners.	7/2009-8/2009; (Annually, as funds are available)	Coordinator-Cat.	\$90,000/Title III; ELAP; EIA	
3.14 District will provide after school learning opportunities for English learners, students with disabilities, and other high priority students to support proficiency in English language arts.	9/2009-6/2010 (Annually, as funds are available)	Director, Special Education; Coordinator-Cat.; Principals	\$100,000 \$20,000	

Monitoring by Regional COE Lead

4. Describe scientifically based strategies to improve academic achievement in mathematics.				
4.1 100% of English learners enrolled in the District will meet the Annual Yearly Progress proficiency targets in mathematics (from 54.4% - 58.0%) as measured by the California Content Standards Tests. (AMAO 3)	Ongoing 5/2010-5/2014 annual evaluation each August	Principals; Teachers; Paraprofessionals	\$80,000/Title I; Title III; ELAP; EIA	
4.2 All Reclassified English learners will be monitored and provided additional instructional support in achieving math proficiency, including differentiated instruction and interventions.	Ongoing 3/2010-6/2014 with trimester evaluations to determine student needs	Coordinator-Cat.; EL Parent Involvement Facilitator; Principals; Teachers; Paraprofessionals	\$80,000/Title I; Title III; ELAP; EIA	
4.3 District will implement and maintain research-based technology programs and tools to address the “digital” gap created by socio-economic factors.	Ongoing 9/2010-6/2014 with annual evaluations to determine program needs	Coordinator-Cat.; Ed Tech/Information Services Staff	\$35,000/Title I; Title III; School donations	
4.4 District will ensure that Single Plans for Student Achievement target fiscal	Ongoing 10/2010-	Coordinator-Cat.; Principals	No additional cost	

resources to meet the mathematics goals of English learners, students with disabilities, and other high priority students.	10/2014 with annual reviews for accuracy and compliance			
4.5 District will provide equal access to the mathematics core curriculum for all high priority students including English learners, student with disabilities, and those identified for Title I services, through the use of differentiated instruction and SBE-approved and scientifically research-proven intervention programs.	Ongoing 9/2014 with annual reviews to determine program effectiveness and compliance	Coordinator-Cat.; Principals; School Site Councils	No additional cost	
Monitoring by Regional COE Lead				
5. Describe scientifically based professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs.				
5.1 District will identify and implement best practices in the use of English Learner support staff (English Language Assistants/Bilingual Assistants).	9/2010-12/2010	Coordinator-Cat., Principals; Teachers	No additional cost	
5.2 Teachers and principals will be provided with materials-based professional development in SBE and District-adopted English language development, English language arts intervention, and mathematics intervention programs to ensure program fidelity. (EPC 1;EPC 4)	8/2009-12/2010	Director, Instruction; Coordinator-Cat.; Teachers	5600/ARRA-IDEA \$2000/ARRA-Title I; Title II	
5.3 Teachers will participate in professional development in scientifically research-proven instructional strategies (e.g., <i>Thinking Maps, Project GLAD</i>) to support	10/2009-12/2012	Director, Instruction; Coordinator-Cat.; Teacher Trainers	\$53,000/Title I \$5,000/Title II \$50,000/EIA	

academic achievement of English learners, students with disabilities, and other high priority students in all core content areas.				
5.4 District staff will train teachers in CELDT administration and interpretation of test results to guide instruction.	Ongoing annually beginning 9/2010	Coordinator-Cat.; Principals; Teacher Leaders	\$350/EIA \$3500	
5.5 Teachers will receive professional development in English language development standards.	9/2010-3/2011	Coordinator-Cat.	\$5,000/EIA	
5.6 District will provide teachers with professional development in effective strategies for teaching writing to English learners (e.g., <i>Write from the Beginning</i>).	7/2010-11/2011	Director, Instruction; Coordinator-Cat.; Teachers in grades four through seven	\$125,000/EIA \$40,000	
5.7 District will provide teachers with professional development in the use of scientifically research-proven instructional strategies to develop Cognitive Academic Language Proficiency (CALP) in English learners.	7/2010-6/2011	Director, Instruction; Coordinator-Cat.	\$2,000/EIA \$2,000	
5.8 Teachers will participate in professional development in the use of Specially Designed Academic Instruction in English (SDAIE) to support the academic achievement of English learners in all content areas.	10/2010-4/2011	Director, Instruction; Coordinator-Cat.	\$2,000/EIA \$13,000	
5.9 Identified staff will be trained on the implementation of a newcomers program for English learners.	8/2012-9/2012	Coordinator-Cat.	\$1,000/Title III; ELAP; EIA	
5.10 District will train identified staff to provide coaching and support for teachers who provide English language	Ongoing 3/2010-6/2014 with annual	Director, Instruction; Director, Special Education; Coordinator-	\$6,000/Title I; Title II; EIA	

development, English language arts intervention, and mathematics intervention for English learners, students with disabilities, and other high priority students. (EPC 6)	evaluations to determine need and program effectiveness	Cat.		
5.11 District will provide materials-based training for paraprofessionals supporting English learners, students with disabilities, and other high priority students. (EPC 1)	1/2011-4/2011	Director, Instruction; Director, Special Education; Coordinator-Cat.	\$2,000/Title I; Title III \$1,000	
5.12 District will provide teachers with professional development in the effective use of primary language support staff serving English learners.	9/2010-12/2010	Coordinator-Cat.	\$2,000/Title III; ELAP; EIA \$13,000	
Monitoring by Regional COE Lead				
6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.				
6.1 District will remove barriers to participation in parent involvement and education activities by focusing on details that will encourage parent attendance, including: varying class schedules throughout the day and evening; providing primary language instruction and/or interpretation; arranging for transportation and childcare; and offering a variety of subject matter of interest to parents.	Ongoing 9/2010-6/2014 with annual evaluations to determine program effectiveness and need	Coordinator-Cat.; EL/Parent Involvement Facilitator; Principals; Teachers	\$10,000/Title I; Title III	
6.2 District will provide parents of all students (including those of English learners, students with disabilities, and	Ongoing 9/2010-6/2014 with annual	Director, Instruction; Coordinator-Cat.; Principals; EL/Parent	\$10,000/Title I	

<p>other high priority students) with opportunities to actively participate in assisting their children in achieving proficiency and academic success by ensuring that District/school to home communication is provided in the appropriate language in a timely manner.</p>	<p>evaluations to determine program effectiveness and need</p>	<p>Involvement Facilitator; Teachers</p>		
<p>6.3 District will coordinate with principals, teachers, EL coaching staff, and parents to design and implement appropriate and meaningful parent involvement outreach programs and activities to support the instructional program.</p>	<p>Ongoing 9/2009-6/2014 with annual evaluations</p>	<p>Coordinator-Cat.; Principals; EL/Parent Involvement Facilitator</p>	<p>\$24,000/Title I</p>	
<p>6.4 To meet the needs of all young students, regardless of prior experience, primary language, or birth date, the District will continue to provide school readiness programs including preschool and PREPPIE/transitional kindergarten to support proficiency and academic success of English learners.</p>	<p>Present-6/2014 (As funds are available)</p>	<p>Coordinator-Cat.; Coordinator- SR; Preschool and Kindergarten Teachers</p>	<p>No cost – Early release Wednesday/Preschool Grants; Title I</p>	
<p>6.5 District will hire an English Learner/Parent Involvement Facilitator to ensure parents of all students have opportunities to actively participate in assisting their children in achieving proficiency and academic success.</p>	<p>7/2010-8/2010</p>	<p>Coordinator-Cat.</p>	<p>\$30,000/Title I; Title III</p>	
<p>6.6 Through scheduled workshops and meetings, EL coaches and administrators will provide principals, teachers, and paraprofessionals with professional development in research-based strategies for collaboration with parents and families of English learners to support increased student achievement.</p>	<p>Ongoing 9/2010-6/2014 with annual evaluation to determine program effectiveness</p>	<p>Coordinator-Cat.; EL/Parent Involvement Facilitator</p>	<p>\$1,000/Title III; ELAP; EIA \$2,000</p>	

6.7 District will train bilingual paraprofessionals in the effective interpretation and translation of Individualized Education Program (IEP) meetings, parent conferences, and other parent meetings.	9/2010-10/2010 with annual updates as needed	Coordinator-Cat.; Bilingual Assistants; Community Liaisons	\$500/Title III; EIA	
Monitoring by Regional COE Lead				

7. If applicable, identify any changes to the Title III Immigrant Education Program.				
Monitoring by Regional COE Lead				