

2017–18 Title III ESSA Transition Plan

All 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: 3010306000000 LEA Name: Orange County Department of Education (OCDE) Fiscal Year: 2017-2018

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.	
	Persons Involved/Timeline (Optional)
How the LEA will:	
Required Content	<p>Provide effective professional development:</p> <p>In the 2017-2018 school year, the focus will continue to be full implementation of both integrated and designated English Language Development (ELD). Integrated ELD refers to language supports across the curriculum to ensure English Learners (ELs) have access to core content and reach high academic standards. In integrated ELD, the content standards are the focal standards throughout the school day, but the ELD standards are integrated into content instruction so that ELs are interacting in meaningful ways and learning about how English works in all their content classes. OCDE’s approach to integrated ELD is <i>Constructing Meaning (CM)</i>, which includes (a) explicit language instruction of both domain-specific and functional language and (b) tools to support academic reading, writing and conversation <i>across the disciplines</i>. By contrast, designated ELD refers to the protected time during the school day in which ELs learn academic English necessary to become proficient in English. The ELD standards are the focal standards during designated ELD instruction. OCDE’s curriculum for designated ELD continues to be our district-developed Monthly English Language Development (MELD) curriculum.</p> <p>Two rounds of Title III observations during the 2016-2017 school year revealed gaps across school sites in levels of implementation of both integrated and designated. As the result, an EL Teacher on Special Assignment (TOSA) was hired to work with principals to identify areas of improvement and provide targeted, classroom-based supports to specific teachers. The TOSA hired is a <i>CM</i> presenter, and she has developed and implemented MELD lessons as a teacher, so she has ample experience implementing – and coaching teachers to implement – both integrated and designated ELD. Her focus in the 17-18 school year will be to support teachers via professional development, coaching, and lesson demonstrations.</p>
	<p>RELL -- Lead, EL Services Manager/TOSA supports:</p> <p>10/2/17 11/6/17 12/11/17 2/5/18 3/5/18 4/9/18 5/7/18* (also MELD Collaborative)</p> <p>MELD COLLABORATIVES -- Lead, Program Specialist:</p>

<p>The program specialist for EL Services will provide an additional layer of support to teachers, performing similar functions as the TOSA, in addition to providing professional development and coaching to the English Language Development Assistants (ELDAs) so they are equipped to provide small-group and one-on-one support to EL students in both integrated and designated ELD.</p> <p>The EL Services Team will lead 7 meetings to provide professional development to EL lead teachers (Regional EL Liaisons, or RELs), and RELs will be joined by their principals/assistant principals for a portion of the REL meeting to engage in lesson studies to ensure implementation of mainly integrated ELD (see section below for more details).</p> <p>An additional 7 collaborative meetings, with teachers and ELDAs (called “MELD Collaboratives”), will be held throughout the 17-18 school year to deepen implementation of mainly designated ELD*.</p> <p>*One of the MELD Collaboratives will overlap with a REL meeting (on 5/7/18) to promote collaboration across stakeholder groups.</p>	<p>8/10/17: Compare & Contrast 10/12/17: Cause & Effect 12/14/17: Explain & Describe 2/8/18: Sequence 4/19/18: College & Career Readiness 5/7/18: Celebration with RELs 6/7/18: Proposition & Support</p>
<p>Implement effective programs and activities:</p> <p>RELs will continue to provide professional development and support to teachers in their regions in the 2017-2018 school year as they have done in the past, but the 17-18 REL meetings will also involve principals/assistant principals during the morning portion of each meeting. This way, site administrators and their respective RELs can collaboratively engage in lesson studies at each of the 7 REL meetings. These lesson studies will surround best, first instruction and integrated ELD. They will be followed by discussions to support a common understanding – guided by the ELD standards – of ‘highly effective learning interactions’ in the day schools at OCDE. The plan is to then incorporate visits of Contract Learning teachers in the latter part of the school year and in 2018-2019. Developing the RELs’ and administrators’ capacity to identify, reflect on, and encourage best, first instruction is a target area for the 2017-2018 school year. Use of data to inform these conversations will be an additional goal, so that lead teachers and principals/assistant principals are equipped to layer effective EL strategies atop best, first instruction. Engaging in lesson studies will give principals a model to support lesson studies within their regions to ensure continued dialogue around strong instructional practices, deepen implementation of integrated ELD, and ultimately ensure ELs learn English and reach high academic standards.</p>	<p>REL -- Lead, EL Services Manager/TOSA supports:</p> <p>10/2/17 11/6/17 12/11/17 2/5/18 3/5/18 4/9/18 5/7/18* (also MELD Collaborative)</p>

<p>In addition to lesson studies at 7 RELL meetings throughout the year focusing on integrated ELD, one model designated ELD classroom has been selected at the La Habra site; the teacher is R. Ruiz. This particular class has been identified as a model designated ELD class because the teacher is considered highly-effective not only in delivering the MELD curriculum but also in implementing Universal Design for Learning (UDL) principles and effectively collaborating with an ELDA during designated ELD. Moreover, the site is a ‘typical’ community site, so the fact that the teacher can provide such effective designated ELD in a challenging, yet typical alternative education site makes this classroom an ideal model. The teacher has agreed to be observed 5 times during the 2017-2018 school year, by 5 different teams of teachers – together with the EL Services Team – to support better understanding of how to effectively implement designated ELD. Here again, evidence will be collected and discussed following each lesson study to build teachers’ capacity to identify and provide highly-effective learning interactions in designated ELD.</p>	<p>MELD MODEL CLASSROOM OBSERVATIONS – Lead, TOSA:</p> <p>5 Dates to be Determined</p>
<p>Ensure English proficiency and academic achievement:</p> <p>To summarize, ELs at OCDE will become proficient in English and reach high academic standards via full implementation of both integrated and designated ELD. Four groups will be targeted for professional development: ELDAs, teachers, EL teacher leaders, and principals/assistant principals. Lesson studies surrounding best, first instruction with integrated ELD (7 total) and designated ELD (5 total), for a grand total of 12 times per year; plus 7 MELD collaboratives with teachers and ELDAs will ensure continued learning across stakeholder groups. And classroom observational data will be shared with all stakeholders – including directors and the assistant superintendent – to monitor progress, identify strengths, and address gaps.</p>	
<p>Promote parent, family, and community engagement in the education of ELs:</p> <p>In addition to English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings, in the 2017-2018 school year, the EL Services Team intends to explore a potential district-level partnership with Padres Unidos, so that in the 2018-2019 school year, ELAC/DELAC responsibilities can be carried out at the beginning of, or following, Padres Unidos parent meetings. This makes sense for several reasons. First, Padres Unidos provides relevant parent workshops that OCDE parents value, as evidenced by their consistent attendance at Padres Unidos workshops at Juvenile Hall and Harbor Learning Center. Second, the goals of both Padres Unidos and OCDE’s ELAC/DELAC are consistent: to ensure parents of ELs are equipped to advocate for their children. Finally, partnering with Padres Unidos has the potential to address an ongoing concern: lack of parent participation in ELAC/DELAC.</p>	<p>DELAC/ELAC DATES:</p> <p>9/21/17 1/25/18 2/15/18 4/12/18 5/17/18</p>

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/Timeline
Other Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable EL activities</p> <p>In addition to providing professional development and classroom-based support, the EL Services team will continue to update and improve the MELD curriculum. In the 2017-2018 school year, “mini” MELDs will be developed for each of the 6 MELD functions: Proposition & Support, Compare & Contrast, Cause & Effect, Explain & Describe, Sequence, and College & Career Readiness. The goals of these shortened (10 page maximum) functions include the following: (1) help raise students’ understanding of and ability to use academic language effectively, (2) ensure students learn and use conversation moves to engage in rich, academic discussions, (3) develop students’ metalinguistic awareness (the ability to understand and use language strategically for specific purposes and audiences), and (4) engage students by more effectively incorporating technology into language learning.</p>	<p>MINI MELD DATES:</p> <p>Proposition & Support: July-August</p> <p>Compare & Contrast: September-October</p> <p>Cause & Effect: November-December</p> <p>Explain & Describe: January-February</p> <p>Sequence: March-April</p> <p>College & Career Readiness: May-June</p>

Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.	Persons Involved/Timeline

Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable Immigrant activities</p> <p>Due to the fact that immigrant students at OCDE are primarily at the beginning-early intermediate language proficiency levels, we will continue to use immigrant funds to purchase the textbook <i>Weaving it Together</i>, mostly level 1 but also levels 2-3. This is a supplementary textbook that we provide our immigrant students to take home to extend their language learning beyond the school day. The textbook integrates grammar instruction with reading and writing activities and is written for – and appeals to – an immigrant student population that mirrors our OCDE immigrant student population: high school students with low levels of English proficiency.</p>	
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