

## IUSD - Title III Year 2 Improvement Plan - Needs Assessment

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**Directions:** Provide information requested for each portion of the outline.

**I. Briefly summarize LEA's characteristics, EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMAOs.**

**a. Describe the LEA's makeup including location, grade levels, and demographics.**

Located in Orange County, California, the Irvine Unified School District comprises a community of learners committed to the highest quality educational experience. IUSD educates a diverse population of more than 30,000 K-12 students in 22 elementary schools, 6 middle schools, 4

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- b. Describe findings from analyses of the CST, CAPA, CMA, CELDT, CAHSEE, state tools, graduation, and other assessments used by the LEA (ELSSA Supplement) to measure EL student English proficiency, academic achievement, and findings derived from other data analyses as these relate to the three AMAOs.**



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and/or Science standards-based curriculum. Some secondary sites offer sheltered content area courses such as Science, Social Science, and English Language Arts.

IUSD SEI is a K-6 mainstream classroom setting where English learners, who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process. Participating students are ensured equal access to the required Common Core Standards for the content areas and English Language Development at their language fluency and proficiency levels. Teachers provide dedicated, daily standards-based English language development addressing the specific needs of students at the Beginning/Early Intermediate fluency level – supported by quality instructional materials, SDAIE strategies, and academic language development within the context of learning. The district ELD Curriculum team is working with teachers to develop common formative and summative assessments to effectively monitor student language growth in these classrooms.

Teachers in the Newcomer/SEI program K-12 receive additional professional development aimed at aligning curriculum and practices with the CA ELD Standards and the Common Core State Standards. Due to the strong foundation of these programs, IUSD students in years 0-3 experience significant gains as measured by the CELDT. All teachers in IUSD have access to district support from the Language Minority office, Coordinator, TOSAS, and community liaisons. Supplemental instructional support is provided through paraprofessionals, professional learning communities, state approved materials, and quality professional learning opportunities.

### WEAKNESSES:

In the past, ELD has not been viewed as an integral part of ELA instruction resulting in school sites and districts scrambling to develop designated ELD programs for EL students. The misconception that ELD and ELA were separate entities has impeded EL access to higher level programs such as honors and advanced placement English courses. Now 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 stud

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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 school

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### 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 a centralized location. IUSD has upgraded its communication methods for notifying parents, but based on community feedback accessing information about such opportunities is sometimes difficult for language minority parents. Other issues that impede the ability to really connect parents to the learning community include, but are not limited to 1) Seminars are too infrequent resulting in large turnouts and less personalization, 2) Language support for 73 plus languages is a struggle limiting access for groups of parents to programs, and 3) Volunteerism is strongly encouraged as it provides much needed support for student learning, but the pro(ni)-2(u(z)-6(a)4 4( )-1a)4 4on and

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### **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, of their children's language designation, English proficiency level (CELDT results), academic progress (CST results or local assessments), program placement, program options, as well as reclassification criteria. Annual Parent Notifications are generated electronically and information verified by Language Minority Programs staff. Notifications are provided to each school site for distribution. Methods for distribution of the notifications used by the school sites include, but are not limited to, parent-teacher conferences, IEP reviews, and dirtb-2( s)-1(i)4mffldr ofd dis0(a)4(f)3(t)1ujhell cp(CSTficss (CST results or

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### **Services for Immigrant Students (Goal 2G)**

#### **STRENGTHS:**

Immigrant students and their parents have access to all instructional programs and services available in IUSD. We do understand and recognize that not all immigrant students are English learners, and therefore, funding is used to provide instructional support and assistance for parents where needed. In 2012-2013, IUSD implemented an Intersession Opportunity Program (IOP) for high school students that arrive and enroll in IUSD “off cycle” with the academic school year. Every year from February to May,4(e)-10(ed)-4(ed)-4(.)-4(j-16(i)-2(z)-6()-6(r(if0.5(:)JTJ 6.074 0 10078959.92 T0.0o 100(nt)-2(





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- a. Purposeful design and implementation of language objectives
  - b. Daily opportunities for the introduction, modeling, practice, and application of newly learned language skills
  - c. Structured academic discourse that holds students accountable for accurate language use in all forms of communication
  - d. Instructional delivery that is systematic, intentional and robust, while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review
4. LEA and sites will continue developing a process for identifying students who require additional support and/or





