

Title III Accountability Plan Improving Academic Achievement of English Learners

Orange Unified School District
Presentation to the Board of Education
January 19, 2012



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Presentation Agenda

- K-12 Orange County Unified School Districts' English Learner Populations
- California Department of Education (CDE) Title III Accountability Requirements
- K-12 Orange County Unified School Districts' Annual Measureable Achievement Objectives (AMAO)
- CDE Title III Accountability Plan for Orange Unified School District

K-12 Unified School Districts' English Learner Population

Orange County USD	AMAO Status	Total # of EL Students	AMAO 1	AMAO 2 (< 5 yrs)	AMAO 2 (> 5 yrs)	AMAO 3 ELA	AMAO 3 Math
Los Alamitos	Met	194	Yes	Yes	Yes	Yes	Yes
Brea-Olinda	Met	524	Yes	Yes	Yes	Yes	Yes
Irvine	Met	3,089	Yes	Yes	Yes	Yes	Yes
Placentia-Yorba Linda	Not Met (Y3)	3,093	No	Yes	No	No	Yes
Saddleback	Not Met(Y4)	3,722	Yes	Yes	Yes	No	Yes
Capistrano	Not Met(Y4)	4,811	Yes	Yes	Yes	No	No
Newport-Mesa	Not Met(Y4)	4,847	Yes	Yes	Yes	No	No
Tustin	Not Met (Y3)	4,984	Yes	Yes	Yes	No	No
Orange	Not Met(Y4)	6,498	Yes	Yes	Yes	No	Yes
Garden Grove	Not Met (Y3)	18,541	Yes	Yes	Yes	No	No
Santa Ana	Not Met(Y4)	27,304	No	Yes	Yes	No	No
Laguna Beach	Does Not Receive Title III Funding						

California Department of Education

Title III Accountability Plan

Title III of the Elementary and Secondary School Act (ESEA) requires that each state:

- Establish English Language proficiency standards
- Conduct an annual assessment of English Language proficiency
- Define two annual measurable achievement objectives (AMAOs) for increasing the percentage of English Learner (EL) students making progress in learning English and attaining English proficiency

California Department of Education

Title III Accountability Plan

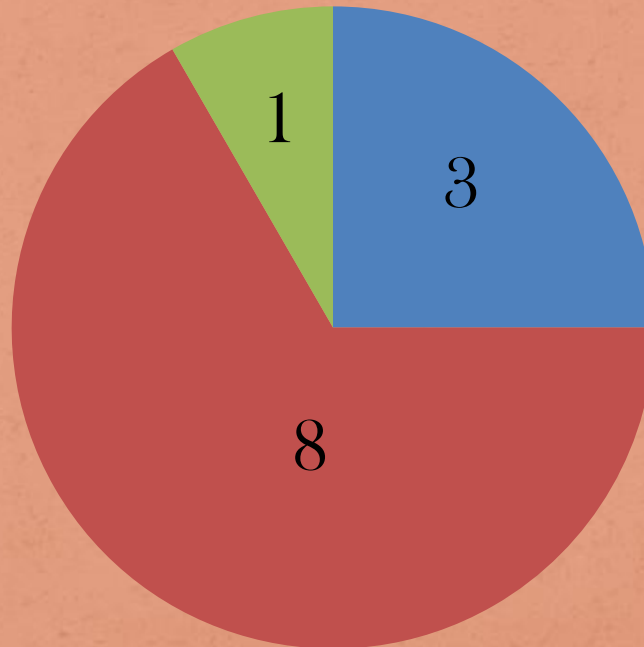
- Include a third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup (67% proficient AYP goal for 2010-11)
- Hold Title III funded districts accountable for meeting AMAOs
- Districts not meeting AMAOs must write the CDE Title III Accountability Plan

K-12 Orange County Unified Districts' AMAOs Status

Orange County USD AMAOs Status

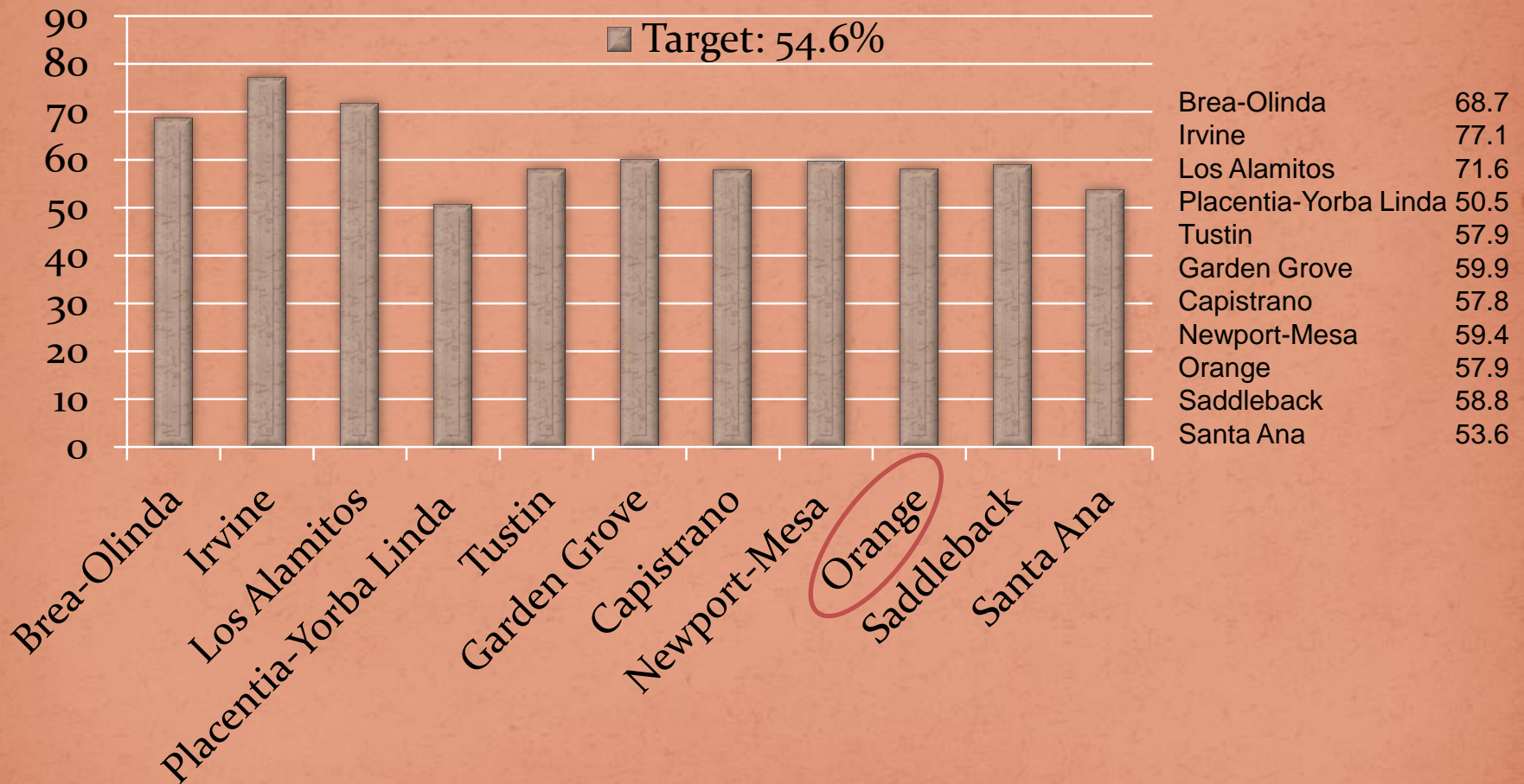
■ Met AMAOs ■ Not Met AMAOs ■ Not Receiving Title III Funds

- Brea-Olinda
- Capistrano
- Garden Grove
- Irvine
- Laguna Beach
- Los Alamitos
- Newport-Mesa
- Orange
- Placentia-Yorba Linda
- Saddleback
- Santa Ana
- Tustin



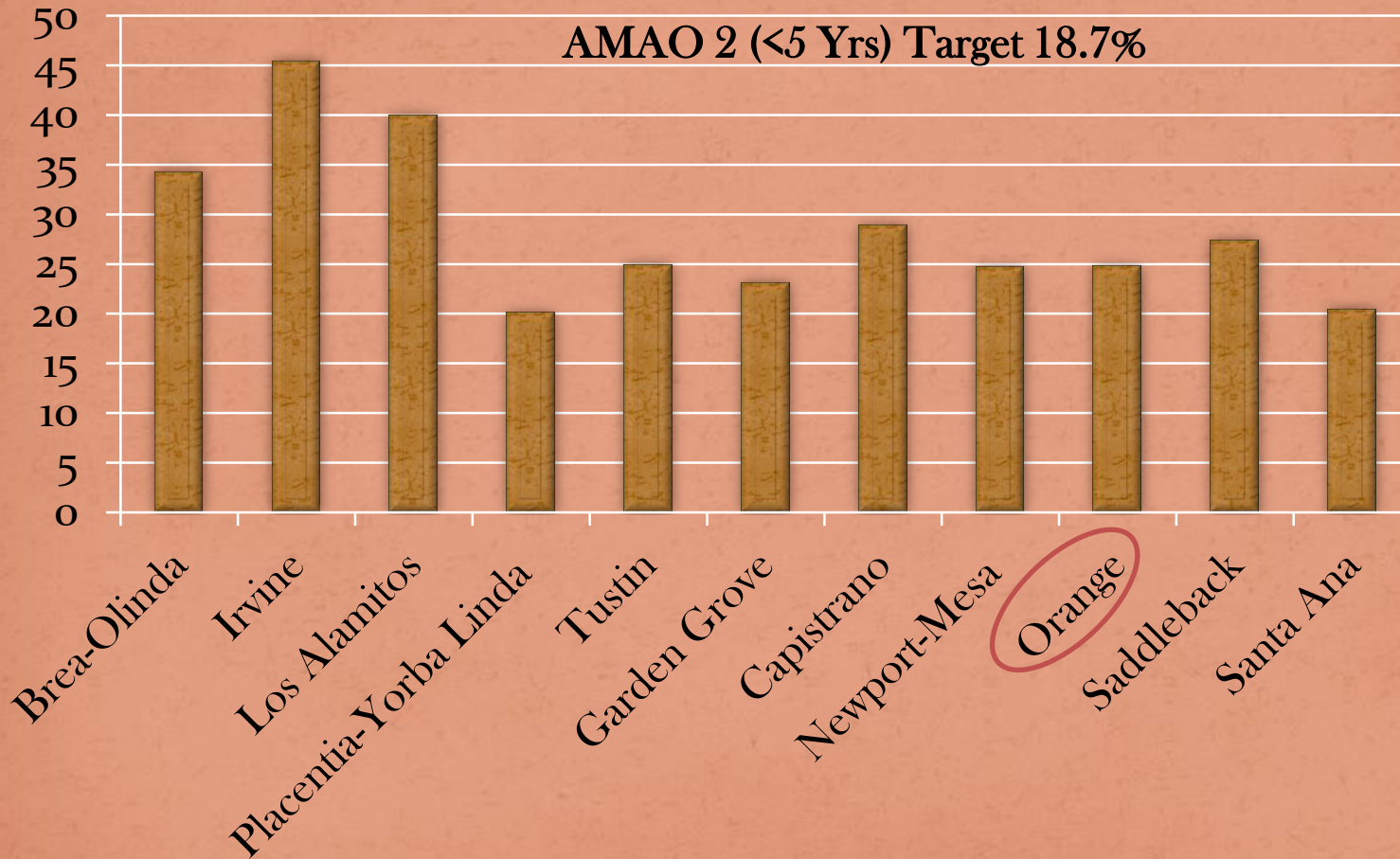
AMAO 1 - Learning English

Orange USD - 57.9% Making Annual Progress



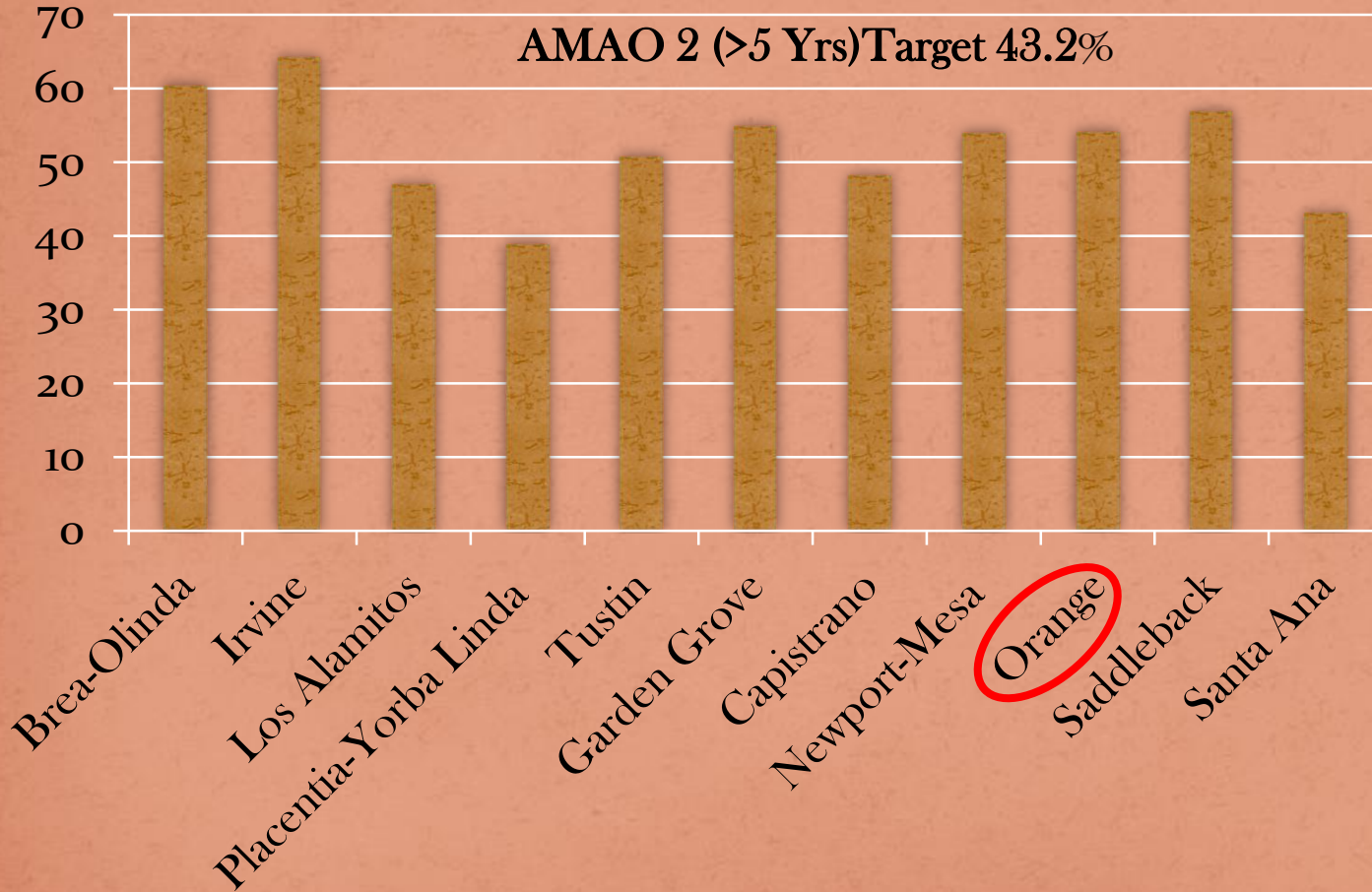
AMAO 2 (<5 Yrs)

Orange USD - 24.7% English Proficient Level

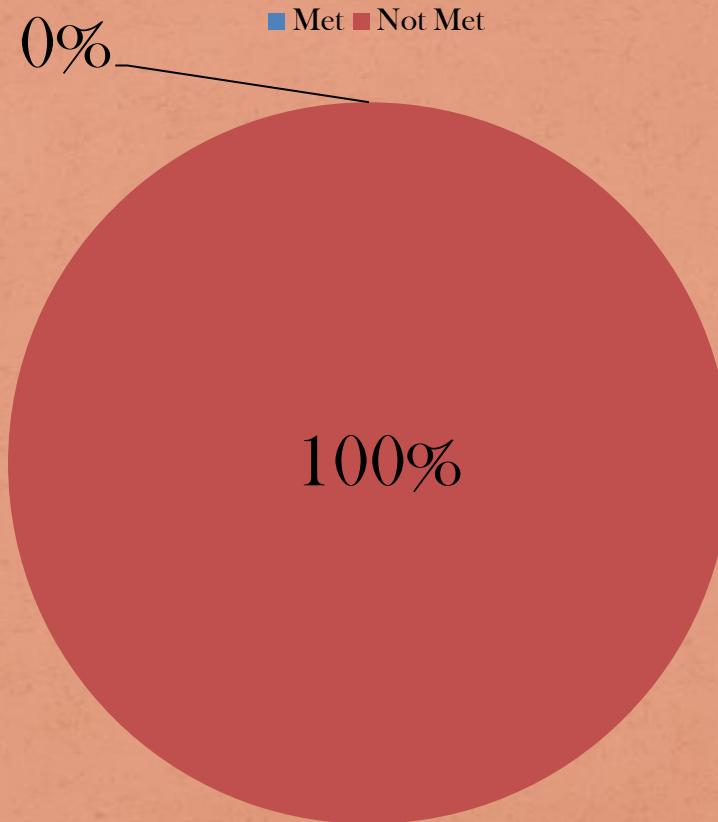


AMAO 2 (>5 Yrs)

Orange USD - 54.3% English Proficient Level



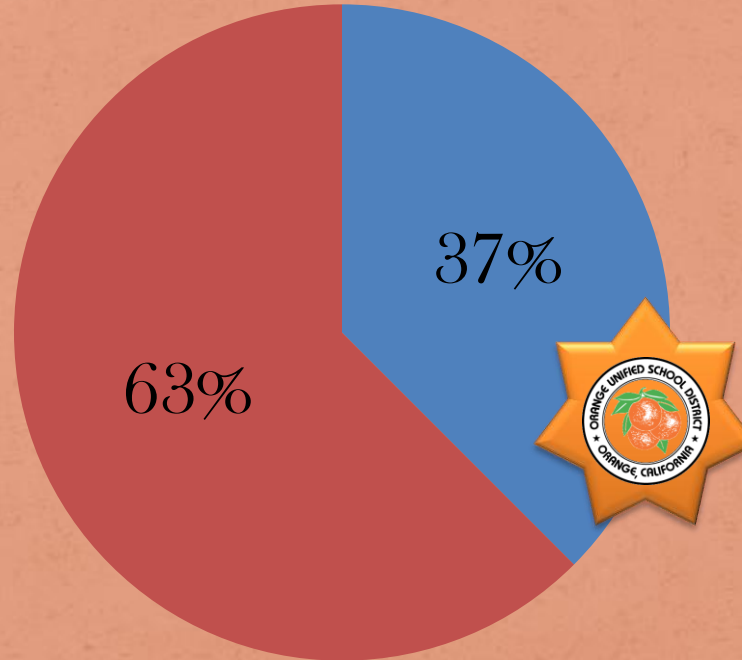
100% of Program Improvement K-12 Districts did not meet AMAO 3 English Language Arts (ELA)



K-12 Program Improvement Districts Met AMAO 3 - Math

PI Districts AMAO 3 Math

■ Met ■ Not Met



Title III Accountability Plan

- EL Department will be re-aligned to include an additional Administrator to focus on appropriate EL services and professional development
- EL students will be placed strategically in English Language Development (ELD) classes based on level of instructional need
- High quality ELD instruction will be delivered in these classes
- Curriculum in ELD class offerings will be aligned to Program Matrix of Interventions
- Intensive Intervention classes for EL students
- Provide extended learning time for EL students

Title III Accountability Plan

- Appropriate ELD placement for Long-Term English Learners (LTELs) requiring additional academic vocabulary development
- Monitoring EL student instructional progress
- Teacher Professional Development on academic content delivery
- EL Professional Development for administrators
- Increase parent Home to School communication regarding EL students progress
- Provide more sections of Advanced Placement courses for EL students
- Enroll more students in CAHSEE preparation classes and provide additional counseling for graduation

2011 Increase in Percent Proficient by Student Subgroup One Year English Language Arts (ELA) Change (AMAO 3)

Group	2010	2011	Change
District	60.6	64.4	3.8
Black/African American	53.3	58.8	5.5
Asian	85.8	87.4	1.6
Filipino	76.5	78.2	1.7
Hispanic	44.0	48.3	4.3
White	74.5	78.8	4.3
Two or More Races	76.6	81.7	5.1
Socio/Econ. Disadvantaged	41.6	45.8	4.2
English Learners	34.9	40.4	5.5
Students w/Disabilities	32.1	41.8	9.7

English Learners made gains, but missed meeting the growth target in ELA.

2011 Increase in Percent Proficient by Student Subgroup One Year Mathematics Change (AMAO 3)

Group	2010	2011	Change
District	60.3	64.9	4.6
Black/African American	46.7	52.9	6.2
Asian	87.9	88.9	1.0
Filipino	75.5	78.9	3.4
Hispanic	44.3	51.9	7.6
White	73.2	75.1	1.9
Two or More Races	74.6	76.1	1.5
Socio/Econ. Disadvantaged	42.9	51.5	8.6
English Learners	40.7	50.7	10.0
Students w/Disabilities	31.7	43.6	11.9

English Learners made gains to meet growth target in Mathematics.