

## IUSD - Title III Year 2 Improvement Plan - Ethnicity

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### **Total enrollment**

#### **Languages**

73 languages are represented in IUSD.

#### **Language Minority Students = 12,757**

Language minority students represent 40.6% of IU 6 ' ¶ V V W X G H Q W S R S X O D W L R Q

Students identified as Fluent English Proficient (FEP) = 6896

Students identified as Limited English Proficient (LEP or EL students) = 5323

Students reclassified to Fluent English Proficient (R-FEP) = 538

Language Minority Students receiving special education services = 668 (481 = LEP)

#### **Immigrant Students = 2844**

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The K-12 Newcomers Program is designed to provide literacy and academic language instruction for students with less than reasonable fluency in English. Teachers provide the context in which structured English Language Development (ELD) and academic learning is integrated. Equal access to and comprehensible input for Common Core Standards occurs through the use of SDAIE strategies, and high-quality, research based adopted materials. Program participation is not normally intended to exceed one year unless otherwise determined necessary to meet the identified instructional needs of a student. Once English learners have acquired a good working knowledge of English, as determined by established exit criteria, they transition to English language mainstream classrooms.

At the secondary level, ELD courses are required as additional instructional time beyond that which is provided in content-area courses such as English Language Arts. IUSD has adopted and the Board has approved an instructional program at the secondary level (7-12) that provides 2 periods of daily explicit English language



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with all teachers being trained in Common Core across the content areas, and the strong correlation between CCSS and the CA ELD standards, teachers will begin to recognize the importance of integrated and designated ELD within the context of student learning. Our analysis of the data shows that teachers at the upper elementary and secondary levels can benefit the most from this understanding. Teachers at these levels require training in the implementation of the CA ELD standards, the use of effective instructional strategies for increasing student achievement in ELA, appropriate use of grade level materials, and the development of assessment tools that inform and evaluate their Tier 1 instruction.

### **Professional Development (Goal 2D)**

#### STRENGTHS:

Beginning in 2012-2013, Directors and Coordinators of Education Services in IUSD have developed extensive professional development plans for district-wide implementation of the Common Core State Standards. Professional learning opportunities have required coordination of efforts in order to efficiently use district resources of time, funding, meeting space, and substitute teachers. As of June 2014, all teachers in IUSD will have attended four full day workshops on the implementation of the CCSS. In addition to the trainings specifically offered by Language Minority Programs in addressing the specific needs of English learners, teachers teaching ELA in grades K-12 have been introduced to the CA ELD standards and their correlation to the CCSS. Various schools have requested and received individualized professional development to address the needs of their EL population following these introductory presentations. Trainings include, but are not limited to 1) Implementation of new CA ELD Standards, 2) Replication of best practices for Tier 1 instruction ± integrated and designated ELD, 3) Development and refinement of learning intentions and opportunities for academic language development across the curriculum, 4) Design and implementation of common formative and summative assessments, and 5) A

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### WEAKNESSES:

Although the instructional needs of English learners and the introduction to the CA ELD Standards have been included in all K-6 ELA CCSS trainings, their inclusion at the secondary level has been minimal. Specific professional learning opportunities will continue to be developed and offered for upper elementary and secondary level teachers on the implementation of the CA ELD standards, the use of effective instructional strategies for developing academic language skills, appropriate choice and use of grade level materials, and the development of assessment tools that inform and evaluate Tier 1 instruction. Collaboration between district level TOSAs and mentors for all content areas has been initiated to ensure that teachers are implementing the ELA/ELD Framework, CCSS ELA and Mathematics, CA ELD standards.

### **Parent and Community Participation (Goal 2E)**

### STRENGTHS:

IUSD has established a district program that provides a strong model for partnering with the parent community through its Language Minority Programs. Certificated staff and Community Liaisons representing the top 5 language groups provide support to parents whose children are transitioning to and attending in IUSD. Timely Topics, a series of 5 seminars is offered each year to parents that focus on such topics as 1) Implementation of CCSS in Irvine Unified, 2) Graduation requirements, college readiness and admissions, 3) Volunteerism, 4) Learning support at home, 5) Instructional programs and services for all students, and 6) Parent Portal and access to student academic achievement data. Parent education courses (CBET) are offered on a regular basis and leveled (A, B, C) to provide parents timely and relevant information, connections to community resources, and strategies for supporting learning at home. Language support is provided at workshops and courses when available in parent L1.

### WEAKNESSES:

Even with the success of the parent involvement and outreach programs at the district level, replication and implementation of the model at the site level have been a challenge, limiting access to parents unable to take advantage of the programs at 9 393.29 289.51 Tm[ols3 c05 Tm{ )TJET o)-9(ff)6(m.81 Tm[a]4(-6(e)4(d on a)4( r)3(e)-5Bere)7hcutre)U9(g)10( mo(a)

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Resources, Adult Education, and Mental Health and Wellness has begun in order to develop a multi-tiered system of support for parents (MTSS).

### **Parental Notification (Goal 2F)**

#### STRENGTHS:

##### **Interpretations and Translations:**

Language support and translations of notification letters, district-wide meetings, and parent involvement activities are available in the top languages represented in IUSD –Mandarin, Korean, Japanese, and Farsi. Updates are sent via the district messaging system to all parents of EL students and are available on the district website as well.

##### **Parent Portal:**

Parents can access information regarding student language status, academic achievement, and results of standardized assessments through the Parent Portal.

##### **Identification Process:**

During the enrollment process, parents/guardians complete, sign, and date a Home Language Survey (HLS) for each of WKHLU VFKRRO DJHG FKLOGUHQ WKDW LQGLFDWHV WKH ODQJXDJHV RW Enrolling clerks at each site verify the enrollment information and determine whether or not a student needs to participate in a screening of English language proficiency skills. Those students whose Home Language Surveys reveal a language RWKHU WKDQ (QJOLVK DV WKHLU language) must be assessed for English language skills within 30 calendar days of enrollment and/or prior to starting school. CELDT administration is coordinated through the Language Minority Programs office.

##### **Notification of Initial Results and Program Placement:**

At the time of initial assessment, Language Minority staff members discuss with parents (in a language parent can understand) the results of the assessment, the determined language status of the child, program options, recommended student placement, reclassification criteria, and the waiver process for an alternative program. Parents are given a copy of the Initial Notification letter with same and copies are file in student cumulative records.

##### **Annual Parent Notification of English Learner Progress and Placement:**

Parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, RI WKHLU FKLOGUHQ V ODQJXDJH GHVLJQDWLRQ (QJOLVK SURILFLHQF local assessments), program placement, program options, as well as reclassification criteria. Annual Parent Notifications

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**Strategy:**

Provide ongoing staff development in the design and implementation of language development instructional plans using the



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3. Provide access to instructional materials and multiple ways for parents to understand the ELA/ELD Common Core expectations for student performance (e.g. videos, presentations, and websites).

### **g. Goal 2F: Parental Notification**

IUSD will continue to notify 100% of the parents of EL students regarding all topics required by state and federal statutes.

#### **Strategy: Interpretations and Translations:**

Develop a system to remedy the shortage of available resources for providing language support for the language groups with significant representation in the district.

1. Work with Human Resources to develop a process for hiring bilingual staff in the roles of interpreters and parent liaisons.
2. Coordinate and facilitate training for bilingual instructional staff and community members in regards to providing interpretation and translation services for a variety of purposes in the district (e.g. translations of notices and general information and interpretations for staff and parents).

#### **Strategy: Access Information**

Better utilize the messaging system, Parent Portal, and the district website to provide readily available information about activities, programs and services, and student achievement. Enlist the help of the district IT department in designing a user-friendly website for language minority parents and students.

### **h. Goal 2G: Services for Immigrant Students**

IUSD will continue to supplemental programs that address the identified and specific needs of immigrant students and their families.

#### **Strategy: Intersession Opportunity Program**

Further develop the Intersession Opportunity Program that provides a transitional and credit-recovery program for international V W X G H Q W V - Z K F G B H L 3 R in IUSD.

1. Curriculum design and implementation
2. Instructional support
3. Guidance and graduation plans
4. CAHSEE Preparation

#### **Strategy: Parent Involvement Programs**

Further expand parent involvement programs to include access to community programs, parent education courses, and parenting support.

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1. Provide training opportunities for bilingual staff to develop the skills needed to facilitate parent courses and skill development.
2. Provide training opportunities for bilingual staff to develop the strategies needed to assist students in the classrooms.

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### **Goal 5A: Graduation Rates**

Irvine Unified School District is a high achieving district with a high school graduation rate of 98.5% of all students in **2013-2014** earning a diploma and 84% of LEP students achieving same. IUSD will continue to monitor and implement instructional programs to ensure English learners will reach or surpass state targets.

