

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

	Description of how the LEA is meeting or plans to meet this requirement.
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Required Activities

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 - a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
 - b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
 - c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
 - d. Describe how the LEA will promote parental and community participation in LEP programs.

- a. The ACCESS program provides students identified as English Language Learners the following programs, activities, and instructional services/opportunities:
 - Basic instructional services are determined through CELDT testing. Students are placed in Structured English Immersion (SEI) or English Language Mainstream (ELM) Programs, as determined by assessed language proficiency needs as well as instructional delivery model placement within ACCESS programs.
 - Structured English Immersion K-12
ELD levels as identified by CELDT, at Beginning or Early Intermediate level. Progress monitored regularly through ELD program and mastery of ELD standards. Grade level standards are covered in core classes. Specially Designed Academic Instruction in English (SDAIE) strategies are used in SEI Programs. All students receive English Language Development daily with progress towards ELD standards mastery monitored using Pupil ELD Progress Monitoring Charts.
 - English Language Mainstream K-12
ELD levels as identified by CELDT, at Intermediate, Early Advanced, and Advanced. Progress monitored regularly through ELD program and mastery of ELD standards. Grade level standards are taught in all core curriculum areas. All students receive English Language Development daily with progress towards ELD standards mastery monitored using Pupil ELD Progress Monitoring Charts.
- b. The district uses Title III funds to provide the following supplemental services to targeted EL students:
 - Hire personnel to support training in ELD/SDAIE researched based classroom strategies to support teacher certification/authorization by the state
 - Hire personnel to train staff in the use of ELD and Intervention programs
 - Purchase ELD core program materials
 - Purchase supplementary ELD materials
 - Purchase supplementary primary language core materials
- c. The district has established goals based on the following timeline for EL students to move to Fluent English Proficient, as assessed primarily by the CELDT. Authentic performance data, teacher recommendation and student progress will be a factor in the total student assessment.

Initial ELD level:	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	
Fluent English Proficiency	5 yrs	4 yrs	3 yrs	2 yrs	1 yr	FEP

Teachers are expected to move each student towards proficiency by at least one performance level each year. Teachers will use the ELA and the ELD standards as the basis of a plan of differentiated instruction that meets each student's instructional and

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in:
- English proficiency; and
 - Academic achievement in the core academic subjects

- All EL student information is recorded in a district database and can be accessed by individual sites and teachers. All EL student records (testing, copies of letters to parents, grades, ELD assessments etc.) are kept in a language development section of the student folder. The folder is updated throughout the year, and accompanies the student as he/she changes schools w/ACCESS
- The Director of Curriculum and the District EL Coordinator hold regular meetings with EL Coordinating Regional Administrators to discuss district and site level plans for language and academic instruction for EL and to ensure that:
 - Every English learner receives daily English language development (ELD), based on their need, using a variety of programs including English Yes, and High Point. Instruction is based on ELD standards.
 - Students are taught by certified teachers holding state authorization to teach English language learners (CLAD, BCLAD, SB395)
 - Supplemental materials and support are incorporated into instructional programs, ELD Standards are aligned to language arts standards

Parents are notified regarding student program options and progress made. Procedures for parental waivers are given to parents and discussed upon enrollment. Parents are notified of placement in English Language Program options, and progress made during the year. Testing information and program notifications are available in the primary language of parents.

The ACCESS Master plan outlined the procedures for English language learners, school responsibilities, legal requirements and parental rights.

ACCESS continues to purchase standards based language arts state approved curriculum at all grade levels. It has adopted a research based, state approved reading intervention strategies and continues to support high quality language instruction through High Point as well as a variety of other state approved ELD programs. Research based instructional supplemental support materials are also purchased specifically designed to support English learners.

Highly focused, locally designed activities enhance and extend instruction. To meet the needs of EL students, Title III funds are used to design comprehensive, standards based high quality, ongoing professional development program for teachers, administrators and support personnel. The content of the activities include:

- SDAIE instructional strategies through Project GLAD secondary focus
- ELD/ELA standards alignment institutes
- Project GLAD mentor/model teachers
- Principals' Special Topics Meetings "EL Issues for Instruction"
- Principals' EL Accountability Workshops – Working With Data
- EL Accountability Annual Conference
- GLAD Classroom Management

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| | | <ul style="list-style-type: none">• Training to assist teachers using classroom data to differentiate instruction and evaluate effectiveness of instruction.• AB75 for Principals• Staff development and coaches are used to follow up for training and help teachers implement effective strategies for the classroom.• ACCESS continues to research appropriate intervention reading curriculum for this very unique delivery model. Students are assessed in language proficiency and academic mastery of standards using all state mandated tests. And, along with classroom authentic performance tasks student growth is measured, monitored and analyzed. Data on students' assessments is disaggregated and used as part of the district measure of API and AYP.• Supplemental materials and support are incorporated into the instructional program. ELD standards are aligned with language arts standards and are used as the on-ramp to access the ELA standards. <p>b. Title III funds are used to train administrators/teachers in the use of technology to monitor students' progress through desegregation of various assessments. Funds also support the purchase of supplementary materials, provide training utilizing programs and effective instructional strategies and provide coaching support to ensure on-going support for strategy implementation.</p> <p>c. Sites evaluate and review progress of EL students throughout the year using CELDT levels-California Standards Test, report card grades, district writing assessments. High Point Curriculum Based measurement measure ELD progress with ELD Standards.</p> |
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	Description of how the LEA is meeting or plans to meet this requirement.
<p style="text-align: center;">Allowable Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. <p>CLAD, SB395/AB 2913 and GLAD have provided strategies to improve instruction and assessment of EL students. All training content is based on scientific research and will increase student’s English proficiency and substantially increase teacher knowledge and competency.</p> <ul style="list-style-type: none"> • CLAD training is 60 hours of language acquisition theory as well as comprehensive, high level instruction strategies to meet the linguistic and academic needs of EL’s • SB395/AB 2913 is a 45 hour CLAD waiver program for veteran teachers with the same goals • GLAD an initial one day ACCESS wide program introduction followed by: Selection of teachers to attend 40 hour training that provides teachers with research theory, and practical effective strategies that promote academic language, literacy, academic achievement and cross- cultural skills in English learners. <p>All trainings are intensive and have a lasting impact on student achievement and teacher performance when combined with on-site coaching by GLADiators, and EL Coordinator.</p>

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	The program will be upgraded by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures.
		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	CAHSEE remediation provided by after school tutors located within PARs throughout ACCESS ACCESS is currently piloting a computer assisted learning program to support the development of reading skills in our B-I level English learner population
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Character-Based Literacy Project GLAD strategies are designed to be used across all curricular areas with a wide variety of materials in the vast number of educational delivery models within ACCESS

	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<ul style="list-style-type: none">• ACCESS continues to provide intensive staff development and coaching as well as the purchase of materials to supplement the core program e.g. leveled reading books for ELD, listening centers, hands on language materials, manipulatives, beginning reading courseware. All of these support the increase in English proficiency and academic achievement of English learners.
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		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No</p> <p>YES</p> <p>Parent Classes Open House Conferences Web Site Migrant Program</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	
	<p>10. Other activities consistent with Title III.</p>	

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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<p>Required Activities</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Upon registration of their student, and annually thereafter, parents receive a written explanation of the following information:</p> <ul style="list-style-type: none"> a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) b. The child’s level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student’s academic achievement. (For “annual” EL students, it is important to record CST and/or other academic information, GPA, and results of other district assessments.) c. The method of instruction the student will receive (Program description that includes information on time in ELD and materials to be used, subjects to be taught with SDAIE and materials to be used, as well as authorization of the teacher. In addition, benchmarks and yearly goals should be explained so the parents can monitor progress towards these goals). d. How this program is designed to meet the needs of the child (design based on CCR requirements, research, past successful experiences). e. How this program design helps their child learn English (emphasis on ELD component, training of teachers) f. Specific exit requirements (what is the re-designation criteria) and expected rate of promotion and graduation if student participates in this program. If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers). g. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences. h. Parental rights (to withdraw from the program but not the services) and to choose a different program (alternative bilingual) <p>Following initial placement, progress is formally evaluated at three intervals during the year, and parents are informed in writing of their child’s scores (report cards) and any changes in program or classification. Periodic parent conferences focus on informing parents about instructional programs and how they can support their child’s academic achievement.</p> <p>Parent notification, takes place within 30 days of enrollment in ACCESS, and includes detailed program descriptions, options, and parent rights.</p> <p>In addition to parent notification of assessment results and program participation, Title III funds support additional parent meetings to ensure their children are being properly included in all possible school services (e.g. AP courses). These meetings may also serve to provide a forum for parents of EL students to share their recommendations for program design and goals.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		ACCESS is a year round program with continuous enrollment throughout the school year.
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>Parents of all ACCESS EL students are notified by U.S. mail when/if ACCESS does not make progress on the annual measurable achievement objectives. Parents are invited to contact the EL coordinating administrator of their region and/or the EL division coordinator to discuss ACCESS plans to make improvement and/or modify the LEA plan in relation to EL achievement. The letters notifying parent of progress are mailed to each household within the 30 day state requirement</p>

Plans to Provide Services for Immigrants

The Orange County Department of Education is not receiving Title III Immigrant funding at this time.

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p style="text-align: center;">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No YES</p>	<p>If yes, describe: ACCESS currently supports 4 EL teacher coaches “GLADiators” that provide model classrooms for observation, and training in specific language acquisition strategies. ACCESS EL/Literacy Committee screens and pilots materials that are designed to support the instructional needs of immigrant students.</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No</p>	<p>If yes, describe:</p>

Allowable Activities	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	Yes or No	If yes, describe:
	<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	Yes or No	If yes, describe: <p>ACCESS is currently investigating a collaborative partnership with the California Nutrition Network program to align ELD standards and coordinate instructional strategies to support migrant students within the program receiving CNN services.</p>
	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	Yes or No	If yes, describe:

Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe:
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